

सोलापूर विद्यापीठ

सोलापूर-पुणे राष्ट्रीय महामार्ग, केगांव
सोलापूर - ४१३ २५५ (महाराष्ट्र)
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SOLAPUR UNIVERSITY

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Date : 26 MAY 2015

प्रति,
मा. प्राचार्य/प्राचार्या
सर्व संलग्न महाविद्यालये, (शिक्षणशास्त्र)
सोलापूर विद्यापीठ,
सोलापूर

विषय:- B.P.Ed. या विषयाच्या सत्र पध्दती अभ्यासक्रमासंदर्भात सूचना पाठविण्याबाबत...

महोदय,

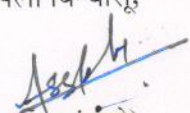
उपरोक्त विषयास अनुसरून आपणांस कळविण्यात येते की, B.P.Ed. या पाठयक्रमाच्या उपसमितीने तयार केलेला दोन वर्षांचा अभ्यासक्रम (Draft Syllabus) या विद्यापीठाच्या <http://su.digitaluniversity.ac> या संकेत स्थळावर उपलब्ध करून देण्यात आला आहे.

सदर अभ्यासक्रम आपल्या महाविद्यालयातील B.P.Ed. शिकविणा-या शिक्षकांच्या निदर्शनास आणावा आणि सदर अभ्यासक्रमाबाबत कांही सूचना असल्यास, त्या डॉ. रंगरेज ए.एम.एस, कस्तुराबाई कॉलेज ऑफ एज्युकेशन, सोलापूर व डॉ. कांबळे ए. जी. शिक्षणशास्त्र महाविद्यालय, बाशीं यांचेकडे खालील पत्त्यावर दि.०४/०६/२०१५ पर्यंत लेखी स्वरूपात कळवाव्यात.

पत्रव्यवहारासाठी पत्ता-

- १) डॉ. रंगरेज ए.एम.एस,
कस्तुराबाई कॉलेज ऑफ एज्युकेशन,
सोलापूर. मो. नं. ९४०३४९८७९६
- २) डॉ. कांबळे ए.जी.
शिक्षणशास्त्र महाविद्यालय,
बाशीं. मो.नं. ९८६००५९९६७

आपली विश्वासू,


(ए.एस. सांळुखे)
सहा.कुलसचिव

SOLAPUR UNIVERSITY, SOLAPUR.
Curriculum Framework of B.P.Ed., Programme
w.e.f. -2015

GUIDELINE OF REGULATIONS AND MODEL SYLLABUS STRUCTURE
FOR B.P.Ed., TWO YEARS PROGRAMME (FOUR SEMESTERS) (CS)

B.P.Ed., Programme shall be designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprises of compulsory theory as well as practical courses and compulsory school internship.

1. Eligibilities of Admission

The course of study for the Bachelor of Physical Education shall be open only to those students who have passed degree examination of this university or UGC recognized any university or as per the NCTE norms and government of Maharashtra norms and as per Solapur University Guide Lines.

The reservation in the seats and relaxation in the qualifying marks of SC/ST/OBC/NT and other categories as per the rules of state government.

Any graduate of Solapur University or of any other University recognized by the Solapur University as equivalent there to who is physically fit and satisfies any of the following conditions will be eligible for admission to B.P.Ed., Degree Course.

a. Bachelor's degree in any discipline with 50% marks and having at least participation in the Inter College Inter-Zonal/District/ School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt of Inda.

OR

b. Bachelor's degree in Physical Education with 45% marks.

OR

c. Bachelor's degree in any discipline with 45% marks and studied physical education as compulsory elective subject.

OR

d. Bachelor's degree with 45% marks and having participated in National/Inter University State competitions or secured 1st, 2nd or 3rd position in Inter College/ Inter-Zonal/District/School competition in sports and games as recognized by the AIU/IOA/SGFI/Government of India.

OR

- e. Bachelor's degree with participation in international competitions or secured 1st, 2nd, 3rd position in National/ Inter-University competition in sports and games as recognized by the respective federations/ AIU/ IOA/ SGFI/ Govt. of India.

OR

- f. Graduation with 45% marks and at least three years of teaching experience for deputed in- service candidates. i.e. trained physical Education teachers/ coaches.

OR

- g. Admission or Entrance Test: As per the guide lines of State Government / University guide line.

The relaxation of 5% percentage of marks in the qualifying examination and in the reservation of seats for SC&ST categories shall be as per the rules of the central government/ state government, whichever is applicable.

All the candidates shall produce a medical fitness certificate issued by a competent Medical Officer.

2. Fee

The institution shall charge only fee as prescribed by the affiliating body / State government concerned in accordance with provision of N.C.T.E. Guideline and as per University Guidance .

3. Duration

The B.P.Ed. Programme shall be of a duration of two academic years, that is, four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

4. The CS System

All programmes shall run on Credit System (CS). It is an instructional package developed to suit the needs of students to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

5. Course

The terms course usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise Lectures/tutorials/laboratory work/ field work/ outreach activities/ vocational training/viva / seminars/term papers/assignments/presentations/self-study etc. or a combination of some of these.

6. Courses of Programme

The B.P.Ed., Programme consists of a number of courses, the term 'Course' applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of courses suggested for the B.P.Ed., Programme.

- a. Theory Courses
- b. Practicum's
- c. Teaching Practices

7. Semesters

An academic year is divided into two semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The odd semester may be scheduled from May/June to November /December and even semester from November / December to May/June. The institution shall work for a minimum of 36 working hours in a week. (five or six days a week)

8. Working days

There shall be at least 200 working days per year exclusive of admission and examination processes etc.

9. Credits

The term 'Credit refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecturer or tutorial) or one and half/two hours of practical work/field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a B.P.Ed., Programme is 90 credits and for each semester, 20 credits.

10. Provision of Bonus credits Maximum 06 Credits in each Semester

Sr. No	Special Credits for Extra Co-Curricular Activities	Credit
1	Sports Achievement at State level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation International Level Competition	4
2	Inter Uni. Participation (Any one game)	2
3	Inter College Participation (Min, Two games)	1
4	National Cadet Corps / National Service Scheme	2
5	Blood donation / Cleanliness drive / Community Services	2
6	Mountaineering- Basic Camp, Advance Camp / Adventure Activities	2
7	Organization / Officiating- State / National level in any two games	2
8	News Reposting / Article Writing / book writing/ progress report writing	1

9	Research Project	4
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11. Examinations:

- a. There shall be examinations at the end of each semester, for first semester in the month of November/December, for second semester in the month of May/June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course (s) in the subsequent examinations to be held in November / December or May / June.
- b. A candidate should get enrolled / registered for the first semester examination. If enrollment / registration is not possible owing to shortage of attendance beyond condonation limit/rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student, however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

13. Conduct of Practical Examination

Examiners should be paid local conveyance allowance, remuneration and T.A D.A by the University.

Internal Assessment (sessional): Practical Activities: The Award of marks shall be on the basis of regularity, initiative, learning aptitude, skill development and proficiency.

Appearance of Examination: Candidates on satisfactorily completing a semester shall apply for examination in al courses of study papers prescribed for that semester.

14. Medium of Examination

The candidates are allowed to answer the question in English / Hindi / Marathi.

Scheme of Examination:

There shall be a university examination at the end of each semester. The Scheme of Examination shall be as follows:

- a. **Theory:** Each paper shall be valued by University appointed examiner.
- b. **Practicum:** Evaluation in the specialization (game/activity) shall be done by two examiners, one internal and one external as per the following scheme. The average of the two shall be credited.

i)	Demonstration of skill/ techniques/movements	20 Marks
ii)	Coaching ability	20 Marks
iii)	Specialization (Coaching lesson plans)	15 Marks
iv)	Teaching competency	15 Marks
	Total	70 Marks

a) Pattern of question paper setting shall be as per NCTE/ Solapur University norms.

15. Evaluation

Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

One test	15 Marks
Seminar / Quiz	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	30 Marks

Attendance shall be taken as a component of continuous assessment, even though the students should have minimum 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on the end-semester practical examination.

16. Minimum Passing Standard

The minimum passing standard for CIA (Continuous Internal Assessment) and External Examinations shall be 40% i.e. 12 marks out of 30 marks and 28 marks out of 70 marks respectively for theory courses. The minimum passing for the CIA & external examination shall be 50% i.e. 15 marks out of 30 and 35 marks out of 70 marks for the practical courses.

- i. **If the student fail or absent in semester –I** If the student is fail or absent in any theory paper or university practical exam he/she is allow to appear in semester – II university examination.
- ii. **If the student who is fail or absent in semester I & II** - theory and practical will be allow to appear semester – III University examination, he / she need not to appear for Internal assessment (theory & practical) of semester I & II.
- iii. **If the student who is fail or absent in semester –I, II, III-** He / She will be given permission in semester IV University examination.
- iv. **If the student who is fails in semester –II**, theory & practical (one or two) & practical will be given admission in semester – III. He / She need not appear for internal assessment (theory & practical) of semester – II.

- v. **If the student who is fails in semester – II**, he / she will not be given admission to the semester – IV (i.e. who have passed semester – II theory (one or two) & practical examination will be given admission to semester - IV). He / She need not appear for internal assessment of semester – II.
- vi. **If the student who is fail in semester – III**, in theory (one or two) & practical, he/ she is eligible to take admission to the semester – IV and he / she can give examination in University Theory & practical together of semester – III & IV.

17. Grievance Redressal Committee

The college/department shall form a Grievance Redressal Committee for each course in each college /department with the course teacher/Principal/Director and the HOD of the faculty and the members. This Committee shall solve all grievances of the students.

18. Revision of Syllabi

1. Syllabi of every course should be revised according to the NCTE.
2. Revised Syllabi of each semester should be implemented in a sequential way.
3. In courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council.
4. All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.
5. During every revision, up to twenty percent of the syllabi of each course should be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of revised syllabi.
6. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

19. Classification of Successful candidates:

The results of successful candidates at the end of each semester shall be declared on the basis of Percentage of Aggregate Marks and in terms of Grade Point Average (GPA) and alpha sign grade. The result at the end of the fourth semester shall also be classified on the basis of Percentage of Aggregate Marks and on the basis of the Cumulative Grade Point Average (CGPA) obtained in all the four semesters and the corresponding overall alpha sign grade. An eight point grading system, alpha sign grade as described below shall be adopted.

First class with Distinction	70% and above (A+,A++ or O)
First Class	60% and above but less than 70% (A)
High Second Class	55% and above but less than 60% (B+)
Second Class	50% and above but less than 55% (B)
Pass Class	40% and above but less than 50% (C)

Eight Point Alpha – Sign Grading Scale:

Grade Point Average	< 4	4 - < 5	5 - < 5.5	5.5 - < 6	6 - < 7	7 - < 8	8 - < 9	9 - 10
Alpha-Sign Grade	D	C	B	B+	A	A+	A++	O

Note: - The Calculation of the Grade Point Average (GPA) in a Semester and the Cumulative Grade Point Average (CGPA) at the end of fourth semester shall be as per the University common guidelines. And for the rest of and other details regarding results will be as per the university regulations.

Choice Based Credit Semester Scheme of B.P.Ed Degree Programme**Semester – I**

Part-A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credits	Internal Marks	External Marks	Total Marks
CC-101	History, Principles and foundation of Physical Education and Olympic Movement	4	4	30	70	100
CC-102	Anatomy, Physiology Sports Medicine, Physiotherapy and Rehabilitation	4	4	30	70	100
CC-103	Health Education and Environmental Studies	4	4	30	70	100
CC-104	Methods of Teaching School Subject (Any one of the following subject) Marathi, Hindi, English, History, Geography, Economics, Commerce, Agriculture, Science, Mathematics	4	4	30	70	100
Part -B: Practical Course						
PC-101	Track and Field (Running Events)	6	4	30	70	100
PC-102	Swimming /Gymnastics/Shooting	6	4	30	70	100
PC-103	Indigenous Sports: Kabaddi / Mallkhambh / Lezim / March past	6	4	30	70	100
PC-104	Mass Demonstration Activities: Kho-Kho / dumbbells /tipri/ wands / hoop / umbrella	6	4	30	70	100
Total		40	32	240	560	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester where as 102-120 hours for each Practicum Course.

Semester – II

Part-A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credits	Internal Marks	External Marks	Total Marks
CC-201	Yoga Education	4	4	30	70	100
CC-202	Educational Technology and Methods of Teaching in Physical Education	4	4	30	70	100
CC-203	Organization, Administration and Sports Management	4	4	30	70	100
CC-204	Contemporary issues in Physical Education: fitness, wellness, Sports Nutrition and Weight Management	4	4	30	70	100
Part -B: Practical Course						
PC-201	Tack and Field (Jumping Events)	6	4	30	70	100
PC-202	Yoga/Aerobics/Gymnastics/ Swimming	6	4	30	70	100
PC-203	Racket Sports: Badminton/ Table Tennis/Squash/Tennis	6	4	30	70	100
Part – C: Teaching Practices						
TP-201	A. Teaching Practices – School subject (05 Micro and 05 School) <u>University Exam One Lesson</u>	6	4	15	35	100
G.L., I.N	B. Teaching practice Physical Lesson (05 Micro and 05 Physical) <u>University Exam One Lesson</u>			15	35	
Total		40	32	240	560	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester where as 102-120 hours for each Practicum Course.

- ❖ G.L: General lesson pedagogy at school.
- ❖ I.N: Internship Programme.

Semester - III

Part-A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credits	Internal Marks	External Marks	Total Marks
CC-301	Sports Training	4	4	30	70	100
CC-302	Computer Applications in Physical Education	4	4	30	70	100
CC-303	Sports Psychology and Sociology	4	4	30	70	100
CC-304	Curriculum Design	4	4	30	70	100
Part -B: Practical Course						
PC-301	Tack and Field (Throwing Events)	6	4	30	70	100
PC-302	Combative Sports: Martial Art/Karate/Judo/Fencing/Boxing/Taekwondo/Wrestling (Any two out of these)	6	4	30	70	100
PC-303	Team Games: Baseball/Cricket/Football/Hockey/Softball/Volleyball/Handball/Basketball/Netball (Any two of these)	6	4	30	70	100
Part - C: Teaching Practices						
TP-301	Teaching Practice: (Teaching Lesson Plans for Racket Sports/Team Games/Indigenous Sports) (out of 10 lessons 5 internal and 5 external at practicing school)	6	4	30	70	100
Total		40	32	240	560	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester where as 102-120 hours for each Practicum Course.

Semester - IV

Part-A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
CC-401	Measurement and Evaluation in Physical Education	4	4	30	70	100
CC-402	Kinesiology and Biomechanics	4	4	30	70	100
CC-403	Research and Statistics in Physical Education	4	4	30	70	100
CC-404	Theory of Sports and game and their officiating and Coaching	4	4	30	70	100
Part -B: Practical Course						
PC-401 P.L/I.N	Track and field/Swimming/Gymnastics (Any one out of three)	6	4	30	70	100
PC-402 P.L/I.N	Kabaddi/Kho-Kho/Base ball/Cricket/ Football/Hockey/Softball/Volleyball Handball/Basketball/Netball/Badminton/Table Tennis/Squash/Tennis (Any two of these)	6	4	30	70	100
Part - C: Teaching Practices						
TP-401	Sports specialization: Coaching lessons Plans (One for Sports 5 lessons)	6	4	30	70	100
TP-402	Games specialization: Coaching lessons Plans (One for Games 5 lessons)	6	4	30	70	100
Total		40	32	240	560	800
		160	128	960	2240	3200

Note: Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester where as 102-120 hours for each Practicum Course.

- P.L : Particular lesson pedagogy at school
- I.N: Internship programme.

Practicum regulation scheme T.P.201, T.P. 301, T.P.401, T.P.402 will be the Internal evaluation, the Evaluation is purely based on the attendance, ability of the teacher, and competency in handling the classes (Classroom and Field Coaching, Training). It will be evaluated by the Head Master of the School, Subject Expert form the school, one faculty member from the University/Department /College. The evaluation will be done immediately after the class by the above said committee. The assessment will be done for 70 marks, in each semester as per the regulation.

Lesson:- A minimum of 30 lessons out in the school / college/ institution / department shall be conducted.

Semester	Course Code	Title of the Practical	Internal Work	Marks	External Exam	Marks
II	TP 201	A. Teaching Practices – School subject (05 Micro and 05 School) <u>University Exam One Lesson</u>	(05 Micro and 05 School)	15	1 Lesson Academic	35
		B. Teaching practice Physical Lesson (05 Micro and 05 Physical) <u>University Exam One Lesson</u>	(05 Micro and 05 Physical)	15	1 Lesson Physical	35
III	TP 301	Teaching Practice (Teaching Lesson plans for Rocket Sports / Team /Game/ Indigenous Sport)	Out of 10 lesson 5 internal and 5 external at practicing school	30	1 Lesson	70
IV	TP 401	Sport Specialization, Coaching Lesson Plans	One for Sport 5 lesson	30	1 Lesson	70
IV	TP 402	Game specialization, Coaching lesson plans	One for Game 5 lesson	30	1 Lesson	70

Structure of Examination

Semester – I

Course Code	Title of the Papers	Internal	External	Total Marks
THEORY (400)				
CC-101	History, Principles and foundation of Physical Education and Olympic Movement	30	70	100
CC-102	Anatomy, Physiology Sports Medicine, Physiotherapy and Rehabilitation	30	70	100
CC-103	Health Education and Environmental Studies	30	70	100
CC-104	Methods of Teaching School Subject (Any one of the following subject) Marathi, Hindi, English, History, Geography, Economics, Commerce, Agriculture, Science, Mathematics	30	70	100
PRACTICAL (400)				
PC-101	Track and Field (Running Events)	30	70	100
PC-102	Swimming /Gymnastics/Shooting	30	70	100
PC-103	Indigenous Sports: Kabaddi / Mallkhambh / Lezim / March past	30	70	100
PC-104	Mass Demonstration Activities: Kho-Kho / dumbbells /tipri/ wands / hoop / umbrella	30	70	100
Total		240	560	800

Semester – II

Course Code	Title of the Papers	Internal Marks	External Marks	Total Marks
THEORY (400)				
CC-201	Yoga Education	30	70	100
CC-202	Educational Technology and Methods of Teaching in Physical Education	30	70	100
CC-203	Organization, Administration and Sports Management	30	70	100
CC-204	Contemporary issues in Physical Education: fitness, wellness, Sports Nutrition and Weight Management	30	70	100
PRACTICAL (400)				
PC-201	Tack and Field (Jumping Events)	30	70	100
PC-202	Yoga/Aerobics/Gymnastics/ Swimming	30	70	100
PC-203	Racket Sports: Badminton/ Table Tennis/Squash/Tennis	30	70	100
TEACHING PRACTICE (100)				
TP-201	Teaching Practices (05lessons in class room teaching and 05 lessons in outdoor activities)	30	70	100
Total		240	560	800

Semester - III

Course Code	Title of the Papers	Internal	External	Total Marks
THEORY (400)				
CC-301	Sports Training	30	70	100
CC-302	Computer Applications in Physical Education	30	70	100
CC-303	Sports Psychology and Sociology	30	70	100
CC-304	Curriculum Design	30	70	100
PRACTICAL (300)				
PC-301	Tack and Field (Throwing Events)	30	70	100
PC-302	Combative Sports: Martial Art/Karate/Judo/Fencing/Boxing/Taekwondo/Wrestling (Any two out of these)	30	70	100
PC-303	Team Games: Baseball/Cricket/Football/Hockey/Softball/Volleyball/Handball/Basketball/Netball (Any two of these)	30	70	100
TEACHING PRACTICE (100)				
TP-301	Teaching Practice: (Teaching Lesson Plans for Racket Sports/Team Games/Indigenous Sports) (out of 10 lessons 5 internal and 5 external at practicing school)	30	70	100
Total		240	560	800

Semester - IV

Course Code	Title of the Papers	Internal Marks	External Marks	Total Marks
THEORY (400)				
CC-401	Measurement and Evaluation in Physical Education	30	70	100
CC-402	Kinesiology and Biomechanics	30	70	100
CC-403	Research and Statistics in Physical Education	30	70	100
CC-404	Theory of Sports and game and their officiating and Coaching	30	70	100
PRACTICAL (200)				
PC-401	Track and field/Swimming/Gymnastics (Any one out of three)	30	70	100
PC-402	Kabaddi/Kho-Kho/Baseball/Cricket/Football/Hockey/Softball/Volleyball/Handball/Basketball/Netball/Badminton/Table Tennis/Squash/Tennis(Any two of these)	30	70	100
TEACHING PRACTICE (200)				
TP-401	Teaching Practices (05lessons in class room teaching and 05 lessons in outdoor activities)	30	70	100
TP-402	Game Specialization Coaching lessons: Kabbadi/Kho-Kho/Baseball/Cricket/Football/Hockey/softball/Volleyball/Handball/Basketball/Netball/Badminton/Table Tennis/Squash/Tennis (Any of one out of these)			
Total		240	560	800

B.P.Ed., Programme

Outline of Syllabus

Semester -I

Theory Courses

CC-101 HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION AND OLYMPIC MOVEMENTS

Unit-1: Introduction

- ✿ Meaning, Definition and Scope of Physical Education
- ✿ Aims and Objective of Physical Education
- ✿ Importance of Physical Education in present era.
- ✿ Misconceptions about physical Education.
- ✿ Relationship of Physical Education with General Education
- ✿ Physical Education as an Art and Science.

Unit-2 Awards in Physical Education and Sports

- ✿ Padmashri & Padmabhushan Awards
- ✿ Arjun Award
- ✿ Dhronachrya Award
- ✿ Rajiv Gandhi khel Ratna Award
- ✿ Shri Shatrpati Award

Unit-3: Foundation of Physical Education and Principles of Physical Education

- ✿ Philosophical Foundation.
- ✿ Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism, and Indian Philosophy and Culture.
- ✿ Fitness and Wellness movement in the contemporary perspectives.
- ✿ Sports for all and its role the maintenance and promotion of fitness.

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

Unit-4: Different Olympics Games and Committees of Olympics' Games

- Significance of Olympics Ideals Olympic Rings And Flag
- The early history of the Olympic Movement
- Para Olympic Games
- Youth Olympic Games
- International Olympics Games Structure and Functions
- National Olympics Committees and their role in Olympics Movement
- Sport's for All

Reference:

- ❖ 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. (Maharashtra)
- ❖ 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, Delbert (1970) Physical Education, New York; A.S. Barnes & Co.
- ❖ Sharman, J.R. (1964). Introduction to Physical Education. New York; A.S. Barnes & Co.
- ❖ William, J.F. (196). The Principles of Physical Education. Philadelphia; W.B. Saunders Co.
- ❖ Osborne, M.P. (2004) Magictree house fact tracker; ancient Greece and the Olympics: a non fiction 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 fo mega events on local politics; Lynne Reinner
- ❖ <http://www.olympic.org/olympism-in-action>.

Semester -I

CC-102: ANATOMY, PHYSIOLOGY, SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION

Unit-1: Introduction

- ✿ Brief introduction of Anatomy and Physiology.
- ✿ Need and importance of anatomy and physiology
- ✿ Meaning and definition of Sports medicine, Physiotherapy and Rehabilitation
- ✿ Need and importance of Physiotherapy and Rehabilitation
- ✿ Guiding principles of Physiotherapy

Unit-2: Systems – Effect of Exercise of Various Systems

- ✿ Cardio – respiratory system
- ✿ Skeletal system
- ✿ Muscular System
- ✿ Nervous system
- ✿ Endocrine system
- ✿ Digestive and Excretory system

Unit-3: Sports Medicine

- ✿ Meaning and concept of sports medicine
- ✿ Aim and objective of sports medicine
- ✿ Common regional injuries and their management – shoulder, elbow, wrist, knee and ankle
- ✿ Low back problem and management, stretching and strengthening exercise in sports.
- ✿ Doping – agents, effects, dope test and sanctions.

Unit-4: Introduction

- ✿ Rehabilitation in sports – Meaning, principles, means and methods
- ✿ Diagnosis of injuries – signs and symptoms of injuries.
- ✿ Different forms of Hydrotherapy the Thermotherapy – hot and cold packs, whirlpool, contrast bath, infrared, short wave diathermy and ultrasound.
- ✿ First aid – meaning and principles
- ✿ Athletic bandage and massage – Its classification, indication & contraindication, general principles of massage.

Reference:

- ❖ D. (1979), A 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.
- ❖ Gupta, A.P. (2010). Anatomy and Physiology. Agra: Sumit Prakashan.
- ❖ Gupta, M and Gupta M.C. (1980). Body and Anatomical Science. Delhi: Swaran Printing Press.
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- ❖ Karpovich, P.V. (n.d.) Physiology of Muscular Activity. London: W.B. Saunders Co.
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- ❖ Moorehouse, 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 and Physiology and Heralth Education. Ropar: Jeet Publications.

Semester -I

CC-103: HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

Unit-1: Health Education

- ✿ Concept, Dimensions, Spectrum and Determinants of Health
- ✿ Definition of Health, Health Education, Health Instruction, Health Supervision
- ✿ Aim, objective and Principles of Health Education
- ✿ 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
- ✿ Objective of school health service, Role of health education in schools
- ✿ Health Service – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first aid and emergency care etc.,

Unit-3: Nutrition and Food

- ✿ Components of Food
- ✿ Caloric Value of Food items.
- ✿ Daily replacement of Food.
- ✿ Balanced Diet.
- ✿ Under Nutrition & Malnutrition.
- ✿ Food habits, constipation & indigestion.

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.

Reference:

- ❖ 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.

Semester -I

CC-104: Methods of Teaching School Subject

(Any one of the following subject) Marathi, Hindi, English, History,
Geography, Economics, Commerce, Agriculture, Science, Mathematics

PAPER NO. IV

METHODS OF THE SCHOOL SUBJECT

50 MARKS

(Any one of the following school subject)

- 1) Marathi 2) Hindi 3) English 4) History 5) Geography
6) Economic 7) Science 8) Commerce 9) Agricultural 10) Mathematics

MARATHI METHODOLOGY

Objectives :

विद्यार्थी शिक्षकास :

- १) मराठी (मातृभाषा) चे अभ्यासक्रमातील तसेच बालकांच्या शिक्षणातील स्थान आणि महत्व समजण्यास मदत करणे.
- २) मराठी अध्यापनाचे हेतू व उद्दिष्ट याबाबतचे ज्ञान मिळवण्यात मदत करणे.
- ३) मराठीच्या अभ्यासक्रमाचे ज्ञान मिळवण्यास व त्याचे विश्लेषण करण्यास मदत करणे.
- ४) मराठी पाठ्यपुस्तकाचे चिकित्सक परीक्षण करण्यास तसेच आशय विश्लेषणास मदत करणे.
- ५) मराठी अध्यापनाच्या विविध पध्दती, प्रयुक्त्या व तंत्रे यांचे आकलन होण्यास मदत करणे.
- ६) मराठी अध्यापन करताना विविध अध्ययन अनुभवाची व अध्यापन साहित्याची मदत प्रवृत्त करणे.
- ७) भाषा व अध्यापनाचे नियोजन व संघटन करण्याचे कौशल्ये प्राप्त करण्यात मदत करणे.
- ८) विद्यार्थ्यांच्या गरजारूप पाठाची विविध प्रकाराची टाचण तयार करण्याचे कौशल्य प्राप्त करण्यास मदत करणे.
- ९) मराठी भाषेच्या विविध अंगोपांगाचे अध्यापन कसे करावे या विषयी ज्ञान मिळविण्यास मदत करणे.
- १०) मूल्यमापनाची तंत्रे समजण्यासाठी व त्याचा उपयोग करण्यासाठी मदत करणे.
- ११) भाषा शिक्षक म्हणून अपेक्षित गुणविशेष समजण्यास व ते गुणविशेष आणि कौशल्ये प्राप्त करण्यास मदत करणे.

घटक-१ अभ्यासक्रमातील मराठीचे स्थान.

अ) स्थान व महत्व :

- १) अध्ययन- अध्यानात मराठीचे (मातृभाषेचे) माध्यम म्हणून स्थान प्राथमिक माध्यमिक भाषेतील शाळेतील महत्व.
- २) सामाजिक व सांस्कृतिक वारश्यांच्या प्रसारणाचे साधन.
- ३) वाङ्मयीन आवड व आपसची निर्माण करण्याचे साधन.
- ४) तोंडी व लेखी आत्मनिवेदनांचे साधन.

- ५) विचार, भावना व अनुभव यांच्या आदान प्रदानाचे साधन.
- ६) बौद्धिक, भावना व अनुभव कार्यात्मक व्यक्ती विकास साधण्याचे साधन.
- ७) ज्ञान व मनोरंजन प्राप्तीचे साधन.

ब) सहसंबंध विषयाचा इतर विषयांशी तसेच अंतर्गत सहसंबंध :

घटक-२ मराठी अध्यापनाचे हेतू व उद्दिष्टे.

- अ) प्रथम भाषा म्हणून मराठीच्या अध्यापनाचे हेतू व उद्दिष्टे आकलन, रसग्रहण, शब्दसंपत्तीचा विकास, मौखिक व लेखनाद्वारे आभिव्यक्ती, साहित्याचा पक्विय.
- ब) मराठी अध्यापनाची वर्ग उद्दिष्टे व त्यांचे स्पष्टीकरणे.
- क) महाराष्ट्रातील माध्यमिक शाळांतील नियुक्त अभ्यासक्रमाची उद्दिष्टे.

घटक-३ मराठी अध्यापनाच्या विविध पध्दती, पयुक्त्या व तंत्रे.

- अ) अध्यापनाची सुत्रे.
- ब) अध्यापनाची पध्दती उद्गामी - अनगामी, पारसंवाद, कथन, व्याख्यान.
- क) अध्यापनाच्या प्रयुक्त्या - स्पष्टीकरण, प्रश्न, दाखले, नाट्यीकरण.
- ड) अध्यापनाची तंत्रे, चर्चा, स्वाध्याय, पर्यवेक्षित अध्ययन.

घटक-४ अध्ययन अनुभव व अध्यापन साहित्य.

- अ) अध्ययन अनुभव, श्रवण, प्रगटवाचन, मूकवाचन, भाषण, नाट्यीकरण, पाठांतरे, लेखन, रसग्रहण, कोषाचा व संदर्भग्रंथाची वापर, पूरक वाचन व लेखन, अध्यापन साहित्य व उपक्रमाचा उपयोग.
- ब) अध्यापन साहित्य : दृकश्राव्य, साधन, चित्रे, तक्ते, विविध प्रकारचे फलक फ्लॅश कार्डस्, स्लाईडस् फिल्मस्ट्रिल, टेपरेकॉर्डर, लिगवाफोन, रेडियो, टी.व्ही. इत्यादी.
- क) अभ्यासानुवर्ती व अभ्यासपूरक उपक्रम : वादविवाद, कथाकथन, वाक्स्पर्धा, हस्ताक्षरस्पर्धा, हस्तलिखित स्पर्धा, भावगीत स्पर्धा, भाषा खेळ, भेंड्या भिक्तीपत्रिका, मराठी मंडळ इत्यादी.

घटक-५ मराठी भाषेच्या विविध अंगोपांगाचे अध्यापन.

- अ) गद्य व पद्य यांचे अध्यापन.
- ब) व्याकरण अध्यापन.
- क) लेखन विकास.
- ड) वाचन विकास.
- इ) भाषण, पाठांतर, पुस्तिलेखन, शुध्दलेखन इ.

घटक-६ मूल्यामापन पध्दती.

- अ) भाषाविषयक मूल्यामापनाचे स्वरूप प्रश्न प्रकार, परीक्षणांचे नियोजन.
- ब) घटक चाचणी रचना व प्रशासन.
- क) भाषिक कौशल्ये दोष, चिकित्सा, निदानात्मक व उपचारात्मक कार्य.

घटक-७ भाषा शिक्षक.

- अ) भाषा शिक्षकांची अर्हता : दृष्टिकोन व गुणविशेष.
- ब) भाषा शिक्षकांचा व्यावसायिक विकास.
- क) मराठी भाषा शिक्षक संघटना - गरज, स्वरूप व कार्यक्रम.

प्रात्यक्षिक कार्य (खालीलपैकी कोणतेही एक)

- १) कोणत्याही भाषिक कौशल्याच्या एका घटकावर निदानात्मक कसोटी तयार करणे.
- २) शाळेतील विद्यार्थ्यांच्या समवेत हस्तलिखित तयार करणे.
- ३) शाळेत मातृभाषेच्या अध्यापनाला योग्य अशा एका अभ्यासनुवर्ती उपक्रमाचे आयोजन करणे.
- ४) मातृभाषेच्या संदर्भात कोणत्याही एका विषयावर भितीपत्रक तयार करून लावणे.
- ५) मातृभाषेतील कोणत्याही एका घटकाचे घटक नियोजन करून त्याची घटक चाचणी तयार करणे.

Books Recommended :

- १) मराठीचे अध्यापन - प्रा.सौ. कल्याणी इंदूरकर.
- २) मराठीचे अध्यापन - श्री. अकोलकर / श्री. पाटणकर.

HINDI METHODOLOGY

उद्देश्य : विद्यार्थी शिक्षकको -

- १) भारतीय जीवन, संस्कृति तथा शालेय पाठ्यक्रम में हिंदी का स्थान लेने में सहाय करना |
- २) माध्यमिक पाठशाला में दूसरी भाषा के रूप में हिंदी सिखाने के उद्देश्योंको समक्ष लेने में मदद करना |
- ३) हिंदी की रचना तथा गठन संबंधी संकल्पनासे अवगत करना |
- ४) हिंदी का निर्धारित पाठ्यक्रम तथा पाठ्यपुस्तकों को समक्षने में तथा उनकी आलोचना करने में समर्थ बनाना |
- ५) आशयविश्लेषण प्रणाली से अवगत करना |
- ६) हिंदी शिक्षाकी विभिन्न प्रणालियों, प्रयुक्तियोंसे अवगत करना और आशययुक्त अध्यापन प्रणाली की संकल्पना समक्ष लेने में मदद करना |
- ७) कक्षानुसार तथा आशय के अनुसार भिन्न प्रणालियों की योजना करना सिखाना |
- ८) हिंदी शिक्षा की विभिन्न प्रणालियों, प्रयुक्तियोंसे अवगत करना और आशययुक्त अध्यापन प्रणाली की संकल्पना समक्ष लेने में मदद करना |
- ९) हिंदी शिक्षा में सपुचित अनुभव तथा व्यवस्थापन का कौशल्य अवगत करने में सहाय्य करना |
- १०) हिंदी भाषा के विविध अंगों का अध्यापन करने की विधी से अवगत करना तथा क्षमात प्राप्त करने में मदद करना |
- ११) हिंदी भाषा मूल्यांकन प्रणाली से अवगत करना |
- १२) हिंदी भाषा शिक्षक में रूप में वांछनीय गुणों को समक्ष लेने में और गुणों को प्राप्त करने में मदद करना |

घटक-१ पाठ्यक्रम में हिंदी का स्थान

- अ) राष्ट्रभाषा और संपर्कभाषाके रूप में तथा महाराष्ट्र राज्य माध्यमिक शाला पाठ्यक्रम में त्रिभाषा सुत्रों के अनुसार हिंदी का स्थान एवं महत्व |
- ब) हिंदी का अन्य विषयोंसे एवं अंतर्गत अनुबंध |

घटक-२ हिंदी भाषा शिक्षा के उद्देश्य

- अ) हिंदी शिक्षा के व्यापक उद्देश्य, राष्ट्रीय, सांस्कृतिक साहित्यिक तथा व्यावहारिक |
- ब) दुय्यम भाषा के नाते हिंदी सीखने के विशिष्ट उद्देश तथा उनके स्पष्टीकरण |
- क) भाषा शिक्षा के विद्यमान माध्यमिक शाला पाठ्यक्रम के हिंदी के उद्देश |

घटक-३ हिंदी शिक्षाकी प्रणालियाँ तथा प्रयुक्तियाँ

- अ) हिंदी शिक्षाकी प्रणालियाँ स्वाभाविक प्रणाली व्याकरण - अनुवाद प्रणाली, प्रत्यक्ष प्रणाली डॉ. वेस्ट प्रणाली गठन तथा रचना प्रणाली, समावात्मक प्रणाली |
- ब) अध्यापन प्रयुक्तियाँ : प्र. न. विवरण, उदाहरण, नाट्यीकरण, स्वाध्याय |
- क) अध्यापन के सुत्र तथा तंत्र |

घटक-४ हिंदी शिक्षाके अनुभव तथा साधन

- अ) हिंदी शिक्षा के अनुभव : श्रवण, लेखन, वाचन, भाषण, नाट्यीकरण, विस्तार, अनुवाद, स्थायीभरण, अभिव्यक्ती, मुखोद्गत करना, कोष तथा संदर्भ ग्रंथों का आधार लेना अध्यापन साधनों का तथा उपक्रमों का अवलंब |

- ब) अध्यापन साहित्य और साधन : चित्र, तख्ता, मैग्नेटिक तथा प्लेनेल फलक कोच चित्र चित्रपट्टी, टेपरेकॉर्डर, रेकॉर्ड प्लेयर, रेडिओ, टी. व्ही. भाषा प्रयोगशाला |
- क) अध्यासानुवार्ता कार्यक्रम : वादविवाद सभा, विविध प्रतियोगिताएँ (वक्तृत्व, हस्ताक्षर, पाठांतर, निबंधलेखन, अत्याक्षरी) हस्तलिखित प्रकाशन, भिक्तीपत्रक, नाट्यीकरण, पुस्तक प्रदर्शनी हिंदी दिवस मनाना

घटक-५ हिंदी भाषा शिक्षा के विविध अंगों का अध्यापन

- १) श्रवण आकलन और मौखिक अभिव्यक्ती |
- २) संभाषण |
- ३) लेखन-लिफि, परिचय, शुद्धलेखन, हस्ताक्षर, श्रुतलेखन |
- ४) वाचन-मौखिक, मौन, सुक्ष्म, ग्रंथालय वाचन |
- ५) गद्य का अध्यापन |
- ६) पद्य का अध्यापन |
- ७) रचना मौखिक और लिखित अध्यापन |
- ८) व्याकरण का अध्यापन |
- ९) नाट्य |

घटक- ६ मूल्यांकन प्रणाली

- अ) हिंदी भाषा मूल्यांकन प्रणाली का स्वरूप प्रश्न के प्रकार, परीक्षा नियोजन |
- ब) घटक कसोटी- रचना तथा प्रशासन |
- क) निदानात्मक परीक्षा और उपचारात्मक अध्यापन |

घटक- ७ हिंदी अध्यापक

- अ) हिंदी अध्यापक की पात्रता तथा गणवेश |
- ब) हिंदी अध्यापक का व्यावसायिक विकास |
- क) हिंदी शिक्षक संघटना का योगदान |

प्रात्यक्षिक कार्य (कोई एक)

- १) किसी एक का कक्षा के विद्यार्थियों की हिंदी भाषा में होनेवाली गलतियों का अभ्यास |
- २) अध्यासानुवार्ता कार्यक्रमों का शाला में आयोजन |
- ३) किसी एक भाषिक कौशल्यावर आधारित घटक की निदानात्मक कसोटी बनाना |
- ४) किसी भी एक विषयपर भिक्तीपत्रक बनाना |
- ५) किसी भी एक घटक का घटक नियोजन तथा उसकी घटक कसोटी बनाना |

Books Recommended :

- १) हिंदी अध्यापन - प्रा. ब. बी. पंडित.
- २) हिंदी अध्यापन पद्धती - प्रा. बा. स. बोबे.
- ३) हिंदी आशययुक्त अध्यापन पद्धती - डॉ. पठाण बी. बी. (नुतन प्रकाशन, पुणे)
- ४) हिंदी आशययुक्त अध्यापन पद्धती - वास्कर आनंद और वास्कर पुष्पा (पुणे मेहता पब्लिशिंग हाऊस)

ENGLISH METHODOLOGY

Objectives : To enable the student teacher to :

- 1) Understand the importance & present position of English in school curriculum.
- 2) Acquaint with the aims & objects to teaching English as a second Language in the secondary school.
- 3) Understand the nature of English Language.
- 4) Acquaint with the criteria and English curriculum and textbooks at the each secondary school level.
- 5) Acquaint with the concept & process of content analysis in English.
- 6) Understand methods, devices and techniques of English teaching.
- 7) Encourage to use variety of learning experiences and instructional materials whole teaching English.
- 8) Understand various aspects of English and there methodology.
- 9) Understand planning and organization of teaching English and to prepare different types of lesson notes as per requirement of the class.
- 10) Acquaint with evaluation procedures used in evaluating English Knowledge of the student.
- 11) Acquaint with qualities and professional growth of English teacher and help in acquiring the same.
- 12) Develop the skills required for effective teaching of English in secondary school.
- 13) Develop favorable attitude towards the subject.

Syllabus :

Unit 1 : Place of English in curriculum :

- 1) Place of English as a Foreign Language in the school curriculum, three languages formula.
- 2) Importance of English in the present set up-the role of English as an international language, as a library language as a second language in a multilingual society etc.
- 3) Correlation of English language within the subject and with other subject.

Unit 2 : Aims and objectives of teaching English :

- 1) Aims and objective of teaching English as a second language.
- 2) Classroom (Instructional) objective of teaching English and their specifications
English as a skill subject : developing language skills listening with comprehension speaking, reading and writing.
- 3) Objectives of the subject as given in the syllabus of Maharashtra State Board of secondary and Higher Secondary educational.

Unit 3 : The nature of English :

- 1) The nature of English Language. Its vocabulary, structures speech, sound, stress and intonation.
- 2) Pronunciation-expected standard.

- 3) The use of phonetics.
- 4) The problem of spelling.
- 5) The principles of language study.

Unit 4 : Methods, Devices and Techniques of teaching English :

- 1) Methods : Grammar – translation, Direct, Dr. Vest’s new structural approach Bilingual approach, electric.
- 2) Devices : Narration, Questioning, explanation, illustration, dramatization, drilling.
- 3) Techniques : Discussion, assignment, supervised study.

Unit 5 : Learning Experiences and Teaching, Aids :

- 1) Learning Experiences, Listening with comprehension, speech practice, practice in reading aloud, silent reading, writing, recitation, using various aids and activities.
- 2) Teaching aid and instructional materials : Pictures, flashcards for reading with stress and intonation, sentence cards, projectors, guided composition, radio, T.V. linguaphone, tape recorder, language laboratories.
- 3) Co-curricular activities : Debate, language games, class magazine, collection of proverbs-idioms-poems, dramatization, Essay competition, wall news-paper etc.

Unit 6 : Teaching various aspects of English :

- 1) Teaching at the initial stage.
- 2) Teaching of Prose : Textbooks, vocabulary and structures used differences between reader and text-book, supplementary readers, the use of library methods and techniques of teaching prose content.
- 3) Teaching of poetry : The place of poetry in teaching English. Objective of Teaching poetry, selection of poems, methods and techniques of teaching poetry.
- 4) Teaching of grammar : The place grammar, Formal and functional grammar, methods and technique of teaching grammar and structures.
- 5) Teaching writing : Mechanics of writing, methods of teaching script composition and correction of composition. The place of translation and paragraphs in the English teaching and their methods.
- 6) Teaching reading : Objectives and methods of teaching reading types of reading intensive, extensive reading aloud-silent reading. Developing oral skills. Pronunciation. Vowels, consonants and stress.

Unit 7 : Evaluation :

- 1) Oral and written test, types of questions.
- 2) Unit test : concept and construction.
- 3) Diagnostic test and remedial teaching.

Unit 8 : The English Teacher :

- 1) Qualification and essential qualities of a teacher English.
- 2) Professional growth of the teacher, awareness of innovative practices and their implications.
- 3) English teachers association : Need and programmes.

Practicum : (Any one of the following)

- 1) Critical study of any textbook of English.
- 2) Unit plan and unit test on any unit.
- 3) Project on a chosen theme.
- 4) Critical evaluation of any five T.V. lessons in teaching of English.
- 5) To prepare a diagnostic test on any unit in English.

Books Recommended :

- 1) English Methodology.

HISTORY METHODOLOGY

Objective : To enable the student teacher to :

- 1) Understand place and importance of History in school curriculum and in human life.
- 2) Acquaint with the aims and objectives of teaching history in secondary school.
- 3) Understand the criteria of History curriculum and textbook and to analyses them critically.
- 4) Acquaint with the concept and process of content and process of content analysis of History content.
- 5) Understand method, devices and techniques of history teaching.
- 6) Encourage using variety of lesson plans as per requirement of the same.
- 7) Understand planning and organization of teaching of teaching history.
- 8) Help in understanding the nature of content and preparing variety of lesson plans as per requirement.
- 9) Acquaint with evaluation procedures used in evaluation history knowledge of the students.
- 10) Acquaint with the qualities and professional growth of history teacher and to help him in acquiring the same.
- 11) Understand innovative practices in history teaching.
- 12) Inculcate the spirit of National integration and international understanding.
- 13) Develop in their students a broader and progressive outlook.

Unit 1 : Place of History in curriculum :

- 1) History : Meaning and scope with special reference to modern concept to History.
- 2) Kinds of History.
- 3) Place and importance of History in the school curriculum and in human life.
- 4) Correlation : Correlation of the subject with other school subject.

Unit 2 : Aims and objectives of teaching History :

- 1) Aims, objectives and values of teaching History at secondary level of education.
- 2) Instructional objectives of teaching History with their specification.
- 3) Objective of the subject as given in the present curriculum in Secondary school.

Unit 3 : Methods, Devices and Techniques of History :

- 1) Methods : story, narration, source, project discussion dramatization, lecturer textbook, Dalton plan.
- 2) Devices Question and answer, description, dramatization, narration explanation homework, etc.
- 3) Technique : Discussion assignment, supervised study, team teaching computer programmer etc.
- 4) Maxims of teaching as applied to the teaching of History.

Unit 4 : Learning Experience and Instructional Materials :

- 1) Learning experience : direct and indirect as well as verbal and non-verbal learning experience helpful in teaching of history, use of various instructional materials and activities.
- 2) Instructional materials and aids : Instructional Materials : Text Book, supplementary reading materials, workbook, general reference material, advance book on history instructional materials for teacher's such as teacher's handbook and manuals.
- 3) Teaching Aids pictures maps. Charts. Periodicals, timeline and time chart slides, filmstrips, Models, boards, projectors, radio, tape-recorder. T.V. vide motion pictures.
- 4) Co-curricular activities : importance and organization of relevant curricular and co-curricular activities such as debates, collections, excursion. Dramatization. Role of history, club exhibition, museum, visits and essay competitions.

Unit 5 : Evaluation :

- 1) Evaluation procedures used in teaching and learning of history, types of examination and administration.
- 2) Unit Test : construction and administration.
- 3) Diagnostic approach and remedial teaching in History.

Unit 6 : History :

- 1) Qualification and qualities of History teacher.
- 2) Professional training and growth of the teacher.
- 3) History teacher organization : its contribution to professional competencies.

Practicum : (Any one of the following)

- 1) To prepare a diagnostic test on any unit in History.
- 2) To prepare a wallpaper on any unit in History.
- 3) To organize any one co-curricular activity in school related to History teaching.
- 4) Historical tour and its report.
- 5) To prepare unit plan and written-test on any unit in History.
- 6) Project on a chosen theme.

Books Recommended :

- १) इतिहास अध्यापन पध्दती - प्रा. एस. एम. तिवारी
- २) इतिहास नागरिकशास्त्र व प्रशासन अध्यापन पध्दती - प्रा. एस. एन. परचूरे

GEOGRAPHY METHODOLOGY

Objective : To enable the student teacher to :

- 1) Understand the place and importance of Geography at the secondary school level.
- 2) Understand the aims and objectives of Geography teaching at the secondary school level.
- 3) Understand the criteria of good curriculum and arranging the course content.
- 4) Understand the criteria of good curriculum and text books and to analyses them critically.
- 5) Acquaint with various methods. Devices and techniques of teaching Geography.
- 6) Encourage using variety of learning experiences and instructional materials while teaching Geography.
- 7) Understand planning and organization of teaching Geography.
- 8) Help in understanding the nature of content and preparing variety of lesson plans as per requirement of the class.
- 9) Acquaint with the qualities and professional growth of Geography.
- 10) Acquaint with the qualities and professional Geography teacher and to help in acquiring the same.
- 11) Understand innovative practices in teaching of Geography.
- 12) Develop adequate skills in teaching of Geography.

Unit 1 : Place of Geography in curriculum :

- 1) Geography : Meaning, scope, distribution and description of earth. Study of the landscape, distribution on earth. Study of causal relationship. Study of spatial relationship, earth as a home of Man, the interaction with man and his environment, etc. grammar of Geography.
- 2) The people and importance of geographical in school curriculum.
- 3) Correlation of Geography within the subject and other school subject.

Unit 2 : Aims and Objectives of Teaching Geography :

- 1) Aims and objectives of teaching Geography at Secondary level of education.
- 2) Instructional objectives of teaching Geography with their specification.
- 3) Objectives of the subject as given in the present curriculum in secondary school.

Unit 3 : Methods, Devices and techniques of teaching Geography :

- 1) Methods : Story, lecture observation, journey, object, original comparative, project and laboratory.
- 2) Devices and techniques of teaching : question-answer, description, narration explanation, discussion, map reading, map making, fieldwork, assignment, supervised study, modern trends and techniques.
- 3) Maxims of teaching as applied to the teaching of Geography.

Unit 4 : Learning Experience and Instructional Materials :

- 1) Learning Experiences : Direct and Indirect as well as verbal and non verbal learning experiences helpful in teaching of Geography, use of the various instructional materials and activities.
- 2) Instructional Materials and Aids : Text books, Teachers handbook, workbook atlases, different types of maps, globe, charts, graphs, models, specimens, pictures, films, slides, filmstrips, different types of projectors epidiascope radio. Video, magazines. Newspapers. Meteorological instruments.
- 3) Co-curricular activities, Geography club, geography fair, exhibitions wallpaper, museum, visits and excursions.
- 4) Geography Room : Importance and utilization.

Unit 5 : Evaluation :

- 1) Evaluation procedures used in teaching and learning of Geography, types of examination and types of questions.
- 2) Units test : construction and administration.
- 3) Diagnostic testing and remedial measures in teaching in Geography.

Unit 6 : History :

- 1) Qualification and qualities of Geography teacher.
- 2) Professional growth of a Geography teacher.
- 3) Geography teacher organization and its contribution to professional competencies of the teacher.

Practicum : (Any one of the following)

- 1) To prepare a diagnostic test on any unit in Geography.
- 2) To prepare a wallpaper on any unit in Geography.
- 3) To organize any one Co-curricular activity in school related to Geography teaching.
- 4) Geographical tour and its report.
- 5) Project on a chosen theme.
- 6) To prepare unit plan and unit test on any unit in Geography.
- 7) Critical evaluation of any five T.V. lesson in Geography.

Books Recommended :

- १) भूगोल अध्यापन पध्दती - प्रा. डी. बी. पोंगसे
- २) भूगोल अध्ययन व अध्यापक - प्रा. बी. जी. बापट
- ३) भूगोल आशययुक्त अध्यापन - डॉ. सुग्रीव गोरे

ECONOMIC METHODOLOGY

Objective : To enable the student teacher to :

- 1) Understand the place and importance of Economic at the secondary school level.
- 2) Understand the aims and objectives of Economic teaching at the secondary school level.
- 3) Understand the criteria of good curriculum and text book in Economic and analysis them critically.
- 4) Acquaint with the concept and process of content of analysis of economic content.
- 5) Understand methods, devices and techniques of teaching Economic.
- 6) Encourage using variety of learning experiences and instructional materials while teaching Economic.
- 7) Understand planning and organization of teaching economic and their teaching methodology.
- 8) Help in understanding the nature of content and preparing variety of lesson plans as per requirement of the class.
- 9) Acquaint with the techniques of evaluation used in teaching economic.
- 10) Acquaint with the qualities and professional growth of economics teacher and to help in acquiring the same.
- 11) Understand innovative practices in teaching of Economic.
- 12) Develop adequate skills in teaching of Economic.

Unit 1 : Place of Economic in curriculum :

- 1) Aims and general objectives of teaching economic at secondary school level.
- 2) Objectives of the subject as given in the present school.
- 3) Instructional objectives of teaching Economic with their specification.

Unit 2 : Aims and objectives of Teaching Economic :

- 1) Aims and general objectives of teaching Economics at Secondary school level.
- 2) Objectives of the subject as given in the present school curriculum.
- 3) Instructional objectives of teaching Economic with their specification.

Unit 3 : Methods, Devices and techniques of teaching Economic :

- 1) Methods : lecture, project, survey, problem solving, discussion seminars symposium, inductive deductive, unit.
- 2) Devices and techniques of teaching : Questioning, narration, observation, Clarification, assignment, demonstration, drill etc.
- 3) Maxims of teaching as applied to the teaching of Economic.

Unit 4 : Learning Experience and Instructional Materials :

- 1) Learning Experiences : Direct and Indirect as well as verbal and non-verbal learning experiences, use of instructional materials and activities teaching economics.
- 2) Instructional Materials and Aids : Text books, magazines, Newspapers. Teacher handbooks.
- 3) Co-curricular activities, Economic club, exhibitions wallpaper, talks by experts symposium etc.

Unit 5 : Teaching of various aspects of Economic :

- 1) Economics, as an art and a science, Economical language.
- 2) Economical, writing, Historical economics, Geographical.
- 3) Economics, Business economic, National economic, Statistical.
- 4) Economics, Micro-Economic, Agro economic, Economic of the developed and underdeveloped countries.

Unit 6 : Evaluation :

- 1) Evaluation procedures used in teaching and learning of Economic, types of examination and types of questions.
- 2) Units test : construction and administration.
- 3) Diagnostic approach and remedial teaching in Economic.

Unit 7 : Economic Teacher :

- 1) Qualification and essential qualities economics teacher.
- 2) Professional growth of a Economic teacher.
- 3) Economic teachers association and its contribution to professional competencies of the teacher.

Practicum : (Any one of the following)

- 1) To prepare a diagnostic test on any unit in Economics.
- 2) To prepare a wallpaper on any unit in Economics.
- 3) To organize any one co-curricular activity in school related to Economics teaching.
- 4) Project on a chosen them Economics.
- 5) To prepare unit plan and unit test on any unit in Economics.

Books Recommended :

- १) अर्थशास्त्र अध्यापन पध्दती - प्रा. गीतादेवी पाटील.

COMMERCE METHODOLOGY

Objective : To enable the student teacher to :

- 1) Understand the place and importance of Commerce subject in school curriculum.
- 2) Understand the aims and objectives of teaching commerce in secondary school.
- 3) Acquaint with criteria of commerce curriculum and text-book and to analyze to them critically.
- 4) Acquaint with the concept and process of content analysis in commerce.
- 5) Understand methods, devices & techniques of commerce teaching.
- 6) Encourage using variety of learning experiences and instructional materials while teaching commerce.
- 7) Understand various aspects of commerce and their teaching methodology.
- 8) Understand planning and organization of teaching commerce.
- 9) Help in understanding the nature of content and preparing variety of lesson plans as per requirement of the class.
- 10) Acquaint with evaluation procedures used in commerce teaching.
- 11) Acquaint with qualities and professional growth of commerce teacher and to help him in acquiring the same.

Unit 1 : Place of Commerce in curriculum :

- 1) Commerce : importance of commerce education in school curriculum.
- 2) Place and importance of commerce education in school curriculum.
- 3) Correlation to commerce subject with other subject and within the subject.

Unit 2 : Aims and objectives of Teaching Commerce :

- 1) Aims and general objectives of teaching Commerce.
- 2) Objectives of the subject as given in the present school curriculum.
- 3) Instructional objectives of teaching Commerce with their specification.

Unit 3 : Curriculum and textbook in commerce :

- 1) Importance of curriculum and criteria of a good curriculum, Nature of the syllabus, Hierarchy and structure of the subject.
- 2) Critical study of the present courses in commerce with reference to principles of curriculum construction at secondary level.
- 3) Characteristic of a good textbooks and critical analysis of the prescribed textbook.
- 4) Content analysis : concept and process.

Unit 4 : Methods, Devices and techniques of Commerce teaching :

- 1) Various approaches in teaching : Historical, seminar, project practice, Cost study.
- 2) Methods : lecture, discussion, observation (Survey) problem solving, project, Inductive deductive, demonstration. Unit text book etc.

- 3) Devices and techniques : Question answer, narration, assignment, illustration, explanation, and supervised study.
- 4) Maxims of teaching as applied to the teaching of Commerce.

Unit 5 : Learning Experience and Instructional Materials :

- 1) Learning Experiences : Direct and Indirect as well as verbal and non-verbal learning experiences helpful in teaching of commerce. Use of instructional materials and activities.
- 2) Instructional Materials and Aids : models, pictures maps, sketches. Graphs diagrams, charts, tables, boards, newspapers. Journals. Periodicals, radio. T.V., Tape recorder, slides, filmstrips, films and various projects epode scope etc.
- 3) Co-curricular activities, Co-operative stores, school bank activity club exhibition, forum visits and excursions, symposium seminar etc.
- 4) Commerce room : need and enrichment.

Unit 6 : Teaching of various aspects of Commerce :

Economic, industrial historical, statistical, agricultural-national, international commerce in under developed and developed countries.

Unit 7 : Planning and Organization of teaching :

- 1) Year plan
- 2) Unit plan
- 3) Lesson plan
- 4) Various types of lesson as per requirement of the class.

Unit 8 : Evaluation :

- 1) Evaluation procedures used in commerce teaching, types of examination and types of questions.
- 2) Units test : construction and administration.
- 3) Diagnostic testing and remedial instruction in teaching of commerce.

Unit 9 : Commerce Teacher :

- 1) Qualification and qualities commerce teacher.
- 2) Professional training and growth of a teacher.
- 3) Commerce teachers organization and its contribution in professional development of the teacher.

Practicum : (Any one of the following)

- 1) Preparation of a diagnostic test on any unit in commerce.
- 2) Preparation of an unit plan and unit test on any unit in commerce.
- 3) Project on a chosen them.
- 4) Preparation of a wallpaper any unit in commerce.
- 5) To organize any one-curricular activity in school related to commerce teaching.

AGRICULTURE METHODOLOGY

Objective : To enable the student teacher to :

- 1) Understand the place and importance of Agriculture subject in school curriculum at secondary stage.
- 2) Understand aims and objectives of teaching Agriculture subject in secondary school.
- 3) Acquaint with criteria of Agriculture curriculum and text-book and to analyze to them critically.
- 4) Understand and to use variety of learning experience, instructional materials while teaching Agriculture subject.
- 5) Encourage using variety of learning experiences and instructional materials while teaching Agriculture.
- 6) Understand planning and organization of teaching Agriculture.
- 7) Help in understanding the nature of content and preparing variety of lesson plans as per requirement of the class.
- 8) Understand various aspects of Agriculture and their teaching methodology.
- 9) Acquaint with evaluation procedures used in testing the knowledge of the student.
- 10) Acquaint and help him in acquiring the same.

Unit 1 : Place of Commerce in curriculum :

- 1) Agriculture concept, meaning, nature and scope.
- 2) Place and importance of Agriculture subject in school curriculum.
- 3) Correlation to Agriculture subject with in other subject & with other school subject.

Unit 2 : Aims and objectives of Teaching Agriculture :

- 1) Aims and general objectives of teaching Agriculture in secondary school.
- 2) Objectives of the subject as given in the present school curriculum.
- 3) Instructional objectives of teaching Agriculture with their specification.

Unit 3 : Curriculum and textbook in Agriculture :

- 1) Importance of curriculum and criteria of a good curriculum, Nature of the syllabus, Hierarchy and structure of the subject.
- 2) Critical study of the present courses in Agriculture with reference to principles of curriculum construction at secondary level.
- 3) Characteristic of a good textbooks and Agriculture Teaching.
- 4) Content analysis : concept and process.

Unit 4 : Methods, Devices and techniques of Agriculture teaching :

- 1) Methods : lecture, demonstration, Inductive deductive. Heuristic. Project experimental, historical.

- 2) Devices and techniques : Question answer, narration, assignment, illustration, explanation, and supervised study.
- 3) Maxims of teaching as applied to the teaching of Agriculture.

Unit 5 : Learning Experience and Instructional Materials :

- 1) Learning Experiences : Direct and Indirect as well as verbal and non-verbal learning experiences helpful in teaching of agriculture. Use of instructional materials and activities.
- 2) Instructional Materials and Aids : need. Characteristics and uses of different charts graphs. Diagrams boards, slides, filmstrips, films, variety of project etc.
- 3) Co-curricular activities, debate exhibition, forum, club exhibition, forum, club, excursions symposium, seminars etc.

Unit 6 : Teaching of various aspects of Agriculture :

- 1) Soil Tillage
- 2) Animal Husbandry
- 3) Horticulture and crop cultivation.

Unit 7 : Planning and Organization of teaching :

- 1) Year plan
- 2) Unit plan
- 3) Lesson plan
- 4) Various types of lesson as per-requirement of the class.

Unit 8 : Evaluation :

- 1) Evaluation procedures used in agriculture teaching, types of examination and types of questions.
- 2) Units test : construction and administration.
- 3) Diagnostic testing and remedial instruction in teaching of Agriculture.

Unit 9 : Agriculture Teacher :

- 1) Qualification and qualities Agriculture teacher.
- 2) Professional growth and training of a teacher.
- 3) Agriculture teacher's organization and its contribution in professional development of the teacher.

Practicum : (Any one of the following)

- 1) Preparation of a diagnostic test on any unit in Agriculture.
- 2) Project on a chosen theme.
- 3) Preparation of a wallpaper on any unit in Agriculture.
- 4) To organize any one-curricular activity in school related to Agriculture teaching.

SCIENCE METHODOLOGY

Objective : To enable the student teacher to :

- 1) Understand the place and importance of Science subject in school curriculum at secondary stage.
- 2) Understand aims and objectives of teaching Science subject in secondary school level.
- 3) Acquaint with criteria of Science curriculum and to analyze to them critically the present course and textbook in science.
- 4) Analyze the aspects and appreciate the abase close relationship between content and science.
- 5) Understand and to use different methods, devices and techniques of teaching science.
- 6) Encourage using variety of learning experiences and instructional materials while teaching Science.
- 7) Understand planning and organization of teaching Science.
- 8) Help in understanding variety of lesson plans as per requirement of the class.
- 9) Understand various aspects of Science and their teaching methodology.
- 10) Acquaint with qualities and professional growth of a science teacher and help him in acquiring the same.
- 11) Acquaint with the innovative practices in science education.

Unit 1 : Nature, scope, importance and Place of Science :

- A) 1) Concept, meaning, nature and scope of science.
2) Place of science in Secondary school curriculum
- B) Correlation of science within the subject and with other subject.
- C) Characteristics a Good text book of Science.

Unit 2 : Aims and objectives of Teaching Science :

- 1) Aims of teaching science.
- 2) Objective of teaching science as prescribed in secondary school curriculum of the Maharashtra state.
- 3) Instructional objectives of teaching at secondary level.
- 4) Teaching of science for development of scientific attitude.

Unit 3 : Methods, Devices and techniques of Science teachings :

- 1) Methods : lecture, demonstration, Experimental, Heuristic Project.
- 2) Devices and techniques : Question Explanation, illustration, supervised study, narration, assignment, observation and dramatization.
- 3) Maxims of teaching.

Unit 4 : Learning Experience, Teaching Material and support system for teaching learning.

- 1) Classification of learning experience : Direct and Indirect, Verbal and non verbal relation between learning experience and learning outcomes.
- 2) Instructional Materials and Aids : Projected aids and non projected aids i.e. charts, diagrams, models boards, graphs, slides, overhead projector, tape recorder, radio, T.V., V.C.R. and computer.
- 3) Co-curricular activities : Science club, Science museum science fair, visit aquarium, exhibitions, observation of the sky school gardening.
- 4) Science laboratory – Need, design, equipments, management, safety and precaution any measures.

Unit 5 : Planning for learning and Teaching :

- 1) Preparation of the year plan, unit plan & daily lesson plan.

Unit 6 : Teaching of various aspects of Science :

- 1) Physics : Friction, density, specific gravity pressure, equilibrium, center of gravity, electricity.
- 2) Chemistry : Atomic and molecular weight periodic table, oxidation – reduction, isotopes, bonds, chemical reactions.
- 3) Biology : Photosynthesis, plant system, human body system, classification of plants & animals health, hygiene and balanced food, natural cycle pollution.

Unit 7 : Evaluation :

- 1) Examination – Types of examination, types of questions.
- 2) Type of test – Achievement, diagnostic test
- 3) Remedial teaching.

Unit 8 : The Teacher :

- 1) Essential qualification & qualities of science teacher.
- 2) Professional growth of science teacher, science teacher organization and its role in professional development.

Books Recommended :

- 1) Kohli V.K. (1982) – How to teach science – Ambaly city, vivek publisher.
- 2) Das R.C. (1985) – Science teaching in school, Delhi sterling publishes.
- 3) Dr. R.C. Sharma & Dr. C.S. Shukla : Modern science teaching Dhanpal Ras publishing company New Delhi.
- 4) प्राचार्य डॉ. ह. ना. जगताप- विज्ञान अध्यापन पध्दती.
- 5) कदत चा. प., बोंदार्डे के. एस.- शास्त्र अध्यापन पध्दती, नूतन प्रकाशन, पुणे १९८०
- 6) अनारसे, दिघे, पाटणकर (१९७४)- शास्त्र अध्यापन पध्दती, नूतन प्रकाशन, पुणे.
- 7) प्रा. प्रभाकर हकीम- विज्ञानाचे अध्यापन.
- 8) प्रा. के. जी. झांबरे- विज्ञान विषय ज्ञान व अध्यापन पध्दती.

MATHEMATICS METHODOLOGY

Unit 1 : Nature, scope, importance and place of Mathematics :

- A) 1) Concept, meaning, nature and scope of Mathematics
- 2) Place of Mathematics in Secondary school curriculum
- B) Correlation of Mathematics within the subject and with other subject
- C) Characteristics a Good textbook of Mathematics.

Unit 2 : Aims and objectives of Teaching Mathematics :

- 1) Aims & objectives of teaching Mathematics at secondary school.
- 2) Objective of teaching Mathematics as given in the secondary school curriculum of the Maharashtra state.
- 3) Instructional objectives of teaching Mathematics of their specification at secondary level.

Unit 3 : Methods, Devices and techniques of Mathematics teaching :

- 1) Methods : Inductive & deductive Experimental, Analytical & synthetically, Heuristics, Discovery.
- 2) Devices and techniques : Question Explanation, illustration, supervised study, assignment, home work, oral and written drill, self study, review and revision.
- 3) Maxims of teaching as applied to teaching mathematics.

Unit 4 : Learning Experience, Teaching Material and support system for teaching learning.

- 1) Classification of learning experiences : Direct and Indirect, Verbal and non verbal learning experience helpful in teaching of mathematics.
- 2) Instructional Materials and Aids : Projected aids and non projected aids i.e. charts, diagrams, models boards, slides, filmstrips, overhead projector, variety of projectors, tape recorder, radio, T.V. V.C.R. and computer.
- 3) Co-curricular activities : Mathematics club, visit, exhibitions, seminars etc.

Unit 5 : Planning for learning and Teaching :

Preparation of the year plan, unit plan & daily lesson plan.

Unit 6 : Teaching of various aspects of Mathematics :

- 1) Arithmetic's – Fractions, simple & compound interest, profit & loss, percentage,
- 2) Algebra – Graphs, H.C.F., L.C.M.
- 3) Geometry – Three stages of teaching Geometry, Basic concepts in Geometry, parallel line, angle triangle.
- 4) Trigonometry – trigonometric ratios, problems in height & distance.

Unit 7 : Evaluation :

- 1) Examination – Types of examination, types of question.
- 2) Type of test – Speed & accuracy, Achievement, diagnostic test.
- 3) Remedial teaching.

Unit 8 : The Teacher :

- 1) Essential qualification & qualities of mathematics teacher.
- 2) Professional growth of Mathematics teacher, organization and its role in professional development.

Books Recommended :

- १) प्राचार्य डॉ. ह. ना. जगताप- गणित अध्यापन पध्दती.

Semester –II Theory Courses

CC-201 YOGA EDUCATION

Unit-1: Introduction

- ✿ Meaning and Definition of Yoga
- ✿ Aims and Objectives of Yoga
- ✿ Yoga in Early Upanisads
- ✿ The Yoga Sutra; General Consideration
- ✿ Need and Importance of Yoga in Physical Education and Sports

Unit-I1: Foundation of Yoga

- ✿ The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dhyana and Samadhi
- ✿ Yoga in the Bhagavadgita – Karma Yoga, Raj Yoga, Jnana Yoga and Bhakti Yoga

Unit-II1: Asanas

- ✿ Effect of Asanas and Pranayama on various systems of the body
- ✿ Classification of asanas with special reference to physical education and sports
- ✿ Influences of relaxative, meditative postures on various systems of the body
- ✿ Types of Bandhas and mudras
- ✿ Type of kriyas

Unit-IV: 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

Reference:

- Brown, F.Y. (2000) How to use yoga. Delhi: Sports publication.
- Gharote, M.L. & Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala Kaivalyadham.
- Shankar, G. (1998). Holistic approach of yoga. New Delhi, Aditya Publishers.
- Shekar, K.C. (2003). Yoga for health. Delhi. Khel Sahitya Kendra.

Semester –II
Theory Courses

**CC-202: EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN
PHYSICAL EDUCATION**

Unit-1: Introduction

- ✿ Education and Education Technology – Meaning and Definitions.
- ✿ Types of Education – Formal, Informal and Non – Formal Education
- ✿ Educative Process
- ✿ Importance of Devices and Methods of Teaching

Unit-2: Teaching Techniques

- ✿ Teaching Techniques – Lecture method, Command method, Demonstration method, limitation method, project method etc.,
- ✿ Teaching Procedure – Whole method, whole – part – whole method, part – whole method.
- ✿ Presentation Technique – Personal and technical preparation
- ✿ Command – Meaning Types and its uses in different situations.

Unit-3: Teaching Aids

- ✿ Teaching Aids – Meaning, Importance and criteria for selecting teaching aids.
- ✿ Teaching aids – Audio aids, Visual aids, Audio-visual aids, Verbal, Chalk board, Charts, Model, Slide and LCD projector, Motion pictures, computers, Laptops, etc
- ✿ Team, Teaching – Meaning Principles and advantage of team teaching
- ✿ Difference between Teaching Methods and Teaching Aid.

Unit-4: Lesson Planning and Teaching Innovations

- ✿ Lesson Planning – Meaning, Type and Principles of lesson plan.
- ✿ General and specific lesson plan.
- ✿ Micro Teaching – Meaning, Types and steps of micro teaching
- ✿ Simulation Teaching – Meaning, Types and steps of simulation teaching.

Reference:

- Bhardwaj, A (2003) New media of educational planning. New Delhi, Sarup and Sons.
- Bhatia, and 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. Panniselvam, A & Santhasnam, S (1981) Introduction to educational technology New Delhi Sterling Publishers Pvt Ltd.,
- Walia, J.S (1999) Principles and methods of education, Jullandhar: Paul Publishers.

Semester –II
Theory Courses

CC-203: ORGANZATON, ADMINISTRATION AND SPORTS MANAGEMENT

Unit-1: Introduction

- ✳ Meaning and importance of Organization and Administration in physical education
- ✳ Brief introduction of Sports Management (Meaning, Definition, purpose and scope)
- ✳ Essential skills of Sports Management.
- ✳ Qualification and Responsibilities of Physical Education teacher and pupil leader
- ✳ Planning and basic principles of Planning.
- ✳ Program planning: Meaning, Importance, Principles of program planning in physical education.

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

- ✳ Office Management: Meaning, definition, functions and kinds of office management.
- ✳ Records and Registers: Maintenance of attendance Register, stock register, cash register, physical efficiency record, Medical examination record.
- ✳ Budget: Meaning, Importance of Budget making.
- ✳ Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.
- ✳ Principles and Steps of Budgeting.

Unit-3: Facilities, & Time – Table Management

- ✳ Facilities and equipment management; Types of facilities: Infrastructure-indoor, out door, academic & administrative blocks, research wing, library etc.
- ✳ 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 Factors affecting time table.
- ✳ Sports Management system in schools, colleges and Universities.

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.

- ✿ Organization structure of Athletic Meet.
- ✿ Sports Event Intramurals & Extramural Tournament planning.
- ✿ Leadership in Physical Education and Sports.

Reference:

- 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. Hosby Co.
- Earl, Z, & Gary, W.B. (1963) Management competency development in sports and physical education. Philadelphia: W. Lea and Febiger.
- Kozman, H.C. Cassidy, R & Jackson, C (1960). Methods in Physical Education. London: W.B. Saunders Co.
- Pandey, L.K. (1977). Methods in Physical Education. Delhi: Metropolitan Book Depo.
- Voltmer, E.F. & Esslinger, A.A (1979). The organization and administration of Physical Education. New York: Prentice Hall Inc.

Semester –II
Theory Courses

**CC-204: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION: FITNESS
AND WELLNESS, SPORTS NUTRITION AND WEIGHT MANAGEMENT**

Unit-1: Concept of Physical Education and Fitness

- ✳ Definition, Physiological Psychological and Sociological objectives of fitness and Wellness.
- ✳ Fitness – Types of Fitness and Components of Fitness.
- ✳ Importance and Scope of fitness and wellness.
- ✳ Physical Activity and Health Benefits.

Unit-2: Principles of Exercise Program

- ✳ Means of Fitness development – aerobic and anaerobic exercises.
- ✳ Exercises and Heart rate Zones for various aerobic exercise intensities.
- ✳ Concept of free weight Vs Machine, Sets and Repetition etc.
- ✳ Concept of designing different fitness training program for different age groups.

Unit-3: Nutrition and Weight Management

- ✳ Concept of BMI (Body mass index), Obesity and its hazard, Myth of Sport reduction, Dieting versus exercise for weight control, Common Myths about weight Loss.
- ✳ Health Risks Associated with Obesity, Obesity – Causes and Solutions for Overcoming Obesity.
- ✳ Nutrition – Daily calories intake and expenditure, Determination of desirable body weight.
- ✳ Weight management program for sporty child, Role of diet and exercise in weight management, Design diet

Reference:

- Bessesen, D.H. (2008) Update on obesity. J Clin Endocrinol Metab.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.
- 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

Semester -III
Theory Courses

CC-301: SPORTS TRAINING

Unit-1: Introduction to Sports Training

- ✿ Meaning and Definition of Sports Training.
- ✿ Aim and Objective of Sports Training.
- ✿ Principles of Sports Training.
- ✿ System of Sports Training – Basic Performance, Good Performance and High Performance Training.

Unit-2: Training Components

- ✿ Strength – Means and Methods of Strength Development
- ✿ Speed – Means and Methods of Speed Development
- ✿ Endurance – Means and Methods of Endurance Development.
- ✿ Coordination – Means and Methods of coordination Development.
- ✿ Flexibility – Means and Methods of Flexibility Development.

Unit-3: Training Process

- ✿ Training Load – Definition and Types of Training Load.
- ✿ Principles of Intensity and Volume of Stimulus.
- ✿ Technical Training – Meaning and Methods of Technique Training.
- ✿ Tactical Training – Meaning and Methods of Tactical Training.

Unit-4: Training Programming and Planning

- ✿ Periodization – Meaning and types of Periodization.
- ✿ Aim and Content of Periods – Preparatory, Competition, Transitional etc.
- ✿ Planning – Training session.
- ✿ Talent Identification and Development.

Reference:

- Dick, W.F. (1980). Sports training principles. London: Lepus Books.
- Jensen, R.C. & Fisher, A.G. (1979). Scientific basis of athletic conditioning. Philadelphia : Lea and Fibiger, 2nd Edn.
- Matvyew, L.P. (1981) Fundamental of sports training. Moscow: Progress Publishers.
- Singh, H. (1984) Sports training, general theory and methods, Patials: NSNIS.
- Uppal, A.K., (1999) Sports Training. New Delhi: Friends Publication.

Semester -III
Theory Courses

CC-302: 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 device.
- ✿ 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 the spreadsheet
- ✿ Creating formulas
- ✿ Format and 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 ppt. file
- ✿ Format and editing features slide show, design, inserting slide number.
- ✿ Picture graph table.
- ✿ Preparation of Power point presentations.

Reference:

- 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 Pblcation.

Semester -III
Theory Courses

CC-303: SPORTS PSYCHOLOGY AND SOCIOLOGY

Unit-1: Introduction

- ✿ Meaning, Importance and scope of Educational and Sports Psychology.
- ✿ 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

- ✿ Nature of learning, theories of learning, Laws of learning.
- ✿ Plateau in Learning: & transfer of training.
- ✿ Meaning and definition of personality, characteristics of personality.
- ✿ Dimension of personality, Personality and Sports performance
- ✿ Nature of 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, Meaning and nature of anxiety, Kinds of anxiety.
- ✿ Meaning and nature of stress; Types of stress, Anxiety, Stress, 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 studying Observation/Inspection: method, Questionnaire method, Interview method.

Reference:

- Ball D. W. & Loy, J.W. (1975). Sports and social order: Contribution to the sociology of sports. 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.
- Mathus, S.S., (1962). Education 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.,

Semester -III
Theory Courses

CC-304: CURRICULUM DESIGN

Unit-1: Modern concept of the curriculum

- ✿ Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.
- ✿ Factor4s affecting curriculum – Social factors – Personnel qualifications – Climatic consideration – Equipment and facilities – Time suitability of hours.
- ✿ National and Professional policies, Research finding.

Unit-2: Basic Guide line for curriculum construction; contest (selection and expansion)

- ✿ Focalization.
- ✿ Socialization.
- ✿ Individualization.
- ✿ Sequence and operation.
- ✿ Steps in curriculum construction.

Unit-3: Curriculum – Old and new concepts, Mechanics of curriculum planning.

- ✿ Basic principles of curriculum construction.
- ✿ Curriculum Design, Meaning, Importance and factors affecting curriculum design.
- ✿ Principles of Curriculum design according to the needs of the students and state and national level policies.
- ✿ Role of Teachers.

Unit-4: Under – graduate preparation of professional preparation.

- ✿ Areas of Health education, Physical education and Recreation.
- ✿ Curriculum design-Experience of Education, Field and Laboratory.
- ✿ Teaching practice.
- ✿ Professional Competencies to be developed – Facilities

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.

Semester -IV
Theory Courses

CC-401: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Unit-1: Introduction to Test & Measurement & Evaluation

- ✿ Meaning of Test and Measurement & Evaluation in Physical Education.
- ✿ Need & Importance of Test & Measurement & Evaluation in Physical Education.
- ✿ Principles of Evaluation.

Unit-2: Criteria; Classification and Administration of test

- ✿ Criteria of good test.
- ✿ Criteria of tests, scientific authenticity (reliability, objectivity, validity)
- ✿ Type and classification of Test.
- ✿ Administration of test, advance preparation – Duties during testing – Duties after testing.

Unit-3: Physical Fitness Tests

- ✿ AAHPER youth Fitness Test.
- ✿ National Physical Fitness Test
- ✿ Indiana Motor Fitness Test
- ✿ JCR Test
- ✿ U.S Army physical Fitness Test

Unit-4: Sports Skill Tests

- ✿ Lockhart and McPherson Badminton test
- ✿ Johnson basketball test
- ✿ McDonald soccer test
- ✿ S.A.I Volleyball test
- ✿ SAI Hockey test

Reference:

- Bangsbo, J. (1994). Fitness training in football: A scientific approach. Bagsvaerd, Denmar; Ho+Storm.
- Barron, H.M. & Mchee, R. (1977) A Practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
- Kansal, D.K. (1966). Test and measurement in sports and physical education. New Delhi. D.V.S. Publications.
- Mathews, D.K. (1973) Measurement in physical education, Philadelphia: W.B. Sounder Company.
- Pheasant, S. (1966). 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: New York: John Willey and sons.
- Sodhi, H.S. & Sidhu L.S. (1984) Physique and selection of sports a anthropometric study. Patiala: Punjab Publishing House.

Semester -IV
Theory Courses

CC-402: KINESIOLOGY AND BIOMECHANICS

Unit-1: Introduction to Kinesiology and Sports Biomechanics

- ✿ Meaning and Definition of Kinesiology and Sports Biomechanics
- ✿ Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches.
- ✿ Terminology of Fundamental Movements.
- ✿ Fundamental concepts of following terms – Axes and Planes, centre of Gravity, Equilibrium, Line of Gravity.

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 applications 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.
- Deshpande, S.H. (1955) Manav Kriya Vigyan (Hindi), H.V.P. Mandal, Amravati.

Semester -IV
Theory Courses

CC-403: RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Unit-1: Introduction to Research

- ✿ Definition of Research
- ✿ Need and importance of Research in Physical Education and Sports.
- ✿ Scope of Research in Physical Education & Sports.
- ✿ Classification of Research.
- ✿ Research Problem, Meaning of the term, Location and criteria of Selection of Problem, Formulation of a Research problem, Limitations and Delimitations.

Unit-2: Survey of Related Literature

- ✿ Need for surveying related literature.
- ✿ Literature Sources, Library Reading.
- ✿ Research Proposal, Meaning and Significance of Research Proposal.
- ✿ Preparation of Research proposal / project.
- ✿ Research Report: A group project is to be undertaken by a small batch of students under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment programme evaluation, fitness status of the students, staff and other stakeholders etc., and submit the report to the institution.

Unit-3: Basic of Statistical Analysis

- ✿ Statistics: Meaning Definition, Nature and Importance.
- ✿ Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, construction of Tables.
- ✿ Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram.

Unit-4: Statistical Model in Physical Education and Sports

- ✿ Measure of Central Tendency: Mean, Median and Mode-Meaning Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data.
- ✿ Measures of Variability: Meaning, importance, computing from group and ungroup data.
- ✿ Percentiles and Quartiles: Meaning importance, computing from group and ungroup data.

Reference:

- 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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Semester -IV
Theory Courses

CC-404: THEORY OF SPORTS AND GAMES, OFFICIATING AND COACHING

Unit-1: Introduction of Officiating and coaching

- ✿ Concept, Importance and principles of officiating and coaching.
- ✿ Philosophy of officiating and coaching.
- ✿ Duties of coach in general, pre, during and post game.
- ✿ Responsibilities of a coach on and off the field.

Unit-2: Qualities and Qualifications of Coach and Official

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

Unit-3: Theory of Sports and Games

- ✿ General Introduction of specialized games and sports- (Athletics, Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Kabaddi, Kho-Kho, tennis, Volleyball and Yoga)

Each game or sports to be dealt under the following heads.

- ✿ History and development of the Game of Sports
- ✿ Ground preparation, dimensions and marking.
- ✿ Standard equipment and their specifications
- ✿ Ethics of sports and sportsmanship.

Unit-4: Advance Training (for particular specialized Games or Sports)

- ✿ Concept of Conditioning and warming up.
- ✿ Role of weight training in games and sports.
- ✿ Teaching of fundamental skill & their mastery (technique, tactic and different phases of skill acquisition).
- ✿ Recreational and Lead up games.
- ✿ Strategy – Offence and defense, Principles of offence and defense.

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- Singer, R.N. (1972). Coaching, athletic & psychology. New York M.C. Graw Hill.

Part -B
Practical Courses
Semester – I

PC – 101

Track and Field:

Running Event:

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.
- ❖ Hurdles:
- ❖ Fundamental Skills – Starting, Clearance and Landing Techniques.
- ❖ Types of Hurdles.
- ❖ Ground marking and Officiating.

Relays: Fundamental Skills

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

PC – 102

Gymnastics: Floor Exercise

- ❖ Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps – leap scissors leap.
- ❖ Vaulting Horse.
- ❖ Approach Run, Take off from the beat board, Cat Vault, Squat Vault.

PC – 102

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 concerned strokes.
- ❖ Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.

PC - 102

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. **(Any one out of three)**

PC - 103

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 – Various 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.

PC - 103

Malkhamb and Light Apparatus:

Malkhamb: Salaami, Hold, Saadiudi, Bagaludi, Dashrang udi, Bagli udi, Suidora, Phirki, Padmasana, T Balance, Pataka, Landing.

Rope Malkhamb-Salaami, Padmasana Chadh, Katibandh 1-2, Sadiadhi, Rikebpakkad, Rikebpagniadhi, Nakkikasadhi, Kamaradhi, Nakkikasadhi, Urubandhtedhi, Sadibagli, Do hatibagli, Kamarbandhbagli, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing.

- ❖ Lathi – Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.
- ❖ Ghati Lezuim – AathAawaaz, Bethakawaaz, AagePaon, Aagekadam, Do Pherawaaz, Chau pherawaaz, Kadamtaal, Pavitra, Uchhakpavitra, Kadampavitra.
- ❖ Mass P.T. Exercises – Two count, four count and eight count exercises.
- ❖ Hindustani Lezuim – Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.
- ❖ Drill and Marching.

PC - 104

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, Judgment in giving Kho, Rectification of Foul.
- ❖ Skills in Running-Zig zag running, Single and double chain, Ring play, Rolling in the sides, Dodging which 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 officials.

PC - 104

Dumbbells / Wands/Hoop/Umbrella/Tipri: Fundamentals Skills

- ❖ Apparatus/Light apparatus Grip.
- ❖ Attention with apparatus/Light apparatus.
- ❖ Stand – at – ease with apparatus/light apparatus.
- ❖ 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

Semester – II

PC – 201

Track and Field:

Athletics: **Jumping Events**

- ❖ High Jump (Straddle Roll).
- ❖ Approach Run.
- ❖ Take off.
- ❖ Clearance over the bar.
- ❖ Landing

PC – 202

Gymnastics:

- ❖ Parallel Bar:
- ❖ 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 on back vault to the side (dismount)
- ❖ Horizontal / Single Bar:
- ❖ Grip
- ❖ Swings
- ❖ Fundamental Elements
- ❖ Dismount
- ❖ Uneven Parallal Bar:
- ❖ Grip
- ❖ Swings
- ❖ Fundamental Elements
- ❖ Dismount

PC – 202

Gymnastics:

- ❖ Sury Namaskara,
- ❖ Pranayams
- ❖ Corrective Asanas
- ❖ Kriyas
- ❖ Asanas
- Sitting
- Standing
- Lying Prone Position.
- Lying Spine Position.

PC – 202

Swimming: Introduction of water Polo game

- ❖ Fundamental Skills
- ❖ Swimm 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

PC – 202

Aerobics: Introduction of Aerobics

- ❖ Rhythmic Aerobics – dance
- ❖ Low impact aerobics
- ❖ High impact aerobics
- ❖ Aerobics kick boxing
- ❖ Postures – Warm up and cool down
- ❖ THR Zone – Being successful in exercise and adaptation to aerobic workout.

PC – 203

Badminton: Fundamental Skills

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

PC – 203

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.

PC – 203

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

PC - 203

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.

PC - 203

Tennis: Fundamental Skills

- ❖ Grip – Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.
- ❖ Stance and Footwork.
- ❖ Basic Ground Stokes-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.

Semester – II

PC – 301

Track and Field (Throwing Events):

- ❖ Discus Throw, Javelin, Hammer Throw, Shot-Put.
- ❖ Basic Skills and techniques of the Throwing events.
- ❖ Ground Marking / Sector Marking
- ❖ Interpretation of Rules and Officiating.
- ❖ Grip.
- ❖ Stance.
- ❖ Release.
- ❖ Reserve (Follow through action).
- ❖ Rules and their interpretations and duties of officials.

PC – 302

Boxing: Fundamentals 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.

PC – 302

Martial Arts /karate: Fundamentals Skills

- ❖ Player stance – 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.

PC – 302

Taekwondo: Fundamentals Skills

- ❖ Player stance – walking, walking, extending walking, L stance, cat stance.
- ❖ Fundamental Skills – Sitting stance punch, single punch, double punch, triple punch.
- ❖ Punching Skill from sparing position – front – first punch, rear first punch, double punch, and four combination punch.
- ❖ Foot Techniques (Balgisul) – standing kick (soseochagi), Reverse turning kick (AP chagi), Arc kick (BandalChagi), Side kick, (YeopChagi), Turning kick (DollyoChagi), Back kick (Twit Chagi), Reverse, turning kick (BandaeDollyoChagi), Jump kick (TwimyoChagi).
- ❖ Poomase (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jan, 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.

PC – 302

Judo: Fundamentals 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)
- ❖ Tsuduri and kake (Preparatory action for attack)
- ❖ Ukemi (Break Fall) – UrhiroUkemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front 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).
- ❖ Nage Waze (Throwing techniques)- HizaGuruma (Knee wheel), Sesae Twurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major Joinm), SeoNage (Shoulder throw).
- ❖ Katamawaze (Grappling techniques) – Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kamil shihogatama (Locking of upper four quarters), Method of escaping from each hold.

PC – 302

Wrestling: Fundamentals 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 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
- ❖ Reference positions.

PC – 302

Fencing: Fundamentals Skills

- ❖ 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 sixty – direct, disengage, double 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.

PC – 303

Base Ball: Fundamentals Skills

- ❖ Player Stance – 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 hist,
 - 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.

PC – 303

Netball: Fundamentals 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.

PC – 303

Cricket: Fundamentals 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.

PC – 303

Football: Fundamentals 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.

PC – 303

Hockey: Fundamentals 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 defense, foot defense.
- ❖ Positional play in attack and defense.
- ❖ Rules and their interpretations and duties of officials.
- ❖ Ground Marking.

PC - 303

Softball: Fundamentals 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.

PC - 303

Volleyball: Fundamentals 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.

PC - 303

Handball: Fundamentals Skills

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

PC - 303

Basketball: Fundamentals 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.
- ❖ Individual Defensive-Guarding the man with the ball and without the ball.
- ❖ Pivoting.
- ❖ Rules and their interpretations and duties of the officials.

TC - 201 Teaching Practices:

- 10 teaching Practice lessons out of which 5 lessons in class-room situation and 5 lessons for out-door activities within premises on the students of B.P.Ed., course

TC - 301 Teaching Practices:

- 10 teaching lesson plans for Racket Sport/Team Games/Indigenous Sports out of which 5 lessons internal and 5 lessons external at school.

TC - 401 Sports Specialization: Track and field / Gymnastics / Swimming

- (4 internal lesson at practicing school and 1 final external lesson on the students of practicing school as a sports specialization of any discipline mentioned above).

TC - 402 Games Specialization:

- Kabaddi, Kho-Kho, Base ball, Cricket, Football, Hockey, Softball, Volleyball, Handball, Basketball, Netball, Badminton, Table Tennis, Squash, Tennis.

(4 internal lesson at practicing school and 1 final external lesson on the students of practicing school as a games specialization of any discipline mentioned above).

Note: Where ever details of any activities are not mentioned, it is expected to elaborate skills by the competent bodies of local Universities / autonomous colleges.

Table -1: Semester wise distribution of hours per week

Semester	Theory	Practicum	Teaching Practice	Total
I	16	24	00	40
II	16	18	06	40
III	16	18	06	40
IV	16	12	12	40
Total	64	72	24	160
Minimum of 36 teaching hours per week is required in five or six days in a week				

Table -2: Number of credits per semester

Semester	Theory	Practicum	Teaching Practice	Total
I	16	16	00	32
II	16	12	04	32
III	16	12	04	32
IV	16	08	08	32
Total	64	48	16	128
Minimum of 36 teaching hours per week is required in five or six days in a week				

SOLAPUR UNIVERSITY, SOLAPUR.
Curriculum Framework of B.P.Ed., Programme
w.e.f. -2015

GUIDELINE OF REGULATIONS AND MODEL SYLLABUS STRUCTURE
FOR B.P.Ed., TWO YEARS PROGRAMME (FOUR SEMESTERS) (CS)

B.P.Ed., Programme shall be designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprises of compulsory theory as well as practical courses and compulsory school internship.

1. Eligibilities of Admission

The course of study for the Bachelor of Physical Education shall be open only to those students who have passed degree examination of this university or UGC recognized any university or as per the NCTE norms and government of Maharashtra norms and as per Solapur University Guide Lines.

The reservation in the seats and relaxation in the qualifying marks of SC/ST/OBC/NT and other categories as per the rules of state government.

Any graduate of Solapur University or of any other University recognized by the Solapur University as equivalent there to who is physically fit and satisfies any of the following conditions will be eligible for admission to B.P.Ed., Degree Course.

- a. Bachelor's degree in any discipline with 50% marks and having at least participation in the Inter College Inter-Zonal/District/ School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt of Inda.

OR

- b. Bachelor's degree in Physical Education with 45% marks.

OR

- c. Bachelor's degree in any discipline with 45% marks and studied physical education as compulsory elective subject.

OR

- d. Bachelor's degree with 45% marks and having participated in National/Inter University State competitions or secured 1st, 2nd or 3rd position in Inter College/ Inter-Zonal/District/School competition in sports and games as recognized by the AIU/IOA/SGFI/Government of India.

OR

- e. Bachelor's degree with participation in international competitions or secured 1st, 2nd, 3rd position in National/ Inter-University competition in sports and games as recognized by the respective federations/ AIU/ IOA/ SGFI/ Govt. of India.

OR

- f. Graduation with 45% marks and at least three years of teaching experience for deputed in- service candidates. i.e. trained physical Education teachers/ coaches.

OR

- g. Admission or Entrance Test: As per the guide lines of State Government / University guide line.

The relaxation of 5% percentage of marks in the qualifying examination and in the reservation of seats for SC&ST categories shall be as per the rules of the central government/ state government, whichever is applicable.

All the candidates shall produce a medical fitness certificate issued by a competent Medical Officer.

2. Fee

The institution shall charge only fee as prescribed by the affiliating body / State government concerned in accordance with provision of N.C.T.E. Guideline and as per University Guidance .

3. Duration

The B.P.Ed. Programme shall be of a duration of two academic years, that is, four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

4. The CS System

All programmes shall run on Credit System (CS). It is an instructional package developed to suit the needs of students to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

5. Course

The terms course usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise Lectures/tutorials/laboratory work/ field work/ outreach activities/ vocational training/viva / seminars/term papers/assignments/presentations/self-study etc. or a combination of some of these.

6. Courses of Programme

The B.P.Ed., Programme consists of a number of courses, the term 'Course' applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of courses suggested for the B.P.Ed., Programme.

- a. Theory Courses
- b. Practicum's
- c. Teaching Practices

7. Semesters

An academic year is divided into two semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The odd semester may be scheduled from May/June to November /December and even semester from November / December to May/June. The institution shall work for a minimum of 36 working hours in a week. (five or six days a week)

8. Working days

There shall be at least 200 working days per year exclusive of admission and examination processes etc.

9. Credits

The term 'Credit refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecturer or tutorial) or one and half/two hours of practical work/field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a B.P.Ed., Programme is 90 credits and for each semester, 20 credits.

10. Provision of Bonus credits Maximum 06 Credits in each Semester

Sr. No	Special Credits for Extra Co-Curricular Activities	Credit
1	Sports Achievement at State level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation International Level Competition	4
2	Inter Uni. Participation (Any one game)	2
3	Inter College Participation (Min, Two games)	1
4	National Cadet Corps / National Service Scheme	2
5	Blood donation / Cleanliness drive / Community Services	2
6	Mountaineering- Basic Camp, Advance Camp / Adventure Activities	2
7	Organization / Officiating- State / National level in any two games	2
8	News Reposting / Article Writing / book writing/ progress report writing	1

9	Research Project	4
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11. Examinations:

- a. There shall be examinations at the end of each semester, for first semester in the month of November/December, for second semester in the month of May/June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course (s) in the subsequent examinations to be held in November / December or May / June.
- b. A candidate should get enrolled / registered for the first semester examination. If enrollment / registration is not possible owing to shortage of attendance beyond condonation limit/rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student, however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

13. Conduct of Practical Examination

Examiners should be paid local conveyance allowance, remuneration and T.A D.A by the University.

Internal Assessment (sessional): Practical Activities: The Award of marks shall be on the basis of regularity, initiative, learning aptitude, skill development and proficiency.

Appearance of Examination: Candidates on satisfactorily completing a semester shall apply for examination in all courses of study papers prescribed for that semester.

14. Medium of Examination

The candidates are allowed to answer the question in English / Hindi / Marathi.

Scheme of Examination:

There shall be a university examination at the end of each semester. The Scheme of Examination shall be as follows:

- a. **Theory:** Each paper shall be valued by University appointed examiner.
- b. **Practicum:** Evaluation in the specialization (game/activity) shall be done by two examiners, one internal and one external as per the following scheme. The average of the two shall be credited.

i)	Demonstration of skill/ techniques/movements	20 Marks
ii)	Coaching ability	20 Marks
iii)	Specialization (Coaching lesson plans)	15 Marks
iv)	Teaching competency	15 Marks
	Total	70 Marks

a) Pattern of question paper setting shall be as per NCTE/ Solapur University norms.

15. Evaluation

Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

One test	15 Marks
Seminar / Quiz	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	30 Marks

Attendance shall be taken as a component of continuous assessment, even though the students should have minimum 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on the end-semester practical examination.

16. Minimum Passing Standard

The minimum passing standard for CIA (Continuous Internal Assessment) and External Examinations shall be 40% i.e. 12 marks out of 30 marks and 28 marks out of 70 marks respectively for theory courses. The minimum passing for the CIA & external examination shall be 50% i.e. 15 marks out of 30 and 35 marks out of 70 marks for the practical courses.

- i. **If the student fail or absent in semester –I** If the student is fail or absent in any theory paper or university practical exam he/she is allow to appear in semester – II university examination.
- ii. **If the student who is fail or absent in semester I & II** - theory and practical will be allow to appear semester – III University examination, he / she need not to appear for Internal assessment (theory & practical) of semester I & II.
- iii. **If the student who is fail or absent in semester –I, II, III-** He / She will be given permission in semester IV University examination.
- iv. **If the student who is fails in semester –II**, theory & practical (one or two) & practical will be given admission in semester – III. He / She need not appear for internal assessment (theory & practical) of semester – II.

- v. **If the student who is fails in semester – II**, he / she will not be given admission to the semester – IV (i.e. who have passed semester – II theory (one or two) & practical examination will be given admission to semester - IV). He / She need not appear for internal assessment of semester – II.
- vi. **If the student who is fail in semester – III**, in theory (one or two) & practical, he/ she is eligible to take admission to the semester – IV and he / she can give examination in University Theory & practical together of semester – III & IV.

17. Grievance Redressal Committee

The college/department shall form a Grievance Redressal Committee for each course in each college /department with the course teacher/Principal/Director and the HOD of the faculty and the members. This Committee shall solve all grievances of the students.

18. Revision of Syllabi

1. Syllabi of every course should be revised according to the NCTE.
2. Revised Syllabi of each semester should be implemented in a sequential way.
3. In courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council.
4. All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.
5. During every revision, up to twenty percent of the syllabi of each course should be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of revised syllabi.
6. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

19. Classification of Successful candidates:

The results of successful candidates at the end of each semester shall be declared on the basis of Percentage of Aggregate Marks and in terms of Grade Point Average (GPA) and alpha sign grade. The result at the end of the fourth semester shall also be classified on the basis of Percentage of Aggregate Marks and on the basis of the Cumulative Grade Point Average (CGPA) obtained in all the four semesters and the corresponding overall alpha sign grade. An eight point grading system, alpha sign grade as described below shall be adopted.

First class with Distinction	70% and above (A+,A++ or O)
First Class	60% and above but less than 70% (A)
High Second Class	55% and above but less than 60% (B+)
Second Class	50% and above but less than 55% (B)
Pass Class	40% and above but less than 50% (C)

Eight Point Alpha – Sign Grading Scale:

Grade Point Average	< 4	4 - < 5	5 - < 5.5	5.5 - < 6	6 - < 7	7 - < 8	8 - < 9	9 - 10
Alpha-Sign Grade	D	C	B	B+	A	A+	A++	O

Note: - The Calculation of the Grade Point Average (GPA) in a Semester and the Cumulative Grade Point Average (CGPA) at the end of fourth semester shall be as per the University common guidelines. And for the rest of and other details regarding results will be as per the university regulations.

Choice Based Credit Semester Scheme of B.P.Ed Degree Programme**Semester – I**

Part-A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credits	Internal Marks	External Marks	Total Marks
CC-101	History, Principles and foundation of Physical Education and Olympic Movement	4	4	30	70	100
CC-102	Anatomy, Physiology Sports Medicine, Physiotherapy and Rehabilitation	4	4	30	70	100
CC-103	Health Education and Environmental Studies	4	4	30	70	100
CC-104	Methods of Teaching School Subject (Any one of the following subject) Marathi, Hindi, English, History, Geography, Economics, Commerce, Agriculture, Science, Mathematics	4	4	30	70	100
Part -B: Practical Course						
PC-101	Track and Field (Running Events)	6	4	30	70	100
PC-102	Swimming /Gymnastics/Shooting	6	4	30	70	100
PC-103	Indigenous Sports: Kabaddi / Mallkhambh / Lezim / March past	6	4	30	70	100
PC-104	Mass Demonstration Activities: Kho-Kho / dumbbells /tipri/ wands / hoop / umbrella	6	4	30	70	100
Total		40	32	240	560	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester where as 102-120 hours for each Practicum Course.

Semester – II

Part-A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credits	Internal Marks	External Marks	Total Marks
CC-201	Yoga Education	4	4	30	70	100
CC-202	Educational Technology and Methods of Teaching in Physical Education	4	4	30	70	100
CC-203	Organization, Administration and Sports Management	4	4	30	70	100
CC-204	Contemporary issues in Physical Education: fitness, wellness, Sports Nutrition and Weight Management	4	4	30	70	100
Part –B: Practical Course						
PC-201	Tack and Field (Jumping Events)	6	4	30	70	100
PC-202	Yoga/Aerobics/Gymnastics/ Swimming	6	4	30	70	100
PC-203	Racket Sports: Badminton/ Table Tennis/Squash/Tennis	6	4	30	70	100
Part – C: Teaching Practices						
TP-201	A. Teaching Practices – School subject (05 Micro and 05 School) <u>University Exam One Lesson</u>	6	4	15	35	100
G.L., I.N	B. Teaching practice Physical Lesson (05 Micro and 05 Physical) <u>University Exam One Lesson</u>			15	35	
Total		40	32	240	560	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester where as 102-120 hours for each Practicum Course.

- ❖ G.L: General lesson pedagogy at school.
- ❖ I.N: Internship Programme.

Semester - III

Part-A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credits	Internal Marks	External Marks	Total Marks
CC-301	Sports Training	4	4	30	70	100
CC-302	Computer Applications in Physical Education	4	4	30	70	100
CC-303	Sports Psychology and Sociology	4	4	30	70	100
CC-304	Curriculum Design	4	4	30	70	100
Part -B: Practical Course						
PC-301	Tack and Field (Throwing Events)	6	4	30	70	100
PC-302	Combative Sports: Martial Art/Karate/Judo/Fencing/Boxing/Taekwondo/Wrestling (Any two out of these)	6	4	30	70	100
PC-303	Team Games: Baseball/Cricket/Football/Hockey/Softball/Volleyball/Handball/Basketball/Netball (Any two of these)	6	4	30	70	100
Part - C: Teaching Practices						
TP-301	Teaching Practice: (Teaching Lesson Plans for Racket Sports/Team Games/Indigenous Sports) (out of 10 lessons 5 internal and 5 external at practicing school)	6	4	30	70	100
Total		40	32	240	560	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester where as 102-120 hours for each Practicum Course.

Semester - IV

Part-A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
CC-401	Measurement and Evaluation in Physical Education	4	4	30	70	100
CC-402	Kinesiology and Biomechanics	4	4	30	70	100
CC-403	Research and Statistics in Physical Education	4	4	30	70	100
CC-404	Theory of Sports and game and their officiating and Coaching	4	4	30	70	100
Part -B: Practical Course						
PC-401 P.L/I.N	Track and field/Swimming/Gymnastics (Any one out of three)	6	4	30	70	100
PC-402 P.L/I.N	Kabaddi/Kho-Kho/Base ball/Cricket/Football/Hockey/Softball/Volleyball Handball/Basketball/Netball/Badminton/Table Tennis/Squash/Tennis (Any two of these)	6	4	30	70	100
Part - C: Teaching Practices						
TP-401	Sports specialization: Coaching lessons Plans (One for Sports 5 lessons)	6	4	30	70	100
TP-402	Games specialization: Coaching lessons Plans (One for Games 5 lessons)	6	4	30	70	100
Total		40	32	240	560	800
		160	128	960	2240	3200

Note: Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester where as 102-120 hours for each Practicum Course.

- P.L : Particular lesson pedagogy at school
- I.N: Internship programme.

Practicum regulation scheme T.P.201, T.P. 301, T.P.401, T.P.402 will be the Internal evaluation, the Evaluation is purely based on the attendance, ability of the teacher, and competency in handling the classes (Classroom and Field Coaching, Training). It will be evaluated by the Head Master of the School, Subject Expert form the school, one faculty member from the University/Department /College. The evaluation will be done immediately after the class by the above said committee. The assessment will be done for 70 marks, in each semester as per the regulation.

Lesson:- A minimum of 30 lessons out in the school / college/ institution / department shall be conducted.

Semester	Course Code	Title of the Practical	Internal Work	Marks	External Exam	Marks
II	TP 201	A. Teaching Practices – School subject (05 Micro and 05 School) <u>University Exam One Lesson</u>	(05 Micro and 05 School)	15	1 Lesson Academic	35
		B. Teaching practice Physical Lesson (05 Micro and 05 Physical) <u>University Exam One Lesson</u>	(05 Micro and 05 Physical)	15	1 Lesson Physical	35
III	TP 301	Teaching Practice (Teaching Lesson plans for Rocket Sports / Team /Game/ Indigenous Sport)	Out of 10 lesson 5 internal and 5 external at practicing school	30	1 Lesson	70
IV	TP 401	Sport Specialization, Coaching Lesson Plans	One for Sport 5 lesson	30	1 Lesson	70
IV	TP 402	Game specialization, Coaching lesson plans	One for Game 5 lesson	30	1 Lesson	70

Structure of Examination

Semester – I

Course Code	Title of the Papers	Internal	External	Total Marks
THEORY (400)				
CC-101	History, Principles and foundation of Physical Education and Olympic Movement	30	70	100
CC-102	Anatomy, Physiology Sports Medicine, Physiotherapy and Rehabilitation	30	70	100
CC-103	Health Education and Environmental Studies	30	70	100
CC-104	Methods of Teaching School Subject (Any one of the following subject) Marathi, Hindi, English, History, Geography, Economics, Commerce, Agriculture, Science, Mathematics	30	70	100
PRACTICAL (400)				
PC-101	Track and Field (Running Events)	30	70	100
PC-102	Swimming /Gymnastics/Shooting	30	70	100
PC-103	Indigenous Sports: Kabaddi / Mallkhambh / Lezim / March past	30	70	100
PC-104	Mass Demonstration Activities: Kho-Kho / dumbbells /tipri/ wands / hoop / umbrella	30	70	100
Total		240	560	800

Semester – II

Course Code	Title of the Papers	Internal Marks	External Marks	Total Marks
THEORY (400)				
CC-201	Yoga Education	30	70	100
CC-202	Educational Technology and Methods of Teaching in Physical Education	30	70	100
CC-203	Organization, Administration and Sports Management	30	70	100
CC-204	Contemporary issues in Physical Education: fitness, wellness, Sports Nutrition and Weight Management	30	70	100
PRACTICAL (400)				
PC-201	Tack and Field (Jumping Events)	30	70	100
PC-202	Yoga/Aerobics/Gymnastics/ Swimming	30	70	100
PC-203	Racket Sports: Badminton/ Table Tennis/Squash/Tennis	30	70	100
TEACHING PRACTICE (100)				
TP-201	Teaching Practices (05lessons in class room teaching and 05 lessons in outdoor activities)	30	70	100
Total		240	560	800

Semester - III

Course Code	Title of the Papers	Internal	External	Total Marks
THEORY (400)				
CC-301	Sports Training	30	70	100
CC-302	Computer Applications in Physical Education	30	70	100
CC-303	Sports Psychology and Sociology	30	70	100
CC-304	Curriculum Design	30	70	100
PRACTICAL (300)				
PC-301	Tack and Field (Throwing Events)	30	70	100
PC-302	Combative Sports: Martial Art/Karate/Judo/Fencing/Boxing/Taekwondo/Wrestling (Any two out of these)	30	70	100
PC-303	Team Games: Baseball/Cricket/Football/Hockey/Softball/Volleyball/Handball/Basketball/Netball (Any two of these)	30	70	100
TEACHING PRACTICE (100)				
TP-301	Teaching Practice: (Teaching Lesson Plans for Racket Sports/Team Games/Indigenous Sports) (out of 10 lessons 5 internal and 5 external at practicing school)	30	70	100
Total		240	560	800

Semester - IV

Course Code	Title of the Papers	Internal Marks	External Marks	Total Marks
THEORY (400)				
CC-401	Measurement and Evaluation in Physical Education	30	70	100
CC-402	Kinesiology and Biomechanics	30	70	100
CC-403	Research and Statistics in Physical Education	30	70	100
CC-404	Theory of Sports and game and their officiating and Coaching	30	70	100
PRACTICAL (200)				
PC-401	Track and field/Swimming/Gymnastics (Any one out of three)	30	70	100
PC-402	Kabaddi/Kho-Kho/Baseball/Cricket/Football/Hockey/Softball/Volleyball/Handball/Basketball/Netball/Badminton/Table Tennis/Squash/Tennis(Any two of these)	30	70	100
TEACHING PRACTICE (200)				
TP-401	Teaching Practices (05lessons in class room teaching and 05 lessons in outdoor activities)	30	70	100
TP-402	Game Specialization Coaching lessons: Kabbadi/Kho-Kho/Baseball/Cricket/Football/Hockey/softball/Volleyball/Handball/Basketball/Netball/Badminton/Table Tennis/Squash/Tennis (Any of one out of these)			
Total		240	560	800

B.P.Ed., Programme

Outline of Syllabus

Semester -I

Theory Courses

CC-101 HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION AND OLYMPIC MOVEMENTS

Unit-1: Introduction

- ✿ Meaning, Definition and Scope of Physical Education
- ✿ Aims and Objective of Physical Education
- ✿ Importance of Physical Education in present era.
- ✿ Misconceptions about physical Education.
- ✿ Relationship of Physical Education with General Education
- ✿ Physical Education as an Art and Science.

Unit-2 Awards in Physical Education and Sports

- ✿ Padmashri & Padmabhushan Awards
- ✿ Arjun Award
- ✿ Dhronachrya Award
- ✿ Rajiv Gandhi khel Ratna Award
- ✿ Shri Shatrpati Award

Unit-3: Foundation of Physical Education and Principles of Physical Education

- ✿ Philosophical Foundation.
- ✿ Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism, and Indian Philosophy and Culture.
- ✿ Fitness and Wellness movement in the contemporary perspectives.
- ✿ Sports for all and its role the maintenance and promotion of fitness.

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

Unit-4: Different Olympics Games and Committees of Olympics' Games

- Significance of Olympics Ideals Olympic Rings And Flag
- The early history of the Olympic Movement
- Para Olympic Games
- Youth Olympic Games
- International Olympics Games Structure and Functions
- National Olympics Committees and their role in Olympics Movement
- Sport's for All

Reference:

- ❖ 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. (Maharashtra)
- ❖ 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, Delbert (1970) Physical Education, New York; A.S. Barnes & Co.
- ❖ Sharman, J.R. (1964). Introduction to Physical Education. New York; A.S. Barnes & Co.
- ❖ William, J.F. (196). The Principles of Physical Education. Philadelphia; W.B. Saunders Co.
- ❖ Osborne, M.P. (2004) Magictree house fact tracker; ancient Greece and the Olympics: a non fiction 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 fo mega events on local politics; Lynne Reinner
- ❖ <http://www.olympic.org/olympism-in-action>.

Semester -I

CC-102: ANATOMY, PHYSIOLOGY, SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION

Unit-1: Introduction

- ✿ Brief introduction of Anatomy and Physiology.
- ✿ Need and importance of anatomy and physiology
- ✿ Meaning and definition of Sports medicine, Physiotherapy and Rehabilitation
- ✿ Need and importance of Physiotherapy and Rehabilitation
- ✿ Guiding principles of Physiotherapy

Unit-2: Systems – Effect of Exercise of Various Systems

- ✿ Cardio – respiratory system
- ✿ Skeletal system
- ✿ Muscular System
- ✿ Nervous system
- ✿ Endocrine system
- ✿ Digestive and Excretory system

Unit-3: Sports Medicine

- ✿ Meaning and concept of sports medicine
- ✿ Aim and objective of sports medicine
- ✿ Common regional injuries and their management – shoulder, elbow, wrist, knee and ankle
- ✿ Low back problem and management, stretching and strengthening exercise in sports.
- ✿ Doping – agents, effects, dope test and sanctions.

Unit-4: Introduction

- ✿ Rehabilitation in sports – Meaning, principles, means and methods
- ✿ Diagnosis of injuries – signs and symptoms of injuries.
- ✿ Different forms of Hydrotherapy the Thermotherapy – hot and cold packs, whirlpool, contrast bath, infrared, short wave diathermy and ultrasound.
- ✿ First aid – meaning and principles
- ✿ Athletic bandage and massage – Its classification, indication & contraindication, general principles of massage.

Reference:

- ❖ D. (1979), A 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.
- ❖ Gupta, A.P. (2010). Anatomy and Physiology. Agra: Sumit Prakashan.
- ❖ 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.
- ❖ Hunter, M. dictionary for physical educators. In H.M. Borrow and R. McGee, (Eds), A Practical approach to measurement in Physical Education (pp. 573-74). Philadelphia: lea & Febiger.
- ❖ Karpovich, P.V. (n.d.) Physiology of Muscular Activity. London: W.B. Saunders Co.
- ❖ Lamb, G.S. (1982). Essentials of Exercise Physiology. Delhi: Surjeet Publication.
- ❖ Moorehouse, 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 and Physiology and Heralth Education. Ropar: Jeet Publications.

Semester -I

CC-103: HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

Unit-1: Health Education

- ✿ Concept, Dimensions, Spectrum and Determinants of Health
- ✿ Definition of Health, Health Education, Health Instruction, Health Supervision
- ✿ Aim, objective and Principles of Health Education
- ✿ 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
- ✿ Objective of school health service, Role of health education in schools
- ✿ Health Service – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first aid and emergency care etc.,

Unit-3: Nutrition and Food

- ✿ Components of Food
- ✿ Caloric Value of Food items.
- ✿ Daily replacement of Food.
- ✿ Balanced Diet.
- ✿ Under Nutrition & Malnutrition.
- ✿ Food habits, constipation & indigestion.

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.

Reference:

- ❖ 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.

Semester -I

CC-104: Methods of Teaching School Subject

(Any one of the following subject) Marathi, Hindi, English, History,
Geography, Economics, Commerce, Agriculture, Science, Mathematics

PAPER NO. IV

METHODS OF THE SCHOOL SUBJECT

50 MARKS

(Any one of the following school subject)

- 1) Marathi 2) Hindi 3) English 4) History 5) Geography
6) Economic 7) Science 8) Commerce 9) Agricultural 10) Mathematics

MARATHI METHODOLOGY

Objectives :

विद्यार्थी शिक्षकास :

- १) मराठी (मातृभाषा) चे अभ्यासक्रमातील तसेच बालकांच्या शिक्षणातील स्थान आणि महत्व समजण्यास मदत करणे.
- २) मराठी अध्यापनाचे हेतू व उद्दिष्ट याबाबतचे ज्ञान मिळवण्यात मदत करणे.
- ३) मराठीच्या अभ्यासक्रमाचे ज्ञान मिळवण्यास व त्याचे विश्लेषण करण्यास मदत करणे.
- ४) मराठी पाठ्यपुस्तकाचे चिकित्सक परीक्षण करण्यास तसेच आशय विश्लेषणास मदत करणे.
- ५) मराठी अध्यापनाच्या विविध पध्दती, प्रयुक्त्या व तंत्रे यांचे आकलन होण्यास मदत करणे.
- ६) मराठी अध्यापन करताना विविध अध्ययन अनुभवाची व अध्यापन साहित्याची मदत प्रवृत्त करणे.
- ७) भाषा व अध्यापनाचे नियोजन व संघटन करण्याचे कौशल्ये प्राप्त करण्यात मदत करणे.
- ८) विद्यार्थ्यांच्या गरजारूप पाठाची विविध प्रकाराची टाचण तयार करण्याचे कौशल्य प्राप्त करण्यास मदत करणे.
- ९) मराठी भाषेच्या विविध अंगोपांगाचे अध्यापन कसे करावे या विषयी ज्ञान मिळविण्यास मदत करणे.
- १०) मूल्यमापनाची तंत्रे समजण्यासाठी व त्याचा उपयोग करण्यासाठी मदत करणे.
- ११) भाषा शिक्षक म्हणून अपेक्षित गुणविशेष समजण्यास व ते गुणविशेष आणि कौशल्ये प्राप्त करण्यास मदत करणे.

घटक-१ अभ्यासक्रमातील मराठीचे स्थान.

अ) स्थान व महत्व :

- १) अध्ययन- अध्यानात मराठीचे (मातृभाषेचे) माध्यम म्हणून स्थान प्राथमिक माध्यमिक भाषेतील शाळेतील महत्व.
- २) सामाजिक व सांस्कृतिक वारश्यांच्या प्रसारणाचे साधन.
- ३) वाङ्मयीन आवड व आपसची निर्माण करण्याचे साधन.
- ४) तोंडी व लेखी आत्मनिवेदनांचे साधन.

- ५) विचार, भावना व अनुभव यांच्या आदान प्रदानाचे साधन.
- ६) बौद्धिक, भावना व अनुभव कार्यात्मक व्यक्ती विकास साधण्याचे साधन.
- ७) ज्ञान व मनोरंजन प्राप्तीचे साधन.

ब) सहसंबंध विषयाचा इतर विषयांशी तसेच अंतर्गत सहसंबंध :

घटक-२ मराठी अध्यापनाचे हेतू व उद्दिष्टे.

- अ) प्रथम भाषा म्हणून मराठीच्या अध्यापनाचे हेतू व उद्दिष्टे आकलन, रसग्रहण, शब्दसंपत्तीचा विकास, मौखिक व लेखनाद्वारे आभिव्यक्ती, साहित्याचा पक्विय.
- ब) मराठी अध्यापनाची वर्ग उद्दिष्टे व त्यांचे स्पष्टीकरणे.
- क) महाराष्ट्रातील माध्यमिक शाळांतील नियुक्त अभ्यासक्रमाची उद्दिष्टे.

घटक-३ मराठी अध्यापनाच्या विविध पध्दती, पयुक्त्या व तंत्रे.

- अ) अध्यापनाची सुत्रे.
- ब) अध्यापनाची पध्दती उद्गामी - अनगामी, पारसंवाद, कथन, व्याख्यान.
- क) अध्यापनाच्या प्रयुक्त्या - स्पष्टीकरण, प्रश्न, दाखले, नाट्यीकरण.
- ड) अध्यापनाची तंत्रे, चर्चा, स्वाध्याय, पर्यवेक्षित अध्ययन.

घटक-४ अध्ययन अनुभव व अध्यापन साहित्य.

- अ) अध्ययन अनुभव, श्रवण, प्रगटवाचन, मूकवाचन, भाषण, नाट्यीकरण, पाठांतरे, लेखन, रसग्रहण, कोषाचा व संदर्भग्रंथाची वापर, पूरक वाचन व लेखन, अध्यापन साहित्य व उपक्रमाचा उपयोग.
- ब) अध्यापन साहित्य : दृकश्राव्य, साधन, चित्रे, तक्ते, विविध प्रकारचे फलक फ्लॅश कार्डस्, स्लाईडस् फिल्मस्ट्रिल, टेपरेकॉर्डर, लिगवाफोन, रेडियो, टी.व्ही. इत्यादी.
- क) अभ्यासानुवर्ती व अभ्यासपूरक उपक्रम : वादविवाद, कथाकथन, वाक्स्पर्धा, हस्ताक्षरस्पर्धा, हस्तलिखित स्पर्धा, भावगीत स्पर्धा, भाषा खेळ, भेंड्या भितीपत्रिका, मराठी मंडळ इत्यादी.

घटक-५ मराठी भाषेच्या विविध अंगोपांगाचे अध्यापन.

- अ) गद्य व पद्य यांचे अध्यापन.
- ब) व्याकरण अध्यापन.
- क) लेखन विकास.
- ड) वाचन विकास.
- इ) भाषण, पाठांतर, पुस्तिलेखन, शुध्दलेखन इ.

घटक-६ मूल्यामापन पध्दती.

- अ) भाषाविषयक मूल्यामापनाचे स्वरूप प्रश्न प्रकार, परीक्षणांचे नियोजन.
- ब) घटक चाचणी रचना व प्रशासन.
- क) भाषिक कौशल्ये दोष, चिकित्सा, निदानात्मक व उपचारात्मक कार्य.

घटक-७ भाषा शिक्षक.

- अ) भाषा शिक्षकांची अर्हता : दृष्टिकोन व गुणविशेष.
- ब) भाषा शिक्षकांचा व्यावसायिक विकास.
- क) मराठी भाषा शिक्षक संघटना - गरज, स्वरूप व कार्यक्रम.

प्रात्यक्षिक कार्य (खालीलपैकी कोणतेही एक)

- १) कोणत्याही भाषिक कौशल्याच्या एका घटकावर निदानात्मक कसोटी तयार करणे.
- २) शाळेतील विद्यार्थ्यांच्या समवेत हस्तलिखित तयार करणे.
- ३) शाळेत मातृभाषेच्या अध्यापनाला योग्य अशा एका अभ्यासनुवर्ती उपक्रमाचे आयोजन करणे.
- ४) मातृभाषेच्या संदर्भात कोणत्याही एका विषयावर भितीपत्रक तयार करून लावणे.
- ५) मातृभाषेतील कोणत्याही एका घटकाचे घटक नियोजन करून त्याची घटक चाचणी तयार करणे.

Books Recommended :

- १) मराठीचे अध्यापन - प्रा.सौ. कल्याणी इंदूरकर.
- २) मराठीचे अध्यापन - श्री. अकोलकर / श्री. पाटणकर.

HINDI METHODOLOGY

उद्देश्य : विद्यार्थी शिक्षकको -

- १) भारतीय जीवन, संस्कृति तथा शालेय पाठ्यक्रम में हिंदी का स्थान लेने में सहाय करना |
- २) माध्यमिक पाठशाला में दूसरी भाषा के रूप में हिंदी सिखाने के उद्देश्योंको समक्ष लेने में मदद करना |
- ३) हिंदी की रचना तथा गठन संबंधी संकल्पनासे अवगत करना |
- ४) हिंदी का निर्धारित पाठ्यक्रम तथा पाठ्यपुस्तकों को समक्षने में तथा उनकी आलोचना करने में समर्थ बनाना |
- ५) आशयविश्लेषण प्रणाली से अवगत करना |
- ६) हिंदी शिक्षाकी विभिन्न प्रणालियों, प्रयुक्तियोंसे अवगत करना और आशययुक्त अध्यापन प्रणाली की संकल्पना समक्ष लेने में मदद करना |
- ७) कक्षानुसार तथा आशय के अनुसार भिन्न प्रणालियों की योजना करना सिखाना |
- ८) हिंदी शिक्षा की विभिन्न प्रणालियों, प्रयुक्तियोंसे अवगत करना और आशययुक्त अध्यापन प्रणाली की संकल्पना समक्ष लेने में मदद करना |
- ९) हिंदी शिक्षा में सपुचित अनुभव तथा व्यवस्थापन का कौशल्य अवगत करने में सहाय्य करना |
- १०) हिंदी भाषा के विविध अंगों का अध्यापन करने की विधी से अवगत करना तथा क्षमात प्राप्त करने में मदद करना |
- ११) हिंदी भाषा मूल्यांकन प्रणाली से अवगत करना |
- १२) हिंदी भाषा शिक्षक में रूप में वांछनीय गुणों को समक्ष लेने में और गुणों को प्राप्त करने में मदद करना |

घटक-१ पाठ्यक्रम में हिंदी का स्थान

- अ) राष्ट्रभाषा और संपर्कभाषाके रूप में तथा महाराष्ट्र राज्य माध्यमिक शाला पाठ्यक्रम में त्रिभाषा सुत्रों के अनुसार हिंदी का स्थान एवं महत्व |
- ब) हिंदी का अन्य विषयोंसे एवं अंतर्गत अनुबंध |

घटक-२ हिंदी भाषा शिक्षा के उद्देश्य

- अ) हिंदी शिक्षा के व्यापक उद्देश्य, राष्ट्रीय, सांस्कृतिक साहित्यिक तथा व्यावहारिक |
- ब) दुय्यम भाषा के नाते हिंदी सीखने के विशिष्ट उद्देश तथा उनके स्पष्टीकरण |
- क) भाषा शिक्षा के विद्यमान माध्यमिक शाला पाठ्यक्रम के हिंदी के उद्देश |

घटक-३ हिंदी शिक्षाकी प्रणालियाँ तथा प्रयुक्तियाँ

- अ) हिंदी शिक्षाकी प्रणालियाँ स्वाभाविक प्रणाली व्याकरण - अनुवाद प्रणाली, प्रत्यक्ष प्रणाली डॉ. वेस्ट प्रणाली गठन तथा रचना प्रणाली, समावात्मक प्रणाली |
- ब) अध्यापन प्रयुक्तियाँ : प्र. न. विवरण, उदाहरण, नाट्यीकरण, स्वाध्याय |
- क) अध्यापन के सुत्र तथा तंत्र |

घटक-४ हिंदी शिक्षाके अनुभव तथा साधन

- अ) हिंदी शिक्षा के अनुभव : श्रवण, लेखन, वाचन, भाषण, नाट्यीकरण, विस्तार, अनुवाद, स्थायीभरण, अभिव्यक्ती, मुखोद्गत करना, कोष तथा संदर्भ ग्रंथों का आधार लेना अध्यापन साधनों का तथा उपक्रमों का अवलंब |

- ब) अध्यापन साहित्य और साधन : चित्र, तख्ता, मैग्नेटिक तथा प्लेनेल फलक कोच चित्र चित्रपट्टी, टेपरेकॉर्डर, रेकॉर्ड प्लेयर, रेडिओ, टी. व्ही. भाषा प्रयोगशाला |
- क) अध्यासानुवार्ता कार्यक्रम : वादविवाद सभा, विविध प्रतियोगिताएँ (वक्तृत्व, हस्ताक्षर, पाठांतर, निबंधलेखन, अत्याक्षरी) हस्तलिखित प्रकाशन, भिक्तीपत्रक, नाट्यीकरण, पुस्तक प्रदर्शनी हिंदी दिवस मनाना

घटक-५ हिंदी भाषा शिक्षा के विविध अंगों का अध्यापन

- १) श्रवण आकलन और मौखिक अभिव्यक्ती |
- २) संभाषण |
- ३) लेखन-लिफि, परिचय, शुद्धलेखन, हस्ताक्षर, श्रुतलेखन |
- ४) वाचन-मौखिक, मौन, सुक्ष्म, ग्रंथालय वाचन |
- ५) गद्य का अध्यापन |
- ६) पद्य का अध्यापन |
- ७) रचना मौखिक और लिखित अध्यापन |
- ८) व्याकरण का अध्यापन |
- ९) नाट्य |

घटक- ६ मूल्यांकन प्रणाली

- अ) हिंदी भाषा मूल्यांकन प्रणाली का स्वरूप प्रश्न के प्रकार, परीक्षा नियोजन |
- ब) घटक कसोटी- रचना तथा प्रशासन |
- क) निदानात्मक परीक्षा और उपचारात्मक अध्यापन |

घटक- ७ हिंदी अध्यापक

- अ) हिंदी अध्यापक की पात्रता तथा गणवेश |
- ब) हिंदी अध्यापक का व्यावसायिक विकास |
- क) हिंदी शिक्षक संघटना का योगदान |

प्रात्यक्षिक कार्य (कोई एक)

- १) किसी एक का कक्षा के विद्यार्थियों की हिंदी भाषा में होनेवाली गलतियों का अभ्यास |
- २) अध्यासानुवार्ता कार्यक्रमों का शाला में आयोजन |
- ३) किसी एक भाषिक कौशल्यावर आधारित घटक की निदानात्मक कसोटी बनाना |
- ४) किसीभी एक विषयपर भिक्तीपत्रक बनाना |
- ५) किसी भी एक घटक का घटक नियोजन तथा उसकी घटक कसोटी बनाना |

Books Recommended :

- १) हिंदी अध्यापन - प्रा. ब. बी. पंडित.
- २) हिंदी अध्यापन पध्दती - प्रा. बा. स. बोबे.
- ३) हिंदी आशययुक्त अध्यापन पध्दती - डॉ. पठाण बी. बी. (नुतन प्रकाशन, पुणे)
- ४) हिंदी आशययुक्त अध्यापन पध्दती - वास्कर आनंद और वास्कर पुष्पा (पुणे मेहता पब्लिशिंग हाऊस)

ENGLISH METHODOLOGY

Objectives : To enable the student teacher to :

- 1) Understand the importance & present position of English in school curriculum.
- 2) Acquaint with the aims & objects to teaching English as a second Language in the secondary school.
- 3) Understand the nature of English Language.
- 4) Acquaint with the criteria and English curriculum and textbooks at the each secondary school level.
- 5) Acquaint with the concept & process of content analysis in English.
- 6) Understand methods, devices and techniques of English teaching.
- 7) Encourage to use variety of learning experiences and instructional materials whole teaching English.
- 8) Understand various aspects of English and there methodology.
- 9) Understand planning and organization of teaching English and to prepare different types of lesson notes as per requirement of the class.
- 10) Acquaint with evaluation procedures used in evaluating English Knowledge of the student.
- 11) Acquaint with qualities and professional growth of English teacher and help in acquiring the same.
- 12) Develop the skills required for effective teaching of English in secondary school.
- 13) Develop favorable attitude towards the subject.

Syllabus :

Unit 1 : Place of English in curriculum :

- 1) Place of English as a Foreign Language in the school curriculum, three languages formula.
- 2) Importance of English in the present set up-the role of English as an international language, as a library language as a second language in a multilingual society etc.
- 3) Correlation of English language within the subject and with other subject.

Unit 2 : Aims and objectives of teaching English :

- 1) Aims and objective of teaching English as a second language.
- 2) Classroom (Instructional) objective of teaching English and their specifications
English as a skill subject : developing language skills listening with comprehension speaking, reading and writing.
- 3) Objectives of the subject as given in the syllabus of Maharashtra State Board of secondary and Higher Secondary educational.

Unit 3 : The nature of English :

- 1) The nature of English Language. Its vocabulary, structures speech, sound, stress and intonation.
- 2) Pronunciation-expected standard.

- 3) The use of phonetics.
- 4) The problem of spelling.
- 5) The principles of language study.

Unit 4 : Methods, Devices and Techniques of teaching English :

- 1) Methods : Grammar – translation, Direct, Dr. Vest’s new structural approach Bilingual approach, electric.
- 2) Devices : Narration, Questioning, explanation, illustration, dramatization, drilling.
- 3) Techniques : Discussion, assignment, supervised study.

Unit 5 : Learning Experiences and Teaching, Aids :

- 1) Learning Experiences, Listening with comprehension, speech practice, practice in reading aloud, silent reading, writing, recitation, using various aids and activities.
- 2) Teaching aid and instructional materials : Pictures, flashcards for reading with stress and intonation, sentence cards, projectors, guided composition, radio, T.V. linguaphone, tape recorder, language laboratories.
- 3) Co-curricular activities : Debate, language games, class magazine, collection of proverbs-idioms-poems, dramatization, Essay competition, wall news-paper etc.

Unit 6 : Teaching various aspects of English :

- 1) Teaching at the initial stage.
- 2) Teaching of Prose : Textbooks, vocabulary and structures used differences between reader and text-book, supplementary readers, the use of library methods and techniques of teaching prose content.
- 3) Teaching of poetry : The place of poetry in teaching English. Objective of Teaching poetry, selection of poems, methods and techniques of teaching poetry.
- 4) Teaching of grammar : The place grammar, Formal and functional grammar, methods and technique of teaching grammar and structures.
- 5) Teaching writing : Mechanics of writing, methods of teaching script composition and correction of composition. The place of translation and paragraphs in the English teaching and their methods.
- 6) Teaching reading : Objectives and methods of teaching reading types of reading intensive, extensive reading aloud-silent reading. Developing oral skills. Pronunciation. Vowels, consonants and stress.

Unit 7 : Evaluation :

- 1) Oral and written test, types of questions.
- 2) Unit test : concept and construction.
- 3) Diagnostic test and remedial teaching.

Unit 8 : The English Teacher :

- 1) Qualification and essential qualities of a teacher English.
- 2) Professional growth of the teacher, awareness of innovative practices and their implications.
- 3) English teachers association : Need and programmes.

Practicum : (Any one of the following)

- 1) Critical study of any textbook of English.
- 2) Unit plan and unit test on any unit.
- 3) Project on a chosen theme.
- 4) Critical evaluation of any five T.V. lessons in teaching of English.
- 5) To prepare a diagnostic test on any unit in English.

Books Recommended :

- 1) English Methodology.

HISTORY METHODOLOGY

Objective : To enable the student teacher to :

- 1) Understand place and importance of History in school curriculum and in human life.
- 2) Acquaint with the aims and objectives of teaching history in secondary school.
- 3) Understand the criteria of History curriculum and textbook and to analyses them critically.
- 4) Acquaint with the concept and process of content and process of content analysis of History content.
- 5) Understand method, devices and techniques of history teaching.
- 6) Encourage using variety of lesson plans as per requirement of the same.
- 7) Understand planning and organization of teaching of teaching history.
- 8) Help in understanding the nature of content and preparing variety of lesson plans as per requirement.
- 9) Acquaint with evaluation procedures used in evaluation history knowledge of the students.
- 10) Acquaint with the qualities and professional growth of history teacher and to help him in acquiring the same.
- 11) Understand innovative practices in history teaching.
- 12) Inculcate the spirit of National integration and international understanding.
- 13) Develop in their students a broader and progressive outlook.

Unit 1 : Place of History in curriculum :

- 1) History : Meaning and scope with special reference to modern concept to History.
- 2) Kinds of History.
- 3) Place and importance of History in the school curriculum and in human life.
- 4) Correlation : Correlation of the subject with other school subject.

Unit 2 : Aims and objectives of teaching History :

- 1) Aims, objectives and values of teaching History at secondary level of education.
- 2) Instructional objectives of teaching History with their specification.
- 3) Objective of the subject as given in the present curriculum in Secondary school.

Unit 3 : Methods, Devices and Techniques of History :

- 1) Methods : story, narration, source, project discussion dramatization, lecturer textbook, Dalton plan.
- 2) Devices Question and answer, description, dramatization, narration explanation homework, etc.
- 3) Technique : Discussion assignment, supervised study, team teaching computer programmer etc.
- 4) Maxims of teaching as applied to the teaching of History.

Unit 4 : Learning Experience and Instructional Materials :

- 1) Learning experience : direct and indirect as well as verbal and non-verbal learning experience helpful in teaching of history, use of various instructional materials and activities.
- 2) Instructional materials and aids : Instructional Materials : Text Book, supplementary reading materials, workbook, general reference material, advance book on history instructional materials for teacher's such as teacher's handbook and manuals.
- 3) Teaching Aids pictures maps. Charts. Periodicals, timeline and time chart slides, filmstrips, Models, boards, projectors, radio, tape-recorder. T.V. vide motion pictures.
- 4) Co-curricular activities : importance and organization of relevant curricular and co-curricular activities such as debates, collections, excursion. Dramatization. Role of history, club exhibition, museum, visits and essay competitions.

Unit 5 : Evaluation :

- 1) Evaluation procedures used in teaching and learning of history, types of examination and administration.
- 2) Unit Test : construction and administration.
- 3) Diagnostic approach and remedial teaching in History.

Unit 6 : History :

- 1) Qualification and qualities of History teacher.
- 2) Professional training and growth of the teacher.
- 3) History teacher organization : its contribution to professional competencies.

Practicum : (Any one of the following)

- 1) To prepare a diagnostic test on any unit in History.
- 2) To prepare a wallpaper on any unit in History.
- 3) To organize any one co-curricular activity in school related to History teaching.
- 4) Historical tour and its report.
- 5) To prepare unit plan and written-test on any unit in History.
- 6) Project on a chosen theme.

Books Recommended :

- १) इतिहास अध्यापन पध्दती - प्रा. एस. एम. तिवारी
- २) इतिहास नागरिकशास्त्र व प्रशासन अध्यापन पध्दती - प्रा. एस. एन. परचूरे

GEOGRAPHY METHODOLOGY

Objective : To enable the student teacher to :

- 1) Understand the place and importance of Geography at the secondary school level.
- 2) Understand the aims and objectives of Geography teaching at the secondary school level.
- 3) Understand the criteria of good curriculum and arranging the course content.
- 4) Understand the criteria of good curriculum and text books and to analyses them critically.
- 5) Acquaint with various methods. Devices and techniques of teaching Geography.
- 6) Encourage using variety of learning experiences and instructional materials while teaching Geography.
- 7) Understand planning and organization of teaching Geography.
- 8) Help in understanding the nature of content and preparing variety of lesson plans as per requirement of the class.
- 9) Acquaint with the qualities and professional growth of Geography.
- 10) Acquaint with the qualities and professional Geography teacher and to help in acquiring the same.
- 11) Understand innovative practices in teaching of Geography.
- 12) Develop adequate skills in teaching of Geography.

Unit 1 : Place of Geography in curriculum :

- 1) Geography : Meaning, scope, distribution and description of earth. Study of the landscape, distribution on earth. Study of causal relationship. Study of spatial relationship, earth as a home of Man, the interaction with man and his environment, etc. grammar of Geography.
- 2) The people and importance of geographical in school curriculum.
- 3) Correlation of Geography within the subject and other school subject.

Unit 2 : Aims and Objectives of Teaching Geography :

- 1) Aims and objectives of teaching Geography at Secondary level of education.
- 2) Instructional objectives of teaching Geography with their specification.
- 3) Objectives of the subject as given in the present curriculum in secondary school.

Unit 3 : Methods, Devices and techniques of teaching Geography :

- 1) Methods : Story, lecture observation, journey, object, original comparative, project and laboratory.
- 2) Devices and techniques of teaching : question-answer, description, narration explanation, discussion, map reading, map making, fieldwork, assignment, supervised study, modern trends and techniques.
- 3) Maxims of teaching as applied to the teaching of Geography.

Unit 4 : Learning Experience and Instructional Materials :

- 1) Learning Experiences : Direct and Indirect as well as verbal and non verbal learning experiences helpful in teaching of Geography, use of the various instructional materials and activities.
- 2) Instructional Materials and Aids : Text books, Teachers handbook, workbook atlases, different types of maps, globe, charts, graphs, models, specimens, pictures, films, slides, filmstrips, different types of projectors epidiascope radio. Video, magazines. Newspapers. Meteorological instruments.
- 3) Co-curricular activities, Geography club, geography fair, exhibitions wallpaper, museum, visits and excursions.
- 4) Geography Room : Importance and utilization.

Unit 5 : Evaluation :

- 1) Evaluation procedures used in teaching and learning of Geography, types of examination and types of questions.
- 2) Units test : construction and administration.
- 3) Diagnostic testing and remedial measures in teaching in Geography.

Unit 6 : History :

- 1) Qualification and qualities of Geography teacher.
- 2) Professional growth of a Geography teacher.
- 3) Geography teacher organization and its contribution to professional competencies of the teacher.

Practicum : (Any one of the following)

- 1) To prepare a diagnostic test on any unit in Geography.
- 2) To prepare a wallpaper on any unit in Geography.
- 3) To organize any one Co-curricular activity in school related to Geography teaching.
- 4) Geographical tour and its report.
- 5) Project on a chosen theme.
- 6) To prepare unit plan and unit test on any unit in Geography.
- 7) Critical evaluation of any five T.V. lesson in Geography.

Books Recommended :

- १) भूगोल अध्यापन पध्दती - प्रा. डी. बी. पोंगसे
- २) भूगोल अध्ययन व अध्यापक - प्रा. बी. जी. बापट
- ३) भूगोल आशययुक्त अध्यापन - डॉ. सुग्रीव गोरे

ECONOMIC METHODOLOGY

Objective : To enable the student teacher to :

- 1) Understand the place and importance of Economic at the secondary school level.
- 2) Understand the aims and objectives of Economic teaching at the secondary school level.
- 3) Understand the criteria of good curriculum and text book in Economic and analysis them critically.
- 4) Acquaint with the concept and process of content of analysis of economic content.
- 5) Understand methods, devices and techniques of teaching Economic.
- 6) Encourage using variety of learning experiences and instructional materials while teaching Economic.
- 7) Understand planning and organization of teaching economic and their teaching methodology.
- 8) Help in understanding the nature of content and preparing variety of lesson plans as per requirement of the class.
- 9) Acquaint with the techniques of evaluation used in teaching economic.
- 10) Acquaint with the qualities and professional growth of economics teacher and to help in acquiring the same.
- 11) Understand innovative practices in teaching of Economic.
- 12) Develop adequate skills in teaching of Economic.

Unit 1 : Place of Economic in curriculum :

- 1) Aims and general objectives of teaching economic at secondary school level.
- 2) Objectives of the subject as given in the present school.
- 3) Instructional objectives of teaching Economic with their specification.

Unit 2 : Aims and objectives of Teaching Economic :

- 1) Aims and general objectives of teaching Economics at Secondary school level.
- 2) Objectives of the subject as given in the present school curriculum.
- 3) Instructional objectives of teaching Economic with their specification.

Unit 3 : Methods, Devices and techniques of teaching Economic :

- 1) Methods : lecture, project, survey, problem solving, discussion seminars symposium, inductive deductive, unit.
- 2) Devices and techniques of teaching : Questioning, narration, observation, Clarification, assignment, demonstration, drill etc.
- 3) Maxims of teaching as applied to the teaching of Economic.

Unit 4 : Learning Experience and Instructional Materials :

- 1) Learning Experiences : Direct and Indirect as well as verbal and non-verbal learning experiences, use of instructional materials and activities teaching economics.
- 2) Instructional Materials and Aids : Text books, magazines, Newspapers. Teacher handbooks.
- 3) Co-curricular activities, Economic club, exhibitions wallpaper, talks by experts symposium etc.

Unit 5 : Teaching of various aspects of Economic :

- 1) Economics, as an art and a science, Economical language.
- 2) Economical, writing, Historical economics, Geographical.
- 3) Economics, Business economic, National economic, Statistical.
- 4) Economics, Micro-Economic, Agro economic, Economic of the developed and underdeveloped countries.

Unit 6 : Evaluation :

- 1) Evaluation procedures used in teaching and learning of Economic, types of examination and types of questions.
- 2) Units test : construction and administration.
- 3) Diagnostic approach and remedial teaching in Economic.

Unit 7 : Economic Teacher :

- 1) Qualification and essential qualities economics teacher.
- 2) Professional growth of a Economic teacher.
- 3) Economic teachers association and its contribution to professional competencies of the teacher.

Practicum : (Any one of the following)

- 1) To prepare a diagnostic test on any unit in Economics.
- 2) To prepare a wallpaper on any unit in Economics.
- 3) To organize any one co-curricular activity in school related to Economics teaching.
- 4) Project on a chosen them Economics.
- 5) To prepare unit plan and unit test on any unit in Economics.

Books Recommended :

- १) अर्थशास्त्र अध्यापन पद्धती - प्रा. गीतादेवी पाटील.

COMMERCE METHODOLOGY

Objective : To enable the student teacher to :

- 1) Understand the place and importance of Commerce subject in school curriculum.
- 2) Understand the aims and objectives of teaching commerce in secondary school.
- 3) Acquaint with criteria of commerce curriculum and text-book and to analyze to them critically.
- 4) Acquaint with the concept and process of content analysis in commerce.
- 5) Understand methods, devices & techniques of commerce teaching.
- 6) Encourage using variety of learning experiences and instructional materials while teaching commerce.
- 7) Understand various aspects of commerce and their teaching methodology.
- 8) Understand planning and organization of teaching commerce.
- 9) Help in understanding the nature of content and preparing variety of lesson plans as per requirement of the class.
- 10) Acquaint with evaluation procedures used in commerce teaching.
- 11) Acquaint with qualities and professional growth of commerce teacher and to help him in acquiring the same.

Unit 1 : Place of Commerce in curriculum :

- 1) Commerce : importance of commerce education in school curriculum.
- 2) Place and importance of commerce education in school curriculum.
- 3) Correlation to commerce subject with other subject and within the subject.

Unit 2 : Aims and objectives of Teaching Commerce :

- 1) Aims and general objectives of teaching Commerce.
- 2) Objectives of the subject as given in the present school curriculum.
- 3) Instructional objectives of teaching Commerce with their specification.

Unit 3 : Curriculum and textbook in commerce :

- 1) Importance of curriculum and criteria of a good curriculum, Nature of the syllabus, Hierarchy and structure of the subject.
- 2) Critical study of the present courses in commerce with reference to principles of curriculum construction at secondary level.
- 3) Characteristic of a good textbooks and critical analysis of the prescribed textbook.
- 4) Content analysis : concept and process.

Unit 4 : Methods, Devices and techniques of Commerce teaching :

- 1) Various approaches in teaching : Historical, seminar, project practice, Cost study.
- 2) Methods : lecture, discussion, observation (Survey) problem solving, project, Inductive deductive, demonstration. Unit text book etc.

- 3) Devices and techniques : Question answer, narration, assignment, illustration, explanation, and supervised study.
- 4) Maxims of teaching as applied to the teaching of Commerce.

Unit 5 : Learning Experience and Instructional Materials :

- 1) Learning Experiences : Direct and Indirect as well as verbal and non-verbal learning experiences helpful in teaching of commerce. Use of instructional materials and activities.
- 2) Instructional Materials and Aids : models, pictures maps, sketches. Graphs diagrams, charts, tables, boards, newspapers. Journals. Periodicals, radio. T.V., Tape recorder, slides, filmstrips, films and various projects epode scope etc.
- 3) Co-curricular activities, Co-operative stores, school bank activity club exhibition, forum visits and excursions, symposium seminar etc.
- 4) Commerce room : need and enrichment.

Unit 6 : Teaching of various aspects of Commerce :

Economic, industrial historical, statistical, agricultural-national, international commerce in under developed and developed countries.

Unit 7 : Planning and Organization of teaching :

- 1) Year plan
- 2) Unit plan
- 3) Lesson plan
- 4) Various types of lesson as per requirement of the class.

Unit 8 : Evaluation :

- 1) Evaluation procedures used in commerce teaching, types of examination and types of questions.
- 2) Units test : construction and administration.
- 3) Diagnostic testing and remedial instruction in teaching of commerce.

Unit 9 : Commerce Teacher :

- 1) Qualification and qualities commerce teacher.
- 2) Professional training and growth of a teacher.
- 3) Commerce teachers organization and its contribution in professional development of the teacher.

Practicum : (Any one of the following)

- 1) Preparation of a diagnostic test on any unit in commerce.
- 2) Preparation of an unit plan and unit test on any unit in commerce.
- 3) Project on a chosen them.
- 4) Preparation of a wallpaper any unit in commerce.
- 5) To organize any one-curricular activity in school related to commerce teaching.

AGRICULTURE METHODOLOGY

Objective : To enable the student teacher to :

- 1) Understand the place and importance of Agriculture subject in school curriculum at secondary stage.
- 2) Understand aims and objectives of teaching Agriculture subject in secondary school.
- 3) Acquaint with criteria of Agriculture curriculum and text-book and to analyze to them critically.
- 4) Understand and to use variety of learning experience, instructional materials while teaching Agriculture subject.
- 5) Encourage using variety of learning experiences and instructional materials while teaching Agriculture.
- 6) Understand planning and organization of teaching Agriculture.
- 7) Help in understanding the nature of content and preparing variety of lesson plans as per requirement of the class.
- 8) Understand various aspects of Agriculture and their teaching methodology.
- 9) Acquaint with evaluation procedures used in testing the knowledge of the student.
- 10) Acquaint and help him in acquiring the same.

Unit 1 : Place of Commerce in curriculum :

- 1) Agriculture concept, meaning, nature and scope.
- 2) Place and importance of Agriculture subject in school curriculum.
- 3) Correlation to Agriculture subject with in other subject & with other school subject.

Unit 2 : Aims and objectives of Teaching Agriculture :

- 1) Aims and general objectives of teaching Agriculture in secondary school.
- 2) Objectives of the subject as given in the present school curriculum.
- 3) Instructional objectives of teaching Agriculture with their specification.

Unit 3 : Curriculum and textbook in Agriculture :

- 1) Importance of curriculum and criteria of a good curriculum, Nature of the syllabus, Hierarchy and structure of the subject.
- 2) Critical study of the present courses in Agriculture with reference to principles of curriculum construction at secondary level.
- 3) Characteristic of a good textbooks and Agriculture Teaching.
- 4) Content analysis : concept and process.

Unit 4 : Methods, Devices and techniques of Agriculture teaching :

- 1) Methods : lecture, demonstration, Inductive deductive. Heuristic. Project experimental, historical.

- 2) Devices and techniques : Question answer, narration, assignment, illustration, explanation, and supervised study.
- 3) Maxims of teaching as applied to the teaching of Agriculture.

Unit 5 : Learning Experience and Instructional Materials :

- 1) Learning Experiences : Direct and Indirect as well as verbal and non-verbal learning experiences helpful in teaching of agriculture. Use of instructional materials and activities.
- 2) Instructional Materials and Aids : need. Characteristics and uses of different charts graphs. Diagrams boards, slides, filmstrips, films, variety of project etc.
- 3) Co-curricular activities, debate exhibition, forum, club exhibition, forum, club, excursions symposium, seminars etc.

Unit 6 : Teaching of various aspects of Agriculture :

- 1) Soil Tillage
- 2) Animal Husbandry
- 3) Horticulture and crop cultivation.

Unit 7 : Planning and Organization of teaching :

- 1) Year plan
- 2) Unit plan
- 3) Lesson plan
- 4) Various types of lesson as per-requirement of the class.

Unit 8 : Evaluation :

- 1) Evaluation procedures used in agriculture teaching, types of examination and types of questions.
- 2) Units test : construction and administration.
- 3) Diagnostic testing and remedial instruction in teaching of Agriculture.

Unit 9 : Agriculture Teacher :

- 1) Qualification and qualities Agriculture teacher.
- 2) Professional growth and training of a teacher.
- 3) Agriculture teacher's organization and its contribution in professional development of the teacher.

Practicum : (Any one of the following)

- 1) Preparation of a diagnostic test on any unit in Agriculture.
- 2) Project on a chosen theme.
- 3) Preparation of a wallpaper on any unit in Agriculture.
- 4) To organize any one-curricular activity in school related to Agriculture teaching.

SCIENCE METHODOLOGY

Objective : To enable the student teacher to :

- 1) Understand the place and importance of Science subject in school curriculum at secondary stage.
- 2) Understand aims and objectives of teaching Science subject in secondary school level.
- 3) Acquaint with criteria of Science curriculum and to analyze to them critically the present course and textbook in science.
- 4) Analyze the aspects and appreciate the abase close relationship between content and science.
- 5) Understand and to use different methods, devices and techniques of teaching science.
- 6) Encourage using variety of learning experiences and instructional materials while teaching Science.
- 7) Understand planning and organization of teaching Science.
- 8) Help in understanding variety of lesson plans as per requirement of the class.
- 9) Understand various aspects of Science and their teaching methodology.
- 10) Acquaint with qualities and professional growth of a science teacher and help him in acquiring the same.
- 11) Acquaint with the innovative practices in science education.

Unit 1 : Nature, scope, importance and Place of Science :

- A) 1) Concept, meaning, nature and scope of science.
2) Place of science in Secondary school curriculum
- B) Correlation of science within the subject and with other subject.
- C) Characteristics a Good text book of Science.

Unit 2 : Aims and objectives of Teaching Science :

- 1) Aims of teaching science.
- 2) Objective of teaching science as prescribed in secondary school curriculum of the Maharashtra state.
- 3) Instructional objectives of teaching at secondary level.
- 4) Teaching of science for development of scientific attitude.

Unit 3 : Methods, Devices and techniques of Science teachings :

- 1) Methods : lecture, demonstration, Experimental, Heuristic Project.
- 2) Devices and techniques : Question Explanation, illustration, supervised study, narration, assignment, observation and dramatization.
- 3) Maxims of teaching.

Unit 4 : Learning Experience, Teaching Material and support system for teaching learning.

- 1) Classification of learning experience : Direct and Indirect, Verbal and non verbal relation between learning experience and learning outcomes.
- 2) Instructional Materials and Aids : Projected aids and non projected aids i.e. charts, diagrams, models boards, graphs, slides, overhead projector, tape recorder, radio, T.V., V.C.R. and computer.
- 3) Co-curricular activities : Science club, Science museum science fair, visit aquarium, exhibitions, observation of the sky school gardening.
- 4) Science laboratory – Need, design, equipments, management, safety and precaution any measures.

Unit 5 : Planning for learning and Teaching :

- 1) Preparation of the year plan, unit plan & daily lesson plan.

Unit 6 : Teaching of various aspects of Science :

- 1) Physics : Friction, density, specific gravity pressure, equilibrium, center of gravity, electricity.
- 2) Chemistry : Atomic and molecular weight periodic table, oxidation – reduction, isotopes, bonds, chemical reactions.
- 3) Biology : Photosynthesis, plant system, human body system, classification of plants & animals health, hygiene and balanced food, natural cycle pollution.

Unit 7 : Evaluation :

- 1) Examination – Types of examination, types of questions.
- 2) Type of test – Achievement, diagnostic test
- 3) Remedial teaching.

Unit 8 : The Teacher :

- 1) Essential qualification & qualities of science teacher.
- 2) Professional growth of science teacher, science teacher organization and its role in professional development.

Books Recommended :

- 1) Kohli V.K. (1982) – How to teach science – Ambaly city, vivek publisher.
- 2) Das R.C. (1985) – Science teaching in school, Delhi sterling publishes.
- 3) Dr. R.C. Sharma & Dr. C.S. Shukla : Modern science teaching Dhanpal Ras publishing company New Delhi.
- 4) प्राचार्य डॉ. ह. ना. जगताप- विज्ञान अध्यापन पध्दती.
- 5) कदत चा. प., बोंदार्डे के. एस.- शास्त्र अध्यापन पध्दती, नूतन प्रकाशन, पुणे १९८०
- 6) अनारसे, दिघे, पाटणकर (१९७४)- शास्त्र अध्यापन पध्दती, नूतन प्रकाशन, पुणे.
- 7) प्रा. प्रभाकर हकीम- विज्ञानाचे अध्यापन.
- 8) प्रा. के. जी. झांबरे- विज्ञान विषय ज्ञान व अध्यापन पध्दती.

MATHEMATICS METHODOLOGY

Unit 1 : Nature, scope, importance and place of Mathematics :

- A) 1) Concept, meaning, nature and scope of Mathematics
- 2) Place of Mathematics in Secondary school curriculum
- B) Correlation of Mathematics within the subject and with other subject
- C) Characteristics a Good textbook of Mathematics.

Unit 2 : Aims and objectives of Teaching Mathematics :

- 1) Aims & objectives of teaching Mathematics at secondary school.
- 2) Objective of teaching Mathematics as given in the secondary school curriculum of the Maharashtra state.
- 3) Instructional objectives of teaching Mathematics of their specification at secondary level.

Unit 3 : Methods, Devices and techniques of Mathematics teaching :

- 1) Methods : Inductive & deductive Experimental, Analytical & synthetically, Heuristics, Discovery.
- 2) Devices and techniques : Question Explanation, illustration, supervised study, assignment, home work, oral and written drill, self study, review and revision.
- 3) Maxims of teaching as applied to teaching mathematics.

Unit 4 : Learning Experience, Teaching Material and support system for teaching learning.

- 1) Classification of learning experiences : Direct and Indirect, Verbal and non verbal learning experience helpful in teaching of mathematics.
- 2) Instructional Materials and Aids : Projected aids and non projected aids i.e. charts, diagrams, models boards, slides, filmstrips, overhead projector, variety of projectors, tape recorder, radio, T.V. V.C.R. and computer.
- 3) Co-curricular activities : Mathematics club, visit, exhibitions, seminars etc.

Unit 5 : Planning for learning and Teaching :

Preparation of the year plan, unit plan & daily lesson plan.

Unit 6 : Teaching of various aspects of Mathematics :

- 1) Arithmetic's – Fractions, simple & compound interest, profit & loss, percentage,
- 2) Algebra – Graphs, H.C.F., L.C.M.
- 3) Geometry – Three stages of teaching Geometry, Basic concepts in Geometry, parallel line, angle triangle.
- 4) Trigonometry – trigonometric ratios, problems in height & distance.

Unit 7 : Evaluation :

- 1) Examination – Types of examination, types of question.
- 2) Type of test – Speed & accuracy, Achievement, diagnostic test.
- 3) Remedial teaching.

Unit 8 : The Teacher :

- 1) Essential qualification & qualities of mathematics teacher.
- 2) Professional growth of Mathematics teacher, organization and its role in professional development.

Books Recommended :

- १) प्राचार्य डॉ. ह. ना. जगताप- गणित अध्यापन पध्दती.

Semester –II
Theory Courses

CC-201 YOGA EDUCATION

Unit-1: Introduction

- ✿ Meaning and Definition of Yoga
- ✿ Aims and Objectives of Yoga
- ✿ Yoga in Early Upanisads
- ✿ The Yoga Sutra; General Consideration
- ✿ Need and Importance of Yoga in Physical Education and Sports

Unit-I1: Foundation of Yoga

- ✿ The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dhyana and Samadhi
- ✿ Yoga in the Bhagavadgita – Karma Yoga, Raj Yoga, Jnana Yoga and Bhakti Yoga

Unit-II1: Asanas

- ✿ Effect of Asanas and Pranayama on various systems of the body
- ✿ Classification of asanas with special reference to physical education and sports
- ✿ Influences of relaxative, meditative postures on various systems of the body
- ✿ Types of Bandhas and mudras
- ✿ Type of kriyas

Unit-IV: 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

Reference:

- Brown, F.Y. (2000) How to use yoga. Delhi: Sports publication.
- Gharote, M.L. & Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala Kaivalyadham.
- Shankar, G. (1998). Holistic approach of yoga. New Delhi, Aditya Publishers.
- Shekar, K.C. (2003). Yoga for health. Delhi. Khel Sahitya Kendra.

Semester –II
Theory Courses

**CC-202: EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN
PHYSICAL EDUCATION**

Unit-1: Introduction

- ✿ Education and Education Technology – Meaning and Definitions.
- ✿ Types of Education – Formal, Informal and Non – Formal Education
- ✿ Educative Process
- ✿ Importance of Devices and Methods of Teaching

Unit-2: Teaching Techniques

- ✿ Teaching Techniques – Lecture method, Command method, Demonstration method, limitation method, project method etc.,
- ✿ Teaching Procedure – Whole method, whole – part – whole method, part – whole method.
- ✿ Presentation Technique – Personal and technical preparation
- ✿ Command – Meaning Types and its uses in different situations.

Unit-3: Teaching Aids

- ✿ Teaching Aids – Meaning, Importance and criteria for selecting teaching aids.
- ✿ Teaching aids – Audio aids, Visual aids, Audio-visual aids, Verbal, Chalk board, Charts, Model, Slide and LCD projector, Motion pictures, computers, Laptops, etc
- ✿ Team, Teaching – Meaning Principles and advantage of team teaching
- ✿ Difference between Teaching Methods and Teaching Aid.

Unit-4: Lesson Planning and Teaching Innovations

- ✿ Lesson Planning – Meaning, Type and Principles of lesson plan.
- ✿ General and specific lesson plan.
- ✿ Micro Teaching – Meaning, Types and steps of micro teaching
- ✿ Simulation Teaching – Meaning, Types and steps of simulation teaching.

Reference:

- Bhardwaj, A (2003) New media of educational planning. New Delhi, Sarup and Sons.
- Bhatia, and 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. Panniselvam, A & Santhasnam, S (1981) Introduction to educational technology New Delhi Sterling Publishers Pvt Ltd.,
- Walia, J.S (1999) Principles and methods of education, Jullandhar: Paul Publishers.

Semester –II
Theory Courses

CC-203: ORGANZATON, ADMINISTRATION AND SPORTS MANAGEMENT

Unit-1: Introduction

- ✳ Meaning and importance of Organization and Administration in physical education
- ✳ Brief introduction of Sports Management (Meaning, Definition, purpose and scope)
- ✳ Essential skills of Sports Management.
- ✳ Qualification and Responsibilities of Physical Education teacher and pupil leader
- ✳ Planning and basic principles of Planning.
- ✳ Program planning: Meaning, Importance, Principles of program planning in physical education.

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

- ✳ Office Management: Meaning, definition, functions and kinds of office management.
- ✳ Records and Registers: Maintenance of attendance Register, stock register, cash register, physical efficiency record, Medical examination record.
- ✳ Budget: Meaning, Importance of Budget making.
- ✳ Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.
- ✳ Principles and Steps of Budgeting.

Unit-3: Facilities, & Time – Table Management

- ✳ Facilities and equipment management; Types of facilities: Infrastructure-indoor, out door, academic & administrative blocks, research wing, library etc.
- ✳ 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 Factors affecting time table.
- ✳ Sports Management system in schools, colleges and Universities.

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.

- ✿ Organization structure of Athletic Meet.
- ✿ Sports Event Intramurals & Extramural Tournament planning.
- ✿ Leadership in Physical Education and Sports.

Reference:

- 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. Hosby Co.
- Earl, Z, & Gary, W.B. (1963) Management competency development in sports and physical education. Philadelphia: W. Lea and Febiger.
- Kozman, H.C. Cassidy, R & Jackson, C (1960). Methods in Physical Education. London: W.B. Saunders Co.
- Pandey, L.K. (1977). Methods in Physical Education. Delhi: Metropolitan Book Depo.
- Voltmer, E.F. & Esslinger, A.A (1979). The organization and administration of Physical Education. New York: Prentice Hall Inc.

Semester –II
Theory Courses

**CC-204: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION: FITNESS
AND WELLNESS, SPORTS NUTRITION AND WEIGHT MANAGEMENT**

Unit-1: Concept of Physical Education and Fitness

- ✳ Definition, Physiological Psychological and Sociological objectives of fitness and Wellness.
- ✳ Fitness – Types of Fitness and Components of Fitness.
- ✳ Importance and Scope of fitness and wellness.
- ✳ Physical Activity and Health Benefits.

Unit-2: Principles of Exercise Program

- ✳ Means of Fitness development – aerobic and anaerobic exercises.
- ✳ Exercises and Heart rate Zones for various aerobic exercise intensities.
- ✳ Concept of free weight Vs Machine, Sets and Repetition etc.
- ✳ Concept of designing different fitness training program for different age groups.

Unit-3: Nutrition and Weight Management

- ✳ Concept of BMI (Body mass index), Obesity and its hazard, Myth of Sport reduction, Dieting versus exercise for weight control, Common Myths about weight Loss.
- ✳ Health Risks Associated with Obesity, Obesity – Causes and Solutions for Overcoming Obesity.
- ✳ Nutrition – Daily calories intake and expenditure, Determination of desirable body weight.
- ✳ Weight management program for sporty child, Role of diet and exercise in weight management, Design diet

Reference:

- Bessesen, D.H. (2008) Update on obesity. J Clin Endocrinol Metab.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.
- 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

Semester -III
Theory Courses

CC-301: SPORTS TRAINING

Unit-1: Introduction to Sports Training

- ✿ Meaning and Definition of Sports Training.
- ✿ Aim and Objective of Sports Training.
- ✿ Principles of Sports Training.
- ✿ System of Sports Training – Basic Performance, Good Performance and High Performance Training.

Unit-2: Training Components

- ✿ Strength – Means and Methods of Strength Development
- ✿ Speed – Means and Methods of Speed Development
- ✿ Endurance – Means and Methods of Endurance Development.
- ✿ Coordination – Means and Methods of coordination Development.
- ✿ Flexibility – Means and Methods of Flexibility Development.

Unit-3: Training Process

- ✿ Training Load – Definition and Types of Training Load.
- ✿ Principles of Intensity and Volume of Stimulus.
- ✿ Technical Training – Meaning and Methods of Technique Training.
- ✿ Tactical Training – Meaning and Methods of Tactical Training.

Unit-4: Training Programming and Planning

- ✿ Periodization – Meaning and types of Periodization.
- ✿ Aim and Content of Periods – Preparatory, Competition, Transitional etc.
- ✿ Planning – Training session.
- ✿ Talent Identification and Development.

Reference:

- Dick, W.F. (1980). Sports training principles. London: Lepus Books.
- Jensen, R.C. & Fisher, A.G. (1979). Scientific basis of athletic conditioning. Philadelphia : Lea and Fibiger, 2nd Edn.
- Matvyew, L.P. (1981) Fundamental of sports training. Moscow: Progress Publishers.
- Singh, H. (1984) Sports training, general theory and methods, Patials: NSNIS.
- Uppal, A.K., (1999) Sports Training. New Delhi: Friends Publication.

Semester -III
Theory Courses

CC-302: 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 device.
- ✿ 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 the spreadsheet
- ✿ Creating formulas
- ✿ Format and 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 ppt. file
- ✿ Format and editing features slide show, design, inserting slide number.
- ✿ Picture graph table.
- ✿ Preparation of Power point presentations.

Reference:

- 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 Pblcation.

Semester -III
Theory Courses

CC-303: SPORTS PSYCHOLOGY AND SOCIOLOGY

Unit-1: Introduction

- ✿ Meaning, Importance and scope of Educational and Sports Psychology.
- ✿ 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

- ✿ Nature of learning, theories of learning, Laws of learning.
- ✿ Plateau in Learning: & transfer of training.
- ✿ Meaning and definition of personality, characteristics of personality.
- ✿ Dimension of personality, Personality and Sports performance
- ✿ Nature of 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, Meaning and nature of anxiety, Kinds of anxiety.
- ✿ Meaning and nature of stress; Types of stress, Anxiety, Stress, 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 studying Observation/Inspection: method, Questionnaire method, Interview method.

Reference:

- Ball D. W. & Loy, J.W. (1975). Sports and social order: Contribution to the sociology of sports. 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.
- Mathus, S.S., (1962). Education 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.,

Semester -III
Theory Courses

CC-304: CURRICULUM DESIGN

Unit-1: Modern concept of the curriculum

- ✿ Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.
- ✿ Factor4s affecting curriculum – Social factors – Personnel qualifications – Climatic consideration – Equipment and facilities – Time suitability of hours.
- ✿ National and Professional policies, Research finding.

Unit-2: Basic Guide line for curriculum construction; contest (selection and expansion)

- ✿ Focalization.
- ✿ Socialization.
- ✿ Individualization.
- ✿ Sequence and operation.
- ✿ Steps in curriculum construction.

Unit-3: Curriculum – Old and new concepts, Mechanics of curriculum planning.

- ✿ Basic principles of curriculum construction.
- ✿ Curriculum Design, Meaning, Importance and factors affecting curriculum design.
- ✿ Principles of Curriculum design according to the needs of the students and state and national level policies.
- ✿ Role of Teachers.

Unit-4: Under – graduate preparation of professional preparation.

- ✿ Areas of Health education, Physical education and Recreation.
- ✿ Curriculum design-Experience of Education, Field and Laboratory.
- ✿ Teaching practice.
- ✿ Professional Competencies to be developed – Facilities

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.

Semester -IV
Theory Courses

CC-401: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Unit-1: Introduction to Test & Measurement & Evaluation

- ✿ Meaning of Test and Measurement & Evaluation in Physical Education.
- ✿ Need & Importance of Test & Measurement & Evaluation in Physical Education.
- ✿ Principles of Evaluation.

Unit-2: Criteria; Classification and Administration of test

- ✿ Criteria of good test.
- ✿ Criteria of tests, scientific authenticity (reliability, objectivity, validity)
- ✿ Type and classification of Test.
- ✿ Administration of test, advance preparation – Duties during testing – Duties after testing.

Unit-3: Physical Fitness Tests

- ✿ AAHPER youth Fitness Test.
- ✿ National Physical Fitness Test
- ✿ Indiana Motor Fitness Test
- ✿ JCR Test
- ✿ U.S Army physical Fitness Test

Unit-4: Sports Skill Tests

- ✿ Lockhart and McPherson Badminton test
- ✿ Johnson basketball test
- ✿ McDonald soccer test
- ✿ S.A.I Volleyball test
- ✿ SAI Hockey test

Reference:

- Bangsbo, J. (1994). Fitness training in football: A scientific approach. Bagsvaerd, Denmar; Ho+Storm.
- Barron, H.M. & Mchee, R. (1977) A Practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
- Kansal, D.K. (1966). Test and measurement in sports and physical education. New Delhi. D.V.S. Publications.
- Mathews, D.K. (1973) Measurement in physical education, Philadelphia: W.B. Sounder Company.
- Pheasant, S. (1966). 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: New York: John Willey and sons.
- Sodhi, H.S. & Sidhu L.S. (1984) Physique and selection of sports a anthropometric study. Patiala: Punjab Publishing House.

Semester -IV
Theory Courses

CC-402: KINESIOLOGY AND BIOMECHANICS

Unit-1: Introduction to Kinesiology and Sports Biomechanics

- ✿ Meaning and Definition of Kinesiology and Sports Biomechanics
- ✿ Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches.
- ✿ Terminology of Fundamental Movements.
- ✿ Fundamental concepts of following terms – Axes and Planes, centre of Gravity, Equilibrium, Line of Gravity.

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 applications 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.
- Deshpande, S.H. (1955) Manav Kriya Vigyan (Hindi), H.V.P. Mandal, Amravati.

Semester -IV
Theory Courses

CC-403: RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Unit-1: Introduction to Research

- ✿ Definition of Research
- ✿ Need and importance of Research in Physical Education and Sports.
- ✿ Scope of Research in Physical Education & Sports.
- ✿ Classification of Research.
- ✿ Research Problem, Meaning of the term, Location and criteria of Selection of Problem, Formulation of a Research problem, Limitations and Delimitations.

Unit-2: Survey of Related Literature

- ✿ Need for surveying related literature.
- ✿ Literature Sources, Library Reading.
- ✿ Research Proposal, Meaning and Significance of Research Proposal.
- ✿ Preparation of Research proposal / project.
- ✿ Research Report: A group project is to be undertaken by a small batch of students under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment programme evaluation, fitness status of the students, staff and other stakeholders etc., and submit the report to the institution.

Unit-3: Basic of Statistical Analysis

- ✿ Statistics: Meaning Definition, Nature and Importance.
- ✿ Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, construction of Tables.
- ✿ Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram.

Unit-4: Statistical Model in Physical Education and Sports

- ✿ Measure of Central Tendency: Mean, Median and Mode-Meaning Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data.
- ✿ Measures of Variability: Meaning, importance, computing from group and ungroup data.
- ✿ Percentiles and Quartiles: Meaning importance, computing from group and ungroup data.

Reference:

- 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.
- Brown, L.E. & Miller, J., (2005) How the training work. In Training speed, Agility, and Quickness. Brown, L.E. & Ferrigno, V.A & Ferrigno, VA., eds. Human 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 Yord: 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. USA Champaign, IL Human Kinetics Books
- Thomas, J.R. & Nelson J.K & Silverman, S.J (2011) Research method in physical activity. USA Champaign, IL Human Kinetics Books
- Uppal, A.K (1990) Physical Fitness: how to develop. New Delhi: Friends Publication.
- Verma, J.P (2000). A text book on sports statistics Gwalior. Venus Publications.

Semester -IV
Theory Courses

CC-404: THEORY OF SPORTS AND GAMES, OFFICIATING AND COACHING

Unit-1: Introduction of Officiating and coaching

- ✿ Concept, Importance and principles of officiating and coaching.
- ✿ Philosophy of officiating and coaching.
- ✿ Duties of coach in general, pre, during and post game.
- ✿ Responsibilities of a coach on and off the field.

Unit-2: Qualities and Qualifications of Coach and Official

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

Unit-3: Theory of Sports and Games

- ✿ General Introduction of specialized games and sports- (Athletics, Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Kabaddi, Kho-Kho, tennis, Volleyball and Yoga)

Each game or sports to be dealt under the following heads.

- ✿ History and development of the Game of Sports
- ✿ Ground preparation, dimensions and marking.
- ✿ Standard equipment and their specifications
- ✿ Ethics of sports and sportsmanship.

Unit-4: Advance Training (for particular specialized Games or Sports)

- ✿ Concept of Conditioning and warming up.
- ✿ Role of weight training in games and sports.
- ✿ Teaching of fundamental skill & their mastery (technique, tactic and different phases of skill acquisition).
- ✿ Recreational and Lead up games.
- ✿ Strategy – Offence and defense, Principles of offence and defense.

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

Part -B
Practical Courses
Semester – I

PC – 101

Track and Field:

Running Event:

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.
- ❖ Hurdles:
- ◆ Fundamental Skills – Starting, Clearance and Landing Techniques.
- ◆ Types of Hurdles.
- ◆ Ground marking and Officiating.

Relays: Fundamental Skills

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

PC – 102

Gymnastics: Floor Exercise

- ❖ Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps – leap scissors leap.
- ❖ Vaulting Horse.
- ❖ Approach Run, Take off from the beat board, Cat Vault, Squat Vault.

PC – 102

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 concerned strokes.
- ❖ Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.

PC - 102

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. **(Any one out of three)**

PC - 103

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 – Various 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.

PC - 103

Malkhamb and Light Apparatus:

Malkhamb: Salaami, Hold, Saadiudi, Bagaludi, Dashrang udi, Bagli udi, Suidora, Phirki, Padmasana, T Balance, Pataka, Landing.

Rope Malkhamb-Salaami, Padmasana Chadh, Katibandh 1-2, Sadiadhi, Rikebpakkad, Rikebpagniadhi, Nakkikasadhi, Kamaradhi, Nakkikasadhi, Urubandhtedhi, Sadibagli, Do hatibagli, Kamarbandhbagli, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing.

- ❖ Lathi – Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.
- ❖ Ghati Lezuim – AathAawaaz, Bethakawaaz, AagePaon, Aagekadam, Do Pherawaaz, Chau pherawaaz, Kadamtaal, Pavitra, Uchhakpavitra, Kadampavitra.
- ❖ Mass P.T. Exercises – Two count, four count and eight count exercises.
- ❖ Hindustani Lezuim – Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.
- ❖ Drill and Marching.

PC - 104

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, Judgment in giving Kho, Rectification of Foul.
- ❖ Skills in Running-Zig zag running, Single and double chain, Ring play, Rolling in the sides, Dodging which 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 officials.

PC - 104

Dumbbells / Wands/Hoop/Umbrella/Tipri: Fundamentals Skills

- ❖ Apparatus/Light apparatus Grip.
- ❖ Attention with apparatus/Light apparatus.
- ❖ Stand – at – ease with apparatus/light apparatus.
- ❖ 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

Semester – II

PC – 201

Track and Field:

Athletics: **Jumping Events**

- ❖ High Jump (Straddle Roll).
- ❖ Approach Run.
- ❖ Take off.
- ❖ Clearance over the bar.
- ❖ Landing

PC – 202

Gymnastics:

- ❖ Parallel Bar:
- ❖ 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 on back vault to the side (dismount)
- ❖ Horizontal / Single Bar:
- ❖ Grip
- ❖ Swings
- ❖ Fundamental Elements
- ❖ Dismount
- ❖ Uneven Parallal Bar:
- ❖ Grip
- ❖ Swings
- ❖ Fundamental Elements
- ❖ Dismount

PC – 202

Gymnastics:

- ❖ Sury Namaskara,
- ❖ Pranayams
- ❖ Corrective Asanas
- ❖ Kriyas
- ❖ Asanas
- Sitting
- Standing
- Lying Prone Position.
- Lying Spine Position.

PC – 202

Swimming: Introduction of water Polo game

- ❖ Fundamental Skills
- ❖ Swimm 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

PC – 202

Aerobics: Introduction of Aerobics

- ❖ Rhythmic Aerobics – dance
- ❖ Low impact aerobics
- ❖ High impact aerobics
- ❖ Aerobics kick boxing
- ❖ Postures – Warm up and cool down
- ❖ THR Zone – Being successful in exercise and adaptation to aerobic workout.

PC – 203

Badminton: Fundamental Skills

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

PC – 203

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.

PC – 203

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

PC - 203

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.

PC - 203

Tennis: Fundamental Skills

- ❖ Grip – Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.
- ❖ Stance and Footwork.
- ❖ Basic Ground Stokes-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.

Semester – II

PC – 301

Track and Field (Throwing Events):

- ❖ Discus Throw, Javelin, Hammer Throw, Shot-Put.
- ❖ Basic Skills and techniques of the Throwing events.
- ❖ Ground Marking / Sector Marking
- ❖ Interpretation of Rules and Officiating.
- ❖ Grip.
- ❖ Stance.
- ❖ Release.
- ❖ Reserve (Follow through action).
- ❖ Rules and their interpretations and duties of officials.

PC – 302

Boxing: Fundamentals 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.

PC – 302

Martial Arts /karate: Fundamentals Skills

- ❖ Player stance – 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.

PC – 302

Taekwondo: Fundamentals Skills

- ❖ Player stance – walking, walking, extending walking, L stance, cat stance.
- ❖ Fundamental Skills – Sitting stance punch, single punch, double punch, triple punch.
- ❖ Punching Skill from sparing position – front – first punch, rear first punch, double punch, and four combination punch.
- ❖ Foot Techniques (Balgisul) – standing kick (soseochagi), Reverse turning kick (AP chagi), Arc kick (BandalChagi), Side kick, (YeopChagi), Turning kick (DollyoChagi), Back kick (Twit Chagi), Reverse, turning kick (BandaedollyoChagi), Jump kick (TwimyoChagi).
- ❖ Poomase (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jan, 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.

PC – 302

Judo: Fundamentals 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)
- ❖ Tsuduri and kake (Preparatory action for attack)
- ❖ Ukemi (Break Fall) – UrhiroUkemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front 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).
- ❖ Nage Waze (Throwing techniques)- HizaGuruma (Knee wheel), Sesae Twurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major Joinm), SeoNage (Shoulder throw).
- ❖ Katamawaze (Grappling techniques) – Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kamil shihogatama (Locking of upper four quarters), Method of escaping from each hold.

PC – 302

Wrestling: Fundamentals 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 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
- ❖ Reference positions.

PC – 302

Fencing: Fundamentals Skills

- ❖ 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 sixty – direct, disengage, double 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.

PC – 303

Base Ball: Fundamentals Skills

- ❖ Player Stance – 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 hist,
 - 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.

PC – 303

Netball: Fundamentals 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.

PC – 303

Cricket: Fundamentals 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.

PC – 303

Football: Fundamentals 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.

PC – 303

Hockey: Fundamentals 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 defense, foot defense.
- ❖ Positional play in attack and defense.
- ❖ Rules and their interpretations and duties of officials.
- ❖ Ground Marking.

PC – 303

Softball: Fundamentals 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.

PC – 303

Volleyball: Fundamentals 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.

PC – 303

Handball: Fundamentals Skills

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

PC – 303

Basketball: Fundamentals 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.
- ❖ Individual Defensive-Guarding the man with the ball and without the ball.
- ❖ Pivoting.
- ❖ Rules and their interpretations and duties of the officials.

TC - 201 Teaching Practices:

- 10 teaching Practice lessons out of which 5 lessons in class-room situation and 5 lessons for out-door activities within premises on the students of B.P.Ed., course

TC - 301 Teaching Practices:

- 10 teaching lesson plans for Racket Sport/Team Games/Indigenous Sports out of which 5 lessons internal and 5 lessons external at school.

TC - 401 Sports Specialization: Track and field / Gymnastics / Swimming

- (4 internal lesson at practicing school and 1 final external lesson on the students of practicing school as a sports specialization of any discipline mentioned above).

TC - 402 Games Specialization:

- Kabaddi, Kho-Kho, Base ball, Cricket, Football, Hockey, Softball, Volleyball, Handball, Basketball, Netball, Badminton, Table Tennis, Squash, Tennis.

(4 internal lesson at practicing school and I final external lesson on the students of practicing school as a games specialization of any discipline mentioned above).

Note: Where ever details of any activities are not mentioned, it is expected to elaborate skills by the competent bodies of local Universities / autonomous colleges.

Table -1: Semester wise distribution of hours per week

Semester	Theory	Practicum	Teaching Practice	Total
I	16	24	00	40
II	16	18	06	40
III	16	18	06	40
IV	16	12	12	40
Total	64	72	24	160
Minimum of 36 teaching hours per week is required in five or six days in a week				

Table -2: Number of credits per semester

Semester	Theory	Practicum	Teaching Practice	Total
I	16	16	00	32
II	16	12	04	32
III	16	12	04	32
IV	16	08	08	32
Total	64	48	16	128
Minimum of 36 teaching hours per week is required in five or six days in a week				