

**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**



NAAC Accredited-2015
'B' Grade (CGPA 2.62)

Name of the Course Syllabus:-

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

With effect from :-

June- 2026

CBCS Pattern
(80;20)

Objectives

1. To develop highly profile scholars in the Field of Physical Education.
2. To make perfection in competencies and skills needed to become professionals in the areas of specialization.
3. To be aware of emerging issues such as health, fitness, wellness and technology.
4. To develop the students critical mind and ability to employ reasoning, rational thinking of the problems and issues relating the field.
5. To provide opportunity for entrepreneurship, self expression and provide information on continued professional growth.

**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR.**

SYLLABUS STRUCTURE

B.P.Ed.

(Bachelor of Physical Education)

TWO YEARS PROGRAMME (FOUR SEMESTERS) (CS)

w.e.f.:- June, 2026

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 Punyashlok Ahilyadevi Holkar 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.

i) The candidate should be an Indian National and should have passed Bachelor's Degree in any discipline with 50 % marks* (Minimum 45%* in case of Backward Class categories belonging to the State of Maharashtra) 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/Government of India.

OR

ii) The candidate should have passed Bachelor's Degree in Physical Education (BPE) with 45% marks (Minimum 40% marks in case of Backward Class Categories).

OR

iii) The Candidate should have passed Bachelor's Degree in any discipline with 45% marks* (Minimum 40% marks* in case of Backward Class Categories belonging to the State of Maharashtra) and studied Physical Education as Compulsory /Elective subject.

OR

iv) The Candidate should have passed Bachelor's Degree with 45% marks* (Minimum 40% marks* in case of Backward Class Categories belonging to the State of Maharashtra) 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

v) The Candidate should have passed Bachelor's Degree with participation in International 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

vi)The Candidate should have passed Bachelor's Degree with 45% marks* (Minimum 40% marks* in case of Backward Class Categories) and at least **Three years of Teaching Experience** (for Deputed in-Service Candidates i.e. Trained Physical Education Teachers/ Coaches).

- The candidate belonging to SC/ST, DT/VJ, NT (A), NT (B), NT(C), NT(D), OBC and SBC categories should produce “**Caste Certificate**” issued by the Competent Authority and the candidates belonging to ST category should submit “**Tribe Validity Certificate**” issued by the Scrutiny Committee of Tribal Department along with Caste certificate. Candidates belonging to DT/VJ, NT (A), NT (B), NT(C), NT(D), OBC and SBC should submit Valid Non Creamy Layer Certificate valid up to 31st March of every next academic year which he/she get admitted as applicable at the time of verification of Documents/Admission(As per CET Cell guideline). Candidates belonging to SC,DT-VJ, NT-1,2,3, OBC and SBC will have to produce Caste Validity certificate. Candidates belonging to Maharashtra State belonging to above categories having Caste Certificate, Caste Validity and Non-Creamy Layer Certificate as applicable should only apply under respective category, otherwise they should apply under Open-General Category.

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/ Educational tour/ 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 128 credits and for each semester, 32 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	Blood donation / Cleanliness drive / Community Services	2
5	Mountaineering- Basic Camp, Advance Camp / Adventure Activities	2
6	Organization / Officiating- State / National level in any two games	2
7	News Reporting / Article Writing / book writing/ progress report writing	1

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.
Examination shall be as follows:

The Scheme of

- 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.

Sr. No		External Assessment Marks	Internal Assessment Marks
1	Demonstration of skill/techniques/movements	50	10
2	Oral of Rules & Regulations	20	05
3	Officiating	10	05
Total		80	20

- c. i)** Selected School subject methods 40 Marks
- ii)** Physical Education Method 40 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	10 Marks
Seminar / Quiz	5 Marks
Assignments	5 Marks
Total	20 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 20:80. 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. 08 marks out of 20 marks and 32 marks out of 80 marks respectively for theory courses. The minimum passing for the CIA & external examination shall be 50% i.e. 10 marks out of 20 and 40 marks out of 80 marks for the practical courses.

- i. **If the student is 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 in semester – III University examination (If He/She has passed the Internal assessment of theory and practical of semester I & II), 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. He/ She should be passed sem. I, II & III internal assessment.
- iv. **If the student who is fail or absent in semester I & II**, theory & practical will be given admission in semester – III (If He/She has passed the Internal assessment of theory and practical of semester I & II) . He / She need not appear for internal assessment (theory & practical) of semester – I & II.
- v. **If the student who is fail or absent in semester II & III**, in theory & practical, he/ she is eligible to take admission to the semester – IV and he / she can give examination of University Theory & Practical together of semester – II,III & IV (If He/She has passed the Internal assessment of theory and practical of semester II & III).

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.

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	Credit	Internal Marks	External Marks	Total Marks
CC-101	History, Principles and foundation of Physical Education and Olympic Movement	4	4	20	80	100
CC-102	Anatomy, Physiology Sports Medicine, Physiotherapy and Rehabilitation	4	4	20	80	100
CC-103	Health Education and Environmental Studies	4	4	20	80	100
CC-104	Organization, Administration and Sports Management	4	4	20	80	100
Part –B: Practical Course						
PC-101	Track and Field (Runs- Short, Medium, long distance)	6	4	20	80	100
PC-102	Gymnastics/ Aerobics	6	4	20	80	100
PC-103	Indigenous Sports: Kabaddi / Kho-Kho / Mallkhambh / Lezim	6	4	20	80	100
PC-104	Mass Demonstration Activities: dumbbells /Indian club / wands / hoop / Flag/ March past	6	4	20	80	100
Total		40	32	160	640	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 60-65 hours per semester where as 100-110 hours for each Practicum Course.

Semester – II

Part-A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
CC-201	Yoga Education	4	4	20	80	100
CC-202	Educational Technology and Methods of Teaching in Physical Education	4	4	20	80	100
CC-203	Methods of Teaching School Subject (Any one of the following subjects) Marathi, Hindi, English, History, Geography, Economics, Commerce, Agriculture, Science, Mathematics.	4	4	20	80	100
CC-204	Contemporary issues in Physical Education: fitness, wellness, Sports Nutrition and Weight Management	4	4	20	80	100
Part –B: Practical Course						
PC-201	Tack and Field (Jumping Events)	6	4	20	80	100
PC-202	Yoga/Zumba	6	4	20	80	100
PC-203	Racket Sports: Badminton/ Table Tennis /Lawn Tennis	6	4	20	80	100
Part – C: Teaching Practices						
TP-201 G.L., I.N	A. Teaching Practices – School subject (05 Micro and 05 School) <u>University Exam One Lesson</u> B. Teaching practice Physical Lesson (05 Micro and 05 Physical) <u>University Exam One Lesson</u>	6	4	10 10	40 40	100
Total		40	32	160	640	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 60-65 hours per semester where as 100-110 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	Credit	Internal Marks	External Marks	Total Marks
CC-301	Sports Training	4	4	20	80	100
CC-302	Computer Applications in Physical Education	4	4	20	80	100
CC-303	Sports Psychology and Sociology	4	4	20	80	100
CC-304	Curriculum Design	4	4	20	80	100
Part –B: Practical Course						
PC-301	Elective Skill Oriented Course: Gym instructor / Aerobics and Zumba trainer (Any one)	6	4	20	80	100
PC-302	Combative Sports: Martial Art/Karate/Judo/Fencing /Boxing/Taekwondo/ Wrestling (Any two out of these)	6	4	20	80	100
PC-303	Team Games: Football/Softball/Volleyball/Hand ball/Basketball (Any two of these)	6	4	20	80	100
Part – C: Teaching Practices						
TP-301	Teaching Practice: (Teaching Lesson Plans for Racket Sports/Team Games/Indigenous Sports) (out of 04 lessons 02 internal and 02 external at practicing school)	6	4	20	80	100
Total		40	32	160	640	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 60-65 hours per semester where as 100-110 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	20	80	100
CC-402	Kinesiology and Biomechanics	4	4	20	80	100
CC-403	Research and Statistics in Physical Education	4	4	20	80	100
CC-404	Theory of Sports and game and their officiating and Coaching	4	4	20	80	100
Part –B: Practical Course						
PC-401 P.L/I.N	Track and Field: (Throwing Events, Hurdles & Relay)/Swimming	6	4	20	80	100
PC-402 P.L/I.N	Baseball/Cricket/Hockey/Handball/Netball /Table Tennis/Lawn Tennis (Any two of these)	6	4	20	80	100
Part – C: Teaching Practices						
TP-401	Sports & Games specialization: Class room Teaching lessons Plans (4 lessons)	6	4	20	80	100
TP-402	Games specialization: Coaching lessons Plans (4 lessons)	6	4	20	80	100
Total		40	32	160	640	800
		160	128	640	2560	3200

Note: Total Number of hours required to earn 4 credits for each Theory Course are 60-65 hours per semester where as 100-110 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 32 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)	10	1 Lesson Academic	40
		B. Teaching practice Physical Lesson (05 Micro and 05 Physical) <u>University Exam One Lesson</u>	(05 Micro and 05 Physical)	10	1 Lesson Physical	40
III	TP 301	Teaching Practice (Teaching Lesson plans for Rocket Sports / Team /Game/ Indigenous Sport)	Out of 04 lesson 2 internal and 2 external at practicing school	20	1 Lesson	80
IV	TP 401	Sports & Games specialization: - Class room Teaching lessons Plans	One for Sport 4 lessons	20	1 Lesson	80
	TP 402	Game specialization: - Coaching lesson plans	One for Game 4 lessons	20	1 Lesson	80

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	20	80	100
CC-102	Anatomy, Physiology Sports Medicine, Physiotherapy and Rehabilitation	20	80	100
CC-103	Health Education and Environmental Studies	20	80	100
CC-104	Organization, Administration and Sports Management	20	80	100
PRACTICAL (400)				
PC-101	Track and Field (Runs- Sprints, Middle distance, long distance)	20	80	100
PC-102	Gymnastics/ Aerobics	20	80	100
PC-103	Indigenous Sports: Kabaddi / Kho-Kho / Mallkhambh / Lezim	20	80	100
PC-104	Mass Demonstration Activities: Dumbbells / Indian club / Wands / Hoop / Flag/ March past	20	80	100
Total		160	640	800

Semester – II

Course Code	Title of the Papers	Internal Marks	External Marks	Total Marks
THEORY (400)				
CC-201	Yoga Education	20	80	100
CC-202	Educational Technology and Methods of Teaching in Physical Education	20	80	100
CC-203	Methods of Teaching School Subject (Any one of the following subjects) Marathi, Hindi, English, History, Geography, Economics, Commerce, Agriculture, Science, Mathematics	20	80	100
CC-204	Contemporary issues in Physical Education: Fitness, Wellness, Sports Nutrition and Weight Management	20	80	100
PRACTICAL (400)				
PC-201	Tack and Field (Jumping Events)	20	80	100
PC-202	Yoga/Zumba	20	80	100
PC-203	Racket Sports: Badminton/ Table Tennis /Lawn Tennis	20	80	100
TEACHING PRACTICE (100)				
TP-201	Teaching Practices (05 lessons in class room School subject teaching and 05 lessons in outdoor activities)	20	80	100
Total		160	640	800

Semester – III

Course Code	Title of the Papers	Internal	External	Total Marks
THEORY (400)				
CC-301	Sports Training	20	80	100
CC-302	Computer Applications in Physical Education	20	80	100
CC-303	Sports Psychology and Sociology	20	80	100
CC-304	Curriculum Design	20	80	100
PRACTICAL (300)				
PC-301	Elective Skill Oriented Course: Gym Instructor/Aerobics and Zumba Trainer (Any One)	20	80	100
PC-302	Combative Sports: Martial Art/Karate/Judo/Fencing/Boxing/Taekwondo/Wrestling (Any two out of these)	20	80	100
PC-303	Team Games: Football/Softball/Volleyball/Handball/Basketball (Any two of these)	20	80	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)	20	80	100
Total		160	640	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	20	80	100
CC-402	Kinesiology and Biomechanics	20	80	100
CC-403	Research and Statistics in Physical Education	20	80	100
CC-404	Theory of Sports and game and their officiating and Coaching	20	80	100
PRACTICAL (200)				
PC-401	Track and Field: (Throwing Events, Hurdles & Relay)/Swimming	20	80	100
PC-402	Baseball /Handball/Netball/ Hockey /Cricket /Table Tennis/Lawn Tennis(Any two of these)	20	80	100
TEACHING PRACTICE (200)				
TP-401	Teaching Practices (05lessons in class room teaching and 05 lessons in outdoor activities)	20	80	100
TP-402	Game Specialization Coaching lessons: Kabbadi/Kho-Kho/Baseball/Cricket/Football/Hockey/Softball/Volley ball/Handball/Basketball/Netball/Badminton/Table Tennis/Lawn Tennis (Any of one out of these)	20	80	100
Total		160	640	800

The course curriculum is of 3200 marks, Total Credits :-128

Pattern:- Two Year Semester pattern

01 Credit = 25 Marks

For Theory, 01 Credit =15 Periods

For Practical, 01 Credit =24 Periods

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

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

B.P.Ed., Programme
Outline of Syllabus
Semester -I

Theory Courses

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

Credits : Theory:- 4

Total Theory Lectures:- 60

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 in India.

Unit-2 Awards in Physical Education and Sports

- 🔥 Padmashri, Padma Bhushan & Padma Vibhushan Awards
- 🔥 Arjun Award
- 🔥 Dhronacharya Award
- 🔥 Major Dhyan Chand Khel Ratna Award, Rashtriya Khel Protsahan Puraskar.
- 🔥 Shri Chhatrapati 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
- ☐ Physical Literacy across the lifespan.
- ☐ Adapted Physical Education.

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.
- ☐ Khelo India movement.
- ☐ Sports for All.

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- Whitehead, M. *Physical Literacy Across the World*. Routledge.
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- Bailey, R. *Physical Education and Sport in Schools*.

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Semester –I

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

Credits : Theory:- 4

Total Theory Lectures:- 60

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: Body Systems and Effect of Exercise on Various Systems

- **Skeletal system - function, structure of bones, classification & types of bones, joint and types of joints, effect of exercise on skeletal system.**
- Muscular system – Classification, Types and Muscular contraction, Muscle fatigue, Muscle Pull, Muscle cramp.
- ☀ Digestive system – its parts and digestion of food in mouth, stomach and small intestine
- ☀ Respiratory system – Organs of respiratory system internal and external Respiration, vital capacity, Oxygen debt and second wind.
- ☀ Circulatory system – its Organs, general circulation of blood, function of blood, Blood pressure, coagulation of Blood (Blood clotting).

Unit-3: Sports Medicine

- ☀ Meaning and concept of sports medicine.
- ☀ Aim and objective of sports medicine
- ☀ Common regional injuries, causes, prevention and their management – shoulder, elbow, wrist, knee and ankle
- ☀ Doping – Types of 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, Fracture, Types of Fracture, First Measure of Fracture, Artificial Respiration, Types and Method, Essential Material in First aid box.
- ☀ Massage –Meaning, Types of classification, general principles of massage

Reference:

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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 Health Education. Ropar:

Jeet Publications.

- Kenney, Wilmore & Costill. Physiology of Sport and Exercise
- McArdle, Katch & Katch. Exercise Physiology
- Brukner & Khan. Clinical Sports Medicine
- Uppal, A.K. *Sports Medicine*.
- Yadav, J.S. *Applied Exercise Physiology*.
- Publications of Sports Authority of India on sports science.

Semester –I

CC-103: HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

Credits : Theory:- 4

Total Theory Lectures:- 60

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, Athlete 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.
- 📖 Global environmental issues- Global warming, climate change, ozone layer depletion.
- 📖 Waste management – solid waste, biomedical waste, plastic waste.
- 📖 Management of environment and Govt. policies, Role of Pollution Control Board.
- 📖 Role of physical educational professional in environmental protection.
- 📖 Active lifestyles and sustainable communities
- 📖 Environmental sustainability in sporting events
- 📖 Green campuses and green sports facilities

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.

- World Health Organization. *Global Action Plan on Physical Activity*.
- McKenzie & Pinger. *An Introduction to Community and Public Health*.
- United Nations. *Sustainable Development Goals Report*.
- Government of India. *National Health Policy*.
- NCERT. *Environmental Education and Sustainable Development*.
- UGC Guidelines on Environmental Studies.

Semester –I
Theory Courses

CC-104: ORGANIZATION, ADMINISTRATION AND SPORTS MANAGEMENT

Credits : Theory:- 4

Total Theory Lectures:- 60

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.

1. Unit-3: Facilities, Time – Table Management, Sports Entrepreneurship and Start-up Ecosystem and Digital Sports 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.
- 📖 Sports marketing and branding
- 📖 Start-up opportunities in fitness and wellness
- 📖 Sports analytics
- 📖 Event management software
- 📖 Social media management in sports organizations

Unit-4: Competition Organization

- 🏆 Importance of Tournament.
- 🏆 Types of Tournaments 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.
- Masteralexis, Barr & Hums. Principles and Practice of Sport Management
- Pedersen & Thibault. Contemporary Sport Management
- Behera, S. *Sports Management and Administration*.
- Publications of Indian Olympic Association.
- Khelo India and Fit India policy documents.

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Semester –II
Theory Courses

CC-201 YOGA EDUCATION

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-I : Introduction

- 📖 Meaning and Definition of Yoga
- 📖 Aims and Objectives of Yoga
- 📖 Yoga in Early Upanishadas
- 📖 The Yoga Sutra; General Consideration
- 📖 Need and Importance of Yoga in Physical Education and Sports
- 📖 Role of Yoga in total health.

Unit-II : Foundation of Yoga

- 📖 School of Yoga
- 📖 The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi
- 📖 Yoga in the Bhagavadgita – Karma Yoga, Raj Yoga, Japa Yoga and Bhakti Yoga
- 📖 Yogic Diet.
- 📖 **Yogic Lifestyle and daily routine.**

Unit-III : Asanas, pranayama, Bandhas, Mudras & Kriyas.

- 📖 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, **Stress management through yoga, Anxiety and depression management**
- 📖 **Mindfulness-based interventions**
- 📖
- 📖 Types of Bandhas and mudras
- 📖 Types of Pranayama
- 📖 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
- 📖 International Yoga Day

Unit-V: Yoga Education

Suryanamaskar –Method of Suryanamaskar-Benefits

Yoga for Special Populations- Children with disabilities, Elderly population, Therapeutic yoga applications.



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.

- Iyengar, B.K.S. Light on Yoga
- Telles, S. et al. *Research-Based Yoga Practices*.
- Publications of Morarji Desai National Institute of Yoga.
- Ministry of AYUSH Yoga Protocol Manuals.
- Swami Kuvalayananda. *Yoga Therapy Literature*.

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Semester –II
Theory Courses

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

Credits : Theory:- 4

Total Theory Lectures:- 60

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
- ☀ Leadership of Physical Education profession, Importance of Physical Education as profession, educational qualification and qualities of Physical Education teacher and opportunity to serve



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.
- ☀ Student Leadership.
- ☀ Class formation and its different types.
- ☀ Guest speaker
- ☀ Media and Public relation.

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.
-
- Kumar, K.L. *Educational Technology*.
 - Roblyer & Hughes. *Integrating Educational Technology into Teaching*.
 - NEP 2020 Document.
 - NCF 2023 (School Education).
 - IGNOU publications on Educational Technology.
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Semester –II

CC-203 : Methods of Teaching School Subject

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

PAPER NO. III

METHODS OF THE SCHOOL SUBJECT

Each School Subject Credits : Theory:- 4

Total Theory Lectures:- 60

(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

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HINDI METHODOLOGY

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ENGLISH METHODOLOGY

Syllabus :

Unit 1 A) 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.

B) 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 2 A) 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.

B) 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 3 A) 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.

B) 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 4 A) Evaluation :

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

B) 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

Unit 1 A) 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.

B) 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 2 A) 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.

B) 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 3 : 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 4 : 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 :

- 1) *History for Class VI* by *NCERT*. *New Delhi*. *2016*. *1st Edition*. *128 pages*. *ISBN 9788175181111*.
- 2) *History for Class VII* by *NCERT*. *New Delhi*. *2016*. *1st Edition*. *128 pages*. *ISBN 9788175181111*.

GEOGRAPHY METHODOLOGY

Unit 1 A) 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.

B) 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 2 A) 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.

B) 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 epidiastope 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 3 : 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 4 : 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 :

- 1) ³ÖÆ ÖÖÊ»Ö †¬μÖÖ¬Ö-Ö ¬Ö¬ÜYÖß - ¬ÖİÖ. ›Üß. ²Öß. ¬ÖÖÊ ÖÃÖÊ
- 2) ³ÖÆ ÖÖÊ»Ö †¬μÖμÖ-Ö ³/₄Ö †¬μÖÖ¬Ö Ú - ¬ÖİÖ. ²Öß. •Öß. ²ÖÖ¬Ö™Ü
- 3) ³ÖÆ ÖÖÊ»Ö †Ö¿ÖμÖμÖÃÆYÖ †¬μÖÖ¬Ö-Ö - ›ÜÖÖ. ÃÖÃ Öİß³/₄Ö ÖÖÊ,ÊÜ

ECONOMIC METHODOLOGY

Unit 1 A) 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.

B) 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 2 A) 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.

B) 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 3 A) 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.

B) 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 4 : 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 :

- 1) $\text{†}\text{£}\text{Ö}\text{Ô}\text{¿}\text{Ö}\text{Ö}\text{Ã}\text{¿}\text{Ö}\text{ †}\text{¬}\text{μ}\text{Ö}\text{Ö}\text{¯}\text{Ö}-\text{Ö}\text{ ¯}\text{Ö}\text{¬}\text{¤}\text{Ü}\text{Y}\text{Ö}\text{ß} - \text{¯}\text{Ö}\text{İ}\text{Ö}.$ $\text{Ö}\text{ß}\text{Y}\text{Ö}\text{Ö}\text{¤}\text{Ê}\text{Ü}\text{¾}\text{Ö}\text{ß}\text{ ¯}\text{Ö}\text{Ö}^{\text{TM}}\text{Ü}\text{ß}\text{»}\text{Ö}.$

COMMERCE METHODOLOGY

Unit 1 A) 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.

B) 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 2 A) 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.

B) 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 3 A) 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.

B) Teaching of various aspects of Commerce :

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

Unit 4 A) 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.

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.

B) 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

Unit 1 A) 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.

B) 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 2 A) 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.

B) 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 3 A) 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.

B) Teaching of various aspects of Agriculture :

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

Unit 4 A) 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.

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.

B) 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

Unit 1 A) 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.

B) 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 2 A) 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.

B) 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 3 A) Planning for learning and Teaching :

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

B) 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 4 A) Evaluation :

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

B) 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) $\overline{\text{Ö}}\text{I}\overline{\text{Ö}}\text{“}\overline{\text{Ö}}\overline{\text{Ö}}\mu\overline{\text{Ö}}\overline{\text{Ö}}\text{ } \mathfrak{U}\overline{\text{Ö}}\overline{\text{Ö}}. \text{Æ}\overline{\text{Ü}}. -\overline{\text{Ö}}\overline{\text{Ö}}. \bullet\overline{\text{Ö}} \overline{\text{Ö}}\overline{\text{Y}}\overline{\text{Ö}}\overline{\text{Ö}}\overline{\text{Ö}}- \times\frac{3}{4}\overline{\text{Ö}}-\overline{\text{Ö}}\overline{\text{Ö}}-\overline{\text{Ö}} \dagger\overline{\text{Ö}}\mu\overline{\text{Ö}}\overline{\text{Ö}}\overline{\text{Ö}}-\overline{\text{Ö}} \overline{\text{Ö}}\overline{\text{Ö}}\mathfrak{U}\overline{\text{Y}}\overline{\text{Ö}}\overline{\text{Ö}}\mathfrak{B}.$
- 5) $\mathfrak{U}\mathfrak{m}\overline{\text{Ü}}\overline{\text{Y}}\overline{\text{Ö}} \text{“}\overline{\text{Ö}}\overline{\text{Ö}}. \overline{\text{Ö}}., \text{“}\overline{\text{Ö}}\overline{\text{Ö}}\mathfrak{E}\mathfrak{m}\overline{\text{Ü}}\overline{\text{Ö}}\mathfrak{I}\overline{\text{Ü}} \text{ Ê}\overline{\text{Ü}}. \text{«}\overline{\text{Ä}}\overline{\text{Ö}}.- \text{¿}\overline{\text{Ö}}\overline{\text{Ö}}\overline{\text{Ä}}\overline{\text{I}}\overline{\text{Ö}} \dagger\overline{\text{Ö}}\mu\overline{\text{Ö}}\overline{\text{Ö}}\overline{\text{Ö}}-\overline{\text{Ö}} \overline{\text{Ö}}\overline{\text{Ö}}\mathfrak{U}\overline{\text{Y}}\overline{\text{Ö}}\overline{\text{Ö}}\mathfrak{B}, -\overline{\text{Ö}}\overline{\text{Æ}}\overline{\text{Y}}\overline{\text{Ö}}-\overline{\text{Ö}} \overline{\text{Ö}}\overline{\text{I}} \mathfrak{U}\overline{\text{Ö}}\text{¿}\overline{\text{Ö}}-\overline{\text{Ö}}, \overline{\text{Ö}}\overline{\text{Ä}} \overline{\text{Ö}}\hat{\text{E}} 1980$
- 6) $\dagger-\overline{\text{Ö}}\overline{\text{Ö}}\mathfrak{U}\overline{\text{Ä}}\overline{\text{Ö}}\hat{\text{E}}, \times\mathfrak{m}\overline{\text{Ü}}\text{“}\overline{\text{Ö}}\hat{\text{E}}, \overline{\text{Ö}}\overline{\text{Ö}}^{\text{TM}}\overline{\text{Ü}} \overline{\text{Ö}} \mathfrak{U}\mathfrak{U} (1974)- \text{¿}\overline{\text{Ö}}\overline{\text{Ö}}\overline{\text{Ä}}\overline{\text{I}}\overline{\text{Ö}} \dagger\overline{\text{Ö}}\mu\overline{\text{Ö}}\overline{\text{Ö}}\overline{\text{Ö}}-\overline{\text{Ö}} \overline{\text{Ö}}\overline{\text{Ö}}\mathfrak{U}\overline{\text{Y}}\overline{\text{Ö}}\overline{\text{Ö}}\mathfrak{B}, -\overline{\text{Ö}}\overline{\text{Æ}}\overline{\text{Y}}\overline{\text{Ö}}-\overline{\text{Ö}} \overline{\text{Ö}}\overline{\text{I}} \mathfrak{U}\overline{\text{Ö}}\text{¿}\overline{\text{Ö}}-\overline{\text{Ö}}, \overline{\text{Ö}}\overline{\text{Ä}} \overline{\text{Ö}}\hat{\text{E}}.$
- 7) $\overline{\text{Ö}}\overline{\text{I}}\overline{\text{Ö}}. \overline{\text{Ö}}\overline{\text{I}}^3\overline{\text{Ö}}\overline{\text{Ö}} \mathfrak{U}\mathfrak{U} \text{Æ}\overline{\text{Ü}} \mathfrak{U}\mathfrak{B}' \overline{\text{Ö}}- \times\frac{3}{4}\overline{\text{Ö}}-\overline{\text{Ö}}\overline{\text{Ö}}-\overline{\text{Ö}}\overline{\text{Ö}}\text{“}\overline{\text{Ö}}\hat{\text{E}} \dagger\overline{\text{Ö}}\mu\overline{\text{Ö}}\overline{\text{Ö}}\overline{\text{Ö}}-\overline{\text{Ö}}.$
- 8) $\overline{\text{Ö}}\overline{\text{I}}\overline{\text{Ö}}. \text{Ê}\overline{\text{Ü}}. \bullet\overline{\text{Ö}}\mathfrak{B}. -\overline{\text{Ö}}\overline{\text{Ö}}\overline{\text{Ö}}^2\overline{\text{Ö}}\mathfrak{E}\overline{\text{Ü}}- \times\frac{3}{4}\overline{\text{Ö}}-\overline{\text{Ö}}\overline{\text{Ö}}-\overline{\text{Ö}} \times\frac{3}{4}\overline{\text{Ö}}\overline{\text{Ä}}\overline{\text{Ö}}\mu\overline{\text{Ö}} -\overline{\text{Ö}}\overline{\text{Ö}}-\overline{\text{Ö}} \frac{3}{4}\overline{\text{Ö}} \dagger\overline{\text{Ö}}\mu\overline{\text{Ö}}\overline{\text{Ö}}\overline{\text{Ö}}-\overline{\text{Ö}} \overline{\text{Ö}}\overline{\text{Ö}}\mathfrak{U}\overline{\text{Y}}\overline{\text{Ö}}\overline{\text{Ö}}\mathfrak{B}.$

MATHEMATICS METHODOLOGY

Unit 1 A) 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.

B) 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 2 A) 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.

B) 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 3 A) Planning for learning and Teaching :

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

B) 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, plane line, angle triangle.
- 4) Trigonometry – trigonometric ratios, problems in height & distance.

Unit 4 A) Evaluation :

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

B) The Teacher :

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

Books Recommended :

- 1) *Mathematics Education in India* by A. N. Sinha. *Mathematics Education in India* by A. N. Sinha. *Mathematics Education in India* by A. N. Sinha. *Mathematics Education in India* by A. N. Sinha. *Mathematics Education in India* by A. N. Sinha.

Semester –II
Theory Courses

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

Credits : Theory:- 4

Total Theory Lectures:- 60

Unit-1: Concept of Physical Education and Fitness

- 📖 Definition and meaning of fitness and Wellness.
- 📖 Fitness – Types of Fitness and Components of Fitness.
- 📖 Dimensions of Wellness.
- 📖 Importance and Scope of fitness and wellness. Lifelong wellness models
- 📖 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: Sports Nutrition and Weight Management

- 📖 Meaning and importance of sports nutrition.
- 📖 Macronutrients and micronutrients.
- 📖 Nutrition – Daily calories intake and expenditure, Determination of desirable body weight.
- 📖 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.
- 📖 Weight management program for sporty child, Role of diet and exercise in weight management, Design diet

Unit-4: Modern Trends

- 📖 Open Gym – concept, need and importance, different equipment's and its benefits.
- 📖 Sports clubs - need and importance of sports club- Swimming, Gymnasium, Weight Lifting , Yoga, Aerobics, Zumba and benefits for health.
- 📖 Community fitness initiatives Physical activity for persons with disabilities, Inclusive fitness programming

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

- Corbin & Le Masurier. Fitness for Life
- ACSM. ACSM's Guidelines for Exercise Testing and Prescription
- Winnick & Porretta. Adapted Physical Education and Sport
- SAI Sports Science Publications.
- Fit India Movement Resource Material.
- NADA India educational resources.

**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR**



NAAC Accredited-2015
'B' Grade (CGPA 2.62)

Name of the Course Syllabus:-

**B.P.Ed. II Year
(Bachelor of Physical Education)**

With effect from :-

June- 2020

**CBCS Pattern
(80;20)**

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.

- ◆ Fundamental Skills – Starting, Clearance and Landing Techniques.
- ◆ Ground marking 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 – 102/401

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

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 – 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

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 while facing and on the back, fakes on the pole, fake legs, body arm etc., Combination of different skills.

Ground Marking.

Rules and their interpretations and duties officials.

PC – 103 Malkhamb

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.

PC – 104 Light Apparatus:

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.

Hindustani Lezuim – Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.

Mass P.T. Exercises – Two count, four count and eight count exercises.

Drill and Marching.

PC – 104

Dumbbells / Wands/Hoop/Indian clubs/Flag : 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

Long Jump, Triple Jump, Pole Vault.

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

Yoga :

Sury Namaskara,
Pranayam
Corrective
Asanas Kriyas

Asanas

- ☐ Sitting
- ☐ Standing
- ☐ Lying Prone Position.
- ☐ Lying Spine Position.

PC – 203

Badminton: Fundamental Skills

Racket parts, Racket rips, Shuttle Grips.
The basic stances.

The basic stokes – 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 Shit, Loop Drive.

Stance and Ready position and foot work.

Rules and their interpretations and duties of officials.

PC – 203 / 402

Lawn 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.

Structure of Question Paper
B.P.Ed.
Effect from June 2019

Total Marks 80

Question No. 1		Choose the correct alternative	10
	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
Question No.2		Answer the following question	
	A		10
	B		10
Question No.3		Answer the following question (any one)	15
	1		
	2		
Question No.4		Answer the following question (any one)	15
	1		
	2		
Question No.5		Write short notes (any four)	20
	1		
	2		
	3		
	4		
	5		

