

## PROSPECTUS

**The Examination for Degree of  
Bachelor of Physical Education  
(B.P.Ed.) Two Year Degree Course  
4 Semester Pattern 2022 and Onwards  
in the programme of Physical Education  
Under the faculty of Inter Disciplinary Studies.**

---

### अभ्यासक्रमिका

आंतर विद्याशाखीया अभ्यास विद्या शाखा के तहत  
शारीरिक शिक्षण स्थातक (बी.पी.एड.) वर्षीय -  
(चार सत्र) अभ्यासक्रम कि परीक्षा हेतू  
अभ्यासक्रमिका २०२२ एवं आगे

**Revised Ordinance & Regulation and Scheme of the Examination  
suggested and resolved by the Board of Physical Education**

**SYLLABUS STRUCTURE FOR B. P. Ed.  
Two Years Programme (Four Semesters) Based on Credit System (CS)**

**Curriculum Framework of B.P.Ed. Two year (Post U.G.) Programme  
w.e.f. Academic Session 2022-2023**

**1. B.P.Ed. Programme, Duration:**

**A) B.P.Ed. Programme -**

The programme comprises of 'Core' & 'Elective' Theory as well as Practical Courses and compulsory School Internship.

**B) Duration -**

Year/Semester schedule, Vacation period and Actual Teaching Days -

Duration of B.P.Ed. Programme is two Academic years. Further, each Academic year is designed into two semesters (Total Four semester Programme).

However, the trainee-learner shall be permitted to complete the programme within maximum of three years from the date of admission to the programme.

Each Semester consists of 17-20 weeks of academic work equivalent to 100 actual teaching days (200 per year and exclusive of Admission and Examination processes). Including its Vacation-Period the Odd semester is to be scheduled from Second week of June to Middle week of December and Even semester from End week of December to end week of May.

The institution shall work for a minimum of 36 working hours in a week (six days a week).

**2. Eligibility, Subsequent Procedure and Intake of Admission:**

**A) Eligibility for Admission to the programme -**

A candidate for the admission of programme at Bachelor of Physical Education (B.P.Ed.) must fulfill the eligibility criteria (norms & standards) directed by the NCTE and the directives of the Government of Maharashtra which may change from time to time.

**B) Subsequent Admission Procedure of the programme –**

1. A trainee-learner must keep four consecutive semesters for the full time B.P.Ed Programme spread over a maximum period of two years from the date of admission in the College/Department of Physical Education.
2. A trainee-learner must complete practical extending over four consecutive semesters to satisfaction of the Head of the institution in which the candidate is studying consisting of-
  - a Attendance at Practical's, Theory, Practice Teaching and Internship.
  - b Teaching practice and Internship of not less than 15 days per year distributed over different standards from V to XII of recognized Secondary and Higher Secondary Schools/Colleges selected by the Principal/Head as practicing School/College. In addition to these lessons, there shall be **Micro-Teaching-Lessons** and simulated lessons for each Academic Year.
  - c *Observation of practice teaching lesson in school:* 30 lessons [20 in physical activity lesson, 05 in classroom theory lesson (elective method) and 5 in specialized Sports coaching lesson]
  - d Participation in Curricular and Extracurricular activities.
  - e Project Work and Assignments.

**C) Intake -**

Intake of trainee-learner shall not exceed the allocated capacity authorized by the National Council for Teacher Education, New Delhi/Regional Centers (NCTE).

### 3. The Credit and Bonus Credits:

#### A) The Credit System -

The programmes of B.P.Ed. are to be run on Credit System (CS).

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 (lecture) 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.

#### B) The Provision of Bonus Credits –

**Table No. 1**  
**Bonus Credits**

Sr. No.	Special Credits for Extra Co-curricular Activities	Credit
1	Sports participation International level Competition (Position winner)	6
	(Only participation)	4
	Sports Achievement National level Competition (Medal Winner)	2
	(Only participation)	1
Sports Achievement at Stale level Competition (Medal Winner)	(Only participation)	1
	(Only participation)	0.5
2	Inter University Participation (position winner – any one game)	3
	Inter University Participation only (any one game)	2
3	Inter Collegiate Participation (min. Two games/activities)	1
5	Blood donation / Cleanliness drive / Community services /	2
6	Mountaineering – Basic Camp, Advance Camp / Adventure Activities	2
7	Organization/Officiating – Division/State/National level in any two games	2
8	Organization/Officiating – University/District/Local level in any three games	1
9	News Reporting / Article Writing / book writing / progress report writing	1
10	Research Project	4

Students can earn maximum 06 Bonus credits in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution/Department. This Bonus credit will be used only to compensate loss of credits in academic activities.

#### 4. Course:

The term 'course' usually referred to as *papers*, is a component of the programme. All courses are carrying the same weights. The courses are also defined with its learning objectives and learning outcomes. A course is designed to comprise Lectures/Laboratory work/ Field-work/Outreach activities/Project work/Vocational training/Viva/ Seminars/Quiz/Term-papers/Assignments/ Presentations/Self-study etc. or a combination of some of these.

#### 5. Courses of Programme:

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 four categories of courses suggested for the B.P.Ed. Programme is

- a) Theory (Core & Elective) Courses: Part I - 400+400+400+400 = **1600**
- b) Practicum: Part II - 400+300+300+200 = **1200**
- c) Practice-Teaching cum School Internship: Part III - 000+100+100+200 = **400**

### **Teaching-Learning Process & Internship-Teaching Practices:**

The B.P.Ed. programme shall be of provisioning sustained field work with trainee-learners and the school, thereby creating congenial atmosphere. The programme includes teaching basis skills in sports and games and indigenous activities giving exposure to teachers in the teaching-learning process. School internship/practice teaching includes community engagement.

The School-Internship/Teaching-Practice Programme shall have the following components: i.e. Minimum 30 lessons out of which 20 shall be in schools and 10 lessons shall be in the college/institution/department through the entire programme of B.P.Ed.

Institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching-related activities of student-teachers. It is desirable that it has an attached secondary school of its own. The respective college/institution shall obtain undertaking from any schools (within the area of the college) willing to provide facilities for practice teaching.

### **School Internship -**

Trainee-learners (Pupil-teachers) are to be equipped to cater to diverse needs of trainee-learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They are to be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty.

It is desirable that Internship in schools is to be done for a minimum duration of 04 weeks for the entire B.P.Ed. Programme (Minimum 2 weeks for one semester). This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include per observations, teacher observations and observations of interns' lessons by faculty.

It is important that the pupil-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective projects during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

An *internship* is an opportunity offered by one institution to potential students or students of class undergoing a training/professional programme in the institution, in one of the semester in the final year i.e. at the end of the final semester of the programme (either in any one or both of the semesters in the final year or after the end of the final semester of the programme usually).

Particularly, the programme of B.P.Ed. (2 years), Internship refers an exchange and extending of services for professional experience to be continued for 15 days/year in a school, between the student and organization so that as experienced interns of few need little or no training when they begin regular employment, such work experiences internship, during this period, the intern is expected to use the things he/she has learned in the institution and put them in to practice thus the students gain with experience in this field of study.

It is a mandatory part of the completion of the said programme.

### **Duty Discharge Recording:**

Internal 30 marks for be assessed on the basis of the following aspects and its record.

1. The intern shall conduct at least three assemblies for the students of whole school/organization.
2. The intern shall conduct classroom theory lessons (opted specialized teaching subject) on, at least any three lessons pertaining to any topics learned in the course.
3. The intern shall conduct practical lessons on, at least any four lessons related to any learned physical activities (Mass-Demonstrative) from the course.
4. The intern further shall conduct sports skill lesson practically, at least three lesson (specific lesson) pertaining to his or her individual game specialization.
5. The interns shall show their sincerity and dedication, discipline, while carrying out the concerned work. The efficiency as a whole of the intern should be placed on record thoroughly.

6. Schools, organization like Sports schools, Ashramshala, Other recognized and registered local schools shall either be adopted or hour wise classes be conducted.
7. Duration of internship shall be of 15 days, one hour every day. A group of 5 trainee-learners individually shall conduct teaching lessons one each from the theory course (opted teaching subject), Mass-Demonstrative physical activity practically and sports skill lesson for students of different classes in the school/organization every day.
8. A file has to be prepared and maintained with an index of all lessons along with a brief note on three conduct of assembly of the whole school/organization. The sincerity, discipline and overall efficiency of student-teacher shall be mentioned in the note and be submitted to supervisor after duly signed by the school personnel/administrator of the school/organization countersigned by the supervisor/house advisor/counselor.

**Note:** A compiled file with an index, having recorded the duty discharged by the intern be maintained accordingly which shall be signed by the physical education person/administrator of the school, followed by counter signed by the house advisor/ counselor/ of the programme. Ultimately it has to be endorsed by head of the department of the programme.

## **6. Examination Application, Internal Assessment & its record, and Co-ordination Committee:**

### **A) Examination Application -**

A trainee-learner for the theory & practical examination (external) in each semester must apply to the University as per the prescribed procedure of the University through the Principal of the concern College.

### **B) Internal Assessment -**

The Internal Assessment of each Semester should be followed as per the scheme/ procedure given in the syllabus. The aggregate of marks obtained shall be converted into Grades as per the scheme. The Principal/Head shall forward the Grade and marks awarded to the concern trainee-learner/s to the University for Scrutiny by the co-ordination committee appointed as under. The revaluation of the scripts of internal assessment shall not be permitted.

### **C) Record of Internal Assessment -**

Following Records are required to be Maintained and Certified by the Head of Institution:

1. *A file containing notes of Lesson given and criticism made there on.*
2. *Observation Note book containing at least 15 Lessons of which 05 should be from the special elected methods, 05 from general physical activities or skill and 05 lessons from sports coaching.*
3. *A journal of experiments of Psychology (if any).*
4. *Record of Organization of Practice Teaching.*
5. *Record of conducting Practical Examination.*
6. *Record of Terminal Examination.*
7. *Record of Practical Work of physical education activities.*
8. *Record of Project work/Assignments.*
9. *Seminars at College level with power point presentations (if any).*
10. *Record of various programmes, competitions, intramurals, Athletic meet, training camp, Hike-Picnic, Educational excursions etc. conducted by the college/Department.*

The Head of the institution in which the trainee-learner is studying will be required to keep record of all the work done in the College/department and practicing school /junior college and certify that the work has been completed satisfactorily by the trainee-learner/s.

### **D) Co-ordination Committee -**

In case of dispute, (regarding 'Record of Internship' done by the examinee and placed for examination) arises between university appointed External examiners and college Internal Examiners/college authority, in such case/s said Co-ordination Committee shall settle the matter on its merits. i.e.

1. In case of dispute arises in scrutiny of original record and evaluation of Internal Assessment, there shall be a **co-ordination committee** consisting of followings
  - i. Dean of the Faculty or his/her nominee,
  - ii. Chairman of the Board or his/her nominee,
  - iii. One Faculty Member,
  - iv. One Principal of the Institution where the internal assessment of course is evaluated.
2. For each semester the co-ordination committee shall go through internal assessment marks and the grades awarded to the trainee-learners of different Institutions of Physical Education. If any discrepancy is found in the standard of marking and/or grading by college, the Principal/Head concern would be required to modify the marks accordingly as per the directions given by the Coordination Committee. The Committee is authorized to check all the internal work of the trainee-learner/s of all the Colleges /Department to verify the marks awarded by the College/Department and make necessary changes wherever required.

### **7. Scheme of Examinations (Marks Carry forward, Reappearances):**

#### **A) Method to carry forward the marks:**

1. A trainee-learner who passes in the Internal-Assessment but fails in the Semester-End-Examination of the course shall reappear for the Semester-End-Examination of that course. However his/her marks of the Internal-Assessment shall be carried over and he/she shall be entitled for grade obtained by him/ her on passing.
2. A trainee-learner who fails in the Internal-Assessment but passes in the Semester-End-Examination of the course shall reappear and resubmit for the Internal-Assessment. However his/her marks of the Semester-End-Examination shall be carried over and he/she shall be entitled for grade obtained by him/ her on passing.

#### **B) Additional Examination (Reappearance):**

- i. The trainee-learner who failed in the Semester-End-Examination (external) in Semester-I shall reappear along with Semester-End-Examination (External) of Semester-II. Similarly, the trainee-learner who failed in the Semester-End-Examination in Semester-II shall reappear along with Semester-End-Examination (External) of Semester-III, Whereas, the trainee-learner, failed in the Semester-End-Examination in Semester-III shall reappear along with Semester-End-Examination (External) of Semester-IV.
- ii. The trainee-learner who failed in Internal-Assessment shall reappear for additional examination conducted by the college as per convenience within 30 to 45 days from the date of declaration of result and marks of the same will be send to the university.

### **8. Condonation:**

- Student must have 75% of attendance in each course for appearing the examination.
- Students who have 65% to 74% of attendance shall apply for condonation to the Head of The Department/Principal.
- The student must apply to Head of the Institution giving the reason(s) for absence before 15 days of the conduct of the examination along with the necessary documents and testimonials. After verifying the causes the decision will be taken by the Head of Department/ Principal.
- Students who have below 65% of attendance are not eligible to appear for the examination.

### **9. Pattern of Question Papers and its Nature:**

#### **A) Format of Question Paper for 4 Units -**

Each Course Papers shall have five compulsory questions (with internal choice for each question) corresponding to four units of each theory course.

**Table No. 3**  
**The resolved pattern of Question Papers**

Que. No.	Description	Total Marks
1.	One Sentence Answer/M.C.Q. Type Questions (10 out of 12 Que.) (3 Sub-Questions is to be set from each unit)	10
2.	Answer in detail to (Long type – 1 Question) OR Answer in brief/Notes to (Short type 2 Que./Write notes type 3 Que.)	15
3.	Answer in detail to (Long type – 1 Question) OR Answer in brief/Notes to (Short type 2 Que./Write notes type 3 Que.)	15
4.	Answer in detail to (Long type – 1 Question) OR Answer in brief/Notes to (Short type 2 Que./Write notes type 3 Que.)	15
5.	Answer in detail to (Long type – 1 Question) OR Answer in brief/Notes to (Short type 2 Que./Write notes type 3 Que.)	15
	Total Marks	<b>70</b>

**B) Nature of Semester End Examination -**

- For each Course - 70 Marks
- Duration – 3.00 Hours
- Syllabus has been framed into 4 units for each theory course.
- On each unit there shall be a question either long or short or Write notes type answer.
- Number of Questions to be set in each paper shall be in accordance with above cited table No. 3.
- Each theory paper shall have five compulsory questions with its internal choice.
- First question shall set, on basis of either in one sentence Answer or M.C.Q. type with its internal choice for 10 out of 12 sub-questions in total, carrying 1 mark for each.
- For Question No. 2 to 5 there shall be an alternative choice from the same unit in terms of Long or Short or Write notes type answer.

However, there is no choice in a separated question.

Division of marks between long and short answer type question shall be in ratio of 60:40. Whereas, Write notes type, division of marks shall be equally distributed.

**10. Evaluation:**

**A) Consolidation -**

The performance of a trainee-learner in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a Continuous-Internal-Assessment (CIA) by the concerned course teacher as well as by Semester-End-Examination (External) and will be consolidated at the end of course.

**Table No. 4**  
**The Components for continuous Internal Assessment**

Prescribed components	Total Marks 30
One Test	10 Marks
Seminar / Quiz/Practical Work	10 Marks
Assignments	05 Marks
Attendance	05 Marks

Attendance shall be taken as a component of Continuous-Assessment, even though a

ztrainee-learner should have minimum 75% attendance in each course. In addition to continuous evaluation component, the Semester-End-Examination (External), which will be written type examination of at least 3 hours duration, would also form an integral component of the evaluation.

The evaluation of practical work, wherever applicable, will also be based on Continuous-Internal-Assessment and on the Semester-End-practical examination.

The ratio of marks to be allotted to continuous Internal-Assessment and to Semester-End-Examination (External) is 30:70.

### 11) Minimum Standard of Passing Examinations:

The trainee-learners shall have to obtain 45% marks in aggregate to qualify each theory course. Further, the trainee-learners shall obtain minimum 50% & 35% marks for passing the CIA (Continuous-Internal-Assessment) and SEE (Semester End Examinations-External) respectively i.e. 15 and 25 marks out of 30 and 70 respectively.

Whereas, the trainee-learners shall have to obtain 50 % marks in aggregate to qualify each Practical course. Further, the trainee-learners shall have to obtain minimum 50% marks for passing the CIA & SEE (external), i.e. 15 and 35 marks out of 30 and 70 respectively.

Similarly, the trainee-learners shall have to obtain 60 % marks in aggregate to qualify each Teaching-practice (Lessons). Further, the trainee-learners shall have to obtain minimum 50% passing marks in SEE (external).

The trainee-learner shall have also to complete the School Internship satisfactorily certified by the authorized person.

To pass the course minimum grade 'C' shall be obtained in each course wherever applicable in the Particulars semester.

### 12) Grading:

Once the marks of the CIA (Continuous-Internal-Assessment) and SEA (Semester-End-Assessment) for each of the courses are available, both (CIA and SEA) will be added.

The marks, thus obtained for each of the courses will then be graded as per provided in R-B.P.Ed. 16 from the first semester onwards the average performance within any semester from the first semester is indicated by Semester Grade Point Average (SGPA) while continuous performance (including the performance of the previous semesters also) starting from the first semester is indicated by Cumulative Grade Point Average (CGPA).

These two are calculated by the following formula:

$$GPA = \frac{\sum CG}{\sum C}$$

Where,

G : Grade

GP : Grade Points

C : Credits

CP : Credit Points

CG : Credits X Grades (product of credits & grades)

$\sum CG$  : Sum of product of credits & grades

$\sum C$  : Sum of credit points

GPA :  $\sum CG / \sum C$

SGPA : Semester Grade Point Average shall be calculated for individual semesters. (It is also designated as GPA)

CGPA : Cumulative Grade Point Average shall be calculated for the entire program by taking all semesters taken together.

The system of evaluation will be as follows; Each term work module mentioned will be evaluated in terms of marks first and then to letters grades as shown in the following table-



**Table No. 5**  
**The system of evaluation**

% of marks obtained by the student	Grade points	Letter grade
70-100	7	O
60-69.99	6	A
55-59.99	5	B
50-54.99	4	C
45-49.99	3	D
40-44.99	2	E
00-39.99	1	F (Fail)

**Grade cards:**

- Grade cards will be printed along with the marks shown for all the concern courses.
- Grade cards will be issued to all trainee-learners with credits earned and all the remarks.
- SGPA will be calculated only for the trainee-learners who will qualify in all the courses and accordingly the grade will be awarded to them.
- Overall weighted percentage of marks (OWPM) and cumulative grade point average (CGPA) after completing the programme will appear only on the grade card for the fourth semester.

**13) Classification of Final Results:**

**Grade cards**

For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Physical Education in the First class with Distinction/the First class/Second class/Pass class, the marks and the corresponding CGPA earned by the candidate in Core Courses will be the criterion.

It is further provided that the candidate should have scored the First/Second Class separately in both the grand total and Semester End (External) examinations.

**14) Award of the B.P.Ed. Degree:**

A candidate shall be eligible for the award of the degree of B.P.Ed. only if he/she has earned the minimum required credit including Bonus Credits of the programme prescribed in table No. 1.

**15) Grievance Redresses Committee:**

Whenever it requires specially, the college/department shall form a Grievance Redresses Committee for each course runs in the University department and each college/Institute.

The committees shall be as follows –

At University Level:

- |   |               |
|---|---------------|
| Pro V. C. or his nominee                      | - Chairperson |
| Dean of the faculty (or his nominee)          | - Member      |
| Chairman of the Board of Phys. Edu.           | - Member      |
| Course Faculty ( <i>nominated by pro VC</i> ) | - Member      |
| COE (or his nominee)                          | - Member      |

At College Level:

- |                                      |               |
|--------------------------------------|---------------|
| Principal or his nominee             | - Chairperson |
| LMC member Nominated by LMC chairman | - Member      |
| Representative of the appellant      | - Member      |
| Course Teacher                       | - Member      |
| HOD of the faculty (if any)          | - Member      |

These Committees shall solve all grievances of the students at the respective levels. The secretarial work will be done through its regulation of respective departments.

## 16) Letter Grades and Grade Points:

- i. Two methods-relative grading or absolute grading, have been in vogue for awarding grades in a course.

The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students in the course and the grades are awarded based on a cut-off mark or percentile.

Whereas, under the absolute grading, the marks are converted to grades based on pre-determined class intervals.

To implement the following grading system, the universities shall use Relative Grading Method. Absolute Grading methods shall be overlooked.

- ii. The grades for each course shall be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:

**Table No. 6**  
**The Grading System**

Percentage	Grade Point	Letter Grade	Description	Classification of final result
85 & above	8.5-10.0	O <sub>+</sub>	Outstanding	First class with Distinction
70-84.99	7.0-8.49	A	Excellent	
60-69.99	6.0-6.99	A	Very Good	First Class
55-59.99	5.5-5.99	B <sub>+</sub>	Good	Higher Second Class
50-54.99	5.0-5.49	B	Above Average	Second Class
40-49.99	4.0-4.99	C	Average	Pass Class
Below 40	0.0	F	Fail/ Dropped	Dropped
	0	Ab	Absent	

## 17) Structure of B.P.Ed. Programme with its each course and relative Credits:

- Duration : 02 years
- First year : 02 semesters (100 days each)
- Second year : 02 semesters (100 days each)
- Working Hours : 36 hours in a week
- Hours require to earn 4 Credits : 51 to 60 per Semester for each Theory Course.
- Hours required to earn 4 Credits : 60 to 90 per Semester for each Practicum Course
- Credits per Year : 52 (26 Credits Per Semester)
- Total Credits of the Programme : 104 Credits
- Total Marks : 3200 (1600 Marks each year  
i.e. 800 Marks per semester)

## CURRICULUM FRAMEWORK for B.P.Ed. Post U.G. DEGRRE PROGRAMME

### Preamble:

### Brief Background of Physical Education:

Physical education makes a unique and important contribution to the balanced development of people and communities by providing learning programmes focused on movement. It encourages student engagement in movement experiences that promotes and supports the development of physical skills, social skills, the acceptance of challenge, teamwork, optimism, acceptance of diversity and decision making. The purpose is to create a national culture that supports physically active lifestyles so that one day, all Indians will be physically active. To accomplish this ultimate goal/purpose, the Physical Education curriculum calls for improvement in the quantity and quality of physical education for students from preprimary to XII<sup>th</sup> grade through significant policy initiatives.

In short physical education can be conceptualized as to:

- ❖ make a unique contribution to balanced development and living;
- ❖ movement being essential to be a human;
- ❖ learning focused on movement and students need to be engaged in it;
- ❖ a medium for developing skills across diverse areas of endeavor;

- ❖ fostering a pedagogy based around critical thought and action;

### **Conceptualizing Physical Education in India**

The NCTE has set out with the intention of developing a new teaching/learning paradigm for physical education. The Curriculum attempts to:

- define learning outcomes for physical education which encourages a holistic approach based on a socio-ecological perspective;
- promote greater integration and balance between the social and physical sciences;
- contextualise physical education with a set of attitudes and values that signify the importance of movement as a valued human practice;
- centralize and acknowledge that the individual, in his /her search for personal meaning, once educated in health and physical education, would be able to make positive contributions to the enhancement of society;
- Promote the learning of new skills;
- Enhance, extend, inform and critique the deliberate use of exercise, play, sport and other forms of physical activity within and individual and societal context;

### **Physical Education Model**

Physical education is a formal content area of study in schools, and it encompasses assessment according to standards and benchmarks. The curriculum-based physical education program describes the potential of high-quality physical education in developing children into active adults. This model would provide the only opportunity for all school-age children to access health-enhancing physical activities.

The suggested curriculum model for physical education programs includes movement education, which emphasizes the importance of fundamental motor skills competence as a prerequisite for engagement in physical activity throughout the life span; sport education, which emphasize helping students become skillful players in lifetime sports of their choosing; and fitness education, which impart physical fitness concept to students, including the profit and scientific values of exercise, with the target of developing and maintaining individual fitness and positive lifestyle change. The emergence of a technology-focused physical education curriculum offers further motivational opportunities for students to engage in lifelong physical activities.

### **Teacher Preparation**

Teaching physical education to children effectively and safely requires specific knowledge about children and their physical/mental development, body composition (anatomy) and functions (physiology and biomechanics), and motor skills development and acquisition.

In addition, teaching physical education requires substantial knowledge and skill in pedagogy (the science and art of teaching).

### **Excellence in teaching Physical education and health**

Teaching physical education and, to a certain extent, health education is different from teaching other school subjects in several key ways.

*First*, the curriculum is different. In Physical education, the focus is on learning skills and attitudes more than learning content. In particular the opportunity to teach important lessons about character, teamwork, courage, self-respect, perseverance, and so forth, is available in every lesson. In health, the curriculum concerns issues that are more fundamental to the well-being of students- fitness, diet, self-concept, disease prevention than most topics in other classroom subjects.

*Second*, student's intrinsic motivation for some tricky management issues regarding monitoring and guiding large number of students. The teacher may be in participating maybe either stronger or much weaker than in core academic subjects.

*Third*, physical education presents physical contact with students more than in other instructional situations.

### **GOAL OF THE B. P. Ed. PROGRAMME**

To prepare professionally fit teachers of Physical Education and Academic subjects who are capable of responding to the changing needs of the modern Indian society with the challenges and opportunities available therein. i.e. Bachelor of Physical Education (B.P.Ed.) two years (Four Semesters based on Credit System programme is a professional programme meant for preparing teachers of physical education in Std. VI to X and for conducting physical education

and sports activities in Std. XI-XII.

### **OBJECTIVES OF THE B. P. Ed. PROGRAMME**

1. To enable the trainee-learners to understand the nature, purpose and philosophy of education and physical education at the secondary stage.
2. To prepare teachers of Physical Education with broader educational perspective.
3. To develop personnel, Professionals and Social competencies required in teaching profession of physical education.
4. To develop potential for planning and organizing Physical Education programmes and other play-activities.
5. To empower trainee-learners to inspire their students to actively participate in Physical and Yogic Exercises, Games and Sports.
6. To enable teachers to develop personality, character, will power, democratic values and positives attitude towards life among their students through Physical Education.
7. To make teachers capable of imparting basic knowledge about health, hygiene, nutrition and physical fitness.
8. To develop skills and competencies to organize school and community games and sports.
9. To cultivate the spirit of sportsmanship, mental and physical alertness, scientific temper and optimism.
10. To promote mental health, power of self-decision and self-control, correct judgment and action, emotional stability, respect for other and acceptance of the authority and rules.
11. To promote appreciation and interest for indigenous games, sports and yogic practices among trainee-learner.
12. To create awareness about health and hygiene in the community.

**SEMESTER - I**

<b>Part I: THEORITICAL COURSE</b>						
<b>Total Marks: 400;</b>		<b>Total Hours/Week/course:16</b>		<b>Total Credits:16</b>		
<b>Course Code</b>	<b>Title of the course</b>	<b>Total Hours</b>	<b>Credit</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
<b>BPEd CC-101</b>	<b>DSC-101</b> History, Principles and Foundation of Physical Education	4	4	30	70	100
<b>BPEd CC-102</b>	<b>DSC-102</b> Anatomy and Physiology	4	4	30	70	100
<b>BPEd CC-103</b>	<b>DSC-103</b> Management of Physical Education and Sports & Games	4	4	30	70	100
<b>ELECTIVE COURSE (Any One)</b>						
<b>BPEd EC-101</b>	<b>DSE-101</b> Information & Communication Technology in Physical Education and Sports & Games	4	4	30	70	100
<b>BPEd EC-102</b>	<b>DSE-102</b> Olympic Movement					
<b>Part II: PRACTICAL COURSE</b>						
<b>Total Marks: 400;</b>		<b>Total Hours/Week/course:20</b>		<b>Total Credits:10</b>		
<b>BPEd PC-101</b>	<b>EPC-101 Track and Field:</b> (Running Events) A. Sprints, Medium B. Long distance Races, C. Hurdles. (One event from each Race)	4	2	30	70	100
<b>BPEd PC-102</b>	<b>EPC-102 Indoor &amp; Water Sports:</b> Gymnastics/Weight Lifting/Swimming (any One Sports).	4	2	30	70	100
<b>BPEd PC-103</b>	<b>EPC-103 Indigenous Sports:</b> A. Kabaddi / Kho-Kho And B. Malakhamb/Rope Malakhamb (One from each A & B)	6	3	30	70	100
<b>BPEd PC-104</b>	<b>EPC-104 Mass Demonstration Activities:</b> A] <i>Exercises</i> (One from each) 1. without apparatus (Drills & P.T.); 2. with apparatus (light & other); 3. Marching and 4. Folk Dances. B] <i>Band:</i> (Any three) Bass Drum, Side Drum, Flute, and Beguile. C] <i>Aerobics.</i>	6	3	30	70	100
<b>Total</b>		<b>36</b>	<b>26</b>	<b>240</b>	<b>560</b>	<b>800</b>

Note: Total Number of hours required to earn 4 credits for each Theory Course are 51-60 hours per semester whereas 60-90 hours for each Practicum Course.

**SEMESTER – II**

<b>Part I: THEORITICAL COURSE</b>						
<b>Total Marks: 400;</b>		<b>Total Hours/Week/course:16</b>			<b>Total Credits:16</b>	
<b>Course Code</b>	<b>Title of the Papers</b>	<b>Total Hours</b>	<b>Credit</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
<b>BPEd CC-201</b>	<b>DSC-201</b> Yoga Education	4	4	30	70	100
<b>BPEd CC-202</b>	<b>DSC-202</b> Educational Technology and Methods of Teaching in Physical Education	4	4	30	70	100
<b>BPEd CC-203</b>	<b>DSC-203</b> Methodology of Teaching Special Subjects	4	4	30	70	100
<b>ELECTIVE COURSE (Any One)</b>						
<b>BPEd EC-201</b>	<b>DSE-201</b> Contemporary issues in Physical Education, Fitness, and Wellness.	4	4	30	70	100
<b>BPEd EC-202</b>	<b>DSE-202</b> Sports Nutrition and Weight Management					
<b>Part II: PRACTICAL COURSE</b>						
<b>Total Marks: 300;</b>		<b>Total Hours/Week/course:14</b>			<b>Total Credits:10</b>	
<b>BPEd PC-201</b>	<b>EPC-201 Track and Field:</b> (Jumping Events - <i>Any three</i> ) 1. High Jump; 2. Long Jump; 3. Triple Jump; 4. Pole Vault.	4	2	30	70	100
<b>BPEd PC-202</b>	<b>EPC-202 Indoor Games, Water Sports &amp; Yoga:</b> ( <i>Any One with Internal Two events</i> ) Gymnastics/Swimming/ Yogic exercises	4	2	30	70	100
<b>BPEd PC-203</b>	<b>EPC-203 Racket Sports:</b> ( <i>Any two</i> ) Badminton/ Squash/ Table-Tennis/ Tennis.	6	3	30	70	100
<b>Part III: TEACHING PRACTICES CUM INTERNSHIP</b>						
<b>Total Marks: 100;</b>		<b>Total Hours/Week/course:6</b>			<b>Total Credits:04</b>	
<b>BPEd TP-201</b>	<b>PTP-201 Teaching Practices:</b> (3+3 in practicing school Lessons) 1. 5 lessons in Opted Specialized Method. And 2. 5 Lesson in Mass Demonstrative activities.	6	3	30	70	100
<b>Total</b>		<b>36</b>	<b>26</b>	<b>240</b>	<b>560</b>	<b>800</b>

**SEMESTER – III**

<b>Part I: THEORITICAL COURSE</b>						
<b>Total Marks: 400;</b>		<b>Total Hours/Week/course:16</b>		<b>Total Credits:16</b>		
<b>Course Code</b>	<b>Title of the Papers</b>	<b>Teaching Hours/week</b>	<b>Credit</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
<b>BPEd CC-301</b>	<b>DSC-301</b> Sports Training	4	4	30	70	100
<b>BPEd CC-302</b>	<b>DSC-302</b> Sports Sociology and Environmental Studies	4	4	30	70	100
<b>BPEd CC-303</b>	<b>DSC-303</b> Educational and Sports Psychology	4	4	30	70	100
<b>ELECTIVE COURSE (Any One)</b>						
<b>BPEd EC-301</b>	<b>DSE-301</b> Curriculum Designing	4	4	30	70	100
<b>BPEd EC-302</b>	<b>DSE-302</b> Sports Medicine, Physiotherapy and Rehabilitation					
<b>Part II: PRACTICAL COURSE</b>						
<b>Total Marks: 300;</b>		<b>Total Hours/Week/course:14</b>		<b>Total Credits:7</b>		
<b>BPEd PC-301</b>	<b>EPC-301 Track and Field:</b> (Throwing Events) – 1. Shot Put; 2. Discus Throw; 3. Javelin Throw; and 4. Hammer Throw) (Any Three)	4	2	30	70	100
<b>BPEd PC-302</b>	<b>EPC-302 Combative Sports:</b> Boxing; Fencing; Judo; Karate; Martial Art; Taekwondo; and Wrestling. (Any two)	4	2	30	70	100
<b>BPEd PC-303</b>	<b>EPC-303 Major Team Games:</b> Basketball/ Football/ Handball/Netball/ Volleyball. (any two)	6	3	30	70	100
<b>Part III: TEACHING PRACTICES CUM INTERNSHIP</b>						
<b>Total Marks: 100;</b>		<b>Total Hours/Week/course:6</b>		<b>Total Credits:03</b>		
<b>BPEd TP-301</b>	<b>PTP-301 Specific Lesson Plans of Racket and Indigenous Sports:</b> 10 Lessons 5 Lessons Plans each from Racket Sports and Indigenous Sports (Kho-Kho/ Kabaddi). Out of 10 lessons 4 internal and rest 6 in practicing school.	6	3	30	70	100
<b>Total</b>		<b>36</b>	<b>26</b>	<b>240</b>	<b>560</b>	<b>800</b>

Note: Total Number of hours required to earn 4 credits for each Theory Course are 51-60 hours per semester whereas 60-90 hours for each Practicum Course.

**SEMESTER – IV**

<b>Part I: THEORITICAL COURSE</b>						
<b>Total Marks: 400;</b>		<b>Total Hours/Week/course:16</b>			<b>Total Credits:16</b>	
<b>Course Code</b>	<b>Title of the Papers</b>	<b>Total Hours</b>	<b>Credit</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
<b>BPEd CC-401</b>	<b>DSC-401</b> Test, Measurement and Evaluation in Physical Education.	4	4	30	70	100
<b>BPEd CC-402</b>	<b>DSC-402</b> Kinesiology & Biomechanics.	4	4	30	70	100
<b>BPEd CC-403</b>	<b>DSC-403</b> Basics of Research and Statistics in Physical Education and Sports.	4	4	30	70	100
<b>ELECTIVE COURSE (Any One)</b>						
<b>BPEd EC-401</b>	<b>DSE-401</b> Officiating and Coaching in Games and Sports.	4	4	30	70	100
<b>BPEd EC-402</b>	<b>DSE-402</b> Health Education and Adapted Physical Education.					
<b>Part II: PRACTICAL COURSE</b>						
<b>Total Marks: 200;</b>		<b>Total Hours/Week/course:8</b>			<b>Total Credits:04</b>	
<b>BPEd PC-401</b>	<b>EPC-401 Sports Specialization:</b> Track & Field/ Gymnastics/ Swimming/ (Any One with Internal two events)	4	2	30	70	100
<b>BPEd PC-402</b>	<b>EPC-402 Major Team Game:</b> Baseball/ Cricket/ Hockey/ Softball/ (Any Two)	4	2	30	70	100
<b>Part III: TEACHING PRACTICES CUM INTERNSHIP</b>						
<b>Total Marks: 200;</b>		<b>Total Hours/Week/course:12</b>			<b>Total Credits:06</b>	
<b>BPEd TP-401</b>	<b>PTP-401 Internship in practicing School</b>  <b>OR</b> (5 Lessons on any one Sports i.e. Track and Field/ Gymnastics / Swimming)	6	3	30	70	100
<b>BPEd TP-402</b>	<b>PTP-402 Specific Lessons Plans :</b> (5 lessons on any one Team Game ) Baseball/Basketball/Cricket/Football/ Handball/Hockey/Netball/Softball/ Volleyball.	6	3	30	70	100
<b>Total</b>		<b>36</b>	<b>26</b>	<b>240</b>	<b>560</b>	<b>800</b>
<b>Grand Total</b>		<b>144</b>	<b>104</b>	<b>960</b>	<b>2240</b>	<b>3200</b>

Note: Total Number of hours required to earn 4 credits for each Theory Course are 51-60 hours per semester whereas 60-90 hours for each Practicum Course.



Semester – I  
**Theory Courses (Part I) : BPEd DSC-101**

**HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION**

Credit			Teaching Hours		
Lectures	Practical/Internship	Total	Lectures	Practical/Internship	Total
4	-	4	60	-	60

**Objectives of the Course:**

- To gain the knowledge of physical education.
- To understand the historical perspectives of physical education in India.
- To understand the various isms to become familiar with Indian philosophy.
- To equip with the ideas of Fitness Promotion.

**COURSE CONTENTS**

**Unit – I Introduction:**

1. Physical Education: Meaning, Definition and Scope.
2. Physical Education: Aims and Objective
3. Importance of Physical Education in present era.
4. Physical Education as an Art and Science.
5. Relationship of Physical Education with Gender Education

**Unit-II Historical Perspectives of Physical Education in India:**

1. Indus Valley Civilization Period. (3250 BC – 2500 BC)
2. Vedic Period (2500 BC – 600 BC)
3. Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)
4. Medieval Period (1000 AD – 1757 AD)
5. British Period (Before 1947)
6. Physical Education in India (After 1947)
7. Contributions of Y.M.C.A; Akhadas and Vyayamshalas

**Unit-III Principles of Physical Education:**

A) **Biological** -

- a) Growth and development
- b) Age and gender characteristics
- c) Body Types
- d) Anthropometric differences

B) **Psychological** -

- a) Learning types, learning curve
- b) Laws and principles of learning
- c) Attitude, interest, cognition, emotions and sentiments

C) **Sociological** -

- a) Society and culture
- b) Social acceptance and recognition
- c) Leadership
- d) Social integration and cohesiveness

**Unit- IV Foundation of Physical Education**

1. Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism.
2. Philosophical Foundation as an Indian Culture.
3. Fitness and wellness movement in the contemporary perspectives.
4. Sports for all and its role in the maintenance and promotion of fitness.

**TEACHING LEARNING STRATEGIES -**

The class shall be taught by using lectures, seminars, educational videos, charts and assignment method.

The teacher shall cover the ways to think innovatively liberally using thinking techniques.

### ACTIVITIES -

Lectures/Library Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/ Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

### ASSESSMENT RUBRICS -

Classroom Test, Project Work, Assignments, Presentations

### References/Suggested Readings:

- Adams, William. C. Foundation of Physical Education Exercises and Sports Sciences. Philadelphia: Lea and Febigor, 1991.
- Bhatia, K. K., & Narang, C. L. Philosophical & Sociological Bases of Education. Ludhiana: Prakash Bros., 1984.
- Bokil, V. P. Foundation of Education, Pune: Pune University, 1970.
- Bucher, C. A. & West, D. A. Foundations of physical education & sports. st. Louis: Times mirror Mosby college publishing, 10<sup>th</sup> ed., 1987.
- Dash, B. N. Principles of Education. Hyderabad: Neelkamal publication, 2003.
- Deshpande, S. H. (2014), Physical Education in Ancient India. Amravati: Degree college of Physical education.
- Kamlesh M. L., Physical Education facts and foundations., Haryana: P. B. Publication (Pvt.), 1988.
- Kamlesh M. L., Principles and History of Physical Education and Sports., Delhi: Friends Publication (India) New, 2004.
- Kamlesh, M. L., Sociological Foundation of Physical Education., Delhi: Metropolitan Book co. Pvt. Ltd., 2002.
- Mohan, V. M. (1969), Principles of physical education., Delhi: Metropolitan Book Depo.
- Pandey, R. S., Philosophical & Sociological Foundation of Education., Agra: Vinod Pustak Mandir, 1991.
- Wellman and Cowell., Philosophy and Principles of Physical Education., Amravati: Suyog Prakashan,
- William, J. F. (1964), The principles of physical education., Philadelphia: W. B. Saunders Co.
- अहेर, हिरा. उद्योन्मुख भारतीय समाजातील शिक्षण व शिक्षक , नागपूर: विद्या प्रकाशन १९६८.
- गाजरे, महंत. उद्योन्मुख भारतीय समाजातील शिक्षण भाग-1, व २, पुणे: नुतन प्रकाशन १९९२.
- वाखारकर, दि. गो. महाराष्ट्रातील शारीरिक शिक्षणाची वाटचाल, मुंबई: आंतरभारतीय मुद्रणालय, १९७३.
- वीरकर, प्रभारक. व प्रतिभा वीरकर, उद्योन्मुख भारतीय समाजातील शिक्षण व शिक्षक , पुणे: दवारका प्रकाशन , १९८५.

## Semester I

### Theory Courses (Part I) : BPEd DSC-102

#### ANATOMY AND PHYSIOLOGY

Credit			Teaching Hours		
Lectures	Practical/Internship	Total	Lectures	Practical/Internship	Total
3	1	4	45	30	75

#### Objectives of the Course:

- To gain the knowledge of Organization of the human body and its regulation.
- To understand the support and movement of systems of the body.
- To understand the human body and its function.
- To understand and analyze the structural aspect of systems of the body.
- To understand the concept of fundamental of human body organs.
- To understand and analyze the functional aspects of Human body.
- To understand the integration and control system.

### COURSE CONTENTS

#### Unit – 1 Introduction:

1. Brief Introduction of Anatomy, Physiology and Exercise Physiology.
2. Need and Importance of Anatomy & Physiology in the field of physical education.
3. Cell: Structure, Function & Histology of Tissue (Epithelial, Connective, muscular, nervous).
4. Blood-Constituent, Functions and Blood Groups.

#### Unit – II Muscular-Skeletal, Cardiovascular and Respiratory Systems:

1. *Bones*: Classification, Structure and function.
2. *Joints*: Types / Basic movements at Joint

3. *The Muscular System*: Types, structure and function of the Muscles.
4. *The Circulatory System*: Structure of Heart, Properties of Heart muscles, Blood Circulation, cardiac cycle, Blood-Pressure, Lymph & Lymphatic circulation, Cardiac output.
5. *The Respiratory System*: Structure of Lung, Exchange of Gases in the lungs, Respiration Mechanism, Lung Capacity, Tidal Volume.

### Unit – III Nervous System, Renal Excretory System and Endocrine Glands:

1. *The Nervous System* (Central & Peripheral): Structure and Functions of Automatic Nervous System, Nerve Control Activities (Neuromuscular Junction, Transmission of nerve Impulses).
2. *The Digestive System*: Structure & Function Digestive Organs; Absorption & Assimilation of food Metabolism (Metabolic Rate and Body Temperature Regulation).
3. *The Excretory System*: Structure and Function of Kidney and Skin.
4. *Endocrine/Ductless Glands*-Classification and functions of hormones (Pituitary, pineal, Thyroid, Parathyroid, Adrenal, Pancreas & Sex).

### Unit – IV Integration and control systems for better performance:

1. Sensory System: Structure and functions of Eye and Ear.
2. Role of Oxygen during Physical exercise/Training: Oxygen Debt, Second Wind & Vital Capacity
3. Warming up, Conditioning Exercises and Fatigue.
4. Effect of Exercise and Training on Cardiovascular, Respiratory and Muscular system.

#### TEACHING LEARNING STRATEGIES -

The class shall be taught by using lectures, seminars, educational videos, charts and assignment method.

The teacher shall cover the ways to think innovatively liberally using thinking techniques.

#### ACTIVITIES -

Lectures/Library Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/ Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

#### ASSESSMENT RUBRICS -

Classroom Test, Project Work, Assignments, Presentations

#### References/Suggested Readings:

- Christine, M. D., *Physiology of Sports and Exercise*. USA: Human Kinetics, 1999.
- Conley, M. *Bioenergetics of Exercise Training*. In T. R. Baechle, & R.W. Earle, (Eds.), *Essentials of Strength Training and Conditioning*. (pp. 73-90). Champaign, I L: Human Kinetics, 2000.
- David, R. M. *Drugs in Sports*, Routledge Taylor and Francis Group, 4<sup>th</sup> ed., 2005.
- Gupta, A. P. *Anatomy and Physiology*. Agra: Sumit Prakashan, 2010.
- Gupta, M. and M. C Gupta. *Body and Anatomical Science*. Delhi: Swarna Printing Press, 1980.
- Guyton, A. C. *Textbook of Medical Physiology*. Philadelphia: W. B. Saunders. 9<sup>th</sup> ed., 1996.
- Hunter, M. *dictionary for physical educators*. In H. M. Borrow & R. McGee, (ed), *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. *Essentials of Exercise Physiology*. Delhi: Surjeet Publication, 1982.
- Marie, Elaine N. *Human Anatomy and Physiology* Cal: The Benjamin Cumming, 3<sup>rd</sup> ed., 1984.
- Moorthy, & A. M. *Anatomy, Physiology and Health Education*. Karaikudi: Malayalam Publications, 2014.
- Morehouse, L. E. & J. Miller, *Physiology of Exercise*. St. Louis: The C.V. Mosby Co., 1967.
- Pearce, E. C. *Anatomy and Physiology for Nurses*. London: Faber & Faber Ltd., 1962.
- Seeley, & Tate *Anatomy & Physiology*. St. Louis: Mosby, 1992.
- Sharma, R. D. *Health and Physical Education*, Gupta Prakashan, 1979.
- Singh, S. *Anatomy and Physiology and Health Education*. Ropar: Jeet Publications 1979.
- Tortora, G. J. *Introduction to Human Body*. California: Addison Wesley, 4<sup>th</sup> ed. 1996. xlr]
- गुप्त, मंजू, गुप्त,महेशचंद्र (अनुवादक) शरीर और शरीरक्रिया विज्ञान. दिल्ली: ऑक्सफोर्ड युनिव्हर्सिटी प्रेस, १९८०.  
जोशी, विजया. व्यायामाचे शरीर क्रिया. नागपूर: अमित ब्रदर्स,१९९५

लेकावळे, व्ही. एल. शरीर शास्त्र - रचना व कार्य, वर्षी:१९९४.  
वर्मा, के. के. शरीर रचना तथा शरीर क्रिया विज्ञान. लुधियाना: प्रकाश ब्रदर्स,१९८३.  
वाखारकर, दि. गो. शरीर विज्ञान व आरोग्य शास्त्र. पुणे: क्रीडातंत्र,१९९२.  
साठे, विवेक. गतिशास्त्र आणि आरोग्य शिक्षण, नागपूर: नर्मदा प्रकाशन,१९९५.  
साठे, वेवेक. शरीर रचना, क्रिया व त्यावर आधारित रोग. नागपूर: नर्मदा प्रकाशन,१९९८  
श्रीवास्तव, अभयकुमार शरीर व्यायाम एवं चीकीत्सा, सुयोग, अमरावती, १९९४.  
हिल्लकर, श्री. पु. मानव शरीर रचना एवं क्रिया विज्ञान.श्री हनुमान व्यायाम प्रसारक मंडळ, अमरावती.

**Semester I**  
**Theory Courses (Part I) : BPEd DSC-103**

**MANAGEMENT OF PHYSICAL EDUCATION AND SPORTS & GAMES**

Credit			Teaching Hours		
Lectures	Practical/Internship	Total	Lectures	Practical/Internship	Total
4	-	4	60	-	60

**Objectives of the Course:**

- To understand the concept and to equip with the essential skills of sports management.
- To understand the qualities and to equip with competencies required for the sports manager.
- To gain the knowledge of the basic concept of planning.
- To gain the knowledge of the concept of leadership and it's known forms.
- To understand the Organization and Administration of Sports Programs.
- To let be familiar with the Preparation of the financial proposals for physical education & sports in Schools/Colleges/Universities.
- To be equipped with the skill of Organization, designing and evaluating the sports events.

**COURSE CONTENTS**

**Unit – I Introduction**

1. Nature and Concept of Sports Management.
2. Progressive concept of Sports management.
3. The purpose and scope of Sports Management.
4. Essential skills of Sports Management.
5. Qualities and competencies required for the Sports Manager.
6. Event Management in physical education and sports.

**Unit- II Leadership**

1. Leadership: Meaning, Definition, and The Elements.
2. Leadership: style and methods.
3. Forms of Leadership: Autocratic, Laissez-faire, Democratic, and Benevolent Dictator
4. Qualities of administrative leader.
5. Preparation of administrative leader.
6. Leadership and Organizational performance.

**Unit-III Programme Management**

1. Sports Management in Schools, Colleges & Universities and Factors affecting Programme Management.
2. Planning and Directing the School/College Sports Programme.  
Time-Table Management: Importance and Factor affecting Time-Table, Preparation of Time-Table, Principles for preparing Time-Table.
3. Organization of Sports Competition & Games Tournaments; Designing and Evaluating the Event -  
a. Athletics Meet, Extramural and Intramural.

- b. Fixing the Preliminary and Final Hits of Track and field events
- c. Fixtures of Tournaments: Advantage & Disadvantage of Knock out, League/Round Robin, Combination and Challenge Tournament.
4. Controlling the sports programme for -
  - a. Developing performance standard of a school, college and university
  - b. Establishing a reporting system of a school, college and university
  - c. Evaluation of a school, college and university
  - d. The reward/punishment system in a school, college and university

#### **Unit-IV Budgetary Provisions, Purchase of Equipment, Audit Management and Records & Registers.**

1. SWOT analysis
2. Preparation of the Financial Proposal for Physical Education & Sports in Schools/ Colleges/ Universities.
3. *Budget Drafting*: Importance and Criteria of good Budget, Steps of Budget making, Principles of Budgeting  
*Purchase of Equipments and Materials*: Need, Importance, Purchase, Care and Maintenance.
4. Audit Management of any sports schemes, sports schools, sports colleges, sports department, clubs etc.  
*Records and Registers*: Type of Record and Registers, Maintenance of attendance register stock register etc.

#### *TEACHING LEARNING STRATEGIES -*

The class shall be taught by using lectures, seminars, educational videos, charts and assignment method.

The teacher shall cover the ways to think innovatively liberally using thinking techniques.

#### *ACTIVITIES -*

Lectures/Library Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/ Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

#### *ASSESSMENT RUBRICS -*

Classroom Test, Project Work, Assignments, Presentations

#### References/Suggested Readings:

- Broyles, F. J. & H. D. Rober (1979). Administration of sports, Athletic programme: A Managerial Approach. New York: Prentice hall Inc.
- Bucher, C. A. (1983). Administration of Physical Education and Athletic programme. St. Louis: The C.V. Mosby Co. London
- Bucher, C. A.. Management of Physical Educational and Sports. USA: Mc Garw Hill Co., 12<sup>th</sup> ed. 2002.
- Chakraborti, S. (2007). Sports Management. New Delhi: Friends Publication.
- Earl, F. Z, & Gary, W. B. (1963). Management competency development in sports and physical education. Philadelphia: W. Lea and Febiger.
- Govindrajulu, N. (2005). Management of Physical Education and Sports Programme. New Delhi: Friends Publication.
- Horin, Lory. Administration of Physical Education and Sports Programme, Philadelphia: Sounders College publication, 1985.
- Kamlesh, M. L. Management Concept of Physical Education and Sports, Delhi: Metropolitan Book Depot.
- Kozman, H. C., R. Cassidly, C. Jackson. **Methods in Physical Education**. London: 1960.
- Luthans, and Martinko. The practice of Supervision and Management. Japan: Dryden Press, 1983.
- Roy, S. S. (2002). Sports Management. New Delhi: Friends publication.
- Voltmer, E. F. & A. A. Esslinger (1979). The organization and administration of Physical Education. New York: Prentice Hall Inc.
- Zeigler, E. F., G.W. Bowie. Management Competency Development in Sports and Physical Education. Philadelphia: 1983.

अरोडा, पी. के. खेळ संचालक एवं प्रशिक्षण. लुधियाना: प्रकाश ब्रदर्स, १९७६

करमरकर अ. के., अभयकुमार श्रीवास्तव. शारीरिक शिक्षा संघटन, प्रशासन, पर्यवेक्षण एवं शिबीर. अमरावती: सुयोग प्रकाशन पसरीया, मिनू, शारीरिक शिक्षा संघटन एवं प्रशासन, नई दिल्ली: स्पोर्ट्स पुब्लिकेशन.२००४

पसरीया, मिनू, शारीरिक शिक्षा कि विधीया. नई दिल्ली: स्पोर्ट्स पुब्लिकेशन.२००४

पांडेय लक्ष्मीकांत. शारीरिक शिक्षा एवं संघटन प्रशासन. ग्वालियर: प्रभात बुक, तिसरी आवृत्ती, १९८५  
 श्रीवास्तव, अभयकुमार. शारीरिक शिक्षा ओर खेल संघटन, प्रशासन ओर पर्यवेक्षण . दिल्ली: बी.आर. इंटरनेशनल  
 शर्मा, करमकर,तिवारी. शारीरिक शिक्षा प्रबंध एवं प्रशासन. अमरावती: ह.व्या.प्र.मं. प्रकाशन.  
 शारीरिक शिक्षण आणि आरोग्य शिक्षक हस्तपुस्तिका, ई. ५वि ते ९वि. पुणे: महाराष्ट्र राज्य पाठ्य पुस्तिका निर्मिती मंडळ.  
 सूखीया, एस. पी. विद्यालया प्राशासन एवं संघटन. आग्रा: विनोद बुक, १९६२

**Semester I**  
**Theory Courses (Part I) : BPEd DSE-101**  
**INFORMATION & COMMUNICATON TECHNOLOGY**  
**IN PHYSICAL EDUCATION AND SPORTS & GAMES**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
2	2	4	30	60	90

**OBJECTIVES:**

**After completing this course, the students will be able to**

- Understand the application of computers in Physical Education.
- Describe the importance of information and communication technology (ICT).
- Understand the components of computer.
- Recognize and use application software used in Physical Education and sports.
- Create, format and edit features of MS word, MS excel and MS power point.

**COURSE CONTENTS**

**Unit-I Introduction to Computer**

1. Meaning, need and importance of information and communication technology (ICT).
2. Application of Computers in Physical Education.
3. Components of computer, input and output device.
4. Application software used in Physical Education and sports.
5. Internet & its uses and The Browsers.

**Unit-II MS Word (Practicum)**

1. Introduction to MS Word
2. Creating, saving and opening a document
3. Formatting Editing features Drawing table ,
4. page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes

**Unit-III MS Excel (Practicum)**

1. Introduction to MS Excel
2. Creating, saving and opening spreadsheet
3. creating formulas
4. Format and editing features adjusting columns width and row height understanding charts.

**Unit-IV MS Power Point (Practicum)**

1. Introduction to MS Power Point
2. Creating, saving and opening a Power Point Presentation-File (PPT).
3. format and editing features slide show, design , inserting slide number
4. picture ,graph ,table
5. Preparation of Power point presentations (PPT).

**References/Suggested Reading:**

Flynn, Meredith & Nita H. Rutkosky. Advanced Microsoft Office 2000. New Delhi: BPB publication, 2000.  
 Gupta, Vikas. Comdex Computer Course. New Delhi: Kit Dreamtech, 2001.

- Hergert, Douglas A. Excel for Windows' 95 Instant Reference. Sybex Incorporated, 1992.
- Hillman, David. Multimedia Technology and Applications. New York: Delmar Publishers, 1998.
- Irtegov, D. Operating system fundamentals. Firewall Media, 2004.
- Marilyn, M. & Roberta, B. (n.d.). Computers in your future. India: Prentice Hall, 2<sup>nd</sup> ed.
- Milke, M. Absolute beginner's guide to computer basics. Pearson Education Asia, 2007.
- Nagpal, D. P. Computer Fundamentals. New Delhi: Wheeler publishing, 2001.
- Rathbone, Andy. Windows for Dummies. New Delhi: Comdex Computer Publications, II<sup>nd</sup> ed., 1997.
- Sanders, Donald H. Computers Today. New York: McGraw Hill Book Co., 1988.
- Sinha, P. K. Computer Fundamentals: Concepts, Systems and Applications. New Delhi: BPB publications.
- Timothy, J. O. and Leavy Linda. Microsoft Office. New York: McGraw Hill Book Co., 2000.
- Underdahl, Brian & Underdahl. Internet with Web page/Web Site Design Bible, keith. New Delhi: IDG Books India (P) Ltd. 2000.

**Semester I**  
**Theory Courses (Part I) : BPed DSE-102**  
**OLYMPIC MOVEMENT**

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
4	-	4	60	-	60

**Objectives of the Course:**

- To understand the philosophy and to gain knowledge of early history of Olympic Movements.
- To gain the knowledge of Olympic Ideals, Code, Ethics, protocol etc.
- To gain the knowledge of different Olympic Games and committees.
- To understand the Classification and identification of the Olympic values and to apply the same to the society.
- To understand the concept the Olympics in organizing various sports activities.
- To become familiar with and to Recognize distinguished functional operations of national and international Olympic Federations.

**COURSE CONTENTS**

**Unit – I Origin of Olympic Movement:**

1. Philosophy of Olympic Movement.
2. Early history of Olympic Movement.
3. Significant stages in the development of the modern Olympic Movement.
4. Educational and cultural values of Olympic Movement.

**Unit – II Modern Olympic Games**

1. Significance of Olympic Ideals, Olympic Rings, Olympic Flag.
2. Olympic Protocol for member countries.
3. Olympic Code of Ethics.
4. Olympism in action.
5. Sports for All.

**Unit – III Different Olympic Games**

1. Para Olympic Games.
2. Summer Olympics.
3. Winter Olympics.
4. Youth Olympic Games.

## Unit – IV Committees of Olympic Games

1. International Olympic Committee - Structure and Functions.
2. National Olympic committees and their role in Olympic Movement.
3. Olympic Commissions and their functions.
4. Olympic medal winners of India.

### References/Suggested Readings:

- Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001), Olympic dreams: the impact of mega-events on local politics: Lynne Rienner
- Osborne, M. P. (2004), *Magictree house fact tracker: ancient Greece and the Olympics: a nonfiction companion to magic tree house: hour of the Olympics*. New York: Random House Books for Young Readers.
- <http://www.olympic.org/olympism-in-action>

## Semester – I PART – II: PRACTICUM COURSE

### EPC-101 : TRACK AND FIELD

**Note:** The following Table (meant for Credits and Teaching hours), Essence of the Course, Objectives and general content course is to be applicable for each Practicum course (Event, Game/Sports).

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	2	2	-	60	60

### ESSENCE OF THE COURSE:

This course will enable students to understand the basic Skills, Strategies, Tactics and the way to improve Performance.

It aims to develop understanding about the Rules and Regulations; Dimensions of the field; Thickness of the Lines; Equipment; Duties of the Officials: before, during & after the match: Duty of Coach and Captain; Different types of Signals; basic Skills and Techniques; Associations and Federations of games and sports.

Thereon the practicum course is to be run with the following Objectives –

### Objectives:

- To understand the importance of Running in Competitive Sports & Games and general in life.
- To develop the concept of the Games and Sports skill.
- To develop the concept of Weight Lifting Sports skill and its value in general life.
- To analyze & interpret the skills.
- To appraise the rule & regulation.
- To demonstrate and assess various techniques of starts and finish.
- To demonstrate and assess various technique.
- To interpret the rules and regulations in real game situation.
- To officiate a match in real game situation.

### General Course Contents:

Historical development of the Game/Sport at National & International levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

**Note:** *Final External Examination shall have to hold for any three events (i.e. only one opted from each Track event) from the following events (PEC-101).*

*Total 70 Marks shall have to calculate as addition of obtained marks credited for opted skill from any of three events with a max. of 45 marks.*

### Course Contents:

#### A] Running Event:

1. **Starting techniques:** Standing start, Crouch start and its variations, Proper use of Starting blocks.
2. **Finishing Techniques:** Run, Through, Forward lunging, Shoulder Shrug
3. Ground Marking, Rules and Officiating

#### B] Relays: Fundamental Skills

1. Various patterns of Baton Exchange
2. Understanding of Relay Zones



3. Ground Marking
4. Interpretation of Rules and Officiating.

**C] Hurdles:**

1. **Fundamental Skills:** Starting, Clearance and Landing Techniques.
2. Types of Hurdles:
3. Ground marking and Officiating

**Teaching Learning Strategies:**

The class will be taught by using lectures, demonstration, explanation, videos, learning by doing, Whole-Part-Whole method, Lead-ups games and Presentations method.

**Activities:**

Lectures/ Demonstration/ Explanation/ Field Work/ Outreach Activities/Vocational Training/ Viva/ Learning by doing/ Lead-up Games/ Minor Games/ Dummy Practice etc.

**ASSESSMENT RUBRICS**

Skill Test, Project File, Officiating, Viva etc.

**Semester – I**  
**PART – II: PRACTICUM COURSE**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	2	2	-	60	60

**EPC - 102 : INDOOR & WATER SPORTS**

**Note:** *Final External Examination shall have to hold for any one Sports (PEC-102) i.e. Any one Sports may opt amongst Floor Gymnastic/Weight Lifting/Swimming for 70 marks to be examines by external examiner.*

**EPC - 102 : Floor Gymnastics**

**Course Contents:**

**Floor Exercise**

1. **Roles on Floor:** Forward & Backward Roll from the following - *a.* Knee down position, *b.* Sitting position, *c.* Straddle position, *d.* Standing position and *e.* Dive & Roll.
2. **Balances:** *a.* ‘V’ Balance; *b.* ‘Frog’ balance; *c.* ‘Aeroplane’ balance; *d.* ‘T’ balance; *e.* Head stand; *f.* Hand stand, and *g.* Back Bend.
3. **Others:** Leg Split; Bridge; Dancing Steps; Jump-leaps, Scissors leap and Cartwheel.

**EPC - 102 : Weight Lifting Course Contents:**

**Semester – I**  
**PART – II: PRACTICUM COURSE**

**Teaching Fundamental Skills:**

1. Techniques of Lift: Clean and Jerk; Snatch;
2. Power Lifting: Dead Lift and other style of the events
3. Knowledge of weight groups meant for the particular event.
4. Rules and Regulation of Weight Lifting Competition.
5. Records of the competition at various levels.

**PART – II: PRACTICUM COURSE**  
**SEMESTER – I**

**EPC - 102 : Swimming Course Contents:**

**A] Fundamental Skills:**

1. Entry into the pool.

2. Developing water balance and confidence.
  3. Water fear removing drills.
  4. Floating: Mushroom and Jelly fish etc.
  5. Gliding with and without kickboard.
  6. Introduction of various Strokes i.e. Free style, Back style, Breast stroke, & Butter fly (with Body Position, Leg Kick, Arm pull, Breathing and Co ordination; Start and Turns of the concerned Strokes).
  7. Introduction of Various Strokes: (Water Treading and Simple Jumping; Starts and turns of concerned strokes).
  8. Rules & their interpretations during Competitive swimming:
    - a. Officials and their Duties; b. Pool specifications;
    - c. Seeding (heats and finals); d. Rules & Regulation of the Races.
- B] Match Officiating:** Basic of Officiating, Required Officials, Types of Officials, Duties of different Officials.

**Semester – I**  
**PART – II: PRACTICUM COURSE**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	3	3	-	90	90

**EPC – 103 : INDIGENOUS SPORTS**

**Note:** *Final External Examination shall have to hold for any two Indigenous sports (PEC-103) i.e. One from Kabaddi or Kho-Kho and other from Malakhamb or Rope Malakhamb. Total 70 Marks shall have to calculate as average obtained marks credited for each opted sports with a max. of 70 marks.*

**EPC – 103 : Kabaddi**

**Course Contents:**

**I - Fundamental Skills for Raider:**

- A] **Skills in Raid:** Basic Requisite (speed, cant, dodging, hand movements and foot work, Eye sight);
- i. Touching with hand;
  - ii. Various kicks (Mule, Side, Slide, Round & Back etc.);
  - iii. Crossing of Baulk-Line, Crossing of Bonus-Line,
  - iv. Luring the opponent to catch, Pursuing,
  - v. Fake Movements.

**B] Advance skills for Raider:**

- i. Bringing the antis in to particular position;
- ii. Escaping from various holds;
- iii. Techniques of escaping from Chain-formation;
- iv. Combined formations in offence and defense (Jump over the antis, Dragging the antis by force, pushing the antis, turning & twisting to release form the ankle hold, breaking the cordon).

**II - Fundamental Skills for Anti-Raiders:**

- A] **Skills of Holding the Raider:** Basic requisites with combination (role of specific position and flexible movements of antis, covering and chain formation);
- i. Individual hold (Catching from particular position);
  - ii. Holding in Chains (Catching formations);
  - iii. Different types of Catches [(Wrist, Trunk/Waist, Thigh (single or both) & Ankle holds);

- iv. Luring the raider to take particular position so as to facilitate catching for individual or chain formation;
- v. Various Chain-formations & Techniques.

B] Teaching of Fundamentals

C] Ground Marking;

D] Rules and Regulation and their interpretations;

E] **Match Officiating:** Basic of Officiating, Required Officials, Types of Officials, Duties of different Officials.

### **EPC – 103 : Kho-Kho**

#### **Course Contents:**

**Fundamental Skills:** General skills of the game (Running, Chasing, Dodging/Faking etc.)

- A] **Skills in chasing/Attacking:** Correct Kho, Moving on the lanes, Pursuing the Runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving (on lanes, at pole), Judgment in giving Kho, Rectification of Foul.
- B] **Skills in Running/Defense:** Zigzag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back (Fakes/Feint on the pole, Fake-legs, Body-Arm etc); Combination of different skills.
- C] Teaching of Fundamentals
- D] Ground Marking;
- E] Rules and Regulation and their interpretations;
- F] **Match Officiating:** Basic of Officiating, Required Officials, Types of Officials, Duties of different Officials.

### **EPC – 103 : Malakhamb**

#### **Course Contents:**

- A] **Fundamental Skills:** Salami, Hold, Sadhi udi, Bagal udi, Dashrang udi, Bagli udi, Vel udi, Sui-dora, Phirki, Padmasana, T-Balance, Pataka, and Landing.
- B] Teaching of Fundamentals
- C] Malakhamb Placing with its other arrangements, Understanding the proper area and safety measures for practicing and during competitions;
- D] Rules and Regulation and their interpretations;
- E] **Officiating the Competition:** Basic of Officiating, Required Officials, Types of Officials, Duties of different Officials.

### **EPC – 103 : Cane/Rope Malakhamb**

#### **Course Contents:**

- A] **Fundamental Exercises:** Salami, Padmasana Chadh, Katibandh1-2, Sadhi adi, Rikeb pakad, Rikeb pag ni adhi, Kamar adhi, Nakki kas adhi, Urubandh tedhi, Sadhi bagli, Do hati bagli, Kamarbandh bagli, nakki kas bagli, Dashrang, Hanuman pakad, Gurupakad, various padmasana, Landing.
- B] Teaching of Fundamentals
- C] To tie the Rope Malakhamb with its knotting arrangements, Understanding the proper area and safety measures for practicing and during competitions;
- D] Rules and Regulation and their interpretations;
- E] **Officiating the Competition:** Basic of Officiating, Required Officials, Types of Officials, Duties of different Officials.

**Semester – I**  
**PART – II: PRACTICUM COURSE**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	3	3	-	90	90

**EPC - 104 : MASS DEMONSTRATION ACTIVITIES**

**Note:** The following Table (meant for Credits and Teaching hours) and Objectives is to be applicable for each Practicum course ( i.e. all Rhythmic Demonstrative activities).

**Objectives:**

- To develop the concept of the activities along with its rhythm.
- To understand the type of activities and its grace to perform in group.
- To get the idea of playing the activities on rhythm.
- To learn the demonstrate activities and thereon acquire the skill of teaching such activities for the group on certain rhythm.
- To innovate the new ideas of demonstrative activities.

**Course Contents:**

**Teaching & Learning Contents:** a. Grip of the Apparatus (if any), b. Attention with or without apparatus/ Light apparatus, c. Stand – at – ease with or without apparatus/ light apparatus; d. Exercise on verbal command, drum or music rhythm, and whistle in (Two, Four, Eight and Sixteen) count.

**EPC – 104 : Activities with or without Apparatus/Light apparatus**

- A] **Name of activities without apparatus** - P.T. Exercises: Seating, Standing, Jumping Exercise, Moving & Combination of above all. (Sixteen Count Exercises - 8 Tables).

**Name of Activities with light apparatus:** Dumbbells, Indian Clubs, Ring drill, Umbrella, Wands (Sixteen Count Exercises – 4 Tables).

- B] **Name of activities with other apparatus:** Lathi (Sidhi & Ulati Bail; Sidhi & Ulati Bail Chal; Salami; Do Rukh; Aage & Pichhe Farlang; Bagal war; Jangwar; Beliya Chamukhi etc.).

**Lazium:** Ghati Lazium (Aath Aawaz, Baithak aawaz, Aage Paon, Aage kadam, Do pher aawaz, Chau pher aawaz, Kadamtal, Pavitra, Uchhak pavitra, Kadam pavitra).

Hindustani Lazium (Char Aawaz, Ek Jagah, Aanti Lagaav, Pavitra, Do Rukha, Chau Rukha, Chau rukha baithak, Momiya).

- C] **Marching:** Ek Line Bun, Teen Line Bun; Dahine Saj; Sawdhan, Vishram; Dahine mud, Baye mud, Pichhe mud; Kadamtal; Khuli Line Chal and Nikat Line Chal; Tham..  
**March Fast:** Dahine, Baye & Pichhe mud; Khuli Line & Nikat Line Chal; Kadam Tal; Aage badh; Samne Salute; Dahine Dekha; Samne Dekha; Tham.  
**Slow March:** Dhire chal; Tham.

- D] **Dance:** Flock Dances (Lok Nritya) –Tipri, Bhangada, Kathak, Kuchipudi, Odici or any other recognized Indian Classical dance.

**Note:** Mass Demonstration activities are to be practiced & examined in a group (12-15 trainee-learners). The examinee shall choice any two activities from A] i.e. one Exercises from without apparatus & one from with light apparatus; From rest i.e. B], C], & D] one activity shall have to attend for the final external examination.

**EPC – 104 : BAND**

Bass Drum; Side Drum; Flute & Beguile.

**Note:** The Band is to be practiced and examined in a group of 3-5 trainee-learners, and shall have perform for National Anthem, Saluting, March Fast, Mass Demonstrative activities. The external examination will be held for any three of these.

**EPC – 104 : AEROBICS (Rhythmic Aerobics)**

**Course Contents:** 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.

- a) Rhythmical exercise with two, four, eight, sixteen and thirty two counts.
- b) Basic Turns, Jumps, Leaps on special music.
- c) Choreography with Music.

**Note:** Aerobics is to be practiced and examined in a group of 15 to 20 trainee-learners.

**B.P.Ed. ( Two year)**  
**SEMESTER – I**  
**PART II - PRACTICUM COURSE**

**SCHEME (FORMAT TABLE OF MARKING) OF PRACTICAL EXAMINATION**

**Note:** The Score sheet &/ Record sheet (wherever possible) can also be used from Old Syllabus meant for B.P.Ed. One Year Post U.G. degree course. An institute/College may also develop the New type of Score sheet &/Record sheet and shall submit the same to the Board of Physical Education, SGB Amravati University for its approval.

**EPC-101 Track & Field (Running Events)**

(Events: 1. Sprints, Middle 2. Hurdles, and 3. Long distance running )

**Internal – 30 Marks**

Table No. 1-A<sub>1</sub>

Roll No.	Events	Performance During due course of the semester (10 Marks)	Event Style Demonstration (15 M)	Attendance during due course of the semester (05 Marks)	Total (30 M)

Table No. 1- A<sub>2</sub>

Roll No.	Events	Performance During the semester (10 Marks)	Event Style Demonstration (15 M)	Attendance during due course of the semester 05 Marks	Total 30 Marks	Average of the 3 events (30 M)
	1.					
	2.					
	3.					

**External – 70 Marks**

Table No. 2- A<sub>1</sub>

Roll No.	Events	Performance In Min. & Sec.	Marks 10	Event Style-Demonstration		Total (15 Marks)
				Name of the Style	05 Marks	

Table No. 2- A<sub>2</sub>

Roll No.	Record Book (5M)	Viva on Rules & Regulation (10M)	Performance and Event Style (any three events) <b>45 Marks</b>				Track Marking (10M)	Grant Total (70M)
			Performance per Event		Style per Event			
			10 Marks Each	<b>Total 30</b>	5 Marks Each	<b>Total 15</b>		
			Running			Running		
			Hurdle			Hurdle		
			Long distance			Long distance		

**1. Record Book ( 05 Marks)**

**Contents:**

- Track Marking on graph paper.
- Fundamental Skills of Running Events.
- Advance Drills for Running Events.
- Marking for Running events.
- Rules of Running Events.
- Technical Equipments required for Each Running Events.
- Score sheets for each Running events.
- Records of Running events at National and International events.

**2. Viva-Voce ( 10 Marks)**

Viva shall be conducted on the track events of contents of note book as already cited above.

**3. Performance and Style on Track events ( 30 + 15 = 45 Marks)**

Performance and style has to be given on each of the opted three track events.

**4. Track Marking ( 10 Marks)**

To solve general and technical queries pertaining to the marking of the track may be shown / marked / interpreted practically in the presence of external examiner.

The external examination for the track events is of 70 marks which is divided into four subheads: a) Note book; b) Viva; c) Physical performance and style demonstration of track events; and d) Standardized track marking that consist of 05, 10, 45 (30+15), and 10 marks respectively.

A note book has to be prepared by the examinee containing track marking on a graph paper, track events- fundamental skills, advance drills, marking, rules and its interpretations, technical equipments, score sheets, record of National and International track events.

The Examinee has to face a Viva-voce pertaining to the track events referring the contents of the note book to prove the general and technical knowledge in the concerned area.

Physical performance of any three events listed above for the track events, shall be selected by the examinee to test one's prowess in the event.

The examinee shall have to expertise in marking the track properly. To prove ones general and technical knowledge the examinee has to face the external examiner with examinees personal and technical preparations.

### EPC-102: Tables for Gymnastics

#### EPC-102 (A) Gymnastics (Floor Exercises)

##### Internal – 30 Marks

Table No. 3-A

Roll No.	Demonstration of any Four Skills					Attendance & work done (related with the Gymnastics) due in course of the semester (10 M)	Total (30 M)
	Skill I (5 M)	Skill 2 (5 M)	Skill 3 (5 M)	Skill – 4 (5 M)	Total Marks Out of 20		

##### External – 70 Marks

Table No. 3-B

Roll No.	Record Book (10 M)	Viva on Officiating and Rules (20 M)	Skill Demonstrations				Competitive Demonstration (10 Marks)	Total (70M)
			Skill-1 (10 M)	Skill-2 (10 M)	Skill-3 (10 M)	Obtained Marks Max. 30		

#### EPC-102 (B) Swimming Internal – 30 Marks

Table No. 4-A

Roll No.	Demonstration of any two strokes		Attendance & work done (related with the Swimming) due in course of the semester (10 M)	Total (30 M)
	Stroke-1 (10 M)	Stroke – 2 (10 M)		

##### External – 70 Marks

Table No. 4-B

Roll No.	Record Book (10 M)	Viva on Officiating and Rules (20 M)	Style/Skill Demonstration (Any four)				Performance		Total (70M)
			Skill <sub>1</sub> (5 M)	Skill <sub>2</sub> (5 M)	Skill <sub>3</sub> (5 M)	Skill <sub>4</sub> (5 M)	50/100 M (10 M)	200/400M (10 M)	

#### EPC-102 (C) Weight Lifting Internal – 30 Marks

Table No. 5-A

Roll No.	Work done to understand and learn the styles of lifting the weight		Attendance & Special work done related with the weight Lifting due in course of the semester. (10 M)	Total (30 M)
	Lift Style - 1 (10 M)	Lift Style - 1 (10 M)		

##### External – 70 Marks

Table No. 5-B

Roll No.	Record Book (10 M)	Viva on Officiating and Rules (20 M)	Style/Lift Demonstration Any two		Performance with weight plates as per wt. group		Performance & Skill Demo. Obtained Marks Max. 40	Total (70M)
			Lift Style - 1 (10 M)	Lift Style - 1 (10 M)	Clean and Jerk (10 M)	Snatch Or Dead Lift (10)		

**EPC - 103 (A) Kabaddi / Kho-Kho ( Indigenous Game)****Internal – 30 Marks**

Table No. 6-A

Roll No.	Playing Efficiency of the I.G. in due course of the semester (10 M)	The Court Marking and its Maintenance (10 M)	Attendance & work done (related with the opted I.G.) due in course of the semester (10 M)	Total (30M)

**External – 70 Marks**

Table No. 6-B

Roll No.	Record Book ( 10M)	Viva on Rules & Regulation (20M)	Demonstration of skills				Performance & Skill Demonstration Obtained Marks <b>Max. 40</b>	Total (70M)
			Raider skills/ Chaser Skills		Anti Rider Skills/ Runner Skills			
			Skill-1 (10M)	Skill-2 (10M)	Skill-1 (10M)	Skill-2 (10M)		

**EPC - 103 (B) Malakhamb/ Rope Malakhamb ( Indigenous Sports)****Internal – 30 Marks**

Table No. 7-A

Roll No.	Efficiency of Demonstration of any Four Skills					Attendance & work done (related with the Malakhamb) due in course of the semester (10 M)	Total (30 M)
	Skill I (5 M)	Skill 2 (5 M)	Skill 3 (5 M)	Skill – 4 (5 M)	<b>Total Marks Out of 20</b>		

**External – 70 Marks**

Table No. 7-B

Roll No.	Record Book ( 10 M)	Viva on Officiating and Rules (20 M)	Skill Demonstrations				Competitive Demonstration Obtained Marks <b>Max. 10</b>	Total (70M)
			Skill-1 (10 M)	Skill-2 (10 M)	Skill-3 (10 M)	Obtained Marks <b>Max. 30</b>		

**EPC - 103 Indigenous Sports (Kabaddi/Kho-Kho and Malakhamb/Rope****Malakhamb) Internal – 30 Marks**

Table No. 8-A

Roll No.	Internal Marks of Kabaddi/Kho-Kho <b>Max. 30</b>	Internal Marks of Malakhamb/ Rope Malakhamb <b>Max. 30</b>	Average Internal Marks for PC-103 <b>Total Max. 30</b>

**External – 70 Marks**

Table No. 8-B

Roll No.	External Marks of Kabaddi/Kho-Kho <b>Max. 70</b>	External Marks of Malakhamb/ Rope Malakhamb <b>Max. 70</b>	Average External Marks for PC-103 <b>Total Max. 70</b>

**EPC - 104 Mass Demonstration Activities, Band and Aerobics****(A) Mass Demonstration****Internal – 20 Marks**Table No. 9-A<sub>1</sub>

Roll No.	Efficiency of Demonstrating various Mass P.T. Activities in due course of the semester (10 M)	Attendance & work done for the Mass Demonstration activities due in course of the semester (05 M)	Total (15 M)

**External – 40 Marks**Table No. 9-A<sub>2</sub>

Roll No.	Mass/Group Demonstration Activities					Total (40M)
	Ex-1 with & without Apparatus (5 + 5 Marks)	Ex-2 Lazium & Lathi (5 + 5 Marks)	Ex-3 Marching (10 Marks)	Ex-4 Dance (10 Marks)		

**(B) Band****Internal – 05 Marks**Table No. 9-B<sub>1</sub>

Roll No.	Efficiency of Playing various Rhythmic Instruments in due course of the semester (04 M)	Attendance & work done/innovation of various Rhythmic Instruments due in course of the semester (03 M)	Total (07 M)

**External – 10 Marks**Table No. 9-B<sub>2</sub>

Roll No.	Side Drum (04M)	Drum (03M)	Flute (03M)	Total (10 M)

**EPC-104 (C) Aerobics Internal – 05 Marks**Table No. 9-C<sub>1</sub>

Roll No.	Efficiency of Executing Aerobics in due course of the semester (04 M)	Attendance & work done/innovation of various Rhythmic Apparatus due in course of the semester (04 M)	Total (08 M)

**External – 20 Marks**Table No. 9-C<sub>2</sub>

Roll No.	Demonstration of skills						Total (20M)
	with Equipment (2 Exercises)		Without Equipment (5 Exercises)				
	Ex-1 (05M)	Ex-2 (05M)	Ex-1(2M)	Ex-2(2M)	Ex-3(2M)	Ex-1(2M)	

**EPC-104 Mass Demonstration Activities, Band and Aerobics Internal – 20 Marks**Table No. 9-D<sub>1</sub>

Roll No.	Mass Demonstration 15 Marks	Band 07 Marks	Aerobics 08 Marks	Total (30 M)

**External – 70 Marks**Table No. 9-D<sub>2</sub>

Roll No.	Mass Demonstration 40 Marks	Band 10 Marks	Aerobics 20 Marks	Total (70 M)



**Semester II**  
**Theory Courses (Part I) : BPEd DSC-201**  
**YOGA EDUCATION**

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
3	1	4	45	30	75

**Objectives of the Course:**

- To understand and to be equipped with the Concepts of Yogic practices and Asana.
- To be Equipped with the knowledge of Upanisadas and importance in one's life.
- To be Equipped with the knowledge of Yoga sutra, Astang Yoga and Hatayoga.
- To become familiar Classify and Identify the Yogic practices' and Adana's values and apply the same to the society.

**COURSE CONTENTS**

**Unit –I Introduction to Yoga and its concepts.**

1. Meaning, Aim & Objectives of Yoga And Historical Background. & of Yoga.
2. Yoga in early Upanisadas.
3. Concept, Need and Importance of Yoga in Physical Education.
4. Yoga Education Centers in India and abroad.
5. Difference between Yogic Practices and Physical Exercises.

**Unit –II Foundation of Yoga/General consideration of Yoga**

1. The Yoga Sutra:
2. **Astanga Yoga:** Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana & Samadhi
3. **Yoga in the Bhagvadgita:** 1) Dhyana Yoga 2) Karma Yoga 3) Bhakti Yoga 4) Raj Yoga
4. **Hathayogic Texts:** Hatapradipika and Gherand Samhita

**Unit –III Principles, Mechanism and Effects**

1. **Aim, Objectives and Principles of** Asana, Shatkriyas, Bandhas and Mudras.
2. Mechanism and Effects of **Asanas** on various system of the body.
3. Mechanism and Effects of **Shatkriyas** on various system of the body.
4. Mechanism and Effects of **Bandhas & Mudras** describe in Hathayogic Texts.
5. **Pranayama:** Mechanism and its effects on various system of the body and on mind.

**Unit –IV Application of Yoga:**

1. Yogic therapies and modern concept of Yoga.
2. Competitions in Yogasanas at various levels.
3. **Meditation:** Meaning, types and principles of Meditation.
4. Yoga for prevention, cure and Rehabilitation.
5. Yoga for Stress Management.

**References/Suggested Readings:**

- Gharote, M. L. Hathapradipika, Lonavala: Yoga Institute.
- Jayadeo, singh , Shiva Sutra, Delhi: Motilal Banarasidas publication.
- Karabelkar, P. V., Kaivalyadhama-Patanjala Yoga Sutra, Lonavala:
- Karbelkar, N. V., Patanjal-Yoga Sutra Bhashya, Amravati: Hanuman Vyayam Prasarak Mandal Publication.
- Ronghe, Prafulla N., Physiology of Yoga.
- Swami, Digambarji & M. L., Gharote, Gherand Samhita, Lonavala:
- Swami, Kuvalayanand, Kaivalyadhama-Asana, Lonavala:
- Swami, Kuvalayanand, Kaivalyadhama-Pranayama, Lonavala:
- Tiwari, R. H. Prachin Bharat main Sharirik shikshan Darshan, Amravati: HVPMP Publication.

**Semester II**  
**Theory Courses (Part I) : BPEd DSC-202**  
**EDUCATIONAL TECHNOLOGY AND**  
**METHODS OF TEACHING IN PHYSICAL EDUCATION**

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
4	-	4	60	-	60

**OBJECTIVES:**

- To understand the importance of Educational Technology for Teaching lessons of physical education.
- To understand the importance and types of teaching methods and techniques with its devices to teach various aspects Physical education skillfully.
- To acquire information on current directions in special Teaching Aids.
- To be sensitive to the proficiency in construction of Lesson Plans for various physical education activities.
- To inculcate the interests in lesson Planning and its innovations.
- To gain the knowledge of classifying the types of presentation-techniques and technical preparations required for physical education lessons.
- To understand the principles of class management and factors affecting class management.
- To acquire the skill of utilization of various teaching aids for conduct of physical education program effectively.

**COURSE CONTENTS**

**Unit – I Introduction**

1. Education and Education Technology- Meaning and Definitions
2. Types of Education- Formal, Informal and Non- Formal Education.
3. Educative Process
4. Importance of Devices and Methods of Teaching.

**Unit – II Teaching Techniques**

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

**Unit – III Teaching Aids**

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

**Unit – IV Lesson Planning and Teaching Innovations**

1. Lesson Planning – Meaning, Type and principles of lesson plan.
2. General and specific lesson plan.
3. Micro Teaching – Meaning, Types and steps of micro teaching.
4. Simulation Teaching - Meaning, Types and steps of simulation teaching.

**Reference/Suggestion for Reading:**

- Bernard, H. C. Introduction of Teaching.
- Bharadwas, A. New media of educational planning. New Delhi: Sarup and Sons, 2003.
- Bhatia, & Bahtia. The principles & Methods of Teaching. New Delhi: Doaba House, 1959.
- Kochar, S. K. Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1982.
- Pande, R. S. Principles of Education.

Sampath, K. A. Pannirselvam, & S. Santhanam. Introduction to Educational Technology. New Delhi: Sterling Publishers Pvt. Ltd., 1981.

Tiwari, R. H. Saphal Path Niyojan. Amravati HVPM Publication.

Walia, J. S. Principles of Methods of Education. Jalandhar: Paul Publishers, 1999.

**Theory Courses ( Part I ) : B.P.Ed. CC-203**  
**METHODOLOGY OF TEACHING SPECIAL SUBJECT**  
**OPTIONAL METHOD :-1 मराठी भाषा**

Credit			Teaching Hours		
Lecture	Practical / Internship	Total	Lecture	Practical / Internship	Total
2	2	4	30	60	90

उद्दिष्ट्ये:- भाषेचा एक विषय म्हणून जीवनातील महत्त्व समजणे.

⇒ माध्यमिक शाळांतून मातृभाषेच्या अध्यापनाची सामान्य ध्येये व उद्दिष्ट्ये व स्पष्टीकरण शिक्षणाच्या राष्ट्रीय उद्दिष्टांशी त्यांचा संबंध समजून घेणे.

⇒ भाषा अध्यापनाच्या विविध अंगांच्या अध्यापन पध्दती व तंत्रे समजणे.

⇒ भाषा अध्ययनासंबंधी विविध क्षमतांचा विकास करणे.

⇒ भाषा शैक्षणिक साधनांच्या प्रभावी उपयोगाची माहिती प्राप्त करून देणे.

⇒ पाठ्यपुस्तक मूल्यांकन करण्याची क्षमता विकसित करणे.

**Unit – 1** मराठीचे जीवनातील व अभ्यासक्रमातील स्थान

- विद्यार्थ्यांच्या दैनंदिन जीवनातील भाषेचे महत्त्व व भाषेच्या माध्यमातून व्यक्तीचा विविधांगी ( बौद्धिक, भावनिक, सामाजिक, साहित्यिक, अध्यात्मिक ) विकास
- माध्यमिक व उच्च माध्यमिक स्तरावर शालेय अभ्यासक्रमातील मराठीचे महत्त्व.
- गद्य, पद्य, व्याकरण आणि वर्ग अध्यापनाची उद्दिष्ट्ये व स्पष्टीकरणे.
- समन्वय : मराठीचा अंतर्गत समन्वय व ईतर विषयांच्या संदर्भातील समन्वय.
- वाङ्मय मंडळ उद्दिष्ट्ये, उपक्रम व महत्त्व.

**Unit – II** भाषेचे शिक्षणशास्त्रीय विश्लेषण.

- मराठी भाषेची संरचना.
- घटक विश्लेषण, अध्यापन उद्दिष्ट्ये व स्पष्टीकरणे
- उपक्रम आणि मूल्यमापन तंत्रे व घटक चाचणी.
- नैदानिक चाचणी व उपचारात्मक अध्यापन.

**Unit – III** - भाषा व्यवहाराची (अध्यापनाची ) विविध अंगे व पध्दती आणि पाठ नियोजन

- मराठी अध्यापनाची तत्वे व सूत्रे.
- भाषा अध्यापनाची पध्दती
  - नाट्यीकरण (गद्य, पद्य )
  - कथाकथन (गद्य )
  - रसग्रहण (गद्य, पद्य )
  - चर्चा (गद्य, पद्य व लेखन )
  - व्याख्यान (गद्य )
  - उद्गामी अवगामी.
  - भूमिका अभिनय
  - भाषिक खेळ इत्यादी.
- भाषा अध्यापनाची कौशल्ये, श्रवण उच्चार, अभिव्यक्ती, ध्वनीबल, स्वराघात, भाषण संवाद.
- मूलभूत क्षमतांचा विकास
  - वाचनप्रकट, मान, आशयानुसार सूक्ष्म, पुरवणी वाचन.
  - लेखन मुक्त सृजनात्मक निबंध लेखन, श्रुतलेखन, संवाद लेखन, जाहिरात लेखन, अर्ज लेखन.
- पाठ प्रकार आणि पाठाचे नियोजन : गद्य, पद्य व व्याकरण व ईतर संबंधित पर पाठ रचना.

## Unit – IV - मराठीचे पाठ्यपुस्तक व शिक्षक

१. अ. चांगल्या पाठ्यपुस्तकाची वैशिष्ट्ये  
ब. पाठ्यपुस्तकांचे समीक्षण ९ वी ते १२ वी पर्यंत.
२. भाषा अध्यापक गुणविशेष (व्यक्तित्व), भूमिका, जबाबदा-या, व्यवसाय वृद्धी
३. भाषा अध्यापन अध्ययनासाठी सहशालेय कार्यक्रम.
४. भाषा अध्यापनाची साधने (सर्व ग्रंथालये व शालेय वाचनालय )  
अ. छापील साहित्य : वृत्तपत्रे, नियतकालिके, मासिके, हस्तपुस्तिका, शब्दकोष, विश्वकोष.  
ब. दृकश्राव्य साधने : आकाशवाणी, दूरदर्शन, संगणक, ध्वनीमुद्रक, ग्रामोफोन, तक्ते, आराखडे, फलक इत्यादी.

संदर्भ सूची :- अकोलकर, ग.वि., व.ना.वि. पाटणकर मराठीचे अध्यापन, पुणे : व्हीनस प्रकाशन, १९७०  
करंदीकर, सुरेश मराठीचे अध्यापन कोल्हापूर : फडके प्रकाशन, १९९६  
कुंडले, म.बा. मराठीचे अध्यापन. पुणे : श्रीविद्या प्रकाशन, १९७४  
डांगे, चंद्रकुमार. मातृभाषेचे अध्यापन पुणे: चित्रशाला, प्रकाशन, १९५३  
जोशी, शैलजा. मराठी कवितेचे अध्यापन पुणे :नूतन प्रकाशन, १८८९  
दुनाखे, अ.र. मराठीचे अध्यापन पुणे : नूतन प्रकाशन, २०००  
पाटील, लिला मातृभाषेचे अध्यापन व मूल्यमापन, पुणे : व्हीनस प्रकाशन, १९६४  
फडके, वासंती अध्यापनाची प्रतिमाने. पुणे : नूतन प्रकाशन, १९८८  
फाटक म.वि. मराठी कवितेचे अध्यापन, पुणे : मॉडर्न बुक डेपो  
वाळिंबे मो.रा. सुगम मराठी व्याकरण लेखन पुणे : नितीन प्रकाशन, २००१

**Semester – II**  
**Theory Courses ( Part – I ) : B.P.Ed. CC – 203**  
**METHODOLOGY OF TEACHING SPECIAL SUBJECT**  
**OPTIONAL METHOD :- 2 हिंदी भाषा**

Credit			Teaching Hours		
Lecture	Practical / Internship	Total	Lecture	Practical / Internship	Total
2	2	4	30	60	90

हिंदी भाषा अध्यापन अभ्यासक्रम के उद्देश :- बालक के समूचित विकास में हिंदी भाषा को समझना  
हिंदी भाषा अध्यापन के सूत्र एवं सिद्धांतोंकी जानकारी  
हिंदी भाषा की विविध विधाएँ, उद्देश एवं विधियोंकी जानकारी प्राप्त करना  
भाषा अध्यापनके उभरते आयामोंकी जानकारी और उनका उपयोग करना  
हिंदी भाषा अध्यापनमें विभिन्न शैक्षणिक साधनोंका उपयोग करना

**Unit –I बालक के समूचित विकास में भाषा व भाषा शिक्षक का महत्व :**

- भारतीय संघराज्यकी विविध भाषाएँ एवं संविधान में हिंदी को दिये गये स्थान को मददे नजर रखते हुये भारतीय जीवनमें हिंदी भाषा की आवश्यकता
- हिंदी शिक्षा का उद्देश –  
अ. व्यापक उद्देश : सांस्कृतिक, साहित्यिक एवं व्यावहारिक  
ब. विशिष्ट उद्देश: अपेक्षित स्तरपर भाषण योग्यता, अभिव्यक्ति क्षमता एवं आकलन क्षमता अभिरुची का संवर्धन.
- भारतीय विद्यालयीन पाठ्यक्रम में हिंदी भाषा का स्थान व महत्व  
अ. त्रिभाषा सूत्र कोठारी आयोग १९६६ मे सुझाव एवं संवैधानिक प्रावधान  
ब. वर्तमान समयमें भाषा का बदलता स्वरूप.
- भाषा शिक्षक :

अ) हिन्दी भाषा शिक्षक के विशेष गुण ( व्यक्तिमत्व ) एवं व्यवसायिक वृद्धि । बदलते परिवेश में हिन्दी भाषा शिक्षक के उत्तरदायित्व एवं चुनौतियाँ ५

**Unit II भाषा अध्यापन के सूत्र एवं सिद्धान्त और पाठ नियोजन**

- भाषा अध्यापन के सूत्र: ज्ञात से अज्ञात की ओर, सरल से जटिल की ओर, मूर्त से अमूर्त की ओर, पूर्ण अंश की ओर मान्य से विशिष्ट की ओर ।
- भाषा अध्यापन के सिद्धान्त: अनुकरण का सिद्धान्त, रुचि का सिद्धान्त अभ्यासक सिद्धान्त, बोलचाल का विभिन्नता का सिद्धान्त ।
- सहसंबंध महत्व एवं प्रकार –  
अ) आन्तरिक गद्य, पद्य एवं रचना ।  
ब. बाह्य : विद्यालयीन विषयों के साथ; इतिहास, भूगोल, विज्ञान, अर्थशास्त्र, पर्यावरण शिक्षण एवं कला हस्त संगीत व नृत्य ।

3. पाठ प्रकार की रचना एवं पाठ नियोजन: ( प्रारंभिक पाठ, गद्य-पद्य - व्याकरण एवं संबंधित

**Unit III भाषा अध्यापन की विधाएँ**

1. गद्य : उद्देश, विधियाँ चर्चा, कथाकथन, अभिरूप नाटयीकरण, भूमिका अभिनय ।
2. पद्य : उद्देश, विधियाँ चर्चा, रसास्वादन ।
3. व्याकरण : उद्देश्य, विधियाँ आगमन निगमन, खेल विधि ।
4. रचना : उद्देश्य, प्रकार नियमबद्ध एवं मुक्त रचना ।
5. हिन्दी भाषा की प्रचलित व प्रभावित बनाने में जनसंचार माध्यमों; समाचार पत्र, दूरदर्शन आकाशवाणी एवं विज्ञापन एवं दृश्यश्राव्य साधनों का महत्व एवं उपयोग ।

#### Unit IV भाषा कौशल

1. श्रवण : महत्व एवं दोष ।
  2. भाषण : महत्व एवं दोष, (अशुद्ध उच्चारण के कारण एवं अभिव्यक्ति का महत्व के विशेष सन्दर्भ में) ।
  3. पठन / वाचन : महत्व दोष, वाचन के प्रकार, मौन वाचन एवं सस्वर वाचन ।
  4. लेखन : महत्व एवं दोष (अशुद्ध वर्तनी के कारण के विशेष सन्दर्भ में) ।
9. अ) उपरोक्त भाषा कौशलों के विकास की भूमिका ।
- ब. निदानात्मक परीक्षण व उपचारात्मक शिक्षक ( उपरोक्त कौशलों को ध्यान में रखकर) ।

#### संदर्भ सूची:

- उत्तरकर, नामदेव. व्यावहारिक हिन्दी व्याकरण आगरा: रामचंद्र एन्ड सन्स ।
- कुलकर्णी, केणी. हिन्दी की अध्यापन पद्धति. पुणे: व्हीनस प्रकाशन, तृतीय संस्करण, १९६२ ।
- कोष्टा रामदयाल व विजय कुमार सिंघई. सामान्य हिन्दी बोधायन जबलपुर: खन्ना प्रकाशन चतुर्वेदी, सीताराम भाषा की शिक्षा वाराणशी हिन्दी साहित्य कुटीर ।
- झा, लज्जाशंकर. भाषा शिक्षण पद्धति जबलपुर: मिश्रबंध कार्यालय ।
- थर्याणी, डी. के. भाषा की शिक्षा. मुंबई: टिचर एजुकेशन इन्फरमेशन सर्विसेस, १९६७ ।
- भाटिया, और नारंग. हिन्दी भाषा शिक्षण लुधियाना: प्रकाश ब्रदर्स, १९८४ ।
- भारद्वाज, दिनेशचंद्र. हिन्दी भाषा शिक्षण. आगरा: विनोद पुस्तक मंदिर, १९६२ ।
- योगेन्द्रजीत, कक्षा अध्यापन, पाठ संकेत निर्माण एवं विशिष्ट विधियाँ. आगरा: विनोद पुस्तक मंदिर, १९८६ ।
- योगेंद्र, जित. हिन्दी भाषा शिक्षण आगरा: विनोद पुस्तक मंदिर, उन्नीसवाँ संस्करण, १९८६ ।
- लहरो, रजनीकांत हिन्दी शिक्षण. आगरा: रामचंद्र एन्ड सन्स ।
- शर्मा, लक्ष्मीनारायण. भाषा १, २ की शिक्षण विधियों और पाठ नियोजन आगरा: विनोद पुस्तक मंदिर, तृतीय संस्करण, १९८८ ।
- साठे, ग. न. राष्ट्रभाषा का अध्ययन पुणे महाराष्ट्र राष्ट्रभाषा प्रकाशन ।

**SEMESTER II**  
**Theory Courses (Part I) : BPEd DSC-203**  
**METHODOLOGY OF TEACHING SPECIAL SUBJECT**  
**OPTIONAL METHOD: 3 – ENGLISH LANGUAGE**

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
2	2	4	30	60	90

**OBJECTIVES:**

- *To understand the importance of language as a subject in life.*
- *To understand the methods and techniques of teaching various aspects of language teaching.*
- *To acquire information on current directions in English language teaching.*
- *To identify and be sensitive to the proficiency, interests and needs of trainee-learners.*
- *To enable the trainee-learner to use technology to enrich language teaching.*

**COURSE CONTENTS**

**Unit –I FUNDAMENTALS OF LANGUAGE**

1. The Place of English in the curriculum of Secondary schools.
2. Critical study of the English Syllabus at the higher and lower levels.
3. ***Role of Language in Life:*** Intellectual, Emotional, Social and Cultural Development.
4. ***Method & Structural Approach:*** Direct Method, Dr. West’s Method, The Grammar translation method; And Communicative Approach, and Constructivist Approach.
5. Principles and Maxims of Language Teaching.

**Unit –II STRATEGIES FOR DEVELOPING LANGUAGE COMPETENCIES**

1. **Developing basic competencies**
  - i. ***Listening:*** Pronunciation, Expression, Phonetic stress & Intonation
  - ii. ***Speaking:*** Conversation, Drill
  - iii. ***Reading:*** loud, silent, chorus, expressive, speed
  - iv. ***Writing:*** Hand Writing Skills, Poetic & non-Poetic
2. ***Language Practice:*** Assignments, Games, Competitions, Club.
3. Use of Multiple Intelligence in Language Teaching.

**Unit –III ASPECTS OF LANGUAGE TEACHING**

1. **Prose:**
  - i. ***Techniques:*** Discussion, Narration, Questioning..
  - ii. ***Methods:*** Story–telling, Dramatization, Simulation.
  - iii. ***Methods of teaching Reading:*** Alphabetic, Phonetic.
  - iv. ***Types of Reading:*** Intensive, Extensive, Supplementary.
2. **Poetry:**
  - i. ***Methods:*** Recitation, Song/Action, Dramatization, Discussion, Appreciation.
3. **Grammar:**
  - i. ***Methods:*** Inductive & Deductive, Play way Interactive.
  - ii. ***Types:*** Functional & Formal.
4. **Composition:**
  - i. ***Types:*** Guided, Free, Creative.
  - ii. Correction of Composition.

**Unit –IV TEACHER; TEXT BOOK AND MATERIALS OF INSTRUCTION FOR LANGUAGE TEACHING**

1. ***Teacher:*** Qualities; Roles and Responsibilities; Professional Growth; Diagnostic Testing and Remedial Teaching.
2. ***Text book:*** Characteristics and Essentials of a good text book; Critical Analysis of a Textbook (V to XII std.).

3. **Teaching Aids and Devices:** Pictures, Charts, Models, Film Strips, Flash cards, Dramatization Debates, Story Telling, Pen-Friendship, Language-Games, B. B. Work, Dialogues, Celebration of Festivals etc.  
Use of Technology [OHP, PPT (computer-LCD), Videos, Tape-Recorder, Gramophone, Linguaphone etc.];  
Use of Library (Encyclopedia, Dictionaries, e-Library/websites etc); And  
Media (Cinema, Radio, Television, News paper, Advertisements etc.).
4. **Lesson planning** with reference to different types of lessons.

**References/Suggested Reading:**

Bhatia, K. & B. Bhatia. The Principles and Methods of Teaching. New Delhi: Doba House, 1972.

Bhatia, K. K. New Techniques of Teaching English as a foreign language. Jallunder: New Academic Pub. Co., 8<sup>th</sup> ed., 1981.

Bisht, Abha Rani. Teaching English in India. Agra: Vinod Pustak Mandir, 4<sup>th</sup> ed., 1991.

Bond, L. G. et al. Reading Difficulties, Their Diagnosis and Correction. New York: Appleton Century Crafts, 1980.

Byrne, D. Teaching Writing. London: Longman, 1975.

Chaudhary, N. R. English Language Teaching. Mumbai: Himalaya Publish House, 2002.

Dave, Pratima S. Communicative Approach to the Teaching of English as A Second Language. Mumbai: Himalaya Publish House, 2002.

David, E. Classroom Techniques-Foreign Languages and English as a Second Language. New York: Harcourt Brace, 1977.

Grillet, M. Developing Reading Comprehension. London: CUP, 1983.

Gurav, H. K. Teaching English. Nootan Prakashan. Pune, 1991.

Halbe, Malati. Methodology of English Teaching. Mumbai: Himalaya Publish House, 2005,

Hillman, David. Multimedia Technology and Application. New York: Delmar Publishers, 1998.

Jain, R. K. Essentials in English Teaching. Agra: Vinod Pustak Mandir, 1988.

Johnson, K. Communicative Syllabus Design and Methodology. Oxford: Pergamum Press, 1983.

Kohil, A. L. Techniques of Teaching English. Delhi: Dhanpal Rai & Sons, 9<sup>th</sup> ed., 1992.

Morgan & Rinvoluri. New Ways of Dictation. London: Longman, 1991.

Mukalel, J. C. Approaches to English Language Teaching. New Delhi: Sterling Publishing House.

Parrot, M. Tasks for the Classroom Teacher. London: Pergamum, 1993.

Sachdeva, M. L. A New Approach to Teaching of English in India.

Sunwani, V. K. The English Language and Indian Culture., 2005.

Valdmen. Trends in Language Teaching. New York: London MacGraw Hill, 1987.

Widdowson, H. G. Teaching language as Communication. London: OUP, 1979.

**Semester II**  
**Theory Courses (Part I) : BPed DSC-203**  
**METHODOLOGY OF TEACHING SPECIAL SUBJECT**  
**OPTIONAL METHOD: 4 - MATHEMATICS**

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
2	2	4	30	60	90

**OBJECTIVES:**

- ❖ *To develop an understanding of the nature and values of mathematics.*
- ❖ *To acquire knowledge of pedagogical analysis of various concepts in mathematics.*
- ❖ *To understand the various methods and techniques of teaching mathematics.*
- ❖ *To develop required competencies in teaching of mathematics.*
- ❖ *To develop the skill of conducting recreational activities of mathematics.*

**COURSE CONTENTS**

**Unit-I INTRODUCTION TO TEACHING SUBJECT MATHEMATICS**

1. Aim, Objectives, Specifications and Nature of Teaching subject-Mathematics.
2. Concept of Vedic Mathematics; Values & place of teaching Mathematics in School Curriculum and in Human Life.



3. Branches of Mathematics (Pure & Applied); Nature of Mathematical Statements (Axioms and Postulates, Language of Math, Logic, Intuition, Induction, and Deduction).
4. **Correlation of Mathematics:** Internal and External. [External Subjects (Language, Science, History, Geography, Economics, Commerce, Drawing Music)].
5. **Contributions of Mathematicians:** Aryabhata, Euclid and Ramanujan.

**Unit–II PEDAGOGICAL ANALYSIS** (In relation to core elements as given in NPE 1986)

1. **Pedagogical Analysis:** Unit Analysis; Instructional Objectives & Specifications; Activities and Procedures; Evaluation Techniques (*Compulsory practical work. No theory questions to be asked in the examination*)
2. **Special Problems and Method of Teaching:** Arithmetic, Algebra Geometry and Trigonometry including concepts in modern Mathematics.
3. Criteria of a good syllabus and text books in Mathematics.
4. Lesson planning in Mathematics.

**Unit–III METHODS AND APPROACHES TO TEACHING OF MATHEMATICS**

1. **Maxims of teaching Mathematics:** From Known to Unknown; From Simple to Complex; From Particular to General; From Concrete to Abstract; From Whole to Part.
2. **Methods of teaching Mathematics:** Inductive; Deductive; Inductive-Deductive; Analytical-Synthetic; Heuristic; Laboratory; Lecture cum Demonstration; Problem Solving.
3. **Techniques of teaching Mathematics:** Assignments; Drill work-Oral and Written; Cooperative Learning.
4. **Support Technology:**
  - a. Film Projector, Epidiascope, Model, Charts and Blackboard work
  - b. 2 D: Charts, Boards (all types), Cutouts, Pictures, Graphs.
  - c. 3D: Models, Objects, and Abacus.
  - d. Electronic mode.
  - e. Internet: Teaching and Learning of Mathematics
5. **Calculators:** When and How to Use Calculators in Mathematics.

**Unit–IV CURRICULUM AND TEXTBOOK OF MATHEMATICS**

1. Approaches to Curriculum Construction: Topical and Concentric.
2. Qualities of a good Mathematics Text Book.
3. Strategies for Individual Differences and Co-curricular Activities in Mathematics
  - a. Diagnostic Testing and Remedial Teaching for Trainee-learners with Dyscalculia
  - b. Difficulties Faced by the Teacher in Teaching of Mathematics and Suggestive Measures to overcome them.
  - c. Importance and Organization of Mathematics Club. (Objectives and Structure)
4. Recreational Activities of Mathematics Club: Mathematics Fairs; Games; Visits & Talks.

**SUGGESTED ACTIVITY:**

Critical Evaluation of Mathematics Textbook (V to XII) [For any syllabus i.e. Maharashtra State Board, ICSE, CBSE, IB, IGCSE]

Note: *Only for practical not to be evaluated in examinations.*

**References/Suggested Reading:**

- Bruckner, L. J. et al. Developing Mathematical Understanding in the Upper grades.
- Darrell. The Teaching of Algebra. Macmillan and Co.
- Dharmveer, and Agrawal. Teaching of Mathematics. Nabha: Papu Publication.
- Ediger, Marlow & Digumarti Bhaskara Rao. Teaching Mathematics Successfully. New Delhi: Discovery, 2000.
- Haggarty, Linda. New Ides for Teacher Education: A Mathematics Framework. London: Cassel, 1995.
- Hillman, David. Multimedia Technology and Applications. New York: Delmar Publishers. 1998.
- James, E. L. & R. Narasimahachari. Teaching of Mathematics in Secondary schools.
- Mangal, S. K. A. Text Book on Teaching Mathematics. Ludhiana: Tondon, Prakash Brothers.

- Mathematics Association Report., The Teaching of Arithmetic, Algebra and Geometry in School. London: C. Bell and sons Ltd.
- Phadke, and Moghe. *Notes for computer course*. Pune: Utility Creations, Vol. I, II, III & IV.
- Potter, P. P. The Teaching of Arithmetic. London: Sir Isaac Pitman and Sons Ltd.
- Rathbone, Andy. *Windows for Dummies*. New Delhi: Comdex Computer Publications, II<sup>nd</sup> ed., 1997.
- Siddhu, Teaching of Mathematics. Delhi: Arya Book Depot,
- Siddhu, Kulbir Singh. The Teaching of Mathematics. New Delhi: Sterling, 1995.

**SEMESTER II**  
**Theory Courses (Part I) : BPEd DSC-203**  
**METHODOLOGY OF TEACHING SPECIAL SUBJECT**  
**OPTIONAL METHOD: 5 - SCIENCE**

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
2	2	4	30	60	90

**OBJECTIVES:**

- *To develop an understanding of the approaches and methods of teaching Science.*
- *To develop an understanding of the importance and use of learning resources in Science.*
- *To prepare and use different types of instructional materials in the teaching of Science.*
- *To develop an understanding of the qualities, responsibilities and Professional growth of the Science teacher.*
- *To develop an understanding of the various issues in Science education.*

**COURSE CONTENTS**

**Unit–I Place of Science in the School and Senior High School curriculum**

1. Nature, Aim & Objective, Specifications and Importance of teaching Science.
2. Values and Place of Science in School curriculum.
3. Correlation of various branches of Science subjects placed in the Curriculum with one another and with other School ( Internal & External).

**Unit–II Pedagogical analysis**

1. In relation to Core Elements as given in NEP 1986:
  - i. Unit Analysis
  - ii. Instructional Objectives and Specifications
  - iii. Activities and Procedures
  - iv. Evaluation Techniques

*(Only Practical work. no theory questions to be asked in the examination.*
2. Developing Global Perspectives in Science teaching:
  - i. Meaning and Concept of Global Perspectives
  - ii. Need of Global Perspectives
  - iii. Infusing Global Perspectives in the Curriculum
3. **Lesson planning** with reference to different types of lessons on Science subject.
4. Evaluation-Preparation of test items  
**Note: Only for practical not to be evaluated in examinations.**

**Unit–III Methods and approaches to teaching of science**

1. **Maxims of Teaching:** Simple to Complex; Whole to Part; Empirical to Rational; Concrete to Abstract; Known to Unknown; Particular to General etc.
2. **Approaches:** Disciplinary Approach; Integrated Approach
3. **Methods of Teaching:** Lecture cum Demonstration, Historical, Laboratory; Project; Dalton

Plan; Inductive, Deductive, Inductive-deductive; Heuristic; Problem methods etc.

(Each Method should also highlight Processes of Science viz.- Heurism, Analysis, Synthesis, and Scientific Inquiry.

4. **Criteria of good syllabus and Text-Books in Science:** Study of the prescribed course in Science for High School Classes in Maharashtra State must be considered before designing the syllabus.

#### Unit–IV Learning Resources

1. **Importance and Organization Co-curricular Activities:** Science Clubs; Visits to School Museum, Excursion for workshops, factories and other places of Scientific interest, Science Exhibitions and Science Fair; Science Laboratories; Mobile Laboratories and Improvised Apparatus.
2. **Aids of teaching science:** Importance & Uses of Charts, Models, Specimens, Film Projector, Epidiascope, Radio and Tape Recorder.
3. Importance and Uses of Support Material:
  - i. Criteria of a good Textbook of Science.
  - ii. Reference Material: - Encyclopedias, Newsletters & Magazines.
4. The Science Teacher:
  - a) Qualification & Qualities; Need & Types of Professional Growth of the Science Teacher
  - b) Issues in Science Education:
    - i. Incidental Science Education - Concept and Role of the Science Teacher, Opportunities for Incidental Learning
    - ii. Non Formal Science Education - Concept, Role and Activities to be organized for Non Formal Learning
  - c) Diagnostic Testing & Remedial Teaching

#### SUGGESTED ACTIVITIES:

A minimum of two of the following activities to be performed and a file of activities conducted to be maintained and certified.

- a) Critically analyze of any one textbook of Science.
- b) Attend an orientation program on the preparation of instructional material and prepare an instructional material for teaching one Topic in Science.
- c) Conduct at least one experiment from the science syllabus. (This can be combined with simulated lessons)

#### References/Suggested Reading:

- Aggarwal, J. C. Principles, Methods and Techniques of Teaching. Vikas Publishing House Pvt. Ltd., 2000
- Bhandula, Chadha and Shanna. Teaching of Science. Parkash Brothers Educational Publishers, 1985.
- Bhatia, & Bhatia. The Principles and Methods of Teaching. Doaha house Book sellers and Publishers, 1994.
- Bhatnagar, A. D. Teaching of Science. Meerut: Surya publications, 2004.
- Dawing, D. R. Introduction of Teaching of Science. Halt Richnai and Wisston Terouts.
- Frost, Jenny & Turner Tony. Learning to teach Science in the Secondary School. N. York: Routledge Palmer, 201<sup>st</sup> ed., 2005.
- Ghanshyamdas. The Teaching of Physics and Chemistry in India. London: Oxford University Press.
- Gupta, Sharwan Kumar. Teaching Physical Science in Secondary schools. Sterling Publishers pvt. Ltd., 1981.
- Kochhar, S. K. Methods and Techniques of teaching. Sterling Publishers Pvt. Ltd., 2003.
- Korde, and Sawant. Science and Scientific Method. Himalaya Publishing house, 1980.
- Nagpal, T. S. The Teaching of Science. Ludhiyana: Krishna Brothers, Amritsar.
- Prasad, Janardhan. Practical Aspects in Teaching of Science. N. Delhi: Kanishka Publication, 1999.
- Ravikumar, S. K. Teaching of Science. Mangaldeep Publications, 2000.
- Sanders, H. N. (UNESCO). Teaching of General Science in Tropic Secondary Schools. London: Oxfords University press.
- Sharma, and Sharma. Teaching of Science. New Delhi: Dhanpat PSI and Sons, 1972.
- Sharma, Jagdish. Model of Science Teaching. Jaipur: Raj Publishing House, 2006.
- Sharma, R. C. Modem Science teaching. Dhanpat Rai Publishing Company, 2003.
- UNESCO., New Trends in Integrated Science Teaching, Vol. 1., UNESCO, 1969-70.
- Vaidya, Narendra. Science Teaching in Schools for the 21<sup>st</sup> century. Deep and Deep Publications Pvt. Ltd., 1999.

**SEMESTER II**  
**Theory Courses (Part I) : BPed DSC-203**  
**METHODOLOGY OF TEACHING SPECIAL SUBJECT**  
**OPTIONAL METHOD: 6 - GEOGRAPHY**

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
2	2	4	30	60	90

**OBJECTIVES:**

- *To develop the Skills of Pedagogical and Textbook Analysis.*
- *To familiarize the Student-Teachers with different Methods of Teaching Geography and its Application in the classroom.*
- *To develop Skills in the use of Technology and Learning Resources.*
- *To develop an understanding of the importance of Organization of Co-curricular activities in the Teaching of Geography.*
- *To develop an understanding of the multifarious Role of the Geography Teacher in the present context.*

**COURSE CONTENTS**

**Unit-I PLACE AND IMPORTANCE OF GEOGRAPHY IN CURRICULUM AND LIFE**

1. The place of Geography subject in high school Senior high school curriculum
2. ***Nature and Scope of Geography:*** (Physiographic, Economic-Geography, Human-Cartography, Political-Geography, Cartography, Urban-Geography, Anthrop-geography and Agricultural- Geography)
3. ***Aim and Objectives and Specification of Teaching Geography:*** Practical, Social and Cultural, Economic, National Integration and International Understanding.
4. Correlation of Geography with other school subjects.

**Unit-II METHODS OF TEACHING:** Concept, Procedure, Advantages and Limitations of the following And Lesson Planning -

1. ***Methods:*** Observation method; Story Telling method; Journey methods; Regional method; Comparative method; Project method; Lecture cum Demonstration method; e-Laboratory method,;
2. ***Co-curricular Activities:*** Excursions, Note making, Note taking and parallel reading, Preparing albums, Stamp collection and Geography clubs.
3. ***Cooperative Learning*** (Think-Pair-Share, Three Step Interview, Simple Jigsaw and numbered heads together).
4. ***Lesson planning*** with reference to different types of lessons on History subject.

**Unit-III ESSENTIALS OF TEACHING THE SUBJECT**

1. ***Correlation with other School Subjects:*** Economics, History, Literature, Science, Mathematics, Craft
2. ***Understanding Maps:*** Map Reading and Map Making/Designing/Filling.
3. Importance and Organization of Co-curricular Activities Club, Events, Museums.
4. ***Criteria of a good syllabus of Geography:*** Text book in Geography. Grammar of Geography, Study of local and regional Geography. The Course prescribed by Maharashtra State for schools.

## Unit-IV CURRICULUM ORGANIZATION AND ANALYSIS

### 1. Curriculum and Textbooks:

- i. Organization of Content: Concentric Approach, Topical Approach (Advantages and Limitations)
- ii. Essential Characteristics of a Geography Textbook; Importance of Handbook for Teachers
- iii. Critical Analysis of a Textbook (Std V-XII) [**Only for practical work and not for examination**]

### 2. Pedagogical analysis in relation to core elements & values, NPE 1986

- i. Unit Analysis
- ii. Instructional Objectives and Specifications
- iii. Activities and Procedures
- iv. Evaluation Techniques and Evaluation Preparation of Test Items.

**Note: Only for practical not to be evaluated in examinations.**

### 3. Learning resources & the geography teacher

#### A. Equipments and resources:

- i. Instructional Materials and Teaching Aids:  
*Visual:* Chalkboard, Charts, Pictures, Diagrams, Graphs, Maps, Model Globes, Models, Epidiascope, Films, Specimens and Atlas and School Broadcast.  
*Multimedia:* Computers (Online and Offline)
- ii. Geographical Information System
- iii. Planetarium, Nature Park
- iv. Geography Room: Need, Equipments, and Maintenance.

#### B. The Geography Teacher:

- i. Qualifications and Qualities of a good Teacher.
- ii. Professional Growth of a Teacher.
- iii. Challenges faced by a Geography Teacher
- iv. Developing Global Perspectives through Geography Teaching (Concept, Need, Importance and Ways)
- v. Diagnostic Testing and Remedial Teaching.

### References/Suggested Reading:

- Arora, K. L. Bhugol Shikshan: The Teaching of Geography. Ludhiana: Parkash brothers, 1983.
- Bernard, *Principles and practice of Geography Teaching*.
- Bhatia, B. D. & Kamala Bhatia. Principles and Methods of Teaching, Delhi: Doaba House, 1972.
- Gospel, Teaching of Geography. London: University Press.
- Jaiswal, Seetaram. Bhugol Shikshan. Varanasi: Nandkishor publication, 6<sup>th</sup> ed., 1963.
- Maonee., Suggestions for Teaching Geography. Oxford University Press.
- Press., *Principles and Practice of Geography Teaching*. Bernard University Tutorial Press Ltd.,
- Sharma, Sukhdeo. Bhugol Shikshan Vidhi. Varanasi: Nand Kishor publication, 1969.
- Sinha, H. Bhugol Shikshan-The Teaching of Geography. Agra: 11<sup>th</sup> ed., 1979.
- UNESCO., *Source Book of Teaching Geography* ( UNESCO Longman).
- UNESCO., *UNESCO Bhoogol Shikshan Ki Adhar Pustak*. New Delhi: Thomson Press, 1965.
- Varma, J. P. Bhugol Adhyapan. Agra: Vinod Pustak Mandir, 2<sup>nd</sup> ed., 1975.
- Varma, O. P. & Vedanayagam. Geography Teaching. Bangalore: 4<sup>th</sup> ed, Sterling Publishers Pvt. Ltd, 1991.
- Verma., Teaching of Geography in India. Jallunder: University Publication,.

**SEMESTER II**  
**Theory Courses (Part I) : BPEd DSC-203**  
**METHODOLOGY OF TEACHING SPECIAL SUBJECT**  
**OPTIONAL METHOD: 7 - HISTORY**

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
2	2	4	30	60	90

**OBJECTIVES:**

- *To understand the significance of history in school curriculum.*
- *To understand the methods of teaching history.*
- *To understand critical analysis of textbook.*
- *To understand the importance of co-curricular activities in the teaching of history.*
- *To develop skills in the preparation and use of instructional materials.*

**COURSE CONTENTS**

**Unit –I Place of history in school curriculum and life**

1. Concept and Scope of history.
2. Place and importance of history in school curriculum.
3. Aim, Objectives and Specification of teaching History at secondary levels of education.
4. Importance and Organization of: Clubs, Visits, Museums, importance of celebration of National days and festivals.
5. Methods of using Power-Point presentation in teaching of History.

**Unit –II Methods of Teaching History Subject and Teaching aids and devices**

1. **Teaching Methods:** Story Telling methods; Text Book method; Dalton Plan; Source; Lecture; Dramatization and Role Play; Project; Problem; Discussion; Biographical; Self study; and Assignments; Supervised Study;
2. **Co-curricular activities:** Visit of places of historical importance, Lectures , Note making, Note taking and parallel reading, Dramatisation.
3. **Correlation** with other school subjects-Geography, Literature, Science, Mathematics
4. **Teaching aids and devices:** Charts, Maps, Graphs, Models, Discussions, Questions, Poems, Novels, Ballads, Picture, Inscriptions, Historical documents and time line.
5. **Lesson planning** with reference to different types of lessons on History subject.

**Unit –III Pedagogical Analysis: In relation to core elements as given in NEP 1986.**

1. Unit Analysis; Instructional Objectives and Specifications.
2. Activities & Procedures; Evaluation Techniques.
3. Characteristics of a good History Textbook/Syllabus (Criteria: Chronological, Periodical, Concentric, Lines development, Local History, World History and Current Events.)
4. Qualities and Qualifications of a good History Teacher.

**Unit –IV Enhancing the Teaching & Equipment and Facilities for the subject**

1. Maxims of teaching – known to unknown, simple to complex, concrete to abstract
2. Education for National integration and international understanding through teaching of history.
3. **Evaluation-** Preparation of text items.
4. Instructional materials and teaching aids in History room:
  - i) Visual : C.B. or white board, Charts, Pictures, Graphs, Maps, Models, Specimens and Flannel Board
  - ii) Auditory : Radio, audio (C.D.) player
  - iii) Audio-Visual : Television, C.D. & films
  - iv) Miscellaneous : Booklets, Newspapers, Magazines

**References/Suggested Reading:**

- Arora, K. L. Teaching of History. Ludhiana: Prakash Brothers, 1983.  
 Ghate, V. D. The Teaching of History. Oxford University Press.  
 Ghosh, K. D. Creative Teaching of History. Oxford University Press.  
 Johnson, The teaching of History. Bombay: Macmilan Co.  
 Kochhar, Teaching of History. Jalunder: Sterling Publishers.  
 Kochhar, S. K. Teaching of History. Delhi: Sterling Publishers pvt. Ltd., 2<sup>nd</sup> ed., 1980.  
 Majreshwari, Teaching of History. Bombay: Allied Publishers.  
 Vrajeshwari, R. Handbook for History Teachers. Bombay: Allied Publishers, 2<sup>nd</sup> ed., 1973.

**SEMESTER II**  
**Theory Courses (Part I) : BPEd DSC-203**

**METHODOLOGY OF TEACHING SPECIAL SUBJECT**  
**OPTIONAL METHOD: 8 - CIVCIS**

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
2	2	4	30	60	90

**OBJECTIVES:**

- To understand the nature and values of Civics subject Teaching.*
- To acquaint with the pedagogical Analysis and to understand the various concepts of Civics teaching.*
- To acquaint the pupil-trainee with various methods and techniques of teaching Civics.*
- To develop required competencies in teaching of Civics.*
- To use adequate teaching aids and evaluative tools.*
- To develop the skill of conducting recreational activities of Civics.*
- To prepare the pupil-trainee to inculcate in the students the spirit of Democracy and social co-existence.*

**COURSE CONTENTS****Unit I. INTRODUCTION TO CIVICS TEACHING SUBJECT**

1. The place of Civics in Education: Objectives of teaching Civics in Secondary schools.
2. Importance and place of Civics in Secondary Schools.
3. Correlation with other School Subjects: Economics, History, Literature, Science, Mathematics, Craft etc.

**Unit II. METHODS OF TEACHING**

1. **Methods of teaching Civics:** Story-telling; Lecture; Discussion; Project, Dalton, Supervised study method, Text -book.
2. **Use of Audio-Visual Aids in Civics:** Teaching models, charts, maps, diagrams, films, radio, pictures, graphs.

**Unit III. ESSENTIALS OF TEACHING THE SUBJECT**

1. Civics room and Museum; necessary Equipment.
2. Qualification and Qualities of good Civics Teacher
3. Evaluation and Testing procedures in the Teaching of Civics,
4. Knowledge of Achievement tests and preparation of unit tests.

#### Unit IV. CURRICULUM ORGANIZATION AND ANALYSIS

1. Preparation and Criteria of framing Syllabus in Civics at different levels.
2. Criteria of a good Textbook in the subject, study of present syllabus and Text-book.
3. Preparation of the year's plan, unit plans and daily lesson plans objectives, learning, experiences, teaching points, methods used.

#### References/Suggested Reading:

पाटील , निर्मला, नागरीकशास्त्राचे अध्यापन.  
सत्संगी, नागरीकशास्त्र शिक्षण.  
त्यागी, नागरीकशास्त्र एव अध्यायण कि शिक्षा

### Semester II

#### Theory Courses (Part I) : BPEd DSC-203

#### METHODOLOGY OF TEACHING SPECIAL SUBJECT OPTIONAL METHOD: 9 – SPORTS COACHING

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
2	2	4	30	60	90

#### Objectives:

- To develop an understanding of the nature and values of Sports Coaching.*
- To acquire knowledge of pedagogical analysis of various concepts in Sports Coaching.*
- To understand the various methods and techniques of teaching Sports Coaching.*
- To develop required competencies in teaching of Sports Coaching.*
- To develop the skill of conducting recreational activities of Sports Coaching.*

#### Unit-I INTRODUCTION TO SPORTS COACHING TEACHING SUBJECT

1. Aims, Objectives and Specifications of Coaching Sports Skills and Techniques.
2. Principles of coaching.
3. Stages of skill teaching.
4. Class organization.

#### Unit-II METHODS AND DEVICES FOR SPORTS COACHING

1. Stages of Skill Teaching/Coaching
2. Different Methods of coaching sports skills.
3. **Coaching aids and devices:** Charts, Models, Film - strips, Posters, Motion films, Gadgets, Flannel graph, Slide Projector, Overhead Projector, L.C.D. Projector.
4. Principles of the selection and use of Audio-Visual aids in Coaching sports skills.

#### Unit –III PLANNING OF COACHING

1. Qualification and Qualities of a good coach
2. Long term, Short Term.
3. Conditioning exercises and lead up-games.
4. Evaluation and Testing procedures in Physical Education and in the field of Sports & Games.

#### Unit –IV PREPARATION OF SPORT COACHING LESSON:

1. Criteria of a good Textbook for Sports-Coaching.
2. Knowledge of Achievement tests and preparation of unit tests.
3. Various parts of lesson
4. Basic requirements for lesson.

#### References/Suggested Reading:

Bompa, T. O., & M. C. Carrera. Periodization Training For Sports. USA: Human Kinetics, 2005.



- Bounder, J. B. How to be a Successful Coach. New York: Mac Milan Publication.
- Bunn, J. W. (1972). Scientific Principles of Coaching. New Jersey: Prentice-Hall Inc Englewood Cliff.
- Fuoss, D. E. & R. J. Troppmann, Effective Coaching. New York: Mac Milan Publication, 1985.
- Geoffrey, Dyson.. *The Mechanics of Athletics*.
- Gummerson, T. (1992). *Sports Coaching and Teaching*. London: A and C Black Publisher Ltd.
- Karmarkar, A. K. Method of Coaching. Amravati: Suyog Publication.
- Kozman, Gassidy Jackson. Methods in Physical education. Philadelphia: W. B. Sunderdas Co.
- Lawther, J. D. Psychology of Coaching. Philadelphia: W. B. Sunderdas Co.
- Sabok, Ralph J. *The coach*. Philadelphia: W. B. Sunderdas Co., 1979.
- Sharma, O. P. Teaching and Coaching Physical Education in School. Delhi: Sports Publication, 1994.
- Taylor, Joe. How to be an Effective Coach. Canada: Manulife, 1975.
- Thomas, J. P. Physical Education Lessons. Philadelphia: W. B. Sunderdas Co.

## Semester II Theory Courses (Part I) : BPEd DSE-201

### CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS, AND WELLNESS

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
4	-	4	60	-	60

#### Objectives:

**After completing this course, the students will be able to**

- Understand the modern concept of Fitness and Wellness.
- Employ the knowledge about concept of holistic health through fitness and wellness.
- Orient students toward the approach of positive life style.
- Develop competencies for profile development, exercise guidelines adherence.
- Apply the holistic concept of health and wellness.
- Realize and apply the fitness and wellness management techniques.
- Acquaint towards contemporary health issues and its interventions.
- Design different fitness training program for different age group.
- Explain common injuries and their management

#### COURSE CONTENTS

##### Unit-I Concept of Physical Education and Fitness

1. Definition, Meaning and Aims of fitness and Wellness.
2. Physiological, Psychological and Sociological Objectives of Fitness and Wellness.
3. Importance and Scope of Fitness and Wellness.
4. Modern concept of Physical Fitness and Wellness.
5. Physical Education and its Relevance in Inter Disciplinary Context.

##### Unit-II Fitness, Wellness and Lifestyle

1. Fitness – Types of Fitness and Components of Fitness.
2. Understanding of Wellness.
3. Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management.
4. Physical Activity and Health Benefits.
5. Calculation of fitness index level 1-4.

##### Unit-III Principles of Exercise Program

1. Means of Fitness development – aerobic and anaerobic exercises
2. Exercises and Heart rate Zones for various aerobic exercise intensities.

3. Concept of free weight Vs Machine, Sets and Repetition etc
4. Concept of designing different fitness training program for different age group.
5. Methods of training – Continues, Interval, Circuit, Fartlek and Plyometric.

#### Unit-IV Safety Education and Fitness Promotion

1. Health and Safety in Daily Life.
2. First Aid and Emergency Care.
3. Common Injuries and their Management.
4. Waist-hip ratio larger heart rate, BMI and types and principles of exercise (FITT).

#### References/Suggested Readings:

- Bud, G. (1992) *Physical Fitness. A Way of Life*. USA: Macmillan Publishing co.
- Carbin, C. B., L. Ruth & G. Welk, (2000) *Concepts of Physical Fitness*. USA: WC Brown.
- Daryl, S. (1994) *Introduction to Physical Education, Fitness and Sport*. USA: Mayfield Publishing Co.
- Difiore, J. (1998) *Complete guide to postnatal fitness*. London: A & C Black,.
- Giam, C. K & K. C. The, ( 1994) *Sport medicine exercise and fitness*. Singapore: P. G. Medical Book.
- Greenberg, J. S., G. B., Dintiman, & B. M. Oakes (1998) *Physical Fitness and Wellness*. USA: Library of Congress Cataloging-in-publication data.
- Halfield, F. C. (2001) *Fitness: The Complete Guide* USA: International Sports Science Association.
- Hoeger, W. K., & S. A. Hoeger, (1999) *Principles and Labs for Fitness and Wellness*. USA: Englewood Morton.
- Jackson, A. L., J. R. Morrow, (2004) *Physical activity for health & fitness*. IL: Human kinetics.
- Lancaster S. & R. Teodororessu, (2008) *Athletic Fitness for Kids*. USA: Human Kinetics.
- Maud, J. R., & Foster, C. (1995) *Physiology Assessment of Human Fitness*. New Delhi:
- Mcglynn, G., (1993) *Dynamics of fitness*. Madison: W. C. B Brown.
- Muller, J. P. (2000) *Health, Exercise and Fitness*. Delhi: Sports.
- Russell, R. P.(1994) *Health and Fitness through Physical Education*. USA: Human Kinetics.
- Sharkey, B. J.(1990) *Physiology of fitness*. Human Kinetics Book.
- Uppal, A. K. (1992) *Physical Fitness*. New Delhi: Friends Publication.
- Werner, W. K. (1986) *Lifetime Physical Fitness and Wellness*. USA: Morton Publishing Co.

### Semester II

#### Theory Courses (Part I) : BPEd DSE-202

#### SPORTS NUTRITION AND WEIGHT MANAGEMENT

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
4	-	4	60	-	60

#### OBJECTIVES:

- To understand the components of Sports Nutrition.
- To acquaint student with principles of Weight Management.
- To understand the application of human energy.
- To understand the role of food in Physical performance.
- To offer student the opportunity of understanding the diet for various life cycle.

#### Unit-I Introduction to Sports Nutrition:

1. Meaning and Definition of Sports Nutrition
2. Basic nutritious Gradients and guidelines
3. Role of nutrition in sports,
4. Recommended dietary Allowances for Sports persons.

#### Unit-II Nutrients: Ingestion to Energy Metabolism.

1. Carbohydrates, Protein, Fat: Meaning, Classification.
2. Role of Carbohydrates, Protein, Fat, Vitamins, Minerals and Water during exercise
3. Role of hydration during exercise: (water balance, Nutrition during exercise, daily caloric requirement and expenditure).

4. *Obesity*: Definition, Meaning, Types and Associated Risks for Health.
5. *Obesity*: Causes and Solutions for Overcoming Obesity.

### Unit–III Nutrition and Weight Management

1. *Weight Management*: Meaning & Concepts in modern era And Affecting Factors & Values.
2. Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction, Dieting versus exercise for weight control, Common Myths about Weight Loss.
3. Nutrition-components, balance diet and diet for athletes.
4. Meaning and definition of doping; cryogenic aids for athletes.

### Unit–IV Steps of Planning of Weight Management

1. Methods of Weight Management: Manipulation of energy balance to Induce weight loss and weight gain
2. Weight management program for sporty child, Role of diet and exercise in weight management, Design diet plan and exercise schedule for weight gain and loss.
3. *Nutrition*: Daily calorie intake and expenditure, Determination of desirable body weight.
4. *Competition nutrition*: Before week and the day; On the day and After the day of competition.

### References and Reading Suggestions:

- Bean, Anita. (1999) *Food for Fitness*. London: A & C Black
- Bessesen, D. H. (2008) Update on obesity. *J Clin Endocrinol Metab.*93(6), 2027-2034.
- Butryn, M. L., S. Phelan, & J. O. Hill (2007) Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity (Silver Spring)*. 15(12), 3091-3096.
- Fink, H. H., L. A. Burgoon & A. E. Mikesky (2006) *Practical Applications in Sports Nutrition*. Canada: Jones and Bartlett Publishers.
- Giam, C. K. (1994) *Sport Medicine Exercise and Fitness*. Singapore: P. G. Medical Book. Gossellior, Co. 1995.
- Nutritive value of Indian food: National Institute of Nutrition ( NIN).
- Shubhangini A. Joshi. Nutrition and dietetics with Indian case studies: Mc-Grow Hill Publication.
- Vermilion. *The Ultimate Guide to Fitness*. London:

## Semester – II PART – II: PRACTICUM COURSE PC - 201 : TRACK AND FIELD

**Note:** The following Table (meant for Credits and Teaching hours), Essence of the Course, Objectives and general content course is to be applicable for each Practicum course (Event, Game/Sports).

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	2	2	-	60	60

### Objectives:

- To understand the importance of Jumps in Competitive Sports & Games
- To understand the values of jump in general life.
- To understand the values of water sports in general life.
- To understand the values of Yogic exercises and Kriya in day to day life.
- To analyze & interpret the Indoor sports (Gymnastic) skills and Yogic exercises.
- To appraise the rule & regulation of those Indoor sports (Gymnastic).
- To demonstrate and assess various techniques of Athletics, Gymnastics & Yogic Practices.
- To interpret the rules and regulations in real competition or game situation.
- To officiate a competition/match in real game situation in athletic, Gymnastic events & Yoga competition.

### General Course Contents:

Historical development of the Game/Sport at National & International levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

**Note:** *Final External Examination shall have to hold for any three events from the following events (PEC-201). Total 70 Marks shall have to calculate as addition of obtained marks credited for opted skill from any of three events with a max. of 45 marks.*

## **EPC - 201: Jumping Event:**

**Course Contents: Final External Examination shall have to hold for any three events.**

A] High Jump: (Straddle Roll/Western Roll, Scissor cut, & Fosbury Flop) :

**Teaching content of the style:**      *a.* Approach Run,                                  *b.* Take off,  
   *c.* Clearance (style) over the bar,      and      *d.* Landing.

B] Long Jump: (Hitch kick style /Cyclic style, & Hang Style)

**Teaching content of the style:**      *a.* Approach Run,                                  *b.* Take off,  
   *c.* Flight (style) in the air,                  and      *d.* Landing.

C] One & Half Step Jump: (Techniques of Hop; Steps and Jumps in Hang & Hitch kick style)

**Teaching content of the style:**      *a.* Approach Run,                                  *b.* Take off,  
   *c.* Travel/position (style) in air,      and      *d.* Landing.

D] Pole Vault:

**Teaching content of the style:**      *a.* Grip of Pole,                                  *b.* Carrying the Pole, *c.* Approach Run,  
   *d.* Planting the Pole,      *e.* Take off,      *f.* Rock-Back pull and  
   turn of body to clearance (style) over the bar,      *g.* Release of the  
   pole, and *h.* Landing.

### **Viva-Voce ( 10 Marks)**

Viva shall be conducted on the Jumping events of contents of note book as already cited above.

### **Performance and Style on Jumping events ( 30 + 15 = 45 Marks)**

Performance and style has to be given on each of the opted three jumping events.

### **Field (Pits and Approach run of respective jumping events) Marking ( 10 Marks)**

To solve general and technical queries pertaining to the marking of the Field (Pits and Approach run of respective jumping events) may be shown / marked / interpreted practically in the presence of external examiner.

The external examination for the same is of 70 marks which is divided into four subheads -

- a) Note book;
- b) Viva;
- c) Physical performance and style demonstration of the respective jumping events; and
- d) Standardized track marking and

i.e. These will have to 05, 10, 45 (30+15), and 10 marks respectively.

A note book has to be prepared by the examinee containing track marking on a graph paper, respective Jumping pits, fundamental skills, advance drills, marking, rules and its interpretations, technical equipments, score sheets, record at National and International level.

The Examinee has to face a Viva-voce pertaining to the respective jumping events referring the contents of the note book to prove the general and technical knowledge in the concerned area.

Physical performance of any three events listed above for the jumping events, shall be selected by the examinee to test one's prowess in the event.

The examinee shall have to expertise in marking the respective fields properly. To prove ones general and technical knowledge the examinee has to face the external examiner with examinees personal and technical preparations.

### **Contents Record Book: ( 05 Marks)**

- Track Marking on graph paper.
- Fundamental Skills of Jumping Events.
- Advance Drills for Jumping Events.
- Marking for jumping events.
- Rules of Jumping Events.
- Technical Equipments required for Each Jumping Events.
- Score sheets for each Jumping events.
- Records of jumping events at National and International events.

## **EPC - 202 : INDOOR SPORTS**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	2	2	-	60	60

**Note:** Final External Examination shall have to hold for any two events from any one of the sports specified in (PEC-202). Total 70 Marks shall have to calculate as average of obtained marks in both events with a max. of 70 marks each.

### **EPC - 202: Gymnastics Events:**

#### **Course Contents:**

#### **A] Balance Beam: Women - Styles for Performing over Beam**

- i. Mounting the beam;
- ii. Walks over the beam (Walk on Toe, Novelty walk);
- iii. Balances ('Knee' Balance, 'Aeroplane' Balance, and 'T' Balance, 'V' Balance).
- iv. Turns (180<sup>0</sup> Turn);
- v. Jumps (Simple Jump, Saggori Jump); and
- vi. Dismounting (Simple dismount).

#### **B] Uneven Bars: Women - Performance over the Uneven Bar**

- i. Gripping the Bar;
- ii. Mounting (Mount with or without support);
- iii. Swings (Short/Hip Circle, One leg circle);
- iv. Dismounting (simple/ dismount with summersaults)

#### **C] Vaulting Horse:**

- i. Approach Run,
- ii. Take-off from the beat-board,
- iii. Box-clearance style: *a.* Jump on Jump off; *b.* Knee on Jump off; *c.* Through (between) vault; *d.* Astride vault; *e.* Side vault; *f.* Handspring; *g.* Cat Vault; and *h.* Squat Vault.
- iv. Safe Landing: (Controlled Body balance and attention towards the judges/examiners).

#### **D] Horizontal Bar (Single bar) - Performance over the Horizontal Bar**

- i. Gripping the Bar;
- ii. Mounting (Mount with or without support);
- iii. Swings (Simple swing, Belly Roll to Sport position, Smart Circle, One leg circle, Up start, Up start to down swing,);
- iv. Dismounting (from swing to reverse split dismount)

#### **E] Parallel Bar (Double bar) - Performance over the Parallel Bar**

- i. Mounting (Mount from one bar);
- ii. Arm Rest (Straight arm rest, Bend arm rest, Side rest on the bar);
- iii. Arm Walk (Bend arm single march, Bend arm double march, Straight arm single march, Straight arm double march);
- iv. Swings (Perfect swing);
- v. Balances (Shoulder balance, 'L' Balance);
- vi. Combination (Shoulder stand on one bar and roll forward, Straddle walking, Change over, Forward roll, Horse ridding);
- vii. Dismounting (Front dismount, Straddle sit position for Back dismount)

#### **F] Pommel Horse:**

- i. Mounting or Position over the Horse;
- ii. Swings (One leg Half circle from both sides, One leg full circle, Scissors on the Horse, Back scissors,)
- iii. Dismounting from the Horse.

#### **G] Roman Rings:**

- i. Mounting over the Rings (with support);
- ii. Hangs (Straight Arm Hang; Inverted Hang; Reverse Hang);
- iii. Pull ups and Pushups, Forward circle, Up start, Half/Full Nest, Shoulder dislocations;
- iv. Balances over the Rings (Short Arm Balance, L-Balance, Reverse Plane)
- v. Dismounting (Split/advanced circled dismounting).

**SEMESTER – II**  
**PART – II: PRACTICUM COURSE**  
**EPC - 202 : WATER SPORTS**

**Note:** Final External Examination shall have to hold for both Water polo and Diving.

**EPC – 202 : Swimming -**

**A. Course Contents: (Water polo game)**

1. **Fundamental:** Swim with the ball, Passing the ball, Catching the ball, Shooting at Goal, and Goal keeping.
2. Rules & Regulation and their interpretations; and
3. Match Officials: Required Officials, Types of Officials;
4. Duties / Responsibility of different Officials.

**B. Course Contents: (Diving Sports):** Basic Diving Skills from spring boards, Basic Diving Skills from platform.

**Semester – II**  
**PART – II: PRACTICUM COURSE**  
**EPC-202 : YOGIC EXERCISES**

**EPC – 202 : Yoga -** Candidate shall have to choice any one from Pranayama/Surya Namaskara/ Corrective Asanas, whereas Asanas and Kriyas are compulsory.

**Course Contents:**

**Fundamental:**

A] **Asanas –**

- i. Asanas at Sitting Position:
- ii. Asanas at Standing Position:
- iii. Asanas at Lying Prone Position:
- iv. Asanas at Lying supine Position:

B] **Kriya:** *Non-Instrumental Kriya* (Uddyan; Agnisar; Nauli; Kapalbhathi; Ujjayi Pranayam; Tratak); *Instrumental Kriya* (Jalneti; Sutraneti; Vaman; Danda Dhout; Vastra Dhaouti)

C] Surya Namaskara:

D] Pranayama:

E] The Corrective Asanas:

**Semester – II**  
**PART – II: PRACTICUM COURSE**  
**EPC-203 : RACKET SPORTS**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	3	3	-	90	90

**Objectives:**

- To analyze & interpret the Indoor sports (Racket) skills.
- To appraise the rule & regulation of those Indoor sports (Racket games).
- To demonstrate and assess various styles/technique of Racket sports.
- To interpret the rules and regulations in real competition or game situation.
- To officiate a match in real game situation in Racket sports.

**General Course Contents:**

Historical development of the Game/Sport at National & International levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

**Note:** *Final External Examination shall have to hold for any two Games from any one of the sports. Total 70 Marks shall have to calculate as average of obtained marks in both events with a max. of 70 marks each.*

## **EPC – 203 : Badminton**

### **Course Contents:**

#### ***Fundamental:***

1. Racket parts, Racket grips, Shuttle Grips.
2. The basic stances of relative strokes/skill.
3. ***The basic Serves:*** Toss services, High & Low services
4. ***The basic strokes:*** Forehand Drive-Overhead and Underarm, Backhand Drive-Overhead & Underarm, Drop shot, Jump Smash etc.
5. Drills and lead up games
6. Drills and lead up games
7. ***Types of games:*** Singles, doubles, including mixed doubles.
8. Rules & Regulation and their interpretations; and
9. ***Match Officials:*** Required Officials, Types of Officials, Duties of different Officials.

## **EPC – 203 : Squash**

### **Course Contents:**

#### ***Fundamental:***

1. Racket parts, Racket grips, Ball Grips.
2. Service: Under hand and Over hand
3. Service Reception
4. Shots: Down the line, Cross Court, and different Drops
5. Half Volley
6. Tactics and Strategies: Defensive, Attacking in game
7. Rules and their interpretations and duties of officials.

## **EPC – 203 : Table Tennis**

### **Course Contents:**

#### ***Fundamental:***

1. ***The Grip:*** The Tennis Grip, Pen Holder Grip;
2. Stance / Ready position and foot work.
3. ***Services:*** Spins (Forehand, Backhand, Side, High Toss);
4. ***Drives & Counter Attack:*** Forehand, Backhand, Side;
5. ***Strokes:*** Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shot, Loop Drive;
6. Rules & Regulation and their interpretations; and
7. ***Match Officials:*** Required Officials, Types of Officials, Duties of different Officials.

## **EPC – 203 : Tennis**

### **Course Contents:**

#### ***Fundamental:***

1. ***The Grip:*** Eastern Forehand grip & Backhand grip, Western grip, Continental grip, Chopper grip;
2. Stance and Footwork;
3. ***Basic Ground strokes:*** Forehand drive, Backhand drive;
4. Basic service;
5. Basic Volley and Over-head Volley;
6. Chop;
7. ***Tactics & Strategies:*** Defensive and Attacking in game;
8. Rules & Regulation and their interpretations; and
9. ***Match Officials:*** Required Officials, Types of Officials, Duties of different Officials.

**Semester II**  
**PART – III: PRACTICUM COURSE**  
**PTP – 201: TEACHING PRACTICES**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	3	3	-	90	90

**ESSENCE OF THE COURSE**

Trainee-learners (Pupil-teachers) are to be equipped to cater to diverse needs of trainee-learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They are to be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty.

**Objectives:**

- To equip the trainee-learners as professional personnel to cater to the diverse needs have in school.
- To demonstrate the practical concepts of teaching practices as specialized opted subject Teaching method.
- To demonstrate the practical concepts of teaching practices in Mass Demonstrative activities.
- To organize and compose mass demonstration /displays.
- To conduct physical education program for various age groups.
- To let them understand the problems involved during the Teaching a lesson.
- To develop the knowledge of Free Hand Exercises emphasizing on physical fitness, rhythmic sense and neuromuscular co-ordination.

**PTP – 201 TEACHING PRACTICES:**

Students have to take total 10 lessons from theory and practicum courses learned by them till this semester.

They have to complete this course in the form of internship and teaching practice within University departments/colleges/schools.

10 Teaching Practice Lessons, out of which 5 lessons (*Theoretical*) in class-room situation for specially opted subject teaching method and 5 lessons for out-door activities (Mass Demonstrative).

*Two Final Lesson Examinations in terms Teaching Practices is to be held i.e.*

- 1 Final lessons Plan of Opted Specialized Method And
- 1 Final Lesson Plan of Mass Demonstrative activities.

**PTP – 201 Practice Teaching (Internship)**

The trainee-learner shall conduct practice teaching and internship for atleast 15 days in Secondary and Higher Secondary schools. The following records pertaining to the practice teaching are required to be maintained and certified by the Principal /Head of the Institution as well as instruction given below be followed by the institution -

- i) A file containing notes of lesson given and criticism made thereon.
- ii) Observation Note book of Practice Teaching Lessons in school shall be included with atleast 10 lessons out of which of 5 lessons from specially opted method and 5 lessons from Demonstrative activities). Every observation should possess signatures of the Trainee-learner, Peer-observers & the Supervising faculties.
- iii) Records of practice teaching organization (Micro teaching, Simulation lesson, Demonstration lesson, and Unit allotment, Time Table, Distribution of Supervision, Evaluation Sheets and Cumulative Records) should be maintained by the institution/ Department.
- iv) A trainee-learner should remain present in the practice teaching schools throughout the session. Apart from his/her own lessons, he/she should be given exposure by giving assignments from time to time to the other aspects of academic and administrative areas of the school functioning (i.e. preparing Time-Table; Plan of yearly/monthly/weekly/daily; Attendance; Fees, Dead-Stocks Registers; Meetings; Progress-Cards; Maintenance of infrastructure and Facilities; Tie-up activities; interclass Competitions; interactions and feedback from the teachers, students, and other stakeholders of schools, Resource Management, Governance) and other programmes/activities related to school functioning.
- v) During practice teaching/internship the trainee-learner should conduct atleast 10 practice teaching lessons (including simulation lessons and school lessons) and he/she will be evaluated for marks out of 100, out of which 10% weightage of marks should be given to other relevant aspects of internship (as mentioned above) except actual practice teaching.



## B.P.Ed. ( Two year)

## SEMESTER – II

## PART II - PRACTICUM COURSE

## EPC - 201 : Track-Field Events (Jumps) (Any Three Events)

**Jumping Events:** Long Jump (J.E. 1), High Jump (J.E. 2), Triple Jump (J.E. 3), Pole Vault (J.E. 4).

## EPC – 201 : Internal Score Sheet – 30 Marks

Table No. 1-A<sub>1</sub>

Name of the Jumping Event: \_\_\_\_\_

Roll No.	Performance During due course of the semester (10 Marks)	Event Style Demonstration (15 M)	Attendance during due course of the semester (05 Marks)	Total (30 M)

Table No. 1-A<sub>2</sub>

Roll No.	Jumping Event	Performance During the semester (10 Marks)	Event Style Demonstration (15 M)	Attendance during due course of the semester 05 Marks	Total 30 Marks	Average of the 3 events (30 M)
	1.					
	2.					
	3.					

## EPC – 201: Jumping Events: External Score Sheets – 70 Marks

Table No. 2-A<sub>1</sub>

Roll No.	Jumping Event	Performance in Meters	Marks 10	Event Style-Demonstration		Total (15 Marks)
				Name of the Style	05 Marks	

Table No. 2-A<sub>2</sub>

Roll No.	Record Book (5M)	Viva on Rules & Regulation (10M)	Performance and Event Style (any three events) 45 Marks				Field Marking (10M)	Grant Total (70M)
			Performance per Event		Style per Event			
			10 Marks Each	Total 30	5 Marks Each	Total 15		
			J.E. 1			J.E. 1		
			J.E. 2			J.E. 2		
			J.E.3 /J.E.4			J.E.3 /J.E.4		

## EPC - 202: Tables for Gymnastics (Apparatus Events), Swimming and Yogic Exercises

**Note:** Candidate shall have to choice any one Sports with Internal choice of two Events.

## EPC-202 (A) Gymnastics (Apparatus Events)

Apparatus Events: Parallel Bar (A.E.1), Horizontal Bar (A.E.2), Uneven Bar (A.E.3), Vaulting Horse (A.E.4), Pommel Horse (A.E.5) and Roman Rings (A.E.6):

## EPC – 202 (A): Internal Score Sheet – 30 Marks

Table No. 3-A<sub>1</sub>

Name of the Apparatus Event: \_\_\_\_\_

Roll No.	Demonstration of any Four Skills of the Event					Attendance & work done (related with the Gymnastics on Apparatus) due in course of the semester (10 M)	Total (30 M)
	Skill I (5 M)	Skill 2 (5 M)	Skill 3 (5 M)	Skill – 4 (5 M)	Total Marks Out of 20		

## EPC – 202 (A): Internal Consolidation Score Sheet – 30 Marks

Table No. 3-A<sub>2</sub>

Roll No.	First Apparatus Event 30 Marks	Second Apparatus Event 30 Marks	Average Internal Marks for Max. 30

**EPC – 202 (A): External Score Sheet – 70 Marks**

Table No. 3-B

Name of the Apparatus Event: \_\_\_\_\_

Roll No.	Record Book (10 M)	Viva on Officiating and Rules (20 M)	Skill Demonstrations				Competitive Demonstration of the Event (10 Marks)	Total (70M)
			Skill-1 (10 M)	Skill-2 (10 M)	Skill-3 (10 M)	Obtained Marks Max. 30		

**EPC – 202 (A): External Consolidation Score Sheet – 70 Marks**

Table No. 3-C

Roll No.	First Apparatus Event 70 Marks	Second Apparatus Event 70 Marks	Average External Marks for <b>Max. 70</b>

**EPC – 202 (B) : Water Polo and Diving**

**EPC – 202 (B) : Internal Score sheet – 30 Marks**

Table No. 4-A

Name of the Sports Event (Water polo & Diving): \_\_\_\_\_

Roll No.	Demonstration of any three skills from Water Polo and Diving		Attendance & work done (related with the Swimming) due in course of the semester (10 M)	Total (30 M)
	Water Polo (5+5+5 = 15 Marks)	Diving (05 Marks)		

**EPC – 202 (B) : External Score sheet – 70 Marks**

Table No. 4-B

Name of the Sports Event (Water polo & Diving): \_\_\_\_\_

Roll No.	Record Book (10 M)	Viva on Officiating and Rules (20 M)	Style/Skill (Any two each from Water polo and Diving)				Competitive Performance		Total (70M)
			Wp - Skill <sub>1</sub> (5 M)	Wp – Skill <sub>2</sub> (5 M)	D-Skill <sub>1</sub> (5 M)	D-Skill <sub>2</sub> (5 M)	Water Polo (10 M)	Diving (10 M)	

**EPC - 202 (C) Yogic Exercises**

Candidate shall have choice any one from Pranayama /Surya Namaskara / Corrective Asanas

**EPC – 202 (C) : Internal Score Sheet – 30 Marks**

Table No. 5-A

Name of the Yogic Item: Asanas (A), Kriya (K), Pranayama(P)/Surya Namaskara (Sn)/Corrective Asanas(Ca)

Roll No.	Efficiency of performing Asanas in Different poses			Efficiency of Performing Kriya (05M)	Efficiency of performing Pranayama/Suryanamaskar/ Corrective Asanas (05M)	Attendance and special work done in Yoga Education (05M)	Total (30 M)
	A-1 (5Marks)	A-1 (5Marks)	A-1 (5Marks)				

**EPC – 202 (C) : External Score Sheet – 70 Marks**

Table No. 5-B

Roll No.	Record Book (10M)	Viva (10M)	Performance cum Demonstrations									Total (70 M)
			5 Asanas at 4 different Positions. Viz. 2 from Standing, & 1 each from rest positions. (25 Marks)					3 Kriyas i.e. 2 from, without & 1 from with Instrument. (15 Marks)			Any one from P/Sn/Ca (10M)	
			A-1 (5M)	A-2 (5M)	A-3 (5M)	A-4 (5M)	A-5 (5M)	K-1 (5M)	K-2 (5M)	K-3 (5M)		

**EPC - 203 Racket Sports:** Tables format are common for all the cited Racket Sports.

**EPC – 203 Internal Score Sheet – 30 Marks for each game**

Table No. 6-A

Roll No.	Name of Racket Sports	Playing Efficiency (15 M)	Officiating (10 M)	Attendance Special work done for the sports (05 M)	Total (30 M)

**EPC – 203 External Score Sheet – 70 Marks for each game**

Table No. 6-B

Roll No.	Record Book (10 M)	Viva on Rules & Regulation (10 M)	Skill Demonstration (35 Marks - 07 each)					Playing Efficiency (15 M)	Total (70 M)
			Attacking Skill			Defensive Skill			
			AS-1 (7M)	AS-2 (7M)	AS-3 (7M)	DS-1(7M)	DS-2(7M)		

**PTP - 201 Teaching Practice Cum Internship (Classroom and Outdoor Teaching):**

In this semester Final examination will be held for Two Practice Teaching Lesson. Each Lesson will be examined by Internal & External examiners collectively for consolidated 70 marks each.

The Models of respective Lesson format that are specified by the University in earlier syllabus shall be continued.

**PTP – 201 Internal Score Sheet – 30 Marks**

Table No. 7-A1

Roll No.	Assemblies conducted In Practicing School (5M)				Observation (15) held by the Examinee during the Internship period						Round figure of Total (10M)
	A1 (5M)	A2 (5M)	A3 (5M)	Average of Assembly(5M)	Ob1-3 (3M)	Ob 4-6 (3M)	Ob7-9 (3M)	Ob10-12 (3M)	Ob13-15 (3M)	Average of Observations (5M)	

Table No. 7-A2

Roll No.	5 Class Room Teaching Opted Subjects Teaching Methods (10M)					5 Mass Demonstrative Physical Activities (10M)					Total (20M)
	L1 (2M)	L2 (2M)	L3 (2M)	L4 (2M)	L5 (2M)	L-1 (2M)	L2 (2M)	L3 (2M)	L4 (2M)	L5 (2M)	

**PTP – 201 Internal Consolidation Score sheet - 30 Marks**

Table No. 7-A3

Roll Number	Table No.7-A2 (10 Marks)	Table No.7-A2 (20 Marks)	Total (30 M)

**PTP – 201 External Score Sheet – 70 Marks**

**(Specially Opted Subject Teaching Method – (70 M), Mass Demonstrative P. A. = (70 M)**

Table No. 7-B

Roll No.	Lesson Plan (10M)	Personal Preparation (10M)	Subject Matter Presentation (20M)	Teaching Ability (10M)	Effective attention towards student & the Correction (10M)	Pupil Teacher's Innovative Creation during the lesson (10M)	Total (70M)

Table No. 7-C

Roll No.	External Examiner (70 M)	Internal Examiner (70 M)	Total of External & Internal Examiner (140 M)	Average of External & Internal Examiner (70 M)	Average Total (70 M)

**SEMESTER III**  
**Theory Courses (Part I) : BPEd DSC-301**  
**SPORTS TRAINING**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	45	30	75

**OBJECTIVES:**

After completing this course, the students will be able to

- Understand the modern concept of sports training.
- Describe the principles of sports training.
- Evaluate and develop system of sports training-basic performance, good performance and high performance training.
- Plan training sessions.
- Realize and apply the Methods of Technique Training.
- Design different training program for Training Components.
- Explain Periodization and its types.
- Identify talents.

**COURSE CONTENTS**

**Unit –I Introduction to Sports Training**

1. Meaning and Definition of Sports Training.
2. Aim and Objective of Sports Training.
3. Principles of Sports Training.
4. System of Sports Training – Basic Performance, Good Performance and High Performance Training.

**Unit –II Training Components**

*Means and Methods to Develop:* Strength; Speed; Endurance; Coordination and Flexibility

**Unit –III Training Process**

1. *Training Load:* Definition and Types of Training Load.
2. Principles of Intensity and Volume of stimulus.
3. *Definition/Meaning:* Skill, Technique, Style, Strategy and Tactics.
4. *Meaning and Methods:* Technique Training; Tactical Training.
5. Overtraining- Its Causes and Symptoms.

**Unit –IV Training programming and planning**

1. *Periodization:* Meaning and Types.
2. Aim and Content of Periods: Preparatory, Competition, and Transitional etc.
3. Planning – Training session.
4. Talent Identification and Development.

**Reference/Suggested Reading:**

- Dick, W. F. (1980). *Sports training principles*. London: Lepus Books.
- Harre, D. (1982). *Principles of sports training*. Berlin: Sporulated.
- Jensen, R. & A. Fisher (1979). *Scientific basis of athletic conditioning*. Philadelphia: Lea and Fibiger, 2<sup>nd</sup> ed.
- Matvyew, L. P. (1981). *Fundamental of sports training.*, Moscow: Progress Publishers.
- Sharma R. K. (2000) *Khel Training ke Vaigyanik Siddhant*, Krida Sahitya Prakashan, New Delhi.
- Singh, Hardayal. (1984). *Sports training, general theory and methods.*, Patiala: NSNIS.
- Uppal, A. K. (1999). *Sports Training.*, New Delhi: Friends Publication.

## Semester III

### Theory Courses (Part I) : BPEd DSC-302

#### SPORTS SOCIOLOGY AND ENVIRONMENTAL STUDIES

Credit			Teaching Hours		
Lectures	Practical/Internship	Total	Lectures	Practical/Internship	Total
4	0	4	60	0	60

#### ESSENCE OF THE COURSE

##### *Objectives of the Course:*

- To understand the Sociological aspects of human behavior in relation to physical education and sports.
- To understand the socialization through Physical Education.
- To gain knowledge of the culture and its effect on life style of people.
- To be equipped with knowledge of the Environmental studies in promotion of nation's development.

#### COURSE CONTENTS

##### Unit – I SOCIOLOGICAL FOUNDATION

- a. Meaning, Nature and Scope of Sociology in the field of Physical Education and Sports
- b. Orthodoxy, Customs, Traditions and Physical Education
- c. Factors affecting Social change through Physical Education.
- d. Festivals and Physical Education.
- e. Social Group Life: Social conglomeration and social group, Primary group and Remote group.

##### Unit – II ROLE OF TEACHING IN SOCIETY

- a. *Professional ethics:* Ethics and values related to sports, Sportsman Spirit.
- b. Role of teachers in changing society through Physical Education and Sports.
- c. *Culture:* Features, Importance and Effect of culture on people life-style.
- d. Relationship of Culture with Sports.
- e. *Different methods of study:* Observation/Inspection, Questionnaire, and Interview.

##### Unit – III BASIC OF ENVIRONMENTAL STUDIES:

- a. Meaning, Scope, Need and Importance of Environmental Studies.
- b. Celebration of various days in relation with environment.
- c. Role of school environmental conservation and sustainable development.
- d. Social issues and the Environment.
- e. Meaning of occupational hazards and its Measures

##### Unit-IV Natural Resources and related Environmental issues:

- b. Resources of Water, Food and Land.
- c. *Control Measures:* Meaning/Definition and Effects of Air Pollution, Water Pollution, Noise Pollution, Thermal Pollution.
- d. Management of Environment.
- e. Governmental policies regarding Environmental management.
- f. Back ground and Role of Pollution Control Board.

#### References/Suggested Readings:

##### *For Sports Sociology –*

- Ball D. W. & Loy, J. W. (1975). *Sports and social order; Contribution to the sociology of sports*. London: Addison Wesley Publishing Co., Inc.
- Bhatia, K. K. & Narang, C. L., Philosophical & Sociological Bases of Education, Ludhiana: Prakash Bros., 1984.
- Kamlesh, M. L., Sociological Foundation of Physical Education, Delhi: Metropolitan Book co. Pvt. Ltd., 2002
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*, Philadelphia: Lea & Febiger.
- William F. O. & Meyer, (1979). A handbook of sociology, New Delhi: Eurasia Publishing House Pvt. Ltd.

**For Environmental Studies –**

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

Odum, E. P. (1971), *Fundamental of Ecology*. U.S.A.: W. B. Saunders Co. 1985.

**Semester III**

**Theory Courses (Part I) : BPEd DSC-303**

**EDUCATIONAL AND SPORTS PSYCHOLOGY**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	45	30	75

**OBJECTIVES:**

**After completing this course, the students will be able to**

- Understand the psycho-sociological aspects of human behavior in relation to physical education and sports.
- Describe the role of sports psychology in promotion of child development.
- Describe the general characteristics of various stages of growth and development.
- describe the personality and its characteristics
- Discuss the application of psychological theories in the field of physical education and sports for enhanced participation and optimal performance among children.
- Develop skill proficiency in psychological assessment and behavior intervention techniques based through various scientific test and assessment techniques.
- Develop programs and strategies to enhance athletic participation among school children.
- Evaluate psychosocial tendencies, identifying potential inhibiting mental patterns of athletic performance.
- Understand the socialization through Physical Education.
- Understand the culture and its effect on life style of people.

**COURSE CONTENTS**

**Unit-I: Introduction**

1. Meaning, Importance and scope of Educational and Sports Psychology.
2. General characteristics of Various Stages of growth and development.
3. Types and nature of individual differences: Factors responsible (Heredity & Environment).
4. Psycho-sociological aspects of Human behavior in relation to physical education and sports

**Unit-II: Learning and Personality**

1. **Learning:** Nature; Theories; And Laws;
2. Learning-Curve; Plateau in Learning; and Transfer of Learning/Training.
3. **Personality:** Meaning & Definition; Characteristics; and Dimension;
4. Affecting Factors; Personality and Sports performance.

**Unit-III Motivation, Aggression and Anxiety**

1. Meaning, Nature, Importance of motivation in learning.
2. Types of Motivation, Factors influencing motivation.
3. Motivational techniques and its impact on sports performance.
4. **Mental Preparation Strategies:** Attention focus, Self-talk, Relaxation, Imagination and Aggression in Sports,
5. **Stress & Anxiety:** Meaning; Nature; Types of stress; Kinds of Anxiety; Arousal of Stress & Anxiety And their effects on Sports Performance.

## Unit –IV Group Psychology

1. **Group Psychology:** Meaning & Nature; And Importance of Group Psychology in Learning & Teaching.
2. Types of Group and Their Characteristics; Group Leader; Group Dynamics.
3. School, Class room and Team as a Group and Their Importance.
4. Group Cohesion- Meaning and Importance in Sports and Sports Performance.

### References and Suggested Reading:

- Ball, D. W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport*. London: Addison Wesley Publishing Co., Inc.
- Blair, J. & R. Simpson (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., G. S. Kenyon & B. D. McPherson (1978) Sport and social system. London: Addison Wesley Publishing Company Inc.
- Loy, J. W., G. S. Kenyon, & B. D. McPherson (1981) *Sports culture and society*. Philadelphia: Lea & Febiger.
- Mathur, S. S. (1962) *Educational psychology*. Agra: Vinod Pustak Mandir.
- Pathak, P. D. (2000) Shiksha Manovidnyan. Agra: Vinod Pustak Mandir.
- Mangal S. K. (2005) Shiksha Manovidnyan. Ludhiana: Tandan Publication books markets.
- Skinner, C. E. (1984) *Education psychology*. New Delhi: Prentice Hall of India.
- William, F. O. & F. N. Meyer (1979) A handbook of sociology. New Delhi: Eurasia Publishing House Pvt Ltd.

## Semester – III

### Theory Courses (Part I) : BPEd DSE-301

#### CURRICULUM DESIGNING

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	45	30	75

### OBJECTIVES:

After completing this course, the students will be able to

- Understand Modern Concepts and its importance to the field of physical education.
- Describe the National and professional policies with research findings.
- Understand the means and ways to design the curriculum for a particular subject.
- Recognize new concept and mechanism of curriculum planning.

### COURSE CONTENTS

#### UNIT-I Modern concept of the curriculum

1. **Curriculum:** Need and importance;
2. **Curriculum development:** Need and importance, And role of the teacher in curriculum development.
3. **Factors Affecting Curriculum:** Social factors, Personnel qualifications, Climatic consideration, Equipment facilities and Time suitability of hours.
4. National & Professional policies And Research finding.

#### UNIT-II Basic Guide line for curriculum construction; contest (selection & expansion).

1. Focusable Aspects
2. Socialization
3. Individualization
4. Sequence and Operation
5. Steps in Curriculum Construction.

### UNIT-III Curriculum - Old and new concepts, Mechanics of curriculum planning

1. Basic Principles of Curriculum Construction.
2. **Curriculum Design:** Meaning, Importance and affecting factors.
3. Curriculum design: Principles (according to the needs of the students and state and national level policies).
4. Role of Teachers.

### UNIT-IV Under-graduate preparation of professional preparation.

1. Areas of Health education, Physical education and Recreation.
2. Curriculum design-Experience of Education, Field and Laboratory.
3. Teaching practice.
4. Professional Competencies to be developed-Facilities and special resources for library, laboratory and other facilities.

#### Reference/Suggested Readings:

- Bucher, C. A. (1986). Foundation of physical education. St. Louis: The C. V. Mosby & Company.
- Barrow, H. M. (1983). Man and movement: principles of physical education. Philadelphia: Lea and Febiger.
- 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. (eds.). 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. Englewood Cliffs.: N.J. Prentice Hall, Inc., 3<sup>rd</sup> ed.

### Semester – III Theory Courses (Part I) : BPEd DSE-302

#### SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
2	2	4	30	60	90

#### OBJECTIVES:

After completing this course, the students will be able to

- Understand the nature and importance of sports medicine.
- Gain knowledge regarding the medical problems of athletes and its rehabilitation.
- Acquire knowledge regarding sports injuries and their management.
- Gain knowledge regarding the therapeutic modalities.
- Understand the nature of Physiotherapy and learn the skills of physiotherapist.

#### COURSE CONTENTS

##### UNIT-I Introduction:

1. **Sports Medicine:** Concept, Aim, Objectives, Need & Importance
2. History of Sports medicine in India and abroad.
3. Role of sports Medicine in talent searching.
4. Team medical care-concept & approaches: Role of Physician, Athlete Trainer & Coaches.
5. Prevention of Sports Injuries (Stretching and strengthening exercises).

##### UNIT-II Injuries and its Management with Preventive Measures:

1. **Diagnosis of Injuries:** Signs and Symptoms.
2. **Trauma:** Micro & Macro Trauma, Overuse Trauma; Tissues responses to stress at different steps of Wound Healing.
3. **Regional and Specific injuries and its management:** (Head, Neck, Face, Thorax, Abdomen, Pelvis, Upper & Lower Limbs); and (Shoulder, Elbow, Wrist, Knee and Ankle, Lower Back, Cervical).
4. **Doping in sports:** Doping-Agents, Effect, Dope-Test and Doping-sanctions.



### UNIT-III Therapeutic Modalities and Rehabilitation:

1. **Therapeutic Exercises:** Definition & Scope; Principles and Classification.
2. **Effect and Use of Therapeutic exercises:** Passive Movements-(Relaxed, Forced & passive stretching) and Active Movements-(concentric, eccentric and static).
3. **Application of the therapeutic exercise:** Free mobility exercises for joints (Shoulder, Elbow, Wrist, fingers, Hip, Knee and Ankle; Head, Neck & Trunk; and Lower Back & Cervical)
4. **Rehabilitation in Sports:** Meaning, Principles Means and Methods; Approach to Psychiatric rehabilitation.
5. **Massage:** History, Meaning and Types; Classification of Manipulation; Physiological Effect.

### UNIT-IV Medical Problem and Physiotherapy:

1. Lower Back, Old Age and Postural Problems and there Corrections
2. **Physiotherapy:** Definition, Guiding principles, Importance.
3. **Different forms of Physiotherapy:** Cryotherapy & Hydrotherapy- (Hot & Cold Packs, Whirlpool-bath, Contrast-bath, Sauna-bath, Hot water Fomentation), Thermotherapy- (Paraffin Bath, Infra-red, Ultra-Violet rays, Ultra sound, Short Wave Diathermy); (Traction-Lumber & Cervical);
4. **Introduction and Demonstration of** Electrotherapy; Infrared Rays; Ultraviolet Rays; Short Wave Diathermy; Ultrasonic Rays, Muscles-Stimulations and Tractions.

### Reference/Suggested Readings:

- Appen zeller, Otto and Ruth Atkinson. (1983) *Sports Medicine: Fitness Training, Injuries.*, U.S.A: Urban and Schwar Zenberg.
- Bean, A. (2000) *The Complete Guide to Sports Nutrition*, London: A & C Black, 3<sup>rd</sup> ed.
- Beashel P., & Taylor J. (1996) *Advance Studies in Physical Education and Sports*. U.K.: Thomas Nelson and Sons Ltd.
- Flink H., L. Burgoon. & A. Milksky, (2006) *Practical Nutrition*. Boston: Jones and Bartlet Publishers.
- Kent, Michael. (1997) *Oxford Dictionary of Sports Science and Medicine*. Delhi: Friends publication.
- Oakey Barry, et al. (1986) *Sports Injuries*. Allahabad: A. h. Wheeler.
- Pande, P. K. (1989) *Know How Sports Medicine*. Jalandhar: A. P. Publisher.
- Pande, P. K., & L. G. Gupta, (1987) *Outline of Sports Medicine*. New Delhi: Jaypee Brother.
- Reilly, Thomas. (1981) *Sports fitness and Sports injuries*. London: Febiger and Febiger.
- Roy, Steven., & Irvin, Richard (1983) *Sports Medicine*. New Jersey: Englewood cliffs, Prentice Hall.
- Williams E. (1986). *Therapeutic Modalities in Sports Medicine*. New Jersey: Mosby College Publication.

## Semester – III PART – II: PRACTICUM COURSE PC-301 : TRACK AND FIELD

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	2	2	-	60	60

### ESSENCE OF THE COURSE:

This course will enable students to understand the basic Skills, Strategies, Tactics and the way to improve Performance. It aims to develop understanding about the Rules and Regulations; Dimensions of the field; Thickness of the Lines; Equipment; Duties of the Officials: before, during & after the match: Duty of Coach and Captain; Different types of Signals; basic Skills and Techniques; Associations and Federations of Athletics, games & sports.

Thereon the practicum course is to be run with the following Objectives –

### Objectives:

- To understand the importance of Throwing in Competitive Sports & Games
- To understand the values of Throwing the objects in general life.
- To understand the values of Combative sports and in general life.
- To understand the values competition of Team Games.
- To demonstrate and assess various techniques of Athletics events, Combative sports and Team Games.
- To appraise the Rule & Regulation.
- To interpret the Rules and Regulations in real competition or game situation.
- To Officiate a Competition/Match in real game situation in Athletic, Combative Sports and Team Competition.

## Course Contents:

### EPC-301: Throwing Event:

#### Course Contents:

1. Basic Skills / Style and Techniques of the Throwing events
2. Ground Marking / Sector Marking
3. Interpretation of Rules and Officiating.
4. Rules and their interpretations and duties of officials.

#### A) Shot Put: (Orthodox style/Perry O'Brien/ Disco Put) :

**Teaching content of the style:** a. Stance, b) Grip of the Shot, c. Placement of Shot, d. Step out/ Leg swings/Gliding/Taking Turns, and e. Turn & Reverse/Recovery.

#### B) Discus: (Different Turns)

**Teaching content :** a. Grip/holding of the Discus, b. Upper body Swing, c. Taking Turns, d. Release & getting balance position with additional turnings.

#### C) Javelin:

**Teaching content :** a. Grip technique, b) Javelin carry, c) Approach Run, d. Stepping and check step, and e. Release & Reverse,

#### D) Hammer Throw:

**Teaching content :** a. Grip of the chain, b. Initial placement of Hammer ball, c. Initial Swings of Hammer, d. Transition Turns with swings of Hammer, e. Release & Recovery.

### Contents Record Book: (05 Marks)

- Track Marking on graph paper.
- Fundamental Skills of Throwing Events.
- Advance Drills for Throwing Events.
- Marking for Throwing events.
- Rules of Throwing Events.
- Technical Equipments required for Each Throwing Events.
- Score sheets for each Throwing events.
- Records of Throwing events at National and International events.

### Viva-Voce (10 Marks)

Viva shall be conducted on the Throwing events of contents of note book as already cited above.

### Performance and Style on Throwing events (30 + 15 = 45 Marks)

Performance and style has to be given on each of the opted three Throwing events.

### Field (Circles and Sectors of respective Throwing events) Marking (10 Marks)

To solve general and technical queries pertaining to the marking of the Field (Pits and Approach run of respective Throwing events) may be shown / marked / interpreted practically in the presence of external examiner.

The external examination for the same is of 70 marks which is divided into four subheads

- a) Note book;
- b) Viva;
- c) Physical performance and style demonstration of the respective Throwing events; and
- d) Standardized track marking and

These will have to 05, 10, 45 (30+15), & 10 marks respectively.

A note book has to be prepared by the examinee containing track marking on a graph paper, respective Throwing pits, fundamental skills, advance drills, marking, rules and its interpretations, technical equipments, score sheets, record at National and International level.

The Examinee has to face a Viva-voce pertaining to the respective Throwing events referring the contents of the note book to prove the general and technical knowledge in the concerned area.

Physical performance of any three events listed above for the Throwing events, shall be selected by the examinee to test one's prowess in the event.

The examinee shall have to expertise in marking the respective fields properly. To prove ones general and technical knowledge the examinee has to face the external examiner with examinees personal and technical preparations.

**Semester – III**  
**PART – II: PRACTICUM COURSE**  
**PC-302 : COMBATIVE SPORTS**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	2	2	-	60	60

Boxing; Fencing; Judo; Karate; Martial Art; Taekwondo; and Wrestling.

Final External examination of each Combative Sports will be examined by the Internal & External Examiner collectively for consolidated 70 marks each and further marks of two consolidated 70 marks shall have to convert into ‘Average’ 70 marks.

**EPC-302: Boxing**

**Course Contents:**

**Fundamental:**

1. **Player stance:** Position of both hands.
2. **Footwork:** During Attack and Defense.
3. **Punches:** Jab, Cross, Hook, Upper cut, Combinations.
4. **Defense slip:** Bob and Weave, Parry/block, Cover up, Clinch, Counter-Attack
5. **Tactics:** Toe to toe, Counter-Attack, Fighting in close, Feinting.
6. Rules and their Interpretations and Duties of Officials.

**EPC-302: Fencing**

**Course Contents:**

**Fundamental:**

1. **Player stance:** Right hand stance, left hand stance.
2. **Basic Stance:** on-guard position (feet and legs)
3. **Footwork:** advance, retire, lunge, Step-lunge
4. Grip: hold a foil correctly, Etiquette – salute and handshake to coaches and partners
5. Hit a target (glove, mask, person) at riposte distance
6. Lunge from an on-guard position.
7. **Attack:** simple attacks from sixte – direct, disengage, double attack, compound attacks high line – one-two and cut-over disengage, Cut-over attack, Low line attacks
8. Semi circular parries: octave and septum
9. Understand the layout of a piste.
10. Compound or successive parries.
11. Lateral parry and direct riposte
12. **Fence a bout:** judges etc. salutes and handshakes
13. Rules and their interpretations and duties of officials.

**EPC-302: Judo**

**Course Contents:**

**Fundamental:**

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

## **EPC-302: Karate**

### **Course Contents:**

#### ***Fundamental:***

1. **Player Stances:** Walking, Hand positions, Front-leaning, Side-Fighting.
2. **Hand Techniques:** Punches (Form of a punch, Straight punch, and Reverse punch), Blocks (eight basic).
3. **Leg Techniques:** Snap kicks, Stretching straight leg, Thrust kicks, Sidekicks, Round house.
4. **Forms:** The first cause Katas.
5. **Self Defense:** against Punches, Grabs and Strikes, against basic Weapons (Knife, Club sticks).
6. **Sparring:** One step for middle Punch, high Punch and groin Punch. (Defended by appropriate block from eight basic blocks).
7. Rules and their Interpretations and Duties of Officials.

## **EPC - 302: Taekwondo**

### **Course Contents:**

#### ***Fundamental:***

1. **Player stance:** walking, extending walking, L stance, cat stance.
2. **Fundamental Skills:** Sitting stance punch, single punch, double punch, triple punch.
3. **Punching Skill:** From sparring position, front-fist punch, rear fist punch, double punch, and four combination punch.
4. **Foot Techniques (Balgisul):** Standing kick (soseochagi), Front kick (AP chagi), Arc kick (Bandal Chagi), Side kick, (Yeop Chagi), Turning kick (Dollyo Chagi), Back kick (Twit Chagi), Reverse turning kick (Bandaе Dollyo Chagi), Jump kick (Twimyo Chagi),
5. **Poomsae (Forms):** Jang, Yi Jang, Sam Jang, Sa Jang, O Jang, Yook Jang, Chil Jang, Pal Jang (Fundamental Movement: eye control, concentration of spirit, speed control, strength control, flexibility, balance, variety in techniques)
6. **Sparring (Kyorugi):** One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring.
7. **Board Breaking (Kyokpa):** eye control, balance, power control, speed, point of attack.
8. Rules and their Interpretations and Duties of Officials.

## **EPC-302: Wrestling**

### **Course Contents:**

#### ***Fundamental:***

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

**SEMESTER – III**  
**PART – II: PRACTICUM COURSE**  
**PC-303 : TEAM GAMES**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	3	3	-	90	90

Basketball/ Football/ Handball/Netball/ Volleyball.

Final External examination of each Major game will be examined by the Internal & External Examiner collectively for consolidated 70 marks each.

Further marks of two major games shall have to convert into 'Average' 70 marks.

**Record Book:** The content of the Record Book shall consist of the following

History of the Game; Measurement and preparation of the field; requirement in terms Equipment and Materials; Fundamental Skills; Leadup games; Techniques, Tactics, System of Play; Rules and Regulation of game; Method of Coaching, Officials and their signals, Modern trends in the game, Latest record of the game Awards.

Trainee-learner will submit the Note Book to the game incharge for the games taken for the examination.

**Course Contents:**

**EPC - 303: Basket ball**

*Fundamental:*

1. **Player stance:** Player Stance and Ball handling.
2. **Passing:** Two hand Pass (Over head, base, chest, bounce and side pass); One hand pass (Over head, base, chest, bounce and side pass); Side Arm Pass; and Hook Pass.
3. **Receiving:** Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.
4. **Dribbling:** High and Low Dribble; Reverse dribble; and Rolling dribble;
5. **Shooting:** Two Hand shots: (Over head, base & Set shots); Layup Shot and its variations; One hand Set Shot (Over head, base & Set shots); Jump Shot, Hook shot, Free Throw.
6. **Rebounding:** Defensive and Offensive Rebound; Knock out; Rebound Organization.
7. **Individual Defensive:** Guarding the man with the ball and without the ball;
8. Pivoting; and
9. Rules and their interpretations and duties of the officials.

**EPC - 303: Football**

*Fundamental:*

1. **Player stance:** Player Stance and Distance between Foot & Ball;
1. **Kicks:** (with different parts of foot) Inside kick, Instep kick, Outer & Inner Instep kick, Lofted kick, Back Kick; Low, Medium & High Volley kick.
2. **Ball Receiving:** Inside receive, Instep receive, Thigh receive, Chest receive;
3. **Trapping:** Trapping of rolled ball, Trapping of bouncing ball with sole;
4. **Dribbling:** With inside, inner and outer instep of the foot; Combination of both feet.
5. **Heading:** From standing, running and jumping (Front, sideways & towards back heading)
6. Throw in;
7. **Feinting:** With the lower limb and upper part of the body;
8. **Tackling:** Simple Tackling (front block), Slide Tackling, Shoulder to shoulder charge; and
9. **Goal Keeping:** Collection of balls (at various height and incoming force), Ball clearance-kicking, throwing and deflecting.
10. System of Play:

## **EPC - 303: Hand Ball**

### ***Fundamental:***

1. **Player stance:** Player Stance and Ball Holding;
2. **Throws (Th):** Over Head Throw, Parallel Throw, & Free Throw; Throw In; Goal Throw; Referee Throw etc;
3. **Catching (C):** Catching/Receiving [Catch a ball at different height (chest, high, low); Catch a ball on right & left side; Rolling ball receiving].
4. **Fundamentals of Attacking Play:**
  - i. **Parallel/Chest pass:** Cross body pass; Wrist pass; Back pass/Back flick; Side Arm Pass; Bounce pass; Under Arm pass; Push pass; Jump pass; Lob pass; Jump and Lob pass.
  - ii. **Dribble:** High dribble (above waist and below shoulder); Low dribble (below knee)
  - iii. **Passes (P):** Chest, Side, Cross body, Back, Neck, Bounce, Lofted pass;
  - iv. **Feinting (F):** Single/& Double Feint; Feint before the pass/& play around; Feint before shot at goal;
  - v. **Blocking/To Screen (Sc):** Front screen and Side screen.
  - vi. **Running Free (RF):** Running free on own position (ROP)/ & to another position (RAP)
  - vii. **Throws at Goal:** Straight Shot with blocking steps (SSB); Straight Shot without blocking steps (SSWB); Jump Shoot Long (JSL); 1/ 2/ 3 steps-Jump Shoot High (JSH); Hip Shot; Lob Shot; Fall Shot/Diving (Front, Side); Reverse Shot, Shot & body roll (wingers roll).
5. **Court-Players' Defensive Play-Fundamentals:**
  - i. Stance (Basic position of hands, foot & upper body);
  - ii. Footwork/moving to check the attacker;
  - iii. Footwork/moving to replace the own place;
  - iv. Interceptions of the ball.
6. **Goal keeping:** Basic Standing position; Highball saves (Hand defense); Low ball saves (Foot defense); Ball saves with Cross body position
7. **Attack & Counter Attack:** Simple Counter Attack, Counter Attack from either wings and centre,
8. **Tactics of play:** Individual defensive play; Group/Team defensive play; Counter Attack
9. **System of Play:** Offensive and Defense formation.
10. **Players Substitution:**
11. Rules and their interpretations and duties of officials.

## **EPC - 303: Netball**

### ***Fundamental:***

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

## **EPC - 302: Volleyball**

### **Fundamental:**

- 1] **Individual Skills:** Players Stance, Ball handling, tossing ball and foot work, executing skill and fallow through -
  - i. Service: Under hand, Side arm, Round arm, Tennis, Float, Spin and Jump Services.
  - ii. Receiving the ball: Under and Over hand.
  - iii. Passing: As per height (High, Medium and Low) and direction (Forward, Over head and back side) of incoming ball.
- 2] Smashing: Straight arm & Wrist smash; Turn & smash; Round arm smash; Tapping the ball.
- 3] Blocking: Individual and Group blocking.
- 4] Defensive skills: Dive; Dive & role; Dig & role.
- 5] Team skills: System of Play (5-1; 4-2; 6-0 etc.), Attacking play (Single, double and triple)
- 6] Rules and their interpretations and duties of officials.

### **Semester III PART – III: PRACTICUM COURSE TP – 301: TEACHING PRACTICES**

<b>Credit</b>			<b>Teaching Hours</b>		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	3	3	-	90	90

### **Objectives:**

- To equip the trainee-learners as professional personnel to cater to the diverse needs of in school.
- To demonstrate the practical concepts of teaching practices in Racket and Indigenous sports.
- To organize and compose the Racket and Indigenous sports demonstration /displays.
- To conduct physical education program for various age groups.
- To let them understand the problems involved during Teaching a lesson of Racket & Indigenous sports.
- To develop the knowledge of Free Hand Exercises emphasizing on physical fitness, Body movement sense and highly perform competitive exercises.

### **PTP – 301 TEACHING PRACTICES:**

#### **Specific Lesson Plans of Racket and Indigenous Sports**

Trainee-learner has to take total 10 lessons from theory and practicum courses learned by them till this semester. They have to complete this course in the form of internship and teaching practice within University departments/colleges/schools.

10 Teaching Practice Lessons, out of which 5 Lessons Plans for Racket Sports and 5 for Indigenous Sports (Kho-Kho/ Kabaddi) have to be conducted during the semester.

Out of 10 lessons, 4 internal and rest 6 have to be practiced in school.

Further it is specified that out of 10 teaching practice lessons 2 lessons in class-room situation and 8 lessons of out-door activities have to be conducted during the Semester.

*Two Final Lesson Examinations in terms Teaching Practices is to be held for Racket and Indigenous Sports.*

**B.P.Ed. ( Two year)  
SEMESTER – III**

**PART II - PRACTICUM COURSE**

**EPC - 301 Track-Field Events**

**Throwing Events (Any 3):**Shot Put (T.E.1), Discus (T.E.2), Javelin (T.E.3), Hammer Throw (T.E.4)

**EPC – 301 Internal Score sheet – 30 Marks**

Table No. 1-A<sub>1</sub>

Name of the Throwing Event: \_\_\_\_\_

Roll No.	Performance During due course of the semester (10 Marks)	Event Style Demonstration (15 M)	Attendance during due course of the semester (05 Marks)	Total (30 M)

Table No. 1-A<sub>2</sub>

Roll No.	Throwing Event	Performance During the semester (10 Marks)	Event Style Demonstration (15 M)	Attendance during due course of the semester 05 Marks	Total 30 Marks	Average of the 3 events (30 M)
	1.					
	2.					
	3.					

**EPC – 301 External Score sheet – 70 Marks**

Table No. 1-B<sub>1</sub>

Roll No.	Name of Events	Performance in Meters	Marks 10	Event Style-Demonstration		Total (15 Marks)
				Name of the Style	05 Marks	

Table No. 1-B<sub>2</sub>

Roll No.	Record Book (5M)	Viva on Rules & Regulation (10M)	Performance and Event Style (any three events) <b>45 Marks</b>				Track Marking (10M)	Grant Total (70M)
			Performance per Event		Style per Event			
			10 Marks Each	<b>Total 30</b>	5 Marks Each	<b>Total 15</b>		
			T.E. 1		T.E. 1			
			T.E. 2		T.E. 2			
			T.E.3/T.E.4		T.E.3/T.E.4			

**EPC - 302 Combative Sports: (Any two)**

Boxing; Fencing; Judo; Karate; Martial Art; Taekwondo; and Wrestling.

Final External Examination of each Combative Sports will be examined by the Internal & External Examiner collectively for consolidated 70 marks each and further marks of two consolidated 70 marks shall have to convert into 'Average' 70 marks.

**EPC – 302 Internal Score sheet - 30 Marks**

Table No. 2-A<sub>1</sub>

Roll No.	Name of Combative Sports	Playing Efficiency (15 M)	Officiating (10 M)	Attendance Special work done for the sports (05 M)	Total (30 M)

Table No. 2-A<sub>2</sub>

Roll No.	First elected Combative Sports 30 Marks	Second elected Combative Sports 30 Marks	Average Internal <b>Max. Marks 30</b>



**EPC – 302 External Score sheet - 70 Marks**

Table No. 2-B<sub>1</sub>

Name of the Combative Sports: \_\_\_\_\_

Roll No.	Record Book (10 M)	Viva on Rules & Regulation (10 M)	Skill Demonstration (35 Marks - 07 each)					Playing Efficiency (15 M)	Total (70 M)
			Attacking Skill			Defensive Skill			
			AS-1	AS-2	AS-3	DS-1	DS-2		

Table No. 2-B<sub>2</sub>

Roll No.	First elected Combative Sports 30 Marks	Second elected Combative Sports 30 Marks	Average Internal <b>Max. Marks 30</b>

**EPC - 303 Major Team Games (Any Two)**

Basketball/ Football/ Handball/Netball/ Volleyball.

Final External examination of each Major game will be examined by the Internal & External Examiner collectively for consolidated 70 marks each.

Further marks of two major games shall have to convert into 'Average' 70 marks.

**EPC – 303 Internal Score sheet – 30 Marks**

Table No. 3-A<sub>1</sub>

Roll No.	Name of the Major Game	Playing Efficiency (15 M)	Officiating (10 M)	Attendance Special work done for the Game (05 M)	Total (30 M)

Table No. 3-A<sub>2</sub>

Roll No.	First elected Major Team Game 30 Marks	Second elected Major Team Game 30 Marks	Average Internal <b>Max. Marks 30</b>

**EPC – 303 External Score sheet – 70 Marks**

Table No. 3-B<sub>1</sub>

Name of the Major Team Game: \_\_\_\_\_

Roll No.	Record Book (10 M)	Viva on Rules & Regulation (10 M)	Skill Demonstration (35 Marks - 07 each)					Playing Efficiency (15 M)	Total (70 M)
			Attacking Skill			Defensive Skill			
			AS-1	AS-2	AS-3	DS-1	DS-2		

Table No. 3-B<sub>2</sub>

Roll No.	First elected Major Team Game 70 Marks	Second elected Major Team Game 70 Marks	Average Internal <b>Max. Marks 70</b>

**PTP-301 Internship:**

Specific Lesson Plans of Racket & Indigenous Sports (10 Lessons)

5 Lessons Plans each from Racket Sports and Indigenous Sports (Kho-Kho/ Kabaddi).

Further, out of 10 lessons 4 as the internal lessons and rest 6 shall be taken in practicing school.

**PTP 301 – Score sheet for Internal Marks 30**

Table No. 4-A

Conduct of assembly 3 assembly x 2 Marks = (6M)			Specific Lesson in Racket & Indigenous Sports		Coaching Lesson in Racket & Indigenous Sports (5M)	Sincerity Towards Learning (5M)	Discipline (4M)	Efficiency (4M)	Total (30 M)
(2 M)	(2 M)	(2 M)	Theory	Practical					
			(3M)	(3M)					

**PTP 301 – Score sheet for External Marks 70**

**Objective type Questions based report including viva.**

Table No. 4-B

Roll No.	Personal Preparation (25 Marks)	Technical Preparation (25 Marks)	Question and Answers (colloquy) (20 Marks)	Total (70 M)

**OR**

**PTP-301 Sports Coaching or Special Subjects**

4 Internal within Institution and 6 External at Practicing School

**PTP 301 - Internal Marks 30**

Table No. 5-A

Roll No.	Lessons										Total (30M)
	Internal				External						
	L <sub>1</sub> (3M)	L <sub>2</sub> (3M)	L <sub>3</sub> (3M)	L <sub>4</sub> (3M)	L-1 (3M)	L <sub>2</sub> (3M)	L <sub>3</sub> (3M)	L <sub>4</sub> (3M)	L <sub>5</sub> (3M)	L <sub>6</sub> (3M)	

**PTP 301 External – 70 Marks**

Table No. 5-B

Roll No.	Personal Preparation (35M)	Technical Preparation (35M)	Total Marks (70M)

## SEMESTER – IV

### Theory Courses (Part I) : BPEd DSC-401

#### TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	45	30	75

#### OBJECTIVES:

After completing this course, the students will be able to

- understand the need & importance of test & measurement & evaluation in physical education.
- develop concepts related to test, measurement & evaluation.
- construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education.
- analyze the physical ability and performance of an individual in various sports.
- explain the basics of various test and measurement techniques.
- Describe the criteria, classification and administration of test.
- explain different physical fitness and skill tests.

#### Unit- I Introduction to Test, Measurement & Evaluation

1. Meaning of Test, Measurement & Evaluation in Physical Education.
2. Need and Importance of Test, Measurement & Evaluation in Physical Education.
3. Principles of Evaluation.

#### Unit- II Criteria, Classification and Administration of test

1. Criteria of a good Test.
2. Criteria of tests, Scientific authenticity (Reliability, Objectivity, Validity and availability of norms).
3. Type and classification of Test.
4. Administration of Test, Advance preparation
5. Duties during & after Testing.

#### Unit- III Motor and Physical Fitness Tests

1. AAHPER Youth Fitness Test.
2. National Physical Fitness Test.
3. Indiana Motor Fitness Test.
4. JCR Test.
5. Harvard Step Test.
6. Indiana Motor Fitness Test
7. U.S Army Physical Fitness Test

#### Unit- IV Sports Skill Tests

1. Lockhart and McPherson Badminton Test
2. Johnson Basketball Test
3. McDonald Soccer Test
4. S.A.I Volleyball Test
5. S.A.I Hockey Test

#### Reference/Suggested Readings:

- Barrow H. M. & R. McGee. A practical approach to measurement in physical education. Philadelphia: Lea and Febiger, 1997.
- Kansal D. K. Test and Measurement in sports and physical education., New Delhi: D.V.S. Publications, 1996
- Mathews D. K. Measurement in physical education. Philadelphia: W. B. Saunders Company, 1973.
- Phillips D. A., & J. E. Hornak Measurement and Evaluation in physical education., New York: John Willey and Sons, 1979.

## Semester – IV

### Theory Courses (Part I) : BPEd DSC-402

### KINESIOLOGY AND BIOMECHANICS

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
3	1	4	45	30	75

#### OBJECTIVES:

After completing this course, the students will be able to

- Define and describe the term Kinesiology and Biomechanics.
- Understand the basic terminology of Kinesiology and Biomechanics.
- Explain mechanical concepts (force, lever, Newton's laws of motion and Projectile).
- Develop the knowledge and appreciation of the importance of the study of Kinesiology as foundation for further study in Biomechanics and Performance-Analysis.
- Outline the Organization of Mechanics.
- analyse sport movements and design movement-oriented exercise prescriptions.

#### COURSE CONTENTS

##### Unit –I Introduction to Kinesiology and Sports Biomechanics

1. Meaning and Definition of Kinesiology and Sports Biomechanics
2. Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher/Athletes/ Sports Coaches.
3. Terminology of Fundamental Movements; Factors causing to efficient Movement.
4. **Newton's Laws of Motion:** Meaning, definition and its application to sports activities.

##### Unit –II Fundamental Concept Kinesiology

1. Fundamental concepts of following terms:
  - i. Axes and Planes,
  - ii. Centre of Gravity,
  - iii. Line of Gravity
  - iv. Equilibrium
2. Posture – Meaning, Types, postural deformities and Importance of good posture.
3. Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal Innervations

##### Unit –III Bio-Mechanical Concepts

1. **Equilibrium:** Meaning, types and Principles and its application to sports activities.
2. **Force:** Meaning, definition, types and its application to sports activities
3. **Lever:** Meaning, definition, types and its application to human body.
4. **Projectile:** Factors influencing projectile trajectory.

##### Unit –IV Kinematics and Kinetics of Human Movement

1. Principles of giving & receiving impetus to External Objects.
2. **Linear Kinematics:** Distance and Displacement, speed and velocity, Acceleration
3. **Angular kinematics:** Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.
4. **Linear Kinetics:** Inertia, Mass, Momentum, Friction.
5. **Angular Kinetics:** Moment of inertia, Couple, Stability.

#### Reference/Suggested Readings:

- Bunn, J. W. Scientific principles of coaching. Englewood Cliffs, N. J.: Prentice Hall Inc., 1972,  
Deshpande, S. H. Manav Kriya Vigyan. (Hindi), Amravati: H.V.P. Mandal, Publications, 1995.  
Ellen, K., & M. B. Katherine. Biomechanics, A qualitative approach for studying human movement. New York: Mc Milan Company, 2<sup>nd</sup> ed.

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

Hay, J. G. & J. G. Reid. Anatomy, mechanics and human motion. Englewood Cliffs, N.J.: Prentice Hall Inc., 1988.

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

Katheryn, Luttgens, Deutsch Holge, Hamilton Nancy. Kinesiology-Scientific basis of human motion. 8<sup>th</sup> ed.

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

**Semester – IV**  
**Theory Courses (Part I) : BPEd DSC-403**  
**BASIC RESEARCH AND STATISTICS IN**  
**PHYSICAL EDUCATION AND SPORTS**

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
4	--	4	60	--	60

**OBJECTIVES:**

- ❖ To understand the basic framework of research process.
- ❖ To be acquainted with classification of research.
- ❖ To gain the knowledge of the research process and research methods.
- ❖ To be able to Identify various sources of information for Literature Review and Data collection.
- ❖ To be equipped with knowledge of organization, management, and presentation of research data.
- ❖ To be able to understand and thereon use and apply a wide variety of specific statistical methods.
- ❖ To be able to Formulate research problem.
- ❖ To be able to construct of tables and graphs.
- ❖ To search literature reviews.
- ❖ To gain the knowledge of statistical models used in physical education and sports.

**COURSE CONTENTS**

**Unit-I Introduction to Research**

1. **Research:** Definition & Meaning and Scope
2. Need and importance of Research in Physical Education and Sports.
3. Classification of Research
4. **Research Problem:** Meaning, Selection of Research Problem (Location & criteria), Formulation of a Research Problem, Limitations, Delimitations and Hypothesis.

**Unit-II Survey of Related Literature**

1. **Related Literature:** Need for surveying, Literature Sources (Library Reading).
2. **Research Proposal:** Meaning and its Significance.
3. Preparation of Research Proposal / Research Project.
4. **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-III Basics of Statistical Analysis**

1. **Statistics:** Meaning, Definition, Nature and Importance.
2. **Class Intervals:** Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables.
3. **Presentation of Class Distribution:** Histogram, Frequency Polygon, Frequency Curve Cumulative Frequency Polygon, Ogive, PieDiagram.

**Unit- IV Statistical Models in Physical Education and Sports**

1. **Measures of Central Tendency** (Mean, Median & Mode-Meaning):, Definition, Importance, Advantages, Disadvantages and Calculation from Group & Ungrouped data.
2. **Measures of Variability:** Meaning, importance, computing from group & ungroup data
3. **Percentiles and Quartiles:** Meaning, importance, computing from group & ungroup data.

## References/Suggested Reading:

- 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. Champaign, I L: Human Kinetics, 5<sup>th</sup> ed.
- Brown, L. E., & Ferrigno V. A. (2005). Training for speed, agility and quickness. Champaign, I L: Human Kinetics, 2<sup>nd</sup> ed..
- Brown, L. E. & Miller J. (2005). How the training work. In: *Training Speed, Agility, and Quickness.*, Brown, L. E. & Ferrigno, V.A & Ferrigno, V.A., Champaign, I L: 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. New Jersey: Englewood cliffs, Prentice Hall, Inc.
- Garrett, H. E. (1981). Statistics in psychology and education. New York: Vakils Feffer and Simon Ltd.
- Oyster, C. K. & et al. (1987) Introduction to research: A guide for the health science professional., Landon: J. B. Lippincott Company.
- Thomas, J. R. & Nelson J. K. (2005). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books.
- Thomas, J. R., J. K. Nelson, & Silverman S. J. (2011). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books.
- Uppal, A. K. (1990). Physical fitness: How to develop. New Delhi: Friends Publication.
- Verma, J. P. (2000). A text book on sports statistics. Gwalior: Venus Publications.

## Semester – IV

### Theory Courses (Part I) : BPEd DSE-401

#### OFFICIATING AND COACHING IN SPORTS & GAMES

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
4	-	4	60	-	60

#### OBJECTIVES:

**After completing this course, the students will be able to**

- Understand the concept of officiating and coaching.
- Describe the duties of coaches and officials in general, pre, during and after the competition.
- Understand the mechanism of officiating.
- Discuss the ethics and philosophy of coaching and officiating.
- Describe the qualities and qualification of coach and officials.
- Apply the concept of coaching and officiating.
- Demonstrate skills and techniques of officiating and coaching.

#### COURSE CONTENTS

##### Unit- I: Introduction of Officiating and Coaching

1. *Officiating and Coaching*: Concept, Importance and Principles.
2. Philosophy of Officiating and Coaching.
3. Duties of Coach in general, pre, during and post game.
4. Responsibilities of a Coach on & off the field.

##### Unit- II: Qualities & Qualifications of a Coach and Official

1. Qualities and Qualification of Coach and Official.
2. General rules of games and sports.
3. Eligibility rules of intercollegiate and Inter-University Tournaments; Preparation of T.A., D.A. bills.
4. Integrity and Values of sports.

##### UNIT-III Theory of Sports and Games

1. *General Introduction of specialized games and sports* – (Athletics, Badminton, Basketball, Boxing, Cricket, Football, Gymnastic, Handball, Hockey, Kabaddi, Kho-Kho, Table-Tennis, Tennis, Throwball, Volleyball and Yoga)

2. Each game or sports to be dealt under the following heads:
  - i. History and development of the Game and Sports.
  - ii. Ground preparation, dimensions and marking.
  - iii. Standard equipment and their specifications.
  - iv. Rules & Regulation of the game.
3. Ethics of sports and sportsmanship.

#### **UNIT-IV Advance Training for particular specialized Games or Sports.**

1. Concept of Conditioning and Warming up.
2. Role of Weight Training in games and sports.
3. Teaching of Fundamental-Skill & their Mastery (Technique, Tactic and different phases of skill acquisition).
4. Recreational and Lead-up games.
5. Strategy – Offence and defense, Principles of offence and defense.

#### **References/Suggested Readings:**

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

### **Semester IV**

#### **Theory Courses (Part I): BPed DSE-402**

#### **HEALTH EDUCATION AND ADOPTED PHYSICAL EDUCATION**

<b>Credit</b>			<b>Teaching Hours</b>		
Lecture/Tutorials	Practical/Internship	<b>Total</b>	Lecture/Tutorials	Practical/Internship	<b>Total</b>
4	-	4	60	-	60

#### **OBJECTIVES:**

**After completing this course, the students will be able to**

- To understand about the concept of health and health education.
- To understand the health problems in India.
- To equip with the knowledge of hygiene, health services, nutritional aspects and prevention and control of communicable and non-communicable diseases.
- To understand the modern concept of adopted physical education.
- To realize the Changing concept of disability.
- To gain the knowledge of Guiding Principles for Adapted Physical Education Programme.
- To equipped with the skill of evaluating and developing the programmes for disabled.
- To Identify Handicaps, Retardation, Physically and Mentally Challenged.

#### **COURSE CONTENTS**

##### **Unit – I Health Education**

1. Concept, Dimensions, Spectrum and Determinants of Health.
2. Definition of Health, Health Education, Health Instruction, Health Supervision.
3. Aim, Objective and Principles of Health Education.
4. Health Service and guidance instruction in personal hygiene.
5. **First Aid:** Need, importance; and Principles.

##### **Unit – II Health Problems in India**

1. Communicable and Non Communicable Diseases
2. Obesity, Malnutrition, Adulteration in food, Environmental Sanitation, Explosive Population,
3. Personal and Environmental Hygiene for schools

4. Objective of school health service, Role of health education in schools
5. **Health Services:** Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, etc.

### **Unit – III Introduction to adapted physical education**

1. Meaning & definitions
2. Aim and Objective of Adapted Physical Education
3. Need and importance for disabled
4. Role of physical education
5. Brief historical review of adapted physical education
6. Provisions of special rights and privileges for disabled through legislations.

### **Unit – IV Classification of disability and Adapted physical education programme**

1. **Changing concept of Disability:** Handicaps, retardation, physically and mentally challenged.
2. **Classifications:** Physical disability, Mental retardation and learning disability, Hearing Impairment & Speech Impairment, Visual Impairment.
3. Guiding Principles for Adapted Physical Education Programme (AAHPER Principle).
4. Physical Education Programme for Disabled of Elementary school, Middle school, High school.
5. Special Adapted Programmes for Various types and categories of physical disability.

### **References/Suggested Readings:**

#### **HEALTH EDUCATION:**

- Desai, V., T. Sequeira. Aids Prevention Education Programme : Workbook For Teachers in Secondary Schools of Mumbai. Mumbai: B.M.C. Public Health Dept., 2001.
- Moorthy, A. M. (2014). Anatomy, Physiology and Health Education. Karaikudi: Malayalam Publications.
- Sathe, V., Principles of Anatomy, Physiology and Clinical Basis of Disease (International Edition), Narmada Prakashan, Nagpur., 1998.
- Sharma, R. D. (1979). Health and Physical Education. Gupta Prakashan.
- Uppal, A. K. & G. P. Gautam. Physical Education and Health. India: 2000.

#### **ADOPTED PHYSICAL EDUCATION:**

- Auxter, Byler, Howtting. "Adapted Physical Education and reactions". St. Louis: Morbey Mirrauri.
- Daniels Arthur S. & Euilya. "Adapted Physical Education". New York: Harpet & Row Publisher.
- French, Ronald W. & J. Paul. "Special Physical Education". Ohio: Charles E. Merrics Publishing Co. Edinburgh.
- Jain, Anoop "Adapted Physical Education". Delhi: Sports Publications, Ashok Vihar.
- Miller, Arthur & James. "Teaching Physical Activities to impaired youth". Canada: John Wilag & Sons Inc.
- Park, K. "Preventive Social Medicine". Jabalpur: M/s Banaridas Bhanot Publishers, Prem Nagar.
- Shekar, K. C. Adapted Physical Education. New Delhi: Khel Sahitya Kendra publication, 2005.
- Winnick, J. P. Adapted Physical Education and sport. USA: Human Kinetics, 2005.



**SEMESTER – IV**  
**PART – II: PRACTICUM COURSE**

**PC-401: SPECIALIZATION**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	2	2	-	60	60

**Objectives:**

- To develop concept of skills of Competitive Sports and Team Games.
- To analyze & interpret skills required for the Competitive Sports and Team Games.
- To appraise the rule & regulation of Competitive Sports and Team Games.
- To demonstrate and assess various techniques of Major Sports & Team Games/Ball games.
- Interpret the rules and regulations in real game situation.
- Officiate in real game situation.

**EPC - 401 : MAJOR SPORTS SPECIALIZATION**

At the end of the semester IV, Examination will be conducted under the heading of ‘*Major Sports Specialization*’ which shall include 1. Track & Field; 2. Gymnastics; and 3. Swimming; and 4. Yogic Exercises & Kriyas.

The events of Track & Field have to undertake compulsorily for the examination;

Whereas, an examinee shall be given choice to opt any one sports from Gymnastics, Swimming; and Yogic exercises.

This examination will be conducted in terms of *Performance, Skill/Style, and Officiating and thereon the examinee will have to perform accordingly.*

**EPC - 402 : MAJOR TEAM GAMES SPECIALIZATION**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	2	2	-	60	60

At the end of the IV semester, Examination will be conducted under the heading of ‘*Major Team Games Specialization*’.

The Fundamental Skills and other requisites of Team Games viz. Baseball, Cricket, Hockey, and Softball will be considered for this examination.

The examinee is to make choice for two team-games as the Major Sports Specialization.

This examination will be conducted in terms of *Skill/Style, Performance and Officiating and thereon the examinee will have to performed accordingly*

*The fundamental and other requisites of the team game will be as follows -*

**Course Contents:**

**EPC - 402: Base Ball**

**Fundamental:**

1. **Player stance:** Walking, Extending walking, L Stance, Cat Stance.
2. **Grip:** Standard grip, Choke grip,
1. **Batting:** Swing and Bunt.
2. **Pitching Baseball:** Slider, Fast pitch, Curve ball, Drop ball, Rise ball, Change up, Knuckleball, Screw ball,
3. **Softball:** Windmill, Sling shot,
4. **Starting position:** Wind up, Set.
5. **Fielding:** Catching (basics to catch fly & rolling hits,) Throwing (over arm & side arm)
6. **Base running:** Base running (single, double, triple, home run,); Sliding (bent leg slide, Hook slide, head first slide.)
7. Rules and their interpretations and Duties of Officials.

## **EPC - 402: Cricket**

### ***Fundamental:***

1. **Player stance:** Player Stance and Ball & Bat handling;
2. **Batting:** (Bat-handle Grip, Stance, Bat-lift, Footwork, Contact of bat to the incoming ball)  
Different types of Drives; Front Foot and Back Foot Defensive Stroke;  
Drives: Forward/straight, Cover, On & Cover drive; Square drive, Square & Late cut;  
Hook shot; Pull shot; Sweep shot and Glance.
3. **Bowling:** Ball Grip, Smoot run up, Balance delivery and Fallow Through  
Different types of Bowling: Pace & Medium pace bowling (In & Out swing, In & Out cutter); Spin bowling (Leg & Off)/ (Leg & Off break); Googly; Bouncer and Yorker.
4. **Catching:** (at various field positions) High and low ball catching, Dive Catching;
5. **Fielding the ball:** Different types of Stopping (Front, side and Through fielding) and throwing back to wicket techniques;
6. **Fielding strategies:** Defensive and offensive fielding;
7. **Wicket keeping:** Keeping techniques at different distance (Stance, upper body position, hands, Catch & gathering the ball and fallow through); Diving for ball.

## **EPC - 402: Hockey**

### ***Fundamental:***

1. **Player stance:** Player Stance and Stick Holding;
2. **Hitting the ball:** Straight Hit, Hit on wrong foot, Reverse hit, Turn around and hit;
3. **Stopping:** Straight Stop, Stop on right side, Stop on left side, Reverse stopping, Aerial Stop;
4. **Push:** Straight push, Reverse push, Push on wrong foot;
5. **Flick:** Straight flick, Reverse flick, Flick on wrong foot;
6. **Scoop:** Straight scoop, push scoop;
7. **Dribble:** at varied pace and obstacles;
8. **Rolling the ball:** Routine ball role, Rolling the ball with One hand stick;
9. **Passing:** Parallel pass, Through pass, Return pass, Over head pass;
10. **Tackling:** Shadow Tackling, Lunge & tackle, Tackling from reverse side;
11. **Dodge:** dodge on left or right side;
12. **Goal keeping:** High and Low level ball saves. Save at cross body position;
13. Rules and their interpretations;
14. Referees and Other Officials.

## **EPC - 402: Softball**

### ***Fundamental:***

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

**Semester IV**  
**PART – III: PRACTICUM COURSE**  
TEACHING PRACTICES CUM INTERNSHIP

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	3	3	-	90	90

**Objectives:**

- To equip the trainee-learners as professional personnel to cater to the diverse needs of in school.
- To demonstrate the practical concepts of teaching practices in the events of Major Competitive Sports viz. Track & Field; Gymnastics & Swimming.
- To organize and compose the events of Major Competitive Sports demonstration /displays.
- To demonstrate the practical concepts of teaching practices in the events of Major specialized Team Games viz. Track & Field; Gymnastics & Swimming.
- To organize and compose the events of Major Competitive Sports demonstration /displays.
- To conduct physical education program for various age groups.
- Let them understand the problems involved during Teaching a lesson of the events of Major Competitive Sports.
- To develop the knowledge of Free Hand Exercises emphasizing on physical fitness, Body movement sense and highly perform competitive exercises.

**PTP –Practice Teaching (Internship)**

Internship shall be same as the Semester II. It, only differs in the activities i.e. Observation Note book of Practice of Specific Sports & Games Lessons in school shall be included with atleast 5 lessons of Major specialized Sports and 5 Major specialized Team Games. Every observation should possess signatures of the Trainee-learner, Peer-observers & the Supervising faculties.

**PTP – 401 Specific Lesson Plans of Major Sports:  
 (Track and Field/ Gymnastics / Swimming)**

Trainee-learner have to take total 6 lessons from theory and practicum courses learned by them till this semester (i.e. 5 internal lesson to be practice in school and 1 final Lesson (External Exam.) will also have to conduct in the school.

The trainee-learner shall practice the teaching lessons in school as major specialized sports in any one discipline. They have right to choose only one sports headed as above.

They shall complete this course in the form of internship and teaching practice within University departments/colleges/schools.

**PTP – 402 Specific Lesson Plans of Major Team Games:**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
-	3	3	-	90	90

(Kabaddi/ Kho-kho/ Base ball/ Cricket/ Football/ Hockey/ Softball/ Volleyball/ Handball/ Basketball/ Badminton/ Table Tennis/ Tennis).

Trainee-learner have to take total 6 lessons from theory and practicum courses learned by them till this semester (i.e. 5 internal lesson to be practice in school and 1 final Lesson (External Exam.) will also have to conduct in the school.

The trainee-learner shall practice the teaching lessons in school as a Specific Lesson Plan for Major specialized Team Games in any two discipline i.e. the trainee learner have right to choose two games headed as above.

They shall complete this course in the form of internship and teaching practice within University departments/colleges/schools.

**Note:**

*Wherever details of any activities are not mentioned, it is expected to elaborate skills by the competent Principal/ Representative Teacher/Coach of the college.*

**OR**

*The interested person may also suggest the changes or lacunas found in the syllabus to any member/Chairman of the Board of Physical Education/ or Dean of the Faculty of Education directly in written form so that it could be rectified and workout accordingly.*

**B.P.Ed. (Two year)**  
**SEMESTER – IV**

**PART II - PRACTICUM COURSE**

**EPC - 401 Sports Specialization:**

Track & Field/Gymnastics/Swimming/ (Any One with Two Internal events)

**EPC – 401 Score sheet for Internal Marks : 30 (15+15)**

Table No. 28-A

Roll No.	Demonstration				Performance		Total (30M)
	Event-1 (5+5 M)		Event-2 (5+5 M)		Event-1(5M)	Event-2 (5M)	

**EPC – 401 Score sheet for External Marks: 70 (35+35)**

Table No. 28-B

Roll No.	Record Book (05M)	Viva on Rules & Regulations (10M)	Demonstration		Performance		Total (35M)
			Event-1 (05M)	Event-2 (05M)	Event-1 (05M)	Event-2 (05M)	

**EPC - 402 Major Team Game Specialization:** Baseball/ Cricket/ Hockey/ Softball/ (Any Two)

Final External examination of each Major game will be examined by the Internal & External Examiner collectively for consolidated 70 marks each.

Further marks of two major games shall have to convert into 'Average' 70 marks.

**Internal – 30 Marks for each game**

Table No. 29-A

Roll No.	Name of the Major Game	Playing Efficiency (15 M)	Officiating (10 M)	Attendance Special work done for the Game (05 M)	Total (30 M)

**External – 70 Marks for each Major Game.**

Table No. 29-B

Roll No.	Record Book (10 M)	Viva on Rules & Regulation (10 M)	Skill Demonstration (35 Marks - 07 each)					Playing Efficiency (15 M)	Total (70 M)
			Attacking Skill			Defensive Skill			
			AS-1	AS-2	AS-3	DS-1	DS-2		

**PTP-401 Internship:**

(Track & Field, Swimming, Gymnastics) (Any one)

(5 lessons on any one Sports i.e. Track and Field/ Gymnastics / Swimming)

Final Lesson Examination on above stated Sports event (TP-401) shall be collectively conducted by Internal and External Examiners, for consolidated 70 Marks.

**PTP 401 - Internal Marks 30**

Table No. 30-A

Roll No.	Lessons					Total (30M)
	L-1 (6M)	L-2 (6M)	L-3 (6M)	L-4 (6M)	L-5 (6M)	

**PTP 401 – External Marks 70 (Specific Lesson Plan of Major Team Game).**

Table No. 30-B

Roll No.	Lesson Plan (10M)	Personal Preparation (10M)	Subject Matter Presentation (20M)	Teaching Ability (10M)	Effective Attention towards student & the Correction (10M)	Pupil Teacher's Innovative Creation during the lesson (10M)	Total (70M)

OR

**PTP 401 - Internal Marks 30**

**Table No. 30(A)**

Roll No.	Conduct of assembly (3 x 2 = 6 M)	Teaching (Any one)		Coaching (Any one) (6 M)	Sincerity (4M)	Discipline (4M)	Efficiency (4M)	Total (30 M)
		Theory (3 M)	Practical (3M)					

**PTP 401 - External Marks 70**

Table No. 30(B)

Roll No.	Personal Preparation (25M)	Technical Preparation (25M)	Question and Answers (colloquy) (20 M)	Total (70 M)

**PTP-402 Specific Lessons Plans of Team Game**

Baseball/Basketball/Cricket/Football/ Handball/Hockey/Netball/Softball/ Volleyball.  
(5 lessons on any one Team Game)

Final Specific Lesson Examination on above stated Team Games (TP-402) shall be collectively conducted by Internal and External Examiners, for consolidated 70 Marks.

**Internal – 30 Marks**

Table No. 31-A

Roll No.	Lessons					Total (30M)
	L-1 (6M)	L-2 (6M)	L-3 (6M)	L-4 (6M)	L-5 (6M)	

**External – 70 Marks (Specific Lesson Plan of Major Team Game.**

Table No. 31-B

Roll No.	Lesson Plan (10M)	Personal Preparation (10M)	Subject Matter Presentation (20M)	Teaching Ability (10M)	Effective attention towards student & the Correction (10M)	Pupil Teacher's Innovative Creation during the lesson (10M)	Total (70M)

\*\*\*\*

**Athletic Performance Conversion Scoring Table (Men) Running Events**

Marks	100 Mtrs. In Seconds	200 Mtrs. in Seconds	800 Mtrs. in Minutes & Seconds	1500 Mtrs. in Minutes & Seconds	110 Mtrs. & Hurdle in Seconds
10	12.5	26.5	2.40	4.50	17.5
9.5	12.7	26.7	2.42	4.53	17.6
9	12.9	26.9	2.44	4.56	17.7
8.5	13.1	27.1	2.46	4.59	17.8
8	13.3	27.3	2.48	5.02	17:9
7.5	13.5	27.5	2.50	5.03	18.0
7	13.7	27.7	2.52	5.08	18.2
6.5	13.9	27.9	2.54	5.11	18.4
6	14.1	28.1	2.56	5.14	18.6
5.5	14.3	28.3	2.58	5.17	18.8
5	14.5	28.5	3.00	5.20	19.0
4.5	14.6	28.7	3.02	5.23	19.1
4	14.7	28.9	3.04	5.26	19.2
3.5	14.8	29.1	3.06	5.29	19.3
3	14.9	29.3	3.08	5.32	19.4
2.5	15.0	29.5	3.10	5.35	19.5
2	15.1	29.7	3.12	5.38	19.6
1.5	15.2	29.8	3.14	5.41	19.7
1	15.3	29.9	3.16	5.42	19.8
0.5	15.4	30.0	3.18	5.47	19.9
0	15.5	30.1	3:20	5:50	20.0

**Athletic Performance Conversion Scoring Table (Women) Running Events**

Marks	100 Mtrs. in Seconds	200 Mtrs. in Seconds	800 Mtrs. in Min.& seconds	100 Mtrs. Hurdle in Seconds
10	15.0	31.5	3.00	19.5
9.5	15.2	31.7	3.03	19.6
9	15.4	31.9	3.06	19.7
8.5	15.6	32.1	3.09	19.8
8	15.8	32.3	3.12	20.0
7.5	16.0	32.5	3.15	20.2
7	16.2	32.7	3.18	20.4
6.5	16.4	32.9	3.21	20.7
6	16.6	33.0	3.24	21.0
5.5	16.8	33.5	3.37	21.5
5	17.0	33.8	3.30	22.0
4.5	17.2	34.0	3.33	22.2
4	17.4	34.2	3.36	22.4
3.5	17.6	34.4	3.34	22.6
3	17.8	34.6	3.42	22.8
2.5	18.0	34.8	3.45	23.0
2	18.2	34.0	3.48	23.2
1.5	18.3	34.2	3.52	23.4
1	18.4	34.4	3.55	23.6
0.5	18.5	34.6	3.58	23.8
0	18.6	34.7	4:00	24.5

**Athletic Performance Conversion Scoring Table (Men) Throwing Events**

Marks	Shot Put (7Kg. 260 Gram) in M.	Hammer Throw in Meters	Discus Throw in Meters	Javelin Throw in Meters
10	8.60	35.00	33.00	55.00
9.5	8.40	34.00	32.00	48.00
9	8.10	33.00	31.00	46.00
8.5	7.90	32.00	30.00	44.00
8	7.50	31.00	29.00	42.00
7.5	7.20	30.00	27.50	40.00
7	6.80	29.00	26.00	37.00
6.5	6.40	28.00	24.50	34.00
6	6.00	26.50	23.00	31.00
5.5	5.90	25.00	21.50	28.00
5	5.80	23.50	20.00	25.00
4.5	5.70	22.00	19.00	24.50
4	5.60	21.00	18.00	24.00
3.5	5.50	20.00	17.00	23.50
3	5.40	19.00	16.00	23.50
2.5	5.35	18.00	14.00	22.50
2	5.30	17.00	13.00	22.06
1.5	5.25	16.00	12.50	21.50
1	5.20	15.00	12.00	21.00
0.5	5.15	14.50	11.50	20.50
0	5.10	14.00	11.00	20.00



**Athletic Performance Conversion Scoring Table (Women)**  
**Throwing and Jumping Events**

Marks	Shot put (4 Kg) in Meters	Discus in Meters	Javelin in Mtrs.	Long Jump in meters	High jump in Meters
10	8.50	30.00	35.00	4.00	1.30
9.5	8.30	29.00	33.50	3.90	1.28
9	8.10	28.00	32.00	3.80	1.26
8.5	7.80	26.50	30.50	3.70	1.24
8	7.50	25.00	29.00	3.60	1.22
7.5	7.20	23.50	27.50	3.50	1.20
7	6.80	22.00	26.00	3.40	1.18
6.5	6.40	20.50	24.50	3.30	1.15
6	6.00	19.00	23.00	3.20	1.10
5.5	5.60	17.50	21.50	3.10	1.05
5	5.20	16.00	20.00	3.00	1.00
4.5	5.05	15.00	19.00	2.95	0.95
4	4.90	14.50	18.00	2.90	0.90
3.5	4.75	14.00	17.00	2.85	0.85
3	4.60	13.50	16.00	2.80	0.80
2.5	4.45	13.00	15.50	2.75	0.75
2	4.30	12.50	15.00	2.70	0.76
1.5	4.20	12.00	14.50	2.65	0.74
1	4.10	11.50	14.00	2.60	0.72
0.5	4.00	11.00	13.50	2.55	0.70
0	3.90	10.90	13.00	2.50	0.68

**Athletic Performance Conversion Scoring Table (Men) Jumping Events**

Marks	Long Jump in Meters	Hop Step Jump in Meters	High Jump in Meters	Pole Vault in Meters
10	6.00	13.60	1.50	3.40
9.5	5.90	13.40	1.48	3.37
9	5.80	13.20	1.46	3.34
8.5	5.70	13.00	1.44	3.30
8	5.60	12.80	1.42	3.25
7.5	5.50	12.60	1.40	3.20
7	5.40	12.40	1.38	3.15
6.5	5.30	12.20	1.36	3.10
6	5.20	12.00	1.34	3.05
5.5	5.10	11.80	1.32	3.00
5	5.00	11.60	1.30	2.90
4.5	4.95	11.50	1.28	2.85
4	4.90	11.40	1.26	2.80
3.5	4.85	11.30	1.24	2.75
3	4.80	11.20	1.22	2.70
2.5	4.75	11.10	1.20	2.65
2	4.70	11.00	1.18	2.60
1.5	4.65	10.90	1.16	2.55
1	4.60	10.80	1.15	2.50
0.5	4.55	10.70	1.14	2.45
0	4.50	10.60	1.13	2.40

**APPENDIX-II**  
**Swimming Performance Conversion Scoring Table (Men)**

Marks	50 Mtrs. free Style in minutes & Seconds	50 Mtrs. Back Stroke In Minutes & Seconds	50 Mtrs. Breast Stroke In Minutes & Seconds	50 Mtrs. Butterfly Minutes & Seconds
10	0:35	0:40	0:50	0:45
9.5	0:36	0:41	0:51	0:46
90:37	0:42	0:52	0:47	
8.5	0:38	0:43	0:53	0:48
80:39	0:44	0:54	0:49	
7.5	0:40	0:45	0:55	0:50
70:41	0:46	0:56	0:51	
6.5	0:42	0:47	0:57	0:52
60:43	0:48	0:58	0:53	
5.5	0:44	0:49	0:59	0:54
50:45	0:50	1:00	0:55	
4.5	0:47	0:52	1:02	0:57
40:49	0:54	1:04	0:59	
3.5	0:51	0:56	1:06	1:01
30:53	0:58	1:08	1:03	
2.5	0:55	1:00	1:10	1:05
20:57	1:02	1:12	1:07	
1.5	0:59	1:04	1:14	1:09
1	0:01	1:06	1:16	1:11
0.5	0:03	1:08	1:18	1:13
00:05	1:10	1:20	1:15	

Swimming Performance Conversion Scoring Table (Men)

Marks	100 Mtrs. free style in minutes & Seconds	100 Mtrs. Back Stroke In Minutes & Seconds	100 Mtrs. Breast Stroke In Minutes & Seconds	100 Mtrs. Butterfly Minutes & Seconds
10	1:10	1:20	1:30	1:15
9.5	1:11	1:21	1:31	1:16
9	1:12	1:22	1:32	1:17
8.5	1:13	1:23	1:33	1:18
8	1:14	1:24	1:34	1:19
7.5	1:15	1:25	1:35	1:20
7	1:16	1:26	1:36	1:21
6.5	1:17	1:27	1:37	1:22
6	1:18	1:28	1:38	1:23
5.5	1:19	1:29	1:39	1:24
5	1:20	1:30	1:40	1:25
4.5	1:22	1:32	1:42	1:27
4	1:24	1:34	1:44	1:29
3.5	1:26	1:36	1:46	1:31
3	1:28	1:38	1:48	1:33
2.5	1:30	1:40	1:50	1:35
2	1:32	1:42	1:52	1:37
1.5	1:34	1:44	1:54	1:3
1	1:36	1:46	1:56	1:41
0.5	1:38	1:48	1:58	1:43
0	1:40	1:50	2:00	1:45

**Weight lifting  
Body Weight Category Table**

Weight Group in Kilograms	Weight (in KILOGRAMS) & Technique	
	Snatch	Clean & jerk
54	40	45
59	45	50
64	50	55
70	55	60
76	60	65
83	65	75
91	70	80
99	75	85
108	80	90
108 & above	90	95

**Note :-** Score sheets to be used for examination and their models are given below.

**SEMESTER WISE DISTRIBUTION OF HOURS PER WEEK**

<b>Semester</b>	<b>Theory</b>	<b>Practicum</b>	<b>Teaching practice</b>	<b>Total</b>
I	16	20	00	36
II	16	14	06	36
III	16	14	06	36
IV	16	08	12	36
Total	64	56	24	144
Minimum of 36 teaching hours per week is required in five or six days in a week				

**NUMBER OF CREDITS PER SEMESTER**

<b>Semester</b>	<b>Theory</b>	<b>Practicum</b>	<b>Teaching practice</b>	<b>Total</b>
I	16	10	00	26
II	16	07	03	26
III	16	07	03	26
IV	16	04	06	26
Total	64	28	12	104
Minimum of 36 teaching hours per week is required in five or six days in a week				

\*\*\*\*