

Syllabus Prescribed for B.P.Ed. (Two Year Course) (Effective from Winter- 2015 for Semester-I Examination)

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 XIIth 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.

SYLLABUS PRESCRIBED FOR B.P.ED Two Year Programme (Four Semester) Based on Credit System (CS)

Theory Courses (Part I) : BPEd CC-101

HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION

Credit			Teaching Hours		
Lectures	Practical/Internship	Total	Lectures	Practical/Internship	Total
4	-	4	68	-	68

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, 10th 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, हिय. उदयोन्मुख भारतीय समाजातील विद्वान व विद्वान, नागपुर: विद्या प्रकाशन, १९६८.
- गाजरे, महंत. उदयोन्मुख भारतीय समाजातील विद्वान भाग-१, व २, पुणे: नूतन प्रकाशन, १९९२.
- वाखाकर, दि. गो. महाराष्ट्रातील वारिरीक विद्वानांची वाटचाल, मुंबई: आंतरभारतीय मुद्रणालय, १९७३.
- वीरकर, प्रभाकर. व प्रतिभा वीरकर., उदयोन्मुख भारतीय समाजातील विद्वान व विद्वान, पुणे: द्वाका प्रकाश, १९८९.

Semester I

Theory Courses (Part I) : BPEd CC-102

ANATOMY AND PHYSIOLOGY

Credit			Teaching Hours		
Lectures	Practical/Internship	Total	Lectures	Practical/Internship	Total
3	1	4	48	32	80

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. Baechele, & 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, 4th 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. 9th 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.
- Marief, Eclairne N. *Human Anatomy and Physiology* Cal: The Benjamin Cumming, 3rd 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, 4th ed. 1996.
- गुप्त, मंजू, गुप्त, महेशचंद्र (अनुवादक) शरीर और शरीरक्रीया विज्ञान. दिल्ली: ऑक्सफर्ड युनिवर्सिटी प्रेस, १९८०.
- जोशी, विजया. व्यायामाचे शरीर क्रीया शास्त्र. नागपूर: अमित ब्रदर्स, १९९७.
- लेकावळे, व्ही. एल. शरीर शास्त्र-रचना व कार्य, बाशी: १९९४.
- वर्मा, के. के. शरीर रचना तथा शरीर क्रीया विज्ञान. लुधीयाना: प्रकाश ब्रदर्स, १९८३.
- वाखारकर, दि. गो. शरीर विज्ञान व आरोग्य शास्त्र. पुणे: क्रीडातंत्र, १९९२.
- साठे, वितेक. गतिशास्त्र आणि आरोग्य शिक्षण, नागपूर: नर्मदा प्रकाशन, १९९७.
- साठे, वितेक. शरीर रचना व कार्य. नागपूर: नर्मदा प्रकाशन, १९९७.
- साठे, वितेक. शरीर रचना, क्रीया व त्यावर आधारित रेग. नागपूर: नर्मदा प्रकाशन, १९९८.
- श्रीवास्तव, अभयकुमार. शरीर व्यायाम क्रीयात्मक विज्ञान एवं विकीत्सा, सुयोग, अमरावती, १९९४.
- हिलेकर, श्री. पू. मानव शरीर रचना एवं क्रीया विज्ञान. श्री हनुमान व्यायाम प्रसारक मंडळ, अमरावती.

Semester I
Theory Courses (Part I) : BPEd CC-103

MANAGEMENT OF PHYSICAL EDUCATION AND SPORTS & GAMES

Credit			Teaching Hours		
Lectures	Practical/Internship	Total	Lectures	Practical/Internship	Total
4	-	4	68	-	68

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 its 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., 12th 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. Cassidy, 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. खेल संचालन एवं प्रशिक्षण. लुधियाना: प्रकाश ब्रदर्स, १९७६ ।
- करमकर अ. के., अभयकुमार श्रीवास्तव. शारीरिक शिक्षा संगठन, प्रशासन, पर्यवेक्षण एवं शिबीर. अमरावती: सुयोग प्रकाशन ।
- पसरीजा, मीनू. शारीरिक शिक्षा संगठन एवं प्रशासन. नई दिल्ली: स्पोर्ट्स पब्लिकेशन्स, २००४.
- पसरीजा, मीनू. शारीरिक शिक्षा की विधियां. नई दिल्ली: स्पोर्ट्स पब्लिकेशन्स, २००४.
- पांडेय लक्ष्मीकांत. शारीरिक शिक्षा एवं संगठन प्रशासन. ग्वालीयर: प्रभात बुक, तिसरी आवृत्ती, १९८९.
- श्रीवास्तव, अभयकुमार. शारीरिक शिक्षा और खेल संगठन, प्रशासन और 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. ७वीं ते ९वीं. पुणे: महाराष्ट्र राज्य पाठ्य पुस्तिका निर्मिती मंडळ.
- सुरिया, एस. पी. विद्यालय प्रशासन एवं संगठन. आग्रा: विनोद बुक, १९९२.

Semester I
Theory Courses (Part I) : BPed EC-101
SPORTS SOCIOLOGY AND ENVIRONMENTAL STUDIES

Credit			Teaching Hours		
Lectures	Practical/Internship	Total	Lectures	Practical/Internship	Total
3	0	4	68	0	68

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:

- a. Resources of Water, Food and Land.
- b. *Control Measures*: Meaning/Definition and Effects of Air Pollution, Water Pollution, Noise Pollution, Thermal Pollution.
- c. Management of Environment.
- d. Governmental policies regarding Environmental management.
- e. 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.
- गढ़े, गीता, व गढ़े, ल. य., विद्वानावा इतिहास भाग-१, व २, पुणे: नुतन प्रकाशन, 1976.

जर्दे, श्रीपाल, व सुनिता जर्दे, *षारीरिक विद्याणाचे स्वरूप*, कोल्हापूर: चंद्रमा प्रकाशन, १९९१.

वाखाकर, दि. गो., *षारीरिक विद्याणाचे आधुनिक स्वरूप व अध्यायन*, पुणे, निलकंठ प्रकाशन, १९६९.

वीरकर, प्रभाकर, व प्रतिभा वीरकर., *उदयोन्मुख भारतीय समाजातील विद्याण व विद्याक*, पुणे: द्वारका प्रकाश, १९८७.

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.

Semester I
Theory Courses (Part I) : BPEd EC-102
OLYMPIC MOVEMENT

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
4	-	4	68	-	68

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.

Semester – I
PART – II: PRACTICUM COURSE

PC-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
1	1	2	16	32	48

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

PEC - 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.*

PEC - 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.

Semester – I
PART – II: PRACTICUM COURSE

PEC - 102 : Weight Lifting

Course Contents:

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.

SEMESTER – I
PART – II: PRACTICUM COURSE

PEC - 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

PEC – 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.*

PEC – 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.

PEC – 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.

PEC – 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.

PEC – 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****PEC - 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).

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
1	1	2	16	32	48

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.

PEC – 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 choose 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.

PEC – 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.

PEC – 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.

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

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

Appendix-I

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.

PC-101 Track & Field (Running Events)

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

Internal – 30 Marks

Table No. 1-A₁

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- A₂

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

PC-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 ₁ (5 M)	Skill ₂ (5 M)	Skill ₃ (5 M)	Skill ₄ (5 M)	50/100 M (10 M)	200/400M (10 M)	

PC-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)		

PC - 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 Max. 40	Total (70M)
			Raider skills/ Chaser Skills		Anti Rider Skills/ Runner Skills			
			Skill-1 (10M)	Skill-2 (10M)	Skill-1 (10M)	Skill-2 (10M)		

PC - 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)	Total Marks Out of 20		

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 Max. 10	Total (70M)
			Skill-1 (10 M)	Skill-2 (10 M)	Skill-3 (10 M)	Obtained Marks Max. 30		

PC - 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 Max. 30	Internal Marks of Malakhamb/Rope Malakhamb Max. 30	Average Internal Marks for PC-103 Total Max. 30

External – 70 Marks

Table No. 8-B

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

PC - 104 Mass Demonstration Activities, Band and Aerobics**(A) Mass Demonstration****Internal – 15 Marks**Table No. 9-A₁

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 MarksTable No. 9-A₂

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 – 07 Marks**Table No. 9-B₁

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 MarksTable No. 9-B₂

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

PC-104 (C) Aerobics**Internal – 08 Marks**Table No. 9-C₁

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-C₂

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)	

PC-104 Mass Demonstration Activities, Band and Aerobics**Internal – 20 Marks**Table No. 9-D₁

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

External – 70 MarksTable No. 9-D₂

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

**Syllabus prescribed for B.P.Ed. Semester-II
(Effective from Summer-2016 Exam.
Semester II
Theory Courses (Part I) : BPEd CC-201
YOGA EDUCATION**

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
3	1	4	48	32	80

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 Bhagavadgita:** 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: HVPM Publication.

कौल, शंभुनाथ. अष्टांग योग दर्पण. नवी दिल्ली: जैन पब्लिशर्स ।

खोडस्कर, ए. एन. योग स्वास्थ्य कुजी, अमरावती: ह. व्या. प्र. मं. प्रकाशन ।

गोरे, म. म. शरीर विज्ञान आणि योगाभ्यास, लोणावळा: कांचन प्रकाशन, २००१.

घरोटे, म. ल. योगिक प्रक्रियांचे मार्गदर्शन, लोणावळा: मेघा पब्लिकेशन, १९८३.

धर्मा, पी. डी. योगासन व प्राणायाम करा आणि निरोगी रहा, मुंबई: नवनीत पब्लिकेशन लि., २००९.

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

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
4	-	4	68	-	68

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.

- असनारे, मु. ह. शिक्षण शारीरिक शिक्षण अध्यापन पद्धती ।
- करमकर, शर्मा, तिवारी. शारीरिक शिक्षा अध्यापन पद्धती ।
- कुंडले, म. बा. अध्यापन शास्त्र आणि पद्धती.
- पाटील, लीला. आजचे अध्यापन.
- पाठक, और त्यागी. शिक्षा के सामान्य सिद्धांत ।
- भाटिया, के. के., सी. एल. नारंग. शिक्षा के सामान्य सिद्धांत तथा विधियाँ ।
- माथूर, एस. एस. शिक्षण, कला, शिक्षण तकनीक एवं नवीन पद्धतियाँ ।

SEMESTER II

Theory Courses (Part I) : BEd CC-203

METHODOLOGY OF TEACHING SPECIAL SUBJECT OPTIONAL METHOD: 1 - ejkBh Hkk"kk

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
2	2	4	32	64	96

उद्दिष्ट्ये:

- भाषेचा एक विशय म्हणून जीवनातील महत्त्व समजणे.
- माध्यमिक पाठ्यांतून मातृभाषेच्या अध्यापनाची सामान्य ध्येय व उद्दिष्ट्ये व स्पष्टीकरण शिक्षणाच्या राष्ट्रीय उद्दिष्ट्यांशी त्याचा संबंध समजून घेणे.
- भाषा अध्यापनाच्या विविध अंगांच्या अध्यापन पद्धती व तंत्रे समजणे.
- भाषा अध्ययनासंबंधी विविध क्षमतांचा विकास करणे.
- भाषा वैज्ञानिक साधनांच्या प्रभावी उपयोगाची माहिती प्राप्त करून देणे.
- पाठ्यपुस्तक मूल्यांकन करण्याची क्षमता विकसित करणे.

Unit – I मराठीचे जीवनातील व अभ्यासक्रमातील स्थान

- 1- विद्यार्थ्यांच्या दैनंदिन जीवनातील भाषेचे महत्त्व व भाषेच्या माध्यमातून व्यक्तिचा विविधांगी (बौद्धिक, भावनिक, सामाजिक, साहित्यिक, आध्यात्मिक) विकास.
- 2- माध्यमिक व उच्च माध्यमिक स्तरावर घालेय अभ्यासक्रमातील मराठीचे महत्त्व.
- 3- गद्य, पद्य, व्याकरण आणि वर्ग अध्यापनाची उद्दिष्टे व स्पष्टीकरणे.
- 4- समवाय: मराठीचा अंतर्गत समवाय व इतर विशयांच्या संदर्भातील समवाय.
- 5- वाङ्मय मंडळ उद्दिष्टे, उपक्रम, महत्त्व.

Unit – II भाषेचे शिक्षणषास्त्रीय विश्लेषण

- 1- मराठी भाषेची संरचना.
- 2- घटक विश्लेषण, अध्यापन उद्दिष्टे आणि स्पष्टीकरणे.
- 3- उपक्रम आणि मूल्यमापन तंत्रे व घटक चाचणी.
- 4- नैदानिक चाचणी व उपचारात्मक अध्यापन.

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

१. मराठी अध्यापनाची तत्वे व सुत्रे.
२. भाषा अध्यापनाची पध्दती:

२.१ नाट्यीकरण (गद्य, पद्य),	२.२ कथाकथन(गद्य),
२.३ रसग्रहण (गद्य, पद्य),	२.४ चर्चा (गद्य, पद्य, लेखन),
२.५ व्याख्यान (गद्य),	२.६ उद्गामी अवगामी,
२.७ भूमिका अभिनय,	२.८ भाषिक खेळ इ.
३. भाषा अध्यापनाची कौशल्ये: श्रवण उत्तार, अभिव्यक्ती, ध्वनीबल, स्तरघात, भाषण संवाद
४. मूलभूत क्षमतांचा विकास:
 - अ. वाचनप्रकट, मान, आष्यानुसार, सुक्ष्म, पूर्वणी वाचन
 - ब. लेखन मुक्त सृजनात्मक निबंध लेखन, श्रुत लेखन, संवाद लेखन, जाहिरात लेखन, अर्ज लेखन
५. पाठ प्रकार आणि पाठाचे नियोजन: गद्य, पद्य व व्याकरण व इतर संबंधित पर पाठ रचना

Unit – IV मराठीचे पाठ्यपुस्तक व शिक्षक

१. अ. चांगल्या पाठ्यपुस्तकाची वैशिष्ट्ये
ब. पाठ्य पुस्तकाचे समीक्षण १वी ते १२वी पर्यंत
२. भाषा अध्यापक गुणविशेष (व्यविततत्व), भूमिका, जबाबदा-या, व्यवसाय वृद्धी
३. भाषा अध्यापन अध्ययनासाठी सहषालेय कार्यक्रम.
४. भाषा अध्यापनाची साधने (सर्व ग्रंथालये व घालेय वाचनालय):
 - अ. छापील साहित्यवृत्तपत्रे, नियतकालिके, मासिके, हस्तपुस्तिका, षब्दकोश, विष्वकोश.
 - ब. **दृक श्राव्य साधने:** आकाषवाणी, दूरदर्शन, संगणक, ध्वनिमुद्रक ग्रामाफोन, तवते, आराखडे, फ्लक इ.

संदर्भ सुची:

- 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: श्री विद्या प्रकाशन, १९७४.
- डांगे, चंद्रकुमार. मातृभाषेचे अध्यापन. पुणे: चित्रशाला, प्रकाशन, १९७३.
- 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: माडर्न बूक डेपो,
- वाळंबे, मो. रा. सुगम मराठी व्याकरण लेखन. पुणे: नितीन प्रकाशन, २००१.

Semester II**Theory Courses (Part I) : BPEd CC-203****METHODOLOGY OF TEACHING SPECIAL SUBJECT****OPTIONAL METHOD: 2 - हिन्दी भाषा**

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
2	2	4	32	64	96

हिन्दी भाषा अध्यापन अभ्यासक्रम के उद्देश्य :

- बालक के समूचीत विकास में हिन्दी भाषा को समझना ।
- हिन्दी भाषा अध्यापन के सूत्र एवं सिद्धांतों की जानकारी ।
- हिन्दी भाषा की विविध विधाएँ, उद्देश्य एवं विधियों की जानकारी प्राप्त करना ।
- भाषा अध्यापन के उभरते आरामों की जानकारी और उनका उपयोग करना ।
- हिन्दी भाषा अध्यापन में विभिन्न शैक्षणिक साधनों का उपयोग करना ।

Unit –I बालक के समूचीत विकास में भाषा व भाषा शिक्षक का महत्व

१. भारतीय संघराज्य की विविध भाषाएँ एवं संविधान में हिन्दी को दिये गये स्थान को मद्दे नजर रखते हुये भारतीय जीवन में हिन्दी भाषा का आवश्यकता ।
२. हिन्दी शिक्षा का उद्देश -
 - अ) व्यापक उद्देश: सांस्कृतिक, साहित्यिक, एवं व्यावहारिक ।
 - ब) विशिष्ट उद्देश: अपेक्षित स्तर पर भाषण योग्यता, अभिव्यक्ति क्षमता, एवं आकलन क्षमता तथा अभिरुचि का संवर्धन ।
३. भारतीय विद्यालयीन पाठ्यक्रम में हिन्दी भाषा का स्थान व महत्व -
 - अ) त्रिभाषा सूत्र कोठारी आयोग १९६६ के सुझाव एवं सवैधानिक प्रावधान ।
 - ब) वर्तमान समय में भाषा का बदलता स्वरूप
४. भाषा शिक्षक -
 - अ) हिन्दी भाषा शिक्षक के विशेष गुण (व्यक्तिगत) एवं व्यवसायिक वृद्धि ।
 - ब) बदलते परिवेश में हिन्दी भाषा शिक्षक के उत्तरदायित्व एवं चुनौतियाँ ।

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

१. **भाषा अध्यापन के सूत्र:** ज्ञात से अज्ञात की ओर, सरल से जटिल की ओर, मूर्त से अमूर्त की ओर, पूर्ण से अंश की ओर, सामान्य से विशिष्ट की ओर ।
२. **भाषा अध्यापन के सिद्धान्त:** अनुकरण का सिद्धान्त, रूचि का सिद्धान्त अभ्यासक सिद्धान्त, बोलचाल का सिद्धान्त, अनुपात और क्रम का सिद्धान्त, व्यवितगत विभिन्नता का सिद्धान्त ।
३. 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 ।
३. पाठ प्रकार की रचना एवं पाठ नियोजन: (प्रारंभिक पाठ, गद्य-पद्य-व्याकरण एवं संबंधित पाठ)

Unit –III भाषा अध्यापन की विधाएँ

१. गद्य : उद्देश, विधियाँ चर्चा, कथाकथन, अभिरूप नाटयीकरण, भूमिका अभिनय ।
२. पद्य : उद्देश, विधियाँ चर्चा, रसास्वादन ।
३. व्याकरण : उद्देश्य, विधियाँ आगमन निगमन, खेल विधि ।
४. रचना : उद्देश्य, प्रकार नियमबद्ध एवं मुक्त रचना ।
५. 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

१. श्रवण : महत्व एवं दोष ।
२. भाषण : महत्व एवं दोष, अशुद्ध उच्चारण के कारण एवं अभिव्यक्ति का महत्व के विशेष सन्दर्भ में) ।
३. पठन/वाचन : महत्व दोष, वाचन के प्रकार, मौन वाचन एवं सस्वर वाचन ।
४. लेखन : महत्व एवं दोष (अशुद्ध वर्तनी के कारण के विशेष सन्दर्भ में) ।
५. 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, के.पी. हिन्दी की अध्यापन पद्धति. पुणे: व्हीनस प्रकाशन, तृतीय संस्करण, १९९२ ।
- 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: टिवर एजुकेशन इन्फरमेशन सर्विसेस, १९९७ ।
- भाटिया, और नारंग. हिन्दी भाषा शिक्षण. लुधियाना: प्रकाश ब्रदर्स, १९८४ ।
- भारद्वाज, दिनेशचंद्र. हिन्दी भाषा शिक्षण. आगरा: विनोद पुस्तक मंदिर, १९९२ ।
- योगेन्द्रजीत. कक्षा अध्यापन, पाठ संकेत निर्माण एवं विशिष्ट विधियाँ. आगरा: विनोद पुस्तक मंदिर, १९८९ ।
- योगेन्द्र, जित. हिन्दी भाषा शिक्षण. आगरा: विनोद पुस्तक मंदिर, उन्नीसवीं संस्करण, १९८९ ।
- 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 CC-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	32	64	96

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., 8th ed., 1981.
- Bisht, Abha Rani. Teaching English in India. Agra: Vinod Pustak Mandir, 4th 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, 9th 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 CC-203

METHODOLOGY OF TEACHING SPECIAL SUBJECT OPTIONAL METHOD: 4 - MATHEMATICS

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
2	2	4	32	64	96

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-Synthetical; 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, IInd ed., 1997.
 Siddhu, Teaching of Mathematics. Delhi: Arya Book Depot,
 Siddhu, Kulbir Singh. The Teaching of Mathematics. New Delhi: Sterling, 1995.
 ओक, राऊल. गणित अध्यापन. पुणे : नुतन प्रकाशन, १९९१.
 जगताप, ह. ना. गणित अध्यापन. पुणे : नुतन प्रकाशन, ३री आवृत्ती, १९९०.
 देशमुख, व. पा. गणिताचे अध्यापन. पुणे : मॉडर्न बुक डेपो प्रकाशन, ७वी आवृत्ती, १९७२.
 रावत, एम्. एस्., एम्. बी. अग्रवाल, गणित शिक्षण. आगरा : विनोद पुस्तक मंदिर, १९९० ।
 सत्संगी, जी. डी. गणित अध्यापन. आगरा : विनोद पुस्तक मंदिर, १९९२ ।

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

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
2	2	4	32	64	96

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, 201st 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. Modern 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 21st century. Deep and Deep Publications Pvt. Ltd., 1999.

Venkataih, S. (ed.). Science Education. Anmol publications Pvt. Ltd., 2000.

कदम, चारुदत्त परशुराम व बोर्डार्डे कैलास. षास्त्र अध्यापन पध्दती. पुणे : नुतन प्रकाशन, १९८८.

कुलकर्णी. विज्ञान आषययुवत अध्यापन पध्दती. मुंबई : प्रगती बुक्स प्रा. लि., २००४.

पाठक, अ. का. विज्ञानाचे अध्यापन. मुंबई : सोमैया पब्लिकेशन प्रा. लि., १९६८.

रावत, एम. एस., लाल, व एम. बी. अग्रवाल. नवीन विज्ञान-विज्ञान. आगरा : विनोद पुस्तक मंदिर, १९८९.

वर्मा, डि. सी. विज्ञान विज्ञान. आगरा: विनोद पुस्तक मंदिर, १९९०.

SEMESTER II

Theory Courses (Part I) : BPEd CC-203

METHODOLOGY OF TEACHING SPECIAL SUBJECT OPTIONAL METHOD: 6 - GEOGRAPHY

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
2	2	4	32	64	96

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, Anthro-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, Mode 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, 6th 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: 11th 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, 2nd ed., 1975.
- Varma, O. P. & Vedanayagam. Geography Teaching. Bangalore: 4th ed, Sterling Publishers Pvt. Ltd, 1991.
- Verma., Teaching of Geography in India. Jallunder: University Publication,.
- पाटणकर, ना. वि. भूगोलाचे अध्यापन. पुणे: मॉडर्न बुक डेपो प्रकाशन, ३वी आवृत्ती, १९७७.
- पोंक्षे, द. बा. भूगोलाचे अध्यापन. नुतन प्रकाशन, पुणे: १९७८.
- बापट, भा. गो. भूगोलाचे अध्यापन आणि अध्ययन. पुणे: व्हीनस प्रकाशन, २री आवृत्ती, १९८१.
- सांगळे, शैलजा. स्पेशल मेथड भूगोल. पुणे: नुतन प्रकाशन, १९८३.
- सिंह, एच्. एन्. भूगोल शिक्षण, आगरा: विनोद पुस्तक मंदिर, १९८९.

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

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
2	2	4	32	64	96

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., 2nd ed., 1980.
 Majreshwari, Teaching of History. Bombay: Allied Publishers.
 Vrajeshwari, R. Handbook for History Teachers. Bombay: Allied Publishers, 2nd ed., 1973.

- चितळे, इतिहास कसा शिकवावा? पुणे: आखिल विद्यार्थी गृह प्रकाशन, ३री आवृत्ती, १९९९.
 चितळे, व मांडके. इतिहास कसा शिकवावा? पुणे: पुणे विद्यार्थी गृह प्रकाशन, ४थी आवृत्ती, १९७१.
 तिवारी, सी. ग. इतिहास अध्यापन पध्दती. पुणे: नूतन प्रकाशन, १९८७.
 दुनाखे, अरविन्द. इतिहासाचे आषय्युवत अध्यापन. पुणे: नूतन प्रकाशन, २००४.
 धारूरकर, व पारसनीस. इतिहासाचे अध्यापन. पुणे: व्हीनस प्रकाशन, २री आवृत्ती, १९८६.
 पत्की, श्री. मा. इतिहास अध्यापन पध्दती व तंत्र, औरंगाबाद: मिलिंद प्रकाशन, १९८०.
 मोरे, लता. इतिहास अध्यापन पध्दती. नागपूर: पिंपळापुरे अॅण्ड कं. पब्लिशर्स, २००७
 वकील, वि. पा. इतिहासाचे अध्यापन. पुणे: चित्राळा प्रकाशन.
 सतसंगी, जी. डी. इतिहास शिक्षण. आगरा: विनोद पुस्तक मंदिर, १९९०.

SEMESTER II**Theory Courses (Part I) : BPEd CC-203****METHODOLOGY OF TEACHING SPECIAL SUBJECT
OPTIONAL METHOD: 8 - CIVICS**

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
2	2	4	32	64	96

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. नागरिकवास्तवचे अध्यापन.
सत्संगी, नागरिकशास्त्र शिक्षण ।
त्यागी, नागरिकशास्त्र एवं अध्ययन की शिक्षा ।

Semester II**Theory Courses (Part I) : BPEd CC-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	32	64	96

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.
- अरोडा, पी. के. खेल संचालन एवं प्रशिक्षण. लुधियाना: प्रकाश ब्रदर्स, १९७६.
- शारीरिक शिक्षण आणि आरोग्य शिक्षक हस्तपुस्तिका ई ७वी ते ९वी, पुणे: महाराष्ट्र राज्य पाठ्य पुस्तिका निर्मिती मंडळ.
- पसरीजा, मीनू. शारीरिक शिक्षा की विधियां. नई दिल्ली: स्पॉर्ट्स पब्लिकेशन्स, २००४.

Semester II**Theory Courses (Part I) : BPED EC-201****CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS, AND WELLNESS**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
4	-	4	64	-	64

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*. I L: 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 EC-202****SPORTS NUTRITION AND WEIGHT MANAGEMENT**

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
4	-	4	64	-	64

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. Gosselior, 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
1	1	2	16	32	48

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.*

PEC - 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.

PC - 202 : INDOOR SPORTS

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.*

PEC - 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 (180⁰ 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 riding);
- 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
PC - 202 : WATER SPORTS

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

PEC – 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
PC-202 : YOGIC EXERCISES

PEC – 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
PC-203 : RACKET SPORTS

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
1	1	2	16	32	48

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.*