

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,  
AURANGABAD.**



**CIRCULAR NO.SU/INTERDISCIPLINARY STUDIES /B. P. Ed. /18/2019**

It is hereby inform to all concerned that, on recommendation of the Dean, Faculty of Interdisciplinary Studies, the Academic Council at its meeting held on **01<sup>st</sup> October, 2019** has **accepted the minor changes in the Curriculum of B. P. Ed. Two Years Degree Course Ist to IVth semester under Choice Based Credit & Grading System** as per the Norms given by the NCTE under the Faculty of Interdisciplinary Studies. The curriculum of minor changes shall be applicable from the **Academic year 2019-20 and onwards** as appended herewith

All concerned are requested to note the contents of this circular and bring notice to the students, teachers and staff for their information and necessary action.

University Campus,  
Aurangabad-431 004.

REF. NO. SU/B. P. Ed./ 2019/4649-56

Date:- 11-11-2019.

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*Deputy Registrar,  
Syllabus Section.*

**Copy forwarded with compliments to:-**

- 1] **The Head, Physical Education Department,  
Dr. Babasaheb Ambedkar Marathwada University.**
- 2] **The Principals, affiliated concerned colleges,  
Dr. Babasaheb Ambedkar Marathwada University.**

**Copy to :-**

- 1] The Controller of Examinations, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.
- 2] The In-Charge, E-Suvidha Kendra, [Professional Unit], Rajarshi Shahu Maharaj Pariksha Bhavan, Dr. Babasaheb Ambedkar Marathwada University,
- 3] The Section Officer, [ Professional Unit ], Examinations,
- 4] The Programmer [Computer Unit-1] Examinations,
- 5] The Programmer [Computer Unit-2] Examinations,
- 6] The Record Keeper, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad.

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**DR. BABASAHEB AMBEDKAR  
MARATHWADA UNIVERSITY,  
AURANGABAD.**



**Revised Syllabus of  
B.P.Ed. Two Year  
Degree Course  
Semester- I to IV**

**Under Choice Based Credit & Grading System**

**[ Effective Form the Academic Year – 2019-2020 & Onwards]**

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD**

**CURRICULUM FRAMEWORK: TWO-YEAR B.P.ED. PROGRAMME (Revised in 2019)**

**With effect from 2019-20**

**Guidelines of Regulations and Syllabus Structure for B. P. Ed. Two Years Programme (Four Semesters) (CBCS)**

*(If the University or affiliating body is following choice based credit system, (CBCS) as approved and Circulated by the UGC, the credit hours given in the following curriculum framework need to be considered along with the hours of teaching mentioned for each paper/ activity / course) (If the University or affiliating body is yet to adopt CBCS, only the hours of teaching mentioned for each paper/ activity / course will be considered, the credit in teaching hours may be ignored)*

**Preamble:**

Bachelor of Physical Education (B. P. Ed.) two years (Four Semesters Choice Based Credit System) program is a professional program meant for preparing teachers of physical Education in classes VI to X and for conducting physical education and sports activities in classes XI and XII. B. P. Ed. program shall be designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The program comprises of compulsory and optional theory as well as practical courses and compulsory school internship.

**R. B. P. Ed. 1. Eligibility**

Intake, Eligibility and Admission Procedure as per the NCTE norms and standards

**R. B. P. Ed. 2. Duration:**

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

**R. B. P. Ed. 3. The CBCS System:**

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

**R. B. P. Ed. 4. Course:**

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

**R. B. P. Ed. 5. Courses of Program:**

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

**Theory; Core Course; Elective Course; Practicum; Teaching Practices****R. B.P.Ed.6. Semesters:**

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

**R. B. P. Ed. 7. Working days:**

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

**R. B. P. Ed. 8. Credits:**

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

**Provision of bonus credits maximum 06 credits in each semester**

Sr. no.	Special credits for extra co-curricular activities	Credit
1	Sports achievement at State Level competition (Medal Winner)	1
	Sports Achievement National Level Competition (Medal Winner)	2
	Sports participation International Level Competition	4
2	Inter University Participation (any one game)	2
3	Inter College Participation (any one game)	1
4	National Cadet Corps / National Service Scheme	2
5	Blood donation / cleanliness drive / community services	2
6	Mountaineering – Basic Camp, Advance Camp / adventure Activities	2
7	Organization / Officiating – State / National level in any two games	2
8	News Reporting / Article Writing / Book writing / progress report writing	1
9	Research Project	4

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

**R. B. P. Ed. 9. Examinations:**

i. There shall be examinations at the end of each semester, for first semester in the month of November /December: for second semester in the month of May / June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in November /December or May / June.

ii. A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

**R. B. P. Ed. 10 Condonation:**

Student must have 75% of attendance in each course for appearing the examination. Students who have 74% to 65% of attendance shall apply for condonation in the prescribed form with the prescribed fee. Students who have 64% to 50% of attendance shall apply for condonation in prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination.

**R. B. P. Ed. 11. Pattern of Question Papers:**

Question Papers shall have five questions corresponding to four units of each theory course **for 100 marks and three questions corresponding to two units of each theory course of 50 marks.**

**B. P. Ed.: Format of Question Paper for 4 Units.**

Each question paper shall have five questions. The pattern will be as follows:

Question no.	description	marks
1 (From Unit I)	Answer in detail (Long Question) Or Answer in detail (Long Question)	15
2 (From Unit II)	Answer in detail (Long Question) Or Answer in detail (Long Question)	15
3 (From Unit III)	Answer in detail (Long Question) Or Answer in detail (Long Question)	15
4 (From Unit IV)	Answer in detail (Long Question) Or Answer in detail (Long Question)	15
5	M. C. Q. Type Question (10 Question) (Approx. 2 to 3 Questions from each unit)	20
	<b>Total</b>	<b>80</b>

**Paper pattern for 50 marks theory course**

Question no.	description	marks
1 (From Unit I)	Answer in detail (Long Question) Or Answer in detail (Long Question)	15
2 (From Unit II)	Answer in detail (Long Question) Or Answer in detail (Long Question)	15
5	M. C. Q. Type Question (5 Question) (Approx. 2 to 3 Questions from each unit)	10
	<b>Total</b>	<b>40</b>

**R. B. P. Ed. 12. Evaluation:**

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

One test	05 marks
Seminar / Quiz	05 Marks
Assignments	05 Marks
Attendance	05 Marks
<b>Total</b>	<b>20 Marks</b>

**Internal assessment for theory course of 50 marks**

<b>One test</b>	<b>03 marks</b>
<b>Seminar / Quiz</b>	<b>02 Marks</b>
<b>Assignments</b>	<b>03 Marks</b>
<b>Attendance</b>	<b>02 Marks</b>
<b>Total</b>	<b>10 Marks</b>

Attendance shall be taken as a component of continuous assessment, although the students should have minimum 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 20:80. **And internal assessment for end semester examination for 50 marks is 10:40.** The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

**R. B. P. Ed. 13. Minimum Passing Standard:**

The minimum passing standard for CIA (Continuous Internal Assessment) and External Examinations shall be 40%, i.e. 08 marks out of 20 marks **(4 marks out of 10 marks) and 32 marks out of 80 marks (16 marks out of 40 marks)** respectively for theory courses. **The minimum passing for both CIA & external examination shall be 50%, i.e. 12.5 marks out of 25 and 25 marks out of 50 marks for the practical courses. For lessons 20 marks out of 40 and 10 marks out of 20 marks for internship program.**

**R. B. P. Ed 14. Grading:**

Once the marks of the CIA (Continues Internal Assessment) and SEA (Semester End Assessment) for each of the courses are available, both (CIA and SEA) will be added. The marks thus obtained for each of the courses will then be graded as per details provided in R. B. P. Ed. 17 from the first semester onwards the average performance within any semester from the first semester is indicated by Semester Grade Point Average (SGPA) while continuous performance (including the performance of the previous semesters also) starting from the first semesters indicated by Cumulative Grade Point Average (CGPA).

**R. B. P. Ed. 15. Classification of Final Results:**

For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Physical Education in the First class / Second class / Pass class or First class with Distinction, the marks and the corresponding CGPA earned by the candidate in Core Courses will be the criterion. It is further provided that the candidate should have scored the First / Second Class separately in both the grand total and end Semester (External) examinations.

**R. B. P. Ed.16. Award of the B. P. Ed. Degree:**

A candidate shall be eligible for the award of the degree of the B. P. Ed. only if he/she has earned the minimum required credit including Bonus Credits of the program prescribed above.

**R. B.P.Ed.17. Letter Grades and Grade Points:**

Two methods-relative grading or absolute grading– have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students in the course and the grades are awarded based on a cut-off mark or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods. ii. The grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:

Sr. No.	Equivalent Percentage	Grade Points	Grade	Grade description
1	90.00-100	9.00-10	O	Outstanding
2	80.00-89.99	8.00-8.99	A++	Excellent
3	70.00-79.99	7.00-7.99	A+	Exceptional
4	60.00-69.99	6.00-6.99	A	Very Good
5	55.00-59.99	5.50-5.99	B+	Good
6	50.00-54.99	5.00-5.49	B	Fair
7	45.00-49.99	4.50-4.99	C+	Average
8	40.01-44.99	4.01-4.49	C	Below Average
9	40	4.00	D	Pass
10	<40	0.00	F	Fail

**R. B.P.Ed.18. Grade Point Calculation**

Calculation of **Semester Grade Point Average (SGPA)** and **Credit Grade Point (CGP)** and declaration of class for B. P. Ed. Program

**Example – I**

Marks obtained by Student in course CC101 = 65/100

Percentage of marks = 65 %

Grade from the conversion table is = A

Grade Point = 6.0 + 5 (0.99/9.99)

= 6.0 + 5x0.1

= 6.0+ 0.5

=6.5

The Course Credits = 04

Credits Grade Point (CGP) = 6.5 × 04 = 26

The semester grade point average (SGPA) will be calculated as a weighted average of all the grade point of the semester courses. That is Semester grade point average (SGPA) = (sum of grade points of all eight courses of the semester) / total credit of the semester as per example given below:

**Semester – 1**

Courses Code	Credit	Marks out of 100 (%)	grade	Grade point	Credit X grade point
CC-101	4	65	A	6.5	26
CC-102	4	60	A	6.0	24
CC-103	2	62	A	6.2	24.8
EC-101	2	57	B+	5.7	22.8
PC-101	4	55	B+	5.5	22
PC-102	4	72	A+	7.2	28.8
TP-101	4	66	A	6.6	26.4
	<b>24</b>				<b>203.6</b>

**Examples: Conversion of marks into grade points**

$$\text{CC-101 } 65 = 60 + 5 = 6.0 + 5 \times (0.99 / 9.99) = 6.0 + 5 \times 0.1 = 6.0 + 0.5 = 6.5$$

$$\text{CC-102 } 60 = 6.0$$

$$\text{CC-103 } 62 = 60 + 2 = 6.0 + 2 \times (0.99/9.99) = 6.0 + 2 \times 0.1 = 6.0 + 0.2 = 6.2$$

$$\text{EC-101/EC-102 } 57 = 55 + 2 = 5.5 + 2 \times (0.49 / 4.99) = 5.5 + 2 \times 0.1 = 5.5 + 0.2 = 5.7$$

$$\text{PC-101 } 55 = 5.5$$

$$\text{PC-102 } 72 = 70 + 2 = 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$$

$$\text{PC-103 } 66 = 60 + 6 = 6.0 + 6 \times (0.99 / 9.99) = 6.0 + 6 \times 0.1 = 6.0 + 0.6 = 6.6$$

$$\text{PC-104 } 72 = 70 + 2 = 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$$

SEMESTER GRADE POINT AVERAGE (SGPA) = Total Credit Grade Points

$$= 203.6 / 32 = 6.3625$$

$$\text{SGPA Sem. I} = 6.3625$$

At the end of Semester-1

$$\text{Total SGPA} = 6.3625$$

$$\text{Cumulative Grade Point Average (CGPA)} = 6.3625/1 = 6.3625$$

CGPA = 6.3625, Grade = A, Class = First Class

**Semester - 2**

Courses Code	Credit	Marks out of 100 (%)	grade	Grade point	Credit grade point
CC-201	4	76	A+	7.6	30.4
CC-202	4	64	A	6.4	25.6
CC-203	4	59	B+	5.9	23.6
PC-201	4	49	C	4.9	19.6
PC-202	4	64	A	6.4	25.6
PC-203	4	55	B+	5.5	22
	<b>24</b>				<b>207.6</b>

SGPA Sem. II = 6.4875

At the end of Semester-2

$$\text{Total SGPA for two Semesters} = 12.85$$

$$\text{Cumulative Grade Point Average (CGPA)} = 12.85/2 = 6.425$$

CGPA = 6.66875, Grade = A, Class = First Class

**Semester – 3**

Courses Code	Credit	Marks out of 100 (%)	grade	Grade point	Credit grade point
CC-301	4	64	A	6.4	25.6
CC-302	4	64	A	6.4	25.6
CC-303	4	59	B+	5.9	23.6
EC-301/ EC-302					
PC-301	4	49	C	4.9	19.6
PC-302	4	64	A	6.4	25.6
TP -301	4	68	A	6.8	27.2
	<b>24</b>				<b>209.6</b>

SGPA Sem. III = 6.55

At the end of Semester-3

Total SGPA for three Semesters = 19.4

Cumulative Grade Point Average (CGPA) =  $19.4/3 = 6.466667$

CGPA = 6.66875, Grade = A, Class = First Class

**Semester – 4**

Courses Code	Credit	Marks out of 100 (%)	grade	Grade point	Credit grade point
CC-401	4	83	A+	8.3	33.2
CC-402	4	76	A+	7.6	30.4
EC-401 to EC-405	4	81	A+	8.1	32.4
PC-401	4	49	C	4.9	19.6
PC-402	4	78	A+	7.8	31.2
PC-403	4	81	A+	8.1	32.4
	<b>24</b>				<b>232.8</b>

SGPA Sem. IV = 7.275

At the end of Semester-4

Total SGPA for all the four semesters = 26.675

Cumulative Grade Point Average (CGPA) =  $26.675/4 = 6.66875$

CGPA = 6.66875, Grade = A, Class = First Class

**Note:**

- (1) SGPA is calculated only if the candidate passes in all the courses i.e. get minimum C grade in all the courses.
- (2) CGPA is calculated only when the candidate passes in all the courses of all the previous and current semesters.
- (3) The cumulative grade point average will be calculated as the average of the SGPA of all the semesters continuously, as shown above.
- (4) For the award of the class, CGPA shall be calculated on the basis of:
  - (a) Marks of each Semester End Assessment And
  - (b) Marks of each Semester Continuous Internal Assessment for each course. The final Class for B. P. Ed. Degree shall be awarded on the basis of last CGPA (grade) from all the one to four semester examinations.

**R. B. P. Ed. 19. Grievance Redressal Committee:**

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

**R. B. P. Ed. 20. Revision of Syllabi:**

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

**Semester I**

<b>Part A: Theoretical course</b>						
Course code	Title of the paper	Total hours /week	credit	Internal marks	External marks	Total marks
<b>Core course</b>						
CC – 101	History & foundation of physical education and youth welfare policies	4	4	20	80	100
CC – 102	Anatomy and physiology	4	4	20	80	100
CC – 103	Methodology of teaching physical education	2	2	10	40	50
<b>Elective Course (Anyone)</b>						
EC - 101	Methodology in teaching school subject Marathi/Hindi/English /mathematics/ Science/Geography/History (Choose any one)	2	2	10	40	50
<b>Part B: Practical course</b>						
PC-101	1. Drill and March and Flag hoisting	3	4	25	25	50
	2. Mass physical activity (Mass P.T. /Dumbells /flag/wands etc.	3		25	25	50
	3. Lezium (Ghati or Badoda)	3		25	25	50
PC-102	1. Gymnastics ( FX/PB/HB/BB) any two	3	4	25	25	50
	2. Track and Field (Running events)	3		25	25	50
	3. Kabaddi	3		25	25	50
<b>Part C: Teaching Practice</b>						
TP-101	Teaching practices of School subjects: 05 A. Academic lessons 05 nos.) B. Physical education classroom teaching (05 nos.)	03 03	4	25 25	50 marks	100
<b>Total</b>		<b>36</b>	<b>24</b>	<b>260</b>	<b>440</b>	<b>700</b>

**Note:** Total number of hours required to earn 04 credits for each theory course are 52 to 60 hours per semester whereas 90 to 110 hours for each practicum course.

(C) – Compulsory

(E) – Elective

**(TP)- Teaching practices****References for All Games and Sports:**

1. Sharirik Shikshan Hastapustika, Balbharti, Pune
2. NCERT Physical Education books 9<sup>th</sup> to 12<sup>th</sup> standard

**Semester II**

<b>Part A: Theoretical course</b>						
Course code	Title of the paper	Total hours /week	credit	Internal marks	External marks	Total marks
<b>Core course</b>						
CC – 201	Principles of education and psychology	4	4	20	80	100
CC – 202	Organization, administration and sports management	4	4	20	80	100
CC – 203	Sports training	4	4	20	80	100
<b>Part B: Practical course</b>						
PC-201	1. Track and Field( Jumping Events)	4		25	25	50
	2. Kho-Kho	4	4	25	25	50
PC-202	1. Basketball	4		25	25	50
	2. Football	4	4	25	25	50
PC-203	1. Wrestling	4		25	25	50
	2. Volleyball	4	4	25	25	50
<b>Total</b>		<b>36</b>	<b>24</b>	<b>210</b>	<b>390</b>	<b>600</b>

**Note:** Total number of hours required to earn 04 credits for each theory course are 52 to 60 hours per semester whereas 90 to 110 hours for each practicum course.

(C) – Compulsory

(E) – Elective

**References for All Games and Sports:**

3. Sharirik Shikshan Hastapustika, Balbharti, Pune
4. NCERT Physical Education books 9<sup>th</sup> to 12<sup>th</sup> standard

**Semester III**

<b>Part A: Theoretical course</b>						
Course code	Title of the paper	Total hours /week	credit	Internal marks	External marks	Total marks
<b>Core course</b>						
CC – 301	<b>Yoga science and health education</b>	4	4	20	80	100
CC – 302	<b>Test measurement and evaluation in physical education</b>	4	4	20	80	100
CC – 303	<b>Kinesiology and Biomechanics</b>	4	4	20	80	100
<b>Practical Course</b>						
PC-301	1.Yoga	3	4	25	25	50
	2. Mallakhamb/ lathikathi/ Dandbaithak ( any one)	3		25	25	50
	3. Aerobics and zoomba	3		25	25	50
PC-302	1. Training methods	3	4	25	25	50
	2. Athletics( Throwing events)	3		25	25	50
	3. Handball/Softball/Netball/Baseball (any one)	3		25	25	50
<b>Part C: Teaching practices</b>						
TP-301	<b>Teaching Practice:</b>	3	2	40	40	80
	1. On field physical education lesson ( 5 micro and 5 on school )					
	2. Internship ( In school ) Students should be deputed on school for minimum 30 days	3	2	-	20	20
<b>Total</b>		<b>36</b>	<b>24</b>	<b>250</b>	<b>450</b>	<b>700</b>

**Note:** Total number of hours required to earn 04 credits for each theory course are 52 to 60 hours per semester whereas 90 to 110 hours for each practicum course.

(C) – Compulsory

(E) – Elective

(TP)- Teaching practices

**References for All Games and Sports:**

1. Sharirik Shikshan Hastapustika, Balbharti, Pune
2. NCERT Physical Education books 9<sup>th</sup> to 12<sup>th</sup> standard

**Semester IV**

<b>Part A: Theoretical course</b>						
Course code	Title of the paper	Total hours /week	credit	Internal marks	External marks	Total marks
<b>Core course</b>						
CC – 401	Research and statistics in physical education	4	4	20	80	100
CC – 402	Officiating and coaching	4	4	20	80	100
<b>Elective Course (Anyone)</b>						
EC - 401	( Any one of the following) 1. Nutrition ,weight management and fitness and wellness 2. Educational technology and computer application in physical education 3. Sports medicine ,physiotherapy and rehabilitation 4. Professional preparation and curriculum designing 5. Environmental studies and Indian constitution and IPC	4	4	20	80	100
<b>Part B:Practical course</b>						
PC-401	1. Human pyramids/ Chess/ Shooting (any one) 2. Racquets games ( any one) Badminton /TT/ Lawn Tennis /Ball Badminton	4 4	4	25 25	25 25	50 50
PC-402	1. Multigym 2. Combat sports(any one) Boxing/Judo/Martial arts/Fencing/Tackwondo	4 4	4	25 25	25 25	50 50
PC-403	1. Hockey 2. Cricket	4 4	4	25 25	25 25	50 50
<b>Total</b>		<b>36</b>	<b>24</b>	<b>210</b>	<b>390</b>	<b>600</b>

**Note:** Total number of hours required to earn 04 credits for each theory course are 52 to 60 hours per semester whereas 90 to 110 hours for each practicum course.

(C) – Compulsory

(E) – Elective

**References for All Games and Sports:**

1. Sharirik Shikshan Hastapustika, Balbharti, Pune
2. NCERT Physical Education books 9<sup>th</sup> to 12<sup>th</sup> standard

**Semester I**

<b>Part A: Theoretical course</b>						
Course code	Title of the paper	Total hours /week	credit	Internal marks	External marks	Total marks
<b>Core course</b>						
CC – 101	History & foundation of physical education and youth welfare policies	4	4	20	80	100
CC – 102	Anatomy and physiology	4	4	20	80	100
CC – 103	Methodology of teaching physical education	2	2	10	40	50
<b>Elective Course (Anyone)</b>						
EC - 101	Methodology in teaching school subject Marathi/Hindi/English /mathematics/ Science/Geography/History (Choose any one)	2	2	10	40	50
<b>Part B: Practical course</b>						
PC-101	1. Drill and March and Flag hoisting	3	4	25	25	50
	2. Mass physical activity (Mass P.T. /Dumbells /flag/wands etc.	3		25	25	50
	3. Lezium (Ghati or Badoda)	3		25	25	50
PC-102	1. Gymnastics ( FX/PB/HB/BB) any two	3	4	25	25	50
	2. Track and Field (Running events)	3		25	25	50
	3. Kabaddi	3		25	25	50
<b>Part C: Teaching Practice</b>						
TP-101	Teaching practices of School subjects: 05 A. Academic lessons (05 nos.) B. Physical education classroom teaching (05 nos.)	03 03	4	25 25	50 marks	100
<b>Total</b>		<b>36</b>	<b>24</b>	<b>260</b>	<b>440</b>	<b>700</b>

**Note:** Total number of hours required to earn 04 credits for each theory course are 52 to 60 hours per semester whereas 90 to 110 hours for each practicum course.

(C) – Compulsory

(E) – Elective

**(TP)- Teaching practices**

**References for All Games and Sports:**

Sharirik Shikshan Hastapustika, Balbharti, Pune  
NCERT Physical Education books 9<sup>th</sup> to 12<sup>th</sup> standard

**B. P. Ed. – Course Content**

**Semester – I: PART –A: Theory Courses**

**COMPULSORY**

**CC-101: HISTORY AND FOUNDATION OF PHYSICAL EDUCATION AND YOUTH WELFARE POLICIES**

**Unit – 1:**

**Introduction:** Meaning, Definition and Scope of Physical Education; Aims and Objective of Physical Education; Importance of Physical Education in present era; History of Physical Education around the World: Greece, Rome, Denmark, Germany; U. S. A., USSR, Japan and China Olympic medal winners of India; Different Olympic Games – Para Olympic games, summer Olympics, winter Olympics, youth Olympic games

**Unit- 2:**

**Foundation of Physical Education:** History of Physical Education in India: Ancient (Vedic, Epic, Buddhist, Mughal, Rajput, Britishers); Modern (Pre-Independence and Post-Independence); History of Physical Education in Maharashtra. Y.M.C.A. and its contributions; History OF Ancient and Modern Olympics: Asian Games: Revival, Charter, Aims, Objectives, Spirit, Motto, Torch, Flag, Opening and Closing Ceremonies etc. Philosophical foundation its meaning, definition and scope of philosophy; Sports for all and its role in the maintenance and promotion of fitness

**Unit-3:**

**Principles of Physical Education:** Concept of Physical Education – Introduction, meaning, definitions, scope, aim and objectives of Education Basis of Physical Education – Biological basis of Physical Education – Benefits of Exercise, Exercise and Well-Being, Phenomenon of Use, Disuse and Overuse; Sociological Basis of Physical Education – Play and Play Theories;

**Unit-4:**

**Youth welfare policies:** Various policies of national and state government regarding welfare of sportsmen , Various talent identification and sportsman adoption schemes of central and state government( Sports authority of India, Kreedha prabodhini, khelo India games etc.), scholarships and various funding schemes for upcoming sportsmen, reservations and direct recruitments of elite sports person in govt. and semi govt. institutions., national sports code for sports associations.

**References:**

1. Barow. R.M. Man and his Movement, Principles of Physical Education, Lea and
2. Bucher, C. A. (n.d.) *Foundation of physical education*. St. Louis: The C.V. Mosby Co.
3. Dalen, V. A World History of Physical Education Prentice Hall Inc
4. Deshpande, S. H. (2014). *Physical Education in Ancient India* Amravati: Degree College of
5. Febricea, Philadelphia, U.S.A.
6. Kamlesh, M.L. Physical Education Facts and Foundations Faridabad: P.B. Publications.
7. Kamlesh, M.L. Principles and History of Physical Education and Sports, Friends Publications (India), New Delhi, 2004.
8. Khan E.A. History of Physical Education Scientific Book Co. Patna-4.
9. Makarand J., “Sharirik Shikshan Adhyayan Va Adhyapan” Nityanutan Prakashan, Pune
10. Mohan, V. M. (1969). *Principles of physical education* Delhi: Metropolitan Book Dep.
11. Nixon, E. E. & Cozen, F.W. (1969). *An introduction to physical education* Philadelphia: W.B. Saunders Co.
12. Obertuffer, (1970) *Delbert physical education* New York: Harper & Brothers Publisher.
13. Physical education
14. Revenes, R.S. Foundations of Physical Education, Houghton Mifflin Co., Boston, U.S.A.
15. Sage, G.H. Introduction to Motor Behaviour Addison-Wesley Pb. Co., Inc.
16. Sharman, J. R. (1964). *Introduction to physical education* New York: A.S. Barnes & Co.
17. Wakharkar D. G., “ Sharirik Shikshanache Adhuneek Swaroop and Adhyapan” Nilkanth Prakashan, Pune.
18. Wakharkar D. G., “Maharashtratil Sharirik Shikshanahe Watchal” M. S. M. Aurangabad
19. William, J. F. (1964). *The principles of physical education* Philadelphia: W.B. Saunders Co.
20. Zeigler, F.F., Philosophical Foundation for Physical, Health and Recreation Education, Prentice Hall Inc. Eaglewood Cliffs. 1964.
21. Osborne, M. P. (2004) Magietree house fact tracker: ancient Greece and Olympics, a nonfiction companions to magic tree house, hour of the Olympics, Neq York Random House Books for young Readers
22. Burbank, J. M. Andranovich, G. D. and Heying Boulder, C. H. (2001); Olympic dreams: the impact of mega – events on local politics: Lynne Rienner

## CC-102: ANATOMY AND PHYSIOLOGY

### Unit-1:

Brief Introduction, Definition and its importance of Human Anatomy in the field of Physical Education; Brief Introduction, Definition and its importance of physiology in the field of physical education and sports; **Introduction of Cell and Tissue;**

### Unit-2:

**Skeletal System:** The arrangement of the skeleton – Function of the skeleton – Ribs and Vertebral Column; types of bones and the extremities – joints of the body and their types; Gender differences in the skeleton. Effect of exercise and training on Skeleton system

**Cardiovascular system:** Structure and functions of heart, Constituents of blood and their function – cardiac cycle, blood pressure, Cardiac output; types of circulation; Effect of exercise and training on cardiovascular system

### Unit-3

**The Respiratory system:** The Respiratory passage – the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume; Role of oxygen, oxygen debt, second wind, vital capacity; Effect of exercise and training on Respiratory system

**The Digestive system:** structure and functions of the digestive system, Digestive organs, Metabolism Effect of exercise and training on Digestive system

**The Excretory system:** Structure and functions of the kidneys. Effect of exercise and training on excretory system

### Unit-4

**The Endocrine glands:** Functions of glands -pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands

**Nervous systems:** Function of the Autonomic nervous system and Central nervous system, Reflex Action.

**Muscular System:** Structure, Composition, Properties and functions of skeletal muscles; Types of muscles; Nerve control of muscular activity; Neuromuscular junction; Transmission of nerve impulse across it; Fuel for muscular activity. Effect of exercise and training on Muscular system

### References:

1. Dhananjay Shaw, Biomechanics and Kinesiology of Human Motion, Khel Sahitya Kendra, Delhi, 1998
2. Gupta, A. P. (2010). *Anatomy and physiology* Agra: Sumit Prakashan.
3. Gupta, M. and Gupta, M. C. (1980). *Body and anatomical science* Delhi: Swaran Printing Press.
4. Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition Philadelphia: W.B. Saunders.
5. Karpovich, P. V. (n.d.). *Philosophy of muscular activity* London: W.B. Saunders Co. Lamb, G. S. (1982). *Essentials of exercise physiology* Delhi: Surjeet Publication.
6. Moorthy, A. M. (2014). *Anatomy physiology and health education* Karaikudi: Madalayam Publications.
7. Morehouse, L. E. & Miller, J. (1967) *Physiology of exercise* St. Louis: The C.V. Mosby Co. Pearce, E. C. (1962). *Anatomy and physiology for nurses* London: Faber & Faber Ltd.

8. Park, J.E. and Park K. Text Book of Preventive and Social Medicine (Jabalpur: M/s Banarsadidas Banot, 1980, Edition, 8th.)
9. Pearce. E. Anatomy and Physiology for Nurses, Delhi, Oxford University Press, 1989.
10. Sharma, R. D. (1979). *Health and physical education* Gupta Prakashan.
11. Shatrunjay K., Dayanand K., Giri A. V., Biomechanics, and Exercise Physiology, Chhaya Publications, Aurangabad 2006.
12. Shatrunjay K., Scientific Coaching Manual For Martial Arts, Rana Graphics and Publications, Hyderabad, 1997
13. Singh, S. (1979). *Anatomy of physiology and health education* Ropar: Jeet Publications.
14. Wellgoose. Health teaching in secondary Carl. E. Schools. W.B. Saunders, 1977.  
Wilson Kathleen J. W. Anatomy and Physiology, Health and illness. 6th Edition, Churchill Livingstone Edinburgh, 1987.

### CC-103- METHODOLOGY IN PHYSICAL EDUCATION

#### Unit – 1:

**Introduction:** Education and Educational methods Meaning and Definitions; Types of Education- Formal, Informal and Non- Formal education; Educative Process; Importance of Devices and Methods of Teaching

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

#### Unit – 2:

**Teaching Aids:** Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids; Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc; Improving Teaching skill through approaches; Stages of skill development in teaching

**Lesson Planning and Teaching Innovations:** Lesson Planning – Meaning, Type and principles of lesson plan; General and specific lesson plan; Micro Teaching – Meaning, Types and steps of micro teaching; Simulation Teaching - Meaning, Types and steps of simulation teaching; Understanding and improving teaching effectiveness – stage 1 to 5

#### References:

1. Bhardwaj, A. (2003). *New media of educational planning* New Delhi: Sarup of Sons.
2. Bhatia, & Bhatia,(1959). *The principles and methods of teaching* New Delhi: Doaba House.
3. Dary Siedontop, Developing Teaching Skills in Physical Education Mayfield Publishing Compan, Mountain View, London (1991)
4. Joshi Makarand (2010) Sharirik Shikshan Adhyapan-Va Adhyayan, Nitya Nutan Prakashan, Pune
5. Kochar, S.K. (1982). *Methods and techniques of teaching* New Delhi: Sterling Publishers Pvt. Ltd.
6. Sampath, K.,Pannirselvam, A. & Santhanam, S. (1981). *Introduction to educational technology* New Delhi: Sterling Publishers Pvt. Ltd.
7. Walia, J.S. (1999). *Principles and methods of education* Jullandhar: Paul Publishers.

**EC- 101 Methodology in teaching school subject  
(Marathi/Hindi/English /mathematics/ Science/Geography/History)**

**ELECTIVE**

**EC-101: METHODOLOGY OF TEACHING SCHOOL SUBJECT  
MARATHI**

**ELECTIVE**

**EC-101: METHODOLOGY OF TEACHING SCHOOL SUBJECT**

**SPECIAL (मराठी)**

**युनिट १ :**

मातृभाषेच्या अध्यापनाची उद्दिष्टे : माध्यमिक शाळांतून मातृभाषेच्या अध्यापनाची सामान्य ध्येये व उद्दिष्टे व स्पष्टीकरण, शिक्षणाच्या राष्ट्रीय उद्दिष्टांची व माध्यमिक स्तरांवरील उद्दिष्टांशी त्यांचा संबंध, मराठीचे मातृभाषा म्हणून महत्त्व व स्थान : मातृभाषा व व्यक्तिविकास-मातृभाषा व सामाजिक विकास, मातृभाषा व इतर भाषा यांचा संबंध, इतर शालेय विषयांशी संबंध, मातृभाषेचे वैयक्तिक सामाजिक, राष्ट्रीय व सांस्कृतिक जीवनातील स्थान, शिक्षणाचे माध्यम म्हणून मराठीचे महत्त्व. मातृभाषेच्या अभ्यासाची मुलतत्वे व अंगे : भाषा व्यवहाराची विविध अंगे-श्रवण, कथन, वाचन, लेखन व पाठांतर त्यांचे महत्त्व अन्योन्य संबंध, भाषाद्वारे आकलन व आविष्काराचे विविधमार्ग, मुलतत्वे, ज्ञानगृहण, आत्मविष्कार, सार-समकलन. अभ्यासंतर्गत उपक्रम : अभ्यासंतर्गत उपक्रम व सर्वांगीण भाषा विकास माध्यमिक शाळात उपयुक्त असणारे भाषिक व वाङ्मयीन उपक्रम, विविध मंडळे व त्यांचे वाङ्मयीन उपक्रम व प्रकल्प, व्यक्तिगत व सामुहिक अभ्यास सवयीसाठी उपक्रमाचे आयोजन, मातृभाषेच्या शिक्षकांचे व्यक्तिमत्व. प्रगतीचे मूल्यमापन :- मूल्यमापन तंत्रानुसार चाचण्या तयार करणे.

**युनिट २ :**

अध्यापन पद्धती व तंत्रे : गद्य, पद्य व लेखन व्याकरण यांचे उद्दिष्टाधिष्ठीत अध्यापन, अध्ययन, अनुभव प्रसंगाची निर्मिती त्यातील कृती व त्यांचे टप्पे, व्याख्यान, कथन, चर्चा, प्रश्नोत्तरे, समवाय, स्वाध्याय प्रकल्प, नियोजित अभ्यास या विशेष अध्यापन तंत्राचा मातृभाषेसाठी उपयोग व्यक्तिगत व सामुहिक तंत्राचा समन्वय. अध्यापन साहित्य-निर्मिती, संग्रह व उपयोग: अध्यापन साहित्याचे प्रकार, त्यांचा मातृभाषेच्या अध्यापनात उपयोग ग्रामोफोन, रेडीओ, टेपरेकॉर्डर, तक्ते आराखडे फलक इत्यादीचा उपयोग, मातृभाषेची क्रमिक पुस्तके-प्रचलित क्रमिक पुस्तकांचे परीक्षण पुरवणी वाचन पुस्तके, वर्ग ग्रंथालये व शालेय ग्रंथालय, शालेय वाचनालये, हस्तलिखिते व शालेय नियतकालिके, संग्रह पुस्तिका, अवांतर वाचन, साहित्य, विद्यार्थी वाङ्मय.

**References :**

1. Akolker, Marathiche Adhyapan
2. Dange C., Matrubhasheche Adhyapan, Chandraprabha Prakashan, Pune
3. Kundele M.D. Marathidhi Adhyapan, Shri Vidya Prakashan, Pune
4. Phatak M.V., Marathi Kavitenche Adhyapan, Modern Book Depot Prakashan, Pune

**HINDI**  
**SPECIAL**

Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Two Years B. P. Ed. CBCS Curriculum WEF June 2019

**SPECIAL (हिंदी)**

**यूनिट १:**

हिन्दी शिक्षा के उद्देश्य: व्यापक उद्देश्य- सांस्कृतिक, साहित्यिक और व्यवहारिक उद्देश्य। विशिष्ट उद्देश्य। अपेक्षित स्तर- भाषण योग्यता, अभिव्यक्ति क्षमता, अनुवाद क्षमता और आकलन क्षमता-अभिरूचि का संवर्धन। भारतीय अिषणमें हिन्दी का स्थान: भारतीय संघसञ्ज की विविध भाषाओं संविधानमें हिन्दी को दिया हुआ स्थान, हिन्दी बनाम अंग्रेजी-हिन्दी का सांस्कृतिक महत्व भाषा और संस्कृति।

**यूनिट २:**

शिक्षा प्रणालियाँ और उपागम: संभाषणात्मक प्रणाली, व्याकरण अनुवाद प्रणाली, संवाद प्रणाली, गठन प्रणाली, प्रणालियों का समन्वय। पाठ्य पुस्तकों का संपादन। भाषा शिक्षा का मनोविद्यान: बालक भाषा कैसे सीखते हैं? श्रवण का महत्व अनुकरण और उच्चारण अभ्यास वातावरण का स्थान। शैक्षणिक साहित्य का उपयोग और प्रकार। नाट्य और फलेखन। पाठ्यक्रम और पाठ्यपुस्तकें - पाठ्यक्रम का स्वरूप और शिक्षाके उद्देश्य पूर्ति, अच्छे पाठ्य पुस्तकों के लक्षण।

**यूनिट ३:**

पाठ प्रकार और पाठनियोजन: प्रारंभिक पाठ-वातचीतके पाठ साहित्यके (गद्य, पद्य) पाठ रचना पाठ और व्याकरण-रचना या आविष्कारके गिहप्रकार तथा उनसे संबंधित पाठ। साहाय्यक उपक्रम, संभाषण सभा, वक्तव्य सभा, हस्तालिखित पत्रिका, वाचनालय, नाटक, खेलना, पुस्तक प्रदर्शनी प्रकल्प।

**यूनिट ४:**

हिन्दी शिक्षा में दृकश्राव्य साधनोंका स्थान और उपयोग। मुख्यमापन- मुुथ्यमापन तंत्र र के अनुसार कस्तोरिया तयार करना। हिन्दी अस्थापक का व्यक्तित्व।

**References:**

1. Agarwal S. S., Hindi Rachana aur Prayog, Sneh Prakashan, Mumbai
2. Sathe G. N., Rashtra Bhashaka Adhyan, Maharashtra Rashtra Bhavan, Pune
3. Bobe B. S., Hindi Adhyapan Padathi, Nutan Prakashan, Pune
4. Pandit B. B., Hindi Adhyapan, Nutan Prakashan, Pune
5. Keni S. R., Hindi ki Adhyapan Padhati, Venus Prakashan, Pune

### SPECIAL (ENGLISH)

#### **Unit-1:**

Aims and objectives of Compulsory language, Importance and place of English in school curriculum, different aspects of teaching English (types of reading: oral, silent), Poetry, Composition, Grammar, Dictation and Translation. Methods of teaching English (Direct, Indirect, Comprehensive, Structural approach, Discussion, demonstration)

#### **Unit – 2:**

Lesson Planning, Teaching Aids and devices (picture, charts, model, film, radio, cinema, tape recorder, smart board (educomp board), LCD Projector, use of dictionary, dramatics, debates, storytelling, pen friendship, language games, blackboard works, dialogues, and celebrations of festivals) Co-curricular activities: excursions, class magazines, phonetics, English speech, pronunciation, qualities and qualification of English teacher

#### **References:**

1. Allen and Campbell, Teaching English as a Second Language THM Edition, Tata McGraw-Hill Publishing Co. New Delhi, 1972
2. Better English Pronunciation – J. D. O’Conner Published by – the syndics of the Cambridge University Press
3. Pal H. R. and Pal R., Curriculum yesterday today and tomorrow, Shipra, New Delhi, 2006
4. Teachers of English as a second language, their training preparation – G. E. Person Published By – the syndics of the Cambridge university press
5. Techniques of Teaching English – A. L. Kohli Published by – DhanpatRai and Sons, 1962, Delhi – 6
6. The Best English – G. H. Vallins, Published by – Andre Deutsch Ltd.
7. The Teaching of Structural Words and Sentence Patterns – A. S. Horn by, published by Oxford University Press, Ely House London W. J.

### SPECIAL (SCIENCE)

#### **Unit-1:**

Aims objectives and specifications of teaching science, Importance of science in school curriculum and utilization in day-to-day life , criteria of good syllabus and text books in science Methods of teaching science (lecture, historical, demonstration, laboratory, heuristic, discussion, and problem solving methods), contribution of the Dalton plan and project method

#### **Unit – 2:**

Lesson planning in science, , Teaching Aids for science (charts, models, specimens, film projector, epidiascope, radio and tape recorder, overhead projector, LCD projector) Co-curricular activities: visit to workshops, factories and other places of scientific interest, school museum, science club and science fairs, science projects, laboratory and its equipments, qualities and qualifications of science teacher

#### **References:**

1. Bhat B. D. and Sharma R. S., Methods of Science Teaching, Kanishka Publishing House, New Delhi, 1993
2. Gupta S. K., Teaching of Science Education, Vikas Publishers, New Delhi, 1993
3. Joyce B. and Will M., Models of Teaching, Prentice Hall inc. New Jersey, 1979
4. Rawat D. S., Teaching of Science, Vinod Pustak Mandir, Agra, 1981
5. Vidya N., Science Teaching for the 21<sup>st</sup> Century, Deep and Deep and Publication, New Delhi, 1996

### **SPECIAL (MATHEMATICS)**

#### **Unit-1:**

Aims, objectives and specifications of instructions in mathematics, Importance and place of Mathematics in school curriculum, different aspects of teaching Mathematics, criteria of good syllabus and text books in mathematics Methods of teaching Mathematics (Inductive, deductive, analytical, synthetic, heuristic, and laboratory), specific problems and methods of teaching arithmetic, algebra, Geometry, Trigonometry

#### **Unit – 2:**

Lesson Planning, Teaching Aids and devices (charts, models, specimens, film projector, epidiascope, radio and tape recorder, overhead projector, LCD projector) Oral work, class work, home work, drill work, correction of work, correlation of different branches of mathematics with other school subjects, qualities and qualifications of mathematics teacher

#### **References:**

1. Gani Swaroop, Adhayan, Adhyapan, A. V. Oak, Satyawati Rahul, Nutan Prakashan, Pune
2. Ganit Adhyapan Padathi, H. N. Jagtap, Nutan Prakashan, Pune
3. Ganit Shikshan, M. S. Rawat, M. B. Lal, Agarwal Vinod Pustak Mandir, Agra
4. Method: Teaching of Mathematics, B. C. Rai Prakashan Kendra Lucknow
5. Teaching of Mathematics (made easy), S. D. Khanna, V. K. Saxena, T. P. Lamba, V. Murthy

### **SPECIAL (GEOGRAPHY)**

#### **Unit – 1:**

Aims, objectives and specifications of Geography, Importance and place of Geography in school curriculum, criteria of good syllabus and text books in Geography Different methods of teaching Geography (Observation, storytelling, journey, excursion, laboratory, regional, project method)

#### **Unit – 2:**

Lesson Planning, Teaching Aids and devices (Maps, Diagrams, Globe, charts, models, specimens, film projector, epidiascope, radio and tape recorder, overhead projector, LCD projector) Correlation of Geography with other school subjects, qualities and qualifications of Geography teacher, Map reading and map marking, co-curricular activities (excursion, preparing albums, stamp collection, coin collections and Geography clubs)

#### **References:**

1. Bhugol Adhyayan ani Adhyapan, Bhalchand Gopal Bapat, Venus Prakashan, Pune
2. Bhugol Shikshan, P. N. Singh, Vinod Pustak Mandir, Agra
3. Bhugolche Adhyapan, N. V. Patankar, Modren Book Depot Prakashan
4. Geography Teaching, O. P. Verma Sterling Publishers (P), Ltd.
5. The teaching of Geography, Zoe A. Thralls, Eurasia Publishing House (Pvt) Ltd, New Delhi

### **SPECIAL (HISTORY)**

#### **Unit-1:**

Meaning, scope, Aims, objectives and specifications of History, Importance and place of History in school curriculum, criteria of good syllabus and text books in History Different methods of teaching History (Storytelling, discussions, Lecture, Project, Dalton Plan, Source Method, Problem Solving method and biographical method)

**Unit – 2:**

Lesson Planning, Teaching Aids and devices (charts, models, specimens, film projector, epidiascope, radio and tape recorder, overhead projector, LCD projector, novels, discussion questions, historical documents and inscription, poems and time line) Correlation of History with other school subjects, qualities and qualifications of History teacher, co-curricular activities (visit of historical places, note making, dramatization, note taking, coin collections, etc.)

**References:**

1. Ithihas Adhyapan Padhati, C. M. Tiwari, Nutan Prakashan, Pune
2. Ithihasache Adhyapan Padhti va Tantra, M. Patki, Milind Prakashan, Aurangabad
3. Ithihasache Adhyapan, G. B. Nirantar, Modern Book Depot publication
4. Teaching of History with Lesson Plans Made Easy, S. D. Khanna, T. P. Lambe, V. K. Saxena, V. Murphy Doaba House, Booksellers Publishers, Delhi
5. Teaching of History, S. K. Kochhar, Sterling Publishers Private Limited, New Delhi

**PART – B: Practical Courses**

**Semester – I**

**PC – 101**

**A. Drill march and flag hoisting**

Attention, stand at ease, left turn, right turn, baye ghum, dhahine ghum, khuli line chal, nikat line chal, kadam taal, daudke kadam taal, dhahine saaj, piche mudh, aage mudh, code of flag hoisting, rules and regulations regarding flag hoisting.

**B. Mass physical activity**

**Mass P.T. Exercises (E)**-Two count, four count and eight count exercises

**Dumbbells/ Wands/ Hoop: Fundamentals skills (E):**

Apparatus/ Light apparatus Grip; Attention with apparatus/ Light apparatus; Stand – at – ease with apparatus/ light apparatus; Exercise with verbal command, drum, whistle and music – Two counts, four counts, Eight count and Sixteen count; Standing Exercise; Jumping Exercise; Moving Exercise; Combination of above all

**C. Lezium ( Ghati or Badoda)**

GhatiLezuim-AathAawaaz, Bethahaath, AagePaon, Aagekadam, Kadamtaal, Pavitra, Doublepavitra, Kadampavitra, single pavitra, zukkar adanga, Khada adanga, Baithe Charawas, Baithe Ath Awaz, Dahina Baya Hath, Kittarkat, agepiche hathki, firkat and various formations.

Badoda lezium..... to be added.....

## PC-102

### A. Gymnastics (F.X./V.T./H.B./P.B./B.B.) Any two

#### Floor Exercise:

Forward Roll, Backward Roll, Sideward Roll, straight leg forward and backward rolls, different kinds of scales, Leg Split, Bridge, Head stand, Jumps-leap, tuck, pike, straddle, stag, arch, Hand stand, Cart-wheel, Flexibility and stretching exercises, body form exercises.

#### Vaulting table:

Approach Run, Take off from the beat board, Cat Vault, Squat Vault, straddle vault

#### Parallel Bars

Support Swing, In bar Swing, Shoulder Swing, Forward walking, backward walking, forward hopping, backward hopping, 180 degrees shifting, monkey roll, forward riding, backward riding, simple dips, triceps dips, pushups, swing dips, rise, shoulder stand, apparatus dimension and rules

#### Balancing Beam:

Walking on toes, forward leg raising, backward leg raising, sideways leg raising, simple jump, tuck jump, split jump, T scale, Z scale, Knee Scale, various dismounts,

#### Horizontal Bar:

Various types of grips, pull ups with various grips, simple swing, upward circle, single leg circle, Dorsal hang, knee hang, flexed arm hold, inverted hang, knee hang, apparatus dimension and rules

### B. Track and Field (running events)

#### Running Event: (Any Two) Sprinting, Middle distance, long distance, Relay

Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks, acceleration; Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug; Ground Marking, Rules and Officiating, acceleration zone for relay, baton exchange zone, Baton exchange technique

### C. Kabaddi

#### Fundamental Skills

Skills in Raiding-Touching with hand(front, back, side), various kicks(front, side and back), crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing, touching with toe; Skills of Holding the Raider-Variations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques; Additional skills in raiding-Bringing the antis in to particular position, chain running, back, front and spot chain, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense; Ground Marking, Rules and Officiating, signals of umpire.

#### TP-101-

10 Teaching practice lessons out of which 5 lessons in school subject and 5 lessons in physical education classroom teaching in schools on school children.( additional 5 micro teaching lessons should be conducted for both lessons within the college campus)

#### References:

1. Jarde Shripal, *Sharirik shikshanachi tatve*
2. Gadgil Swati, *sharirik shikshan adhyapan paddhati*
3. Joshi M.S., *sharirik shikshan adhyayan va adhyapan*, Nitynutan prakashan, Pune

#### References for All Games and Sports:

1. Sharirik Shikshan Hastapustika, Balbharti, Pune
2. NCERT Physical Education books 9<sup>th</sup> to 12<sup>th</sup> standard

**Semester II**

<b>Part A: Theoretical course</b>						
Course code	Title of the paper	Total hours /week	credit	Internal marks	External marks	Total marks
<b>Core course</b>						
CC – 201	Principles of education and psychology	4	4	20	80	100
CC – 202	Organization, administration and sports management	4	4	20	80	100
CC – 203	Sports training	4	4	20	80	100
<b>Part B: Practical course</b>						
PC-201	1. Track and Field( Jumping Events)	4		25	25	50
	2. Kho-Kho	4	4	25	25	50
PC-202	1. Basketball	4		25	25	50
	2. Football	4	4	25	25	50
PC-203	1. Wrestling	4		25	25	50
	2. Volleyball	4	4	25	25	50
<b>Total</b>		<b>36</b>	<b>24</b>	<b>210</b>	<b>390</b>	<b>600</b>

**Note:** Total number of hours required to earn 04 credits for each theory course are 52 to 60 hours per semester whereas 90 to 110 hours for each practicum course.

(C) – Compulsory

(E) – Elective

**References for All Games and Sports:**

1. Sharirik Shikshan Hastapustika, Balbharti, Pune  
NCERT Physical Education books 9<sup>th</sup> to 12<sup>th</sup> standard

**Semester – II**

**PART – A: Theory Courses**

**COMPULSORY**

**CC- 201: PRINCIPLES OF EDUCATION AND PSYCHOLOGY**

**Unit 1:**

**Introduction of Education:** Meaning, definition, aims and objectives of education; Meaning and scope of philosophy; Idealism, pragmatism, naturalism, realism, humanism, Indian philosophy and culture; Contribution of biology, psychology and sociology to education

**Unit 2: Nature of the educative process**

Bi-polar, triangular contribution of thinkers: Rabindranath Tagore, Mahatma Gandhi, Rousseau, John Dewey

**Unit -3:**

**Introduction:** Introduction of psychology, Meaning, definition, scope and Importance Educational psychology; General characteristics of Various Stages of growth and development; Types and nature of individual differences; Factors responsible –Heredity And environment; Meaning and process of learning; Nature of learning, theories of learning, Laws of learning; Plateau in Learning; & transfer of training

**Unit-4:**

**Educational Psychology:** Meaning and definition of personality, characteristics of personality; Dimension of personality, Assessment of personality; Nature of motivation: types of motivation Factors influencing motivation; Emotion- its nature and dimensions; need, drive and urge; Intelligence and Memory; test of intelligence and types and factors of memory

**References:**

1. Alderman A.b. (1974), 'Psychological Behaviour in Sports' W. B. Saunders, Co. Philadelphia
2. Alegaonkar, Kreedha Manasashtra
3. Ball, D.W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport* London: Addison Wesley Publishing Co., Inc.
4. Blair, J. & Simpson, R. (1962) *Educational psychology*, New York: McMillan Co.
5. Blair, Jones and Simpson, *Educational Psychology*, McMillan Co., New York, 1962.
6. Cratty, B. J. (1968). *Psychology and physical activity* Eaglewood Cliffs Prentice Hall
7. Cratty, B. J., *Psychology and Physical activity*. Eaglewood Cliffs. Prentice Hall, 1968.
8. Crow and Crow, *Educational Psychology*. Eurasia Publishing House, N. Delhi, 1979.
9. Dandekar, Shaikshanik Manasashtra
10. Jone A. J. *Principles of guidance*, New York: McGraw hills book Co.
11. Kamlesh, M.L. (1998). *Psychology in physical education and sport* New Delhi: Metropolitan Book Co.
12. Kamlesh, M.L. *Psychology in Physical Education and Sport*. Metropolitan Book Co., N. Delhi. 1998.
13. Kharat A., Pragat Shaikshanik Manasashtra
14. Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978) *Sport and social system*. London: Addison Wesley Publishing Company Inc.
15. Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*. Philadelphia: Lea & Febiger.
16. Mathur, S.S., (1962). *Educational psychology* Agra Vinod Pustak Mandir
17. Bhatia B.D., *Philosophy and education*
18. S.K.Murty, *philosophy and sociological foundation of education*

19. एन.आर. पारसनीस, शिक्षणाची तात्विक व समाजशास्त्रीय भूमिका, नित्यनूतन प्रकाशन ,पुणे
20. कुंडले, शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र, नित्यनूतन प्रकाशन ,पुणे

## CC-202: ORGANIZATION ADMINISTRATION AND SPORTS MANAGEMENT

### Unit – 1:

**Organization and administration:** Meaning and importance, need, qualities of a good organizer, Organization and Administration in physical education; Qualification and Responsibilities of Physical Education teacher and pupil leader; Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating; Administration scope, need, principles of administration qualities of good administrator

### Unit- 2:

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

### Unit-3:

**Facilities, & Time-Table Management:** Facilities and equipment management: Types of facilities Infrastructure-indoor, out door.; Care of school building, Gymnasium, swimming pool, Play fields, Play grounds; Equipment: Need, importance, purchase, care and maintenance; Time Table Management: Meaning, Need, Importance and Factor affecting time table; Planning and their basic principles; Program planning: Meaning, Importance, Principles of program planning in physical education; Meaning, importance of planning characteristics of planning, types of planning

**Competition Organization:** Importance of Tournament; Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament; Organization structure of Athletic Meet; Sports Event Intramurals & Extramural Tournament planning; Supervision, nature, quality of good supervisor, methods of supervision

### Unit-4: Management

Nature and Concept of Sports Management; Progressive concept of Sports management The purpose and scope of Sports Management; Principles of management, Function of management, planning, organizing, staffing, directing, controlling, coordinating, evaluating and innovating; Essential skills of Sports Management; Qualities and competencies required for the Sports Manager; Event Management in physical education and sports

### References:

1. Broyles, F. J. & Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.
2. Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*. St. Louis: The C.V. Mosby Co.
3. Butter, George D. *Introduction to Community Recreation*, McGraw Hill Book Co., N. York, 1959.
4. Chakraborty S and Pahava G., *Sports Management*, LESWS, New Delhi, Sports Publication, 1999.

5. Charles A. Bucher, Management of Physical Education and Athletic Programmes, Louis C.B. Mosby. Co. 1987.
6. Charles E. Forsy, Administration of High School Athletic, Sixth Edition, Prentice Hall, Inc. Englewood, New Jersey, 1979.
7. Chubb, Michael and Chubb, Holly, one Third of Our Time: An Introduction to Recreation Behaviour and Resources, John Wiley and Sons, New York, 1981.
8. D. S. Dheer and Radhika Kamal, Organisation and Administration of Physical Education. N. Delhi Friends Publication, 1991.
9. Dheer S. and Radhika Kamal "Organization and Administration of Physical Education" Friends Publication, New Delhi, 1991
10. Ellis, M. J., Why people play, Prentice Hall Inc. Eaglewood Cliffs, 1973.
11. Karmakar va Abhaykumar shrivastav (1993), Sharirik Shikshan Sanghatan, Prashasan, Paryavekshan avam Shibir
12. Kazmar, H.C. and Cassidy, Methods in Physical Education, W. B. Saunder Co., Philadelphia, London, 1958.
13. Kozman, H.C. Cassidy, R. & Jackson, C. (1960). *Methods in Physical Education*. London: W.B. Saunders Co.
14. M.L. Kamlesh and M.S. Sangral, Methods in Physical Education, Prakash Brothers, 516, Book Market Ludhiana (19865).
15. Pandey, L.K. (1977). *Methods in Physical Education*. Delhe: Metropolitan Book Depo.
16. Sachdeva M. S., "A Modern Appraach to School Organization and Administration, Prakash Brothers Educational Publisher, Ludhianan, 1983
17. Shanker Tiwari, (1986) Sharirik Shikshanache sanghatan aani prashaasan, sharad pprakashan, Vajirabad, Nanded
18. Sharma, V.M. & Tiwari, R.H.: (1979). *Teaching Methods in Physical Education*. Amaravati: Shakti Publication.
19. Thomas, J. P.(1967). *Organization & administration of Physical Education*. Madras: Gyanodayal Press.
20. Tirunarayan and Hariharan, Methods in Physical education M.SC.T. & S. H. Allagappa College of Physical Education, Karaikuddi U. (1985).
21. Tirunarayanan, C. & Hariharan, S. (1969). *Methods in Physical Education*. Karaikudi: South India Press.
22. Torkildsen, George, Leisure and Recreation Management, E. and F. N. Spon., London, 1992.
23. Valtmer Edward F, Arthur A., Esslinger, Betty Foster Mccule and Kenneth G. Tillman "The Organization and Administration of Physical Education" Printice Hall, Inc, New Jersy 1979
24. Voltmer, E. F. & Esslinger, A. A. (1979). *The organization and administration of Physical Education*. New York: Prentice Hall Inc.
25. Ashton, D. (1968). *Administration of physical education for women*. New York: The Ronal Press Cl.
26. Bucher, C.A. *Administration of physical education and athletic programme*. 7th Edition, St. Louis: The C.V. Mosby Co.
27. Daughtrey, G. & Woods, J.B. (1976). *Physical education and intramural programmes, organisation and administration*. Philadelphia U.S.A. : W.B. Sounders Cp. Earl, F. Z, & Gary, W. B. (1963). *Management competency development in sports and physical education*. Philadelphia: W. Lea and Febiger.

## CC-203: SPORTS TRAINING

### Unit – 1:

**Introduction to Sports Training:** Meaning and Definition of Sports Training; Aim and Objective of Sports Training; Characteristics and Principles of Sports Training; System of Sports Training – Basic Performance, Good Performance and High Performance Training

### Unit – 2:

**Training Components:** Strength – Types, Mean and Methods of Strength Development; Speed – Types, Mean and Methods of Speed Development; Endurance – Types, Mean and Methods of Endurance Development; Coordination – Types, Mean and Methods of coordination Development; Flexibility – Types, Mean and Methods of Flexibility Development

### Unit – 3:

**Training Process:** Training Load- Definition and Types of Training Load;; Over load – causes, symptoms and tackling of overload; Recovery – means and methods, factors affecting recovery, phases of recovery; Adaptation Process – Super-compensation; Principles of Intensity and Volume of stimulus; Technical Training – Meaning and Methods of Technique Training; Tactical Training – Meaning and Methods of Tactical Training

### Unit – 4:

**Periodization and planning:** Periodization – Meaning and types of Periodization; Aim and Content of Periods – Preparatory, Competition, Transitional etc; Planning – Principle of planning, Systems of planning, Training session; Talent Identification and Development

### References:

1. Dick, W. F. (1980).*Sports training principles* London: Lepus Books.
2. Harre, D.(1982).*Principles of sports training* Berlin: Speculated.
3. Jensen, R. C. & Fisher, A.G. (1979) *scientific basis of athletic conditioning* Philadelphia: Lea and Fibiger, 2ndEdn.
4. Matvyew, L.P. (1981).*Fundamental of sports training* Moscow: Progress Publishers.
5. Shatrunjay K. and Makarand J., *Scientific Principles of Sports Training*, Chhaya Publications, Aurangabad 2003
6. Shatrunjay K., *Scientific Coaching Manual For Martial Arts*, Rana Graphics and Publications, Hyderabad, 1997
7. Singh, H. (1984).*Sports training, general theory and methods* Patials: NSNIS.
8. Uppal, A.K., (1999).*Sports Training* New Delhi: Friends Publication.

**PART – B: Practical Courses**

**Semester – I**

**PC – 201**

**A. Athletics: Jumping Events (Any one)**

**High Jump** (Straddle Roll); Approach Run, Take off, Clearance over the bar, Landing

**Long Jump:** Approach Run; Check Mark; Take Off; Position in Air; Landing

Tripple jump : Approach Run; Check Mark; Take Off; Position in Air; Landing

**B. Kho-Kho**

**General skills of the game:**

Running, chasing, Dodging, Faking etc; Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgment in giving Kho, Rectification of Foul; Skills in Running-Zig-Zag running, Single and double chain (3, 6, 9), Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills; Ground Marking; Rules and their interpretations and duties of officials.

**PC- 202**

**A. Basketball**

**Fundamental Skills**

Player stance and ball handling; Passing-Two Hand chest pass, two hands Bounce Pass, One Hand Base ball pass, Side Arm Pas; Over Head pass, Hook Pass; Receiving-Two Hand receiving, one hand receiving, receiving in stationary position, receiving while jumping, receiving while running; Dribbling-How to start dribble, how to drop dribble, High dribble, Low dribble, Reverse dribble, rolling dribble; Shooting-Layup shot and its variations, one hand set shot, one hand jump shot, Hook shot, and Free throw; Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization; Individual Defensive-Guarding the man with the ball and without the ball; Pivoting; Rules and their interpretations and duties of the officials, signs of officials for various fouls and rules.

**B. Football**

**Fundamental Skills:**

Receiving Kicks-Inside kick, Instep kick, Outside instep kick, lofted kick; Receiving - Receiving the ball with different parts of the body (a) Reaching with instep, out step, with chest, with thigh (b) heading , high standing position, running position, jumping sideways, forward, backward, heading (c) Kicking – low kick, high kick, volley, full volley, side volley, half volley, rolling the ball, trapping bouncing ball with sole, on thigh, on chest etc; Dribbling-With instep, inside and outer instep of the foot; Heading-From standing, running and jumping; Throw in; Feinting-With the lower limb and upper part of the body; Tackling-Simple tackling, Slide tackling; Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting, rules and regulation and officiating.

**PC-203**

**A. Wrestling**

**Fundamental Skills**

Take downs, Leg tackles, Arm drag; Counters for take downs, Cross face, Whizzer series; Escapes from under-sit-out turn in tripped; Counters for escapes from under-Basic control back drop, Counters for stand up; Pinning combination-Nelson series(Half Nelson, Half Nelson and Bar arm), Leg lift; series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson; Escapes from pinning: Wing lock series, Double arm lock roll, Cridge;

Standing Wrestling-Head under arm series, whizzer series; Referees positions, rules and regulations

सिंगल पट, डबल पट, दसरंग, कलाजंग, बांगडी, ढाक, बगल ढाक, धोबीपछाड, एकलांग, दस्ती, मोळी

## B. Volleyball

### Fundamental Skills

Players Stance-Receiving the ball and passing to the team mates, The Volley (Over head pass), The Dig(Under hand pass); Service-Under Arm Service, Tennis Service, Round Arm Service, floating service, spin service, Jump service; Block – single, double, triple; Attack – Single; Rotations- 6-0, 4-2, 5-1; Offensive and Defensive formations; Rules and their interpretations and duties of officials

### References for All Games and Sports:

1. Sharirik Shikshan Hastapustika, Balbharti, Pune
2. NCERT Physical Education books 9<sup>th</sup> to 12<sup>th</sup> standard

## Semester III

Part A: Theoretical course						
Course code	Title of the paper	Total hours /week	credit	Internal marks	External marks	Total marks
Core course						
CC – 301	Yoga science and health education	4	4	20	80	100
CC – 302	Test measurement and evaluation in physical education	4	4	20	80	100
CC – 303	Kinesiology and Biomechanics	4	4	20	80	100
Practical Course						
PC-301	1.Yoga	3	4	25	25	50
	2. Mallakhamb/ lathikathi/ Dandbaithak ( any one)	3		25	25	50
	3. Aerobics and zoomba	3		25	25	50
PC-302	1. Training methods	3	4	25	25	50
	2. Athletics ( Throwing events) (any one)	3		25	25	50
	3. Handball /Softball/ Baseball (any one)	3		25	25	50
Part C: Teaching practices						
TP-301	Teaching Practice:	3	2	40	40	80
	1. On field physical education lesson ( 5 micro and 5 on school )					
	2. Internship ( In school) Students should be deputed on school for minimum 30 days	3	2	-	20	20
Total		36	24	250	450	700

**Note:** Total number of hours required to earn 04 credits for each theory course are 52 to 60 hours per semester whereas 90 to 110 hours for each practicum course.

(C) – Compulsory

(E) – Elective

(TP)- Teaching practices

**References for All Games and Sports:**

1. Sharirik Shikshan Hastapustika, Balbharti, Pune  
NCERT Physical Education books 9<sup>th</sup> to 12<sup>th</sup> standard

**Part A. THEORY COURSE**  
**SEMESTER III**

**CC-301- YOGA SCIENCE AND HEALTH EDUCATION**

**Unit – 1:**

**Introduction & Foundation of Yoga:** Meaning and Definition of Yoga; Aims and Objectives of Yoga; Yoga in Early Upanishads and Bhagavadgita; The concept of Yogic Practice – Time, Bath, food, clothes, Age, place, mental state; Need and Importance of Yoga in Physical Education and Sports

**Unit - 2:**

**Astanga Yoga:** The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi;  
**Surya Namaskar** – 12 postures & its benefits

**Unit – 3:**

**Asanas:** classification of Asanas, Technique & benefits of Asanas; Effect of Asanas on various system of the body  
**Pranayama;** various types of Pranayamas and its techniques & benefits, Introduction to Vital Nadis- Ida, Pingala, Sushumna, Breathing Sequence – Poorak, Rechak, Kumbhak ; Types of Meditation – Active & passive

**Unit – 4:**

**Bandhas:** Definition and its types, **Mudra:** Definition and its types;  
**ShatKriyas / Shuddhikriyas :** Definition and its type  
**Chakras :** Name, location , Beejmantra Of seven chakras. Method to awakening of Sevenchakaras

**References:**

1. B. K. S. Iyengar, *Light on Yoga*,
2. Brown, F. Y. (2000). *How to use yoga* Delhi: Sports Publication.
3. Gharote, M. L. & Ganguly, H. (1988) *Teaching methods for yogic practices* Lonawala: Kaixydahmoe.
4. Rajjan, S. M. (1985). *Yoga strengthening of relaxation for sports man* New Delhi: Allied Publishers.
5. Shankar, G. (1998) *Holistic approach of yoga* New Delhi: Aditya Publishers.
6. Shekar, K. C. (2003) *Yoga for health* Delhi: KhelSahitya Kendra.

### CC- 302- TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

#### Unit- 1:

**Introduction to Test, Measurement & Evaluation:** Meaning of Test, Measurement & Evaluation in Physical Education; Need & Importance of Test, Measurement & Evaluation in Physical Education; Principles of Evaluation

#### Unit- 2:

**Criteria; Classification and Administration of test:** Criteria of good Test; Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms); Type and classification of Test; Administration of test, advance preparation – Duties during testing – Duties after testing

#### Unit- 3:

**Physical Fitness Tests:** AAHPER youth fitness test; National physical Fitness Test; Indiana Motor Fitness Test; JCR test; U.S Army Physical Fitness Test

#### Unit- 4:

**Sports Skill Tests:** Lockhart and McPherson badminton test; Johnson basketball test; McDonald soccer test; S.A.I volleyball test; S.A.I Hockey test

#### References:

1. Bangsbo, J. (1994) *Fitness training in football: A scientific approach*. Bagsvaerd, Denmark: Ho+Storm.
2. Barron, H. M. & Mchee, R. (1997) *A Practical approach to measurement in physical education* Philadelphia: Lea and Febiger.
3. Barron, H. M., & Mchee, R. (1997) *A practical approach to measurement in physical education*
4. Kansal, D. K. (1996) *Test and measurement in sports and physical education* New Delhi: D.V.S. Publications.
5. Mathews, D.K., (1973). *Measurement in physical education*, Philadelphia: W. B. Saunders Company.
6. Patiala: Punjab Publishing House.
7. Pheasant, S. (1996). *Body space: anthropometry, ergonomics and design of work*. Taylor & Francis, New York.
8. Philadelphia: Lea and Febiger.
9. Phillips, D. A., & Hornak, J. E. (1979). *Measurement and evaluation in physical education* New

### CC-303- KINESIOLOGY AND BIOMECHANICS

#### Unit – 1:

**Introduction to Kinesiology and Sports Biomechanics:** Meaning and Definition of Kinesiology and Sports Biomechanics; Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches; Terminology of Fundamental Movements; Fundamental concepts of following terms – Axes and Planes, Centre of Gravity, Equilibrium, Line of Gravity

#### Unit – 2:

**Fundamental Concept of Anatomy and Physiology:** Classification of Joints and Muscles; Types of Muscle Contractions; Posture – Meaning, Types and Importance of good posture; Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal Innovation

#### Unit – 3:

**Kinematics and Kinetics of Human Movement:** Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration; Angular kinematics – Angular Distance and

Displacement, Angular Speed and velocity, Angular Acceleration; Linear Kinetics – Inertia, Mass, Momentum, Friction; Angular Kinetics – Moment of inertia, Couple, Stability.

**Unit – 4:**

**Mechanical Concepts:** Force - Meaning, definition, types and its application to sports activities; Lever - Meaning, definition, types and its application to human body; Newton's Laws of Motion – Meaning, definition and its application to sports activities; Projectile – Factors influencing projectile trajectory.

**Reference:**

1. Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood Cliffs, N.J.: Prentice Hall Inc.
2. Dhananjay Shaw, *Biomechanics and Kinesiology of Human Motion*, Khel Sahitya Kendra, Delhi, 1998
3. Hay, J. G. & Reid, J. G. (1982). *The anatomical and mechanical basis of human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
4. Hay, J. G. & Reid, J. G. (1988). *Anatomy, mechanics and human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
5. Hay, J. G. (1970). *The biomechanics of sports techniques*. Englewood Cliffs, N.J.: Prentice Hall, Inc.
6. Park, J.E. and Park K. *Text Book of Preventive and Social Medicine* (Jabalpur: M/s Banarsadidas Banot, 1980, Edition, 8th.)
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11. Wellgoose, *Health teaching in secondary Carl. E. Schools*, W.B. Saunders, 1977.
12. Wilson Kathleen J. W. *Anatomy and Physiology, Health and illness*. 6th Edition, Churchill Livingstone Edinburgh, 1987.

**PART – B: Practical Courses**

**Semester III**

**PC- 301- (A)- YOGA**

Surya Namaskara, Pranayams, Corrective Asanas, Kriyas, Asanas, Sitting, Standing, Laying Prone Position, Laying Spine Position

**PC-301-(B)- Mallakhamb/ Dandbaitak/Lathik-kathi (any one)**

**Malkhamb:**

Salaami, Hold, Saadiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Suidora, Phirki, Padmasana, T.Balance, Pataka, Landing, Bajrang Pakad

**Rope Malkhamb:**

1. Salaami, PadmasanaChadh, Katibandh1-2, Sadiadhi, Rikebpakkad, Rikebpagniadhi, Kamaradhi, Nakkikasadhi, Kamaradhi, Nakkikasadhi, Urubandhtedhi, Sadibagli, Do hatibagli, Kamarbandhbagli, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing

**Dandbaitak**

Half squat, full squat (with weight and without weight), sapatya, chakridand( single leg, double leg), various push –ups

### **Lathi-kathi**

Salami with stick, One hand, both hand, defensive and offensive skills, with one stick and two sticks, standing and momentary etc.

### **PC- 301-(C) AEROBICS AND ZOOMBA**

Introduction of Aerobics: Types of aerobics; Basic 7 steps and its variations, Low impact aerobics; High impact aerobics, Step aerobics; Postures – Warm up and cool down; THR Zone – Being successful in exercise and adaptation to aerobic workout, floor work and stretching exercises. Zoomba steps

### **PC- 302( A) – TRAINING METHODS**

General fitness training methods, motor fitness components training methods ( endurance , strength, speed, flexibility, co-ordination) , weight training, circuit training, resistance training, fartleg etc.

### **PC- 302 (B) – THROWING EVENTS**

#### **Throwing Events – Discus Throw / Javelin Throw Shot-put (Any One)**

**Javelin Throw:** Holding, types of grips, runway, check mark, cross step, releasing, reverse step

**Discus Throw:** Holding, throwing, rotation, follow through

**Shot-Put:** Holding, throwing, rotation, follow through; Ground Marking, rules and regulations

### **B. HANDBALL/ SOFTBALL/ BASEBALL ( ANY ONE)**

#### **HANDBALL (ELECTIVE)**

##### **Fundamental Skills-**

Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot, Dribbling-High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense; Rules and their interpretations and duties of officials

#### **SOFTBALL (ELECTIVE)**

##### **Fundamental Skills**

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

#### **BASEBALL (ELECTIVE)**

##### **Fundamental Skills**

Player Stances – walking, extending walking, L stance, cat stance; Grip – standard grip, choke grip; attacking – swing and bunt; Pitching – Baseball : slider, fast pitch, curve ball, drop ball, rise ball, change up, knuckle ball, screw ball, Softball: windmill, sling shot, starting position: wind up, set; Fielding – Catching: basics to catch fly hits, rolling hits, Throwing: over arm, side arm; Base running – Base running: single, double, triple, home run, Sliding: bent leg slide, hook slide, head first slide; Rules and their interpretations and duties of officials

**TP- 301- PHYSICAL EDUCATION LESSONS ON GROUND**

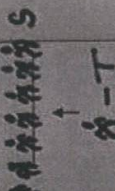

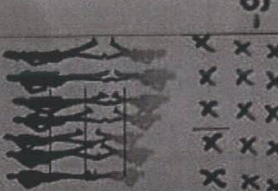
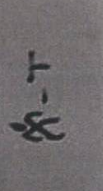
5 micro lessons in campus  
 5 lessons in school – 4 marks for each lesson  
 Model on field physical education lesson

**Demo physical education lesson plan**




शारीरिक शिक्षण विवेश पाठ - गोळा फेक				
पाठ्याच्या	विषय प्रतिपादन	शिक्षकांची कृती	विद्यार्थ्यांची कृती	वर्गरचना
प्र	प्रस्ताविकरण : विद्यार्थ्यांना एका रंगेत वर्गीकृत बाहेर आणणे, त्यांना उंची प्रमाणे उभे करून त्यांची उपस्थिती घेणे.	शिक्षक विद्यार्थ्यांना उंचीप्रमाणे एक रंगेत उभे करतील आणि त्यांची उपस्थिती घेतील.	विद्यार्थी शिक्षकांच्या आज्ञेचे पालन करून उपस्थिती देतील.	
स	अवधान : शिक्षकांनी पाठ निरीक्षकस जवळ राहून पाठ सुरु करण्याची अनुमती घेणे.	शिक्षक वर्गनायकाच्या नियंत्रणाखाली उभे राहून पाठ निरीक्षकांची पाठ सुरु करण्याची अनुमती घेतील.	शिक्षकांच्या आदेशानुसार वर्गनायक वर्गावर नियंत्रण ठेवेल व विद्यार्थी शास्तीचे पालन करतील.	
स	प्रस्ताविक हलचाली : विद्यार्थ्यांना वर्तुळाच्या बाहेरून व शिक्षकांना वर्तुळाच्या आतील बाजूने पाळणे व पडताना हातापायांच्या निरभिराच्या हालचाली करणे.	शिक्षक विद्यार्थ्यांना वर्तुळाभोवती पाळण्यास सांगतील व स्वतः विरबट दिशेने वर्तुळाच्या आतील बाजूने पाळतील व पडताना शरीराच्या वेगवेगळ्या हलचाली करतील.	विद्यार्थी शिक्षकांच्या कृतीचे निरीक्षण करून त्याप्रमाणे कृती करतील.	
स	मानेचा व्यायाम : मुळरिचती पायाउखर ठेवणे व कमरे वर हाथ, मान हावी कडे व उजवी कडे ५ ते ७ वेळेस फिरवीणे	शिक्षक विद्यार्थ्यांना मानेचा व्यायाम करून दाखवतील व तो व्यायाम विद्यार्थ्यांकडून करून घेतील.	विद्यार्थी शिक्षकांच्या प्रात्यक्षिकाचे अनुकरण करून मानेचा व्यायाम करतील.	
स	हाताचा व्यायाम : हात मागून पुढे व पुढून मागच्या दिशेने गोलाकार स्थितीत ५ ते ७ वेळेस फिरवीणे	शिक्षक विद्यार्थ्यांना हाताचा व्यायाम करून दाखवतील व तो व्यायाम विद्यार्थ्यांकडून करून घेतील.	विद्यार्थी शिक्षकांच्या प्रात्यक्षिकाचे अनुकरण करून हाताचा व्यायाम करतील.	
स	कमरेचा व्यायाम : कमरे हावी कडून उजवी कडे व उजवी कडून हावी कडे गोलाकार फिरविणे	शिक्षक विद्यार्थ्यांना कमरेचा व्यायाम करून दाखवतील व तो व्यायाम विद्यार्थ्यांकडून करून घेतील.	विद्यार्थी शिक्षकांच्या प्रात्यक्षिकाचे अनुकरण करून कमरेचा व्यायाम करतील.	
स	पायाचा व्यायाम : उजवा पाय व डावा पाय ठोकले परत ५ ते ७ वेळेस उंच उठूच करणे	शिक्षक विद्यार्थ्यांना पायाचा व्यायाम करून दाखवतील व तो व्यायाम विद्यार्थ्यांकडून करून घेतील.	विद्यार्थी शिक्षकांच्या प्रात्यक्षिकाचे अनुकरण करून पायाचा व्यायाम करतील.	



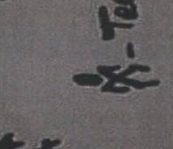
  

पाठ्याच्या	विषय प्रतिपादन	शिक्षकांची कृती	विद्यार्थ्यांची कृती	वर्गरचना
प्र	गोळा फेक	शिक्षक विद्यार्थ्यांना स्टॅन्डींग प्रो च्या फेकीच्या शैलीचे प्रात्यक्षिक करून दाखवतील ती कृती समजावून सांगतील. विद्यार्थ्यांना ती कृती हातापाय कवचकाल सांगतील व त्यांच्या घुंकांची दुरुस्ती करतील.	विद्यार्थी शिक्षकांच्या आज्ञेचे पालन करून अनुकरण करतील.	
स	स्टॅन्डींग प्रो करणे	शिक्षक सर्व नियम व फाऊंड विद्यार्थ्यांच्या समजावून सांगतील. शिक्षक विद्यार्थ्यांची स्टॅन्डींग प्रो ची रूपरत सुरु करण्याचा आदेश देतील व स्वता पंधाची धुमिका करतील.	विद्यार्थी शिक्षकांनी दिलेल्या आदेशा अनुसार स्टॅन्डींग प्रो रूपरत घ्याय घेतील.	
स	विद्यार्थीचे व्यायाम	शिक्षक विद्यार्थ्यांना धाक्या धाक्या पाय्यांसाठी दिशेतीचे व्यायाम व मान तनावाचे व्यायाम करण्यास सांगतील.	विद्यार्थी शिक्षकांच्या आज्ञेनुसार विद्यार्थीचे व मान-तनावाचे व्यायाम करतील.	
स	वर्गनायक - "शिक्षकांचा शिक्षण" चा विषय - "आपत्तिक शिक्षण"	शिक्षक पाठ निरीक्षकांची पाठ विद्यार्थी करण्याची परवानगी घेऊन पाठ विसरवित करतील.	विद्यार्थी शिक्षकांच्या आज्ञेप्रमाणे वर्ग विसरवित करतील व मंतर वर्ग तय्यारच्या नियंत्रणाखाली एका रंगेत वर्गीत आतील.	

Steps & Stage	Subject Matter	Teacher's Role	Student's Role	Formation
I- प्रस्तावना Introduction	एकत्रीकरण:- Assembly विद्यार्थ्यांना ओळीने सैवनावर आणणे.  अहवाल सादर करणे :- Report पाठ सुरू करण्याची परवानगी घेणे.  प्रास्ताविक हालचाली Exercises:- विद्यार्थ्यांना पळवणे. शिक्षक स्वतः प्रमाणे कृती करण्यास सांगतील.  1) मानेचा व्यायाम :-मुळ स्थिती सावधान 1.मान हावीकडे वळवणे 2.मान मुळास्थितीत 3.उजवीकडे वळवणे 4.मुळास्थितीत  2) हाताचा व्यायाम:- मुळस्थिती सावधान 1.दोन्ही हात खांदयांच्या रेषेत सरळ छातीसमोर.	शिक्षिका विद्यार्थ्यांना ओळीने सैवनावर आणतील. "लगा दलिते, छोटा बॉय, मरे सामने कदवार, एक लाईन बन" असा आदेश देतील दलितेसे अंत तक गिनती कर. आदेश देऊन उपस्थिती घेतील. वर्गनिवृत्त करण्यास सांगून पाठनिरीक्षकाकडे पाठ सुरू करण्याची परवानगी घेतील.  विद्यार्थ्यांना वर्तुळाभोवती पळवण्यास सांगून, शिक्षक स्वतः विद्यार्थ्यांच्या विरुद्ध दिशेने पळतील, आणि स्वतःप्रमाणे विविध प्रास्ताविक हालचाली करण्यास सांगतील.  शिक्षिका विद्यार्थ्यांना मानेचा व्यायाम प्रकाराचे प्रात्यक्षिक करून दाखवतील व विद्यार्थ्यांना तीच कृती करवण्यास सांगतील  शिक्षिका विद्यार्थ्यांना हाताचा व्यायाम प्रकाराचे प्रात्यक्षिक करून दाखवतील व विद्यार्थ्यांना तीच कृती करवण्यास सांगतील	विद्यार्थी शिक्षिकांच्या आदेशाप्रमाणे एका ओळीत व उंचीप्रमाणे उभे राहतील व उपस्थिती घेतील.  शिक्षिकांच्या आदेशानुसार वर्गनिवृत्त करण्यास विद्यार्थी शांत उभे राहतील.  शिक्षिकाने करून दाखविलेल्या विविध हालचालीच्या कृतीचे अनुकरण विद्यार्थी करतील.  सर्व विद्यार्थी शिक्षिकाने दाखवलेल्या मानेचा व्यायाम प्रकाराचे प्रात्यक्षिकानुसार व्यायाम अपूर्ण करण्याचा प्रयत्न करतील.  सर्व विद्यार्थी शिक्षिकाने दाखवलेल्या हाताचा व्यायाम	    
II- सर्वांग सुंदर व्यायाम General Exercise				

<p>2. दोन्ही हात डोक्याच्यावर कोपरे न वाकवता सरळवर.</p> <p>3. दोन्ही हात खांद्याच्या बाजूला सरळ जमीनीला समांतर ताकवे उभीनीकडे.</p> <p>4. मुळस्थिती सावधान.</p> <p>3) कमरेचा व्यायाम :- मुळस्थिती सावधान. उडी मारून हात कमरेवर</p> <p>1. ला कमरेतून पुढे वाळगे.</p> <p>2. ला मुळस्थिती</p> <p>3. ला पाठीमागे वाळगे</p> <p>4. ला एकची कुती</p> <p>1) पायाचा व्यायाम:- मुळस्थिती सावधान. उडी मारून हात कमरेवर</p> <p>1. ला डावा पाय समोर.</p> <p>2. ला डावा पाय डावीकडे गुळघे न वाकवता</p> <p>3. ला एकची कुती</p> <p>4. ला मुळस्थिती</p> <p>5. ला उजवा पाय समोर</p> <p>6. ला उजवा पाय उजवीकडे</p> <p>7. ला पादची कुती</p> <p>8. ला मुळस्थिती</p> <p>(एकूण 1-16 अंकात प्रत्येक व्यायाम करून घेणे)</p>	<p>शिक्षिका विद्यार्थ्यांना कमरेचा व्यायाम प्रकाशचे प्रात्यक्षिक करून दाखवतील व विद्यार्थ्यांना तीच कृती करावयास सांगतील</p> <p>शिक्षिका विद्यार्थ्यांना पायाचा व्यायाम प्रकाशचे प्रात्यक्षिक करून दाखवतील व विद्यार्थ्यांना तीच कृती करावयास सांगतील</p>	<p>प्रकारचे व्यायाम प्रत्यक्ष करणारा प्रात्यक्षिकानुसार अचूक करतील.</p> <p>सर्व विद्यार्थी शिक्षिकेने दिलेल्या कमरेचा व्यायाम प्रकाशचे प्रात्यक्षिकानुसार अचूक करतील.</p> <p>सर्व विद्यार्थी शिक्षिकेने दिलेल्या पायाचा व्यायाम प्रकाशचे प्रात्यक्षिकानुसार अचूक करणारा प्रात्यक्षिकानुसार अचूक करतील.</p>	<p>2</p>
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<p>III- शिकवण्याचा भाग Main Teaching Part</p>	<p>टॅबल कार्ड नंबर 1 - पहिला प्रकार- झोले हात मुळस्थिती सावधान 1-ला दोन्ही हात खांब्यांच्या रेषेत सरळ समोर, तळवे आतील बाजूने, 2-ला दोन्ही कोप्यातून काखेत मागे ओढणे, गुडी बंद, पाठीचा कणा ताठ. 3-ला एकरी कृतीप्रमाणे करणे. 4-मुळस्थिती सावधान (वरील कृती 1-16 अंकात कृती करून घ्यावी) दुसरा प्रकार- छाता चौडा 1-हात खांब्यांच्या समोर रेषेत तळवे आतील बाजूने पंजे जुळलेले. 2-ला हात खांब्यांच्या सरळ रेषेत बाजूने घेणे, तळवे जमीनीला समांतर, पंजे जुळलेले, व त्याचवेळी टाचा वर उचलेले. 3-ला एकरी कृती. 4-ला मुळस्थिती सावधान (वरील कृती 1-16 अंकात कृती करून घ्यावी)</p>	<p>शिकक विषयाच्या टॅबल कार्ड नंबर एक मधील पहिला प्रकार झोले हाताचे प्रकार स्वतः प्रथम गिनतीसे करून दाखवतील नंतर ती कृती लगातार करून दाखवतील. विषयाकडून ती कृती प्रथम गिनतीसे नंतर लगातार अचूक करून घेतील.</p> <p>शिकक विषयाच्या टॅबल कार्ड नंबर एक मधील दुसरा प्रकार छाता चौडा हाताचे प्रकार स्वतः प्रथम गिनतीसे नंतर ती कृती लगातार करून दाखवतील. विषयाकडून ती कृती प्रथम गिनतीसे नंतर लगातार अचूक करून घेतील.</p>	<p>विद्यार्थी शिककांनी करून दाखवलेले कॅलेस्थितीक्या पहिला प्रकाराचे निरीक्षण करतील. नंतर ती कृती प्रथम गिनतीसे नंतर लगातार शिककांच्या आदेशानुसार अचूक करण्याचा प्रयत्न करतील.</p> <p>विद्यार्थी शिककांनी करून दाखवलेले कॅलेस्थितीक्या दुसऱ्या प्रकाराचे निरीक्षण करतील. नंतर ती कृती प्रथम गिनतीसे नंतर लगातार, शिककांच्या आदेशानुसार अचूक करण्याचा प्रयत्न करतील.</p>	 
<p>IV- मनोरंजनाचा खेळ व शिथिली करणाचे व्यायाम Recreational</p>	<p>"शिवानी म्हणतो" हा खेळ वर्तुळाभोवती विषयाच्या पळवणे, व त्याचे वेळी शिकक शिवानीचे आदेश धाबणे, पळणे, टाळ्या वाजवणे असे विविध कृती शिवानीच्या आदेशाने करण्यास सांगणे व जो विद्यार्थी</p>	<p>शिकक विषयाच्या "शिवानी म्हणतो" या खेळाचे प्रात्यक्षिक करून दाखवतील त्याचबरोबर त्याचे नियम सांगतील. शिकक विषयाच्या खेळ खेळण्यास सांगतील व स्वतः पंचाची भूमिका निभावत खेळ खेळण्याचा आदेश देतील.</p>	<p>विद्यार्थी शिककांच्या आदेशानुसार म्हणतो" हा खेळ नियमाने खेळतील.</p>	



<p>Game &amp;</p>	<p>शिक्षकाच्या आदेशाने कृती करेल तो बाद होईल.</p>	<p>शिक्षिका विद्यार्थ्यांना शारीरिक ताणाचे विविध व्यायाम प्रकारांचे प्रात्यक्षिक दाखवतील व विद्यार्थ्यांस करण्यास सांगतील.</p>	<p>विद्यार्थ्यां आदेशाप्रमाणे निरीक्षण करतील. नंतर ती कृती करण्याचा प्रयत्न करतील.</p>	
<p>Cool Down or Lamber down Exercise</p>	<p>शिथिलीकरणचे व्यायाम:- Cool Down or Lamber down Exercise कृती करून थळा जाणवतो त्यावेळी स्नायूंना ताण देवून हात पाय लांब करून जमिनीवर मोठे बसणे, स्ट्रेचिंग करून थळा घालवणे..</p>	<p>शिक्षक विद्यार्थ्यांना एकत्रित रांगेत उभे करतील व पाठनिरीक्षकांची परवानगी घेऊन विद्यार्थ्यांना त्यांच्या शंका विचारून त्यांना विसर्जन कृती शिक्षक स्वतः करून दाखवतील. घोष वाक्य विद्यार्थ्यां सर्वां विसर्जन करतील.</p>	<p>विद्यार्थ्यां आदेशाप्रमाणे कृती करतील.</p>	
<p>V- विसर्जन Dismissal</p>	<p>सर्ग एकत्रित करून त्यांना विसर्जन करणे, घोषवाक्य वर्गनायक:- शिक्षणात शिक्षण सर्वां विद्यार्थ्यां:- शारीरिक शिक्षण</p>	<p>शिक्षक विद्यार्थ्यांना एकत्रित रांगेत उभे करतील व पाठनिरीक्षकांची परवानगी घेऊन विद्यार्थ्यांना त्यांच्या शंका विचारून त्यांना विसर्जन कृती शिक्षक स्वतः करून दाखवतील. घोष वाक्य विद्यार्थ्यां सर्वां विसर्जन करतील.</p>	<p>विद्यार्थ्यां आदेशाप्रमाणे कृती करतील.</p>	

Lesson No. : Name of the Method Master : Name of the Pupil Teacher : Average age of Pupils :		Roll No. : Class : Division : Time :		Duration : Activity : Skill : Previous Knowledge :		General Objectives : Specific Objectives : Equipments :	
Steps & Stages	Learning - Teaching Points	Objectives & Specification	Teacher's Role	Student's Role			
Introduction	Checking the basic knowledge and information of topics	<ul style="list-style-type: none"> <li>Objectives :- Check out the previous knowledge about the topic</li> <li>Specification :- Find out basic knowledge regarding the topic by asking some questions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will asked the some questions to student</li> <li>Q1) Which is your favourite game ?</li> <li>Q2) Which is International game ?</li> <li>Q3) Which game is played with foot ?</li> </ul>	<ul style="list-style-type: none"> <li>The students will give the answer the following questions.</li> <li>Ans1) Cricket, Football, Hockey</li> <li>Ans2) Cricket, Hockey, Football, Volleyball and Batminton.</li> <li>Ans3) Football is played with foot.</li> </ul>			
Statement of AIM	<ul style="list-style-type: none"> <li>Introduction of Topic, Ground Measurements and skill of the Football</li> </ul>	<ul style="list-style-type: none"> <li>To make understand the Great game of Football</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will explain the measurement and skill of Football, the teacher tell we will learn to Football</li> </ul>	<ul style="list-style-type: none"> <li>The students will understand to topic and listen carefully to it.</li> </ul>			
Teaching Part	<ul style="list-style-type: none"> <li>History of Football :- The game of Football also called soccer, has its origins in England. Played in about 200 countries. It World Cup which is every Four Years.</li> <li>The game is also quite popular in Asia including India &amp; China</li> </ul>	<ul style="list-style-type: none"> <li>Objectives :- To clear the ideas and concepts of History To increase the basic skill of Students.</li> <li>Specification :- To increase the knowledge of students about the Football</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will explain the History to student.</li> <li>The teacher will give the knowledge of Football Olympic History.</li> <li>The teacher will explain the skill of</li> </ul>	<ul style="list-style-type: none"> <li>The students will understand and observe the teaching</li> <li>The students will get the all technique</li> </ul>			

<p><b>Focus Point</b></p> <ul style="list-style-type: none"> <li>* History</li> <li>* Skill</li> <li>* Kicking</li> <li>* Instep Kick</li> <li>* Trapping</li> </ul>		<p>* to establish the major points teacher repeat the concern topic for recall to topic.</p>	<p>* The teacher will repeat the major and focus point of the topic</p>	<p>* The students will once again understand to topic and the students listen carefully to it.</p>
<p><b>Application</b></p>	<p>* Recall and recognise the learned point.</p>	<p>* To check the learned things. The learned process among the students.</p>	<p>* The teacher explain the unlearned concept and ask the some question's to the students on the topic</p>	<p>* The students understand the concept of unlearned thing and given the answer of questions.</p>
<p><b>Assignment</b></p>		<p>* To develop the awerness and interest of topic among the students.</p>	<p>* The teacher will give the question or assignment to the student.</p>	<p>* The student copy all the questions on their note-book.</p>

<p>Develop the skill and develop the techniques.</p>	<p>It is governed by the Federation International de Football Association ( FIFA). The First Olympic competition in 1908 and First World Cu in 1930.</p> <ul style="list-style-type: none"> <li>• Skill of the Game :-             <ol style="list-style-type: none"> <li>1) Kicking :- The skill or art of Kicking is used to pass the ball to your teammates, take shots at the opponent's goal, to defend your own goal and also to take Corner Kicks, Goal Kicks and Penalty Kicks.</li> <li>2) Instep Kick :- Its used to pass the ball at varying speed over varying distance. A player has to run at an angle of about 45 Degree towards the ball. The supporting leg should be at least a Full step from the ball sharply bend at the knee.</li> <li>3) Trapping :- This skill is used to control the ball which comes towards you along the ground or in the air with help of your feet, head and chest and is called trapping. The four different ways of trapping the ball with the legs.</li> </ol> </li> </ul>
<p>Football</p> <ul style="list-style-type: none"> <li>• The teacher will tell the technique of skill</li> <li>• The teacher will give the explanation</li> <li>• The Teacher will clear the all topic to students.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will maintain the discipline in the class.</li> <li>• The students can asked the question about the topic.</li> </ul>

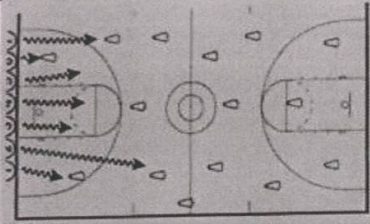
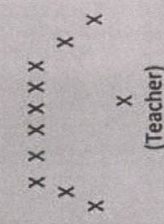
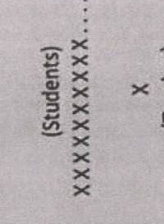
STEPS & STAGES	SUBJECT MATTER	TEACHER'S ROLE	STUDENT'S ROLE	FORMATION
I N T R O D U C T I O N	A. <b>ASSEMBLY:</b> Assemble the students on ground in a single line.	Teacher will assemble the students on ground in a line. And give order as "Lamba dahine, chota bayen, mere samne kadwar ek line bann" and next order will be "Dahine se anth tak ginti kar". With this orders the teacher will take the attendance.	Students will hear the order attentively and will stand height wise in a single line. And then give attendance accordingly.	(Students) XXXXXXXXXX.. .. X (Teacher)
	B. <b>REPORT:</b> Get permission to start the lesson.	Teacher will make one group leader and tell him/her to maintain discipline of the class. And meanwhile the teacher will report to the Method Master.	According to teacher's order, the group leader will try to maintain the discipline of the class.	XXXXXXXXXX... .. X (Group Leader)
	C. <b>WARMING EXERCISE:</b> To run around the circle with various movements of body to warm your body.	Teacher will order the students to run around the circle in a clockwise direction and the teacher will run in an anti-clockwise direction in the same circle. After the warming up, the teacher will take the warming up exercise of that particular game/skill to be taught.	The students will perform all exercises and maintain proper discipline while doing the warming up exercise.	

<b>T E A C H I N G P A R T</b>	
<p>continuously with one hand while walking or running down the court.</p> <p>Different types of dribbling:</p> <ol style="list-style-type: none"> <li><b>Low or Controlled Dribbling-</b> Low dribbling is always nearest to the floor or below the knees.                             <ul style="list-style-type: none"> <li>It is used whenever the player is closely guarded.</li> <li>The ball is dribbled on the side of the body.</li> </ul> </li> <li><b>High or Speed Dribbling-</b> High dribbling is always below the waist level of the player.                             <ul style="list-style-type: none"> <li>The ball must be pushed farther in front of you on the bounce as you increase your running speed. The students should keep in mind to dribble the ball with fingers only and not palm.</li> </ul> </li> </ol>	<p>games of basketball.</p> <p>Teacher will show a demo of low dribbling and explain when to use it and how to use it.</p> <p>Teacher will show a demo of high dribbling and explain when to use it and how to use it.</p>
<p>Student will watch the skill related demo properly and try to do it effectively.</p>	<p>Student will watch the skill related demo properly and try to do it effectively on the court.</p>
 <p><b>LOW DRIBBLE</b></p>	 <p><b>HIGH DRIBBLE</b></p>

<b>II S P E C I F I C  E X E R C I S E S</b>	<p><b>A. NECK EXERCISE:</b> Rotation of neck in a semi-circle from left to right and from right to left (reverse); at least 5 times.</p>	<p>Teacher will show a demo of neck exercise and tell the students to do the same exercise after him/her.</p>	<p>All the students will observe the neck exercise done by the teacher and try to perform it without any mistake.</p>	
	<p><b>B. HAND EXERCISE:</b> Full arm rotation clockwise and anti-clockwise. Repeat it 5 times.</p>	<p>Teacher will show a demo of hand exercise and tell the students to do the same exercise after him/her.</p>	<p>All the students will observe the hand exercise done by the teacher and try to perform it without any mistake.</p>	
	<p><b>C. WAIST EXERCISE:</b> Keep your hands on your waist and rotate in a semi-circle from left to right front half and reverse.</p>	<p>Teacher will show a demo of waist exercise and tell the students to do the same exercise after him/her.</p>	<p>All the students will observe the waist exercise done by the teacher and try to perform it without any mistake.</p>	<p>X X X X X X X X X X (Teacher)</p>
	<p><b>D. LEG EXERCISE:</b> Rotate your leg in a cycling position.</p>	<p>Teacher will show a demo of leg exercise and tell the students to do the same exercise after him/her.</p>	<p>All the students will observe the leg exercise done by the teacher and try to perform it without any mistake.</p>	
	<p>❖ <b>SKILL RELATED EXERCISE:</b></p>			
	<p>▪ <b>WRIST EXERCISE:</b> -Rotate wrist in clockwise and anticlockwise direction.</p> <p>▪ <b>LEG EXERCISE:</b> -Hold you knee and pull it back to your chest and stretch it. -Ankle rotation from right to left and reverse.</p>	<p>Teacher will perform all the skill related exercise and ask the students to repeat after him/her.</p>	<p>Students will perform the skill related exercise on order and will try to maintain disciplines.</p>	



STEPS & STAGES	SUBJECT MATTER	TEACHER'S ROLE	STUDENT'S ROLE	FORMATION
III M A I N  T E A C H I N G  P A R T	<b>BASKETBALL:</b> <b>DRIBBLING-</b> Dribbling consists of bouncing the ball on the floor continuously with one hand while walking or running down the court. Different types of dribbling: 1. <b>Low or Controlled Dribbling-</b> Low dribbling is always nearest to the floor or below the knees. <ul style="list-style-type: none"> <li>▪ It is used whenever the player is closely guarded.</li> <li>▪ The ball is dribbled on the side of the body.</li> </ul> 2. <b>High or Speed Dribbling-</b> High dribbling is always below the waist level of the player. <ul style="list-style-type: none"> <li>▪ The ball must be pushed farther in front of you on the bounce as you increase your running speed. The students should keep in mind to dribble the ball with fingers only and not palm.</li> </ul>	Teacher will explain what is dribbling skill in basketball and the types of dribbling used in various games of basketball.	Students will hear the explanation carefully and try to understand the skill properly.	
		Teacher will show a demo of low dribbling and explain when to use it and how to use it.	Student will watch the skill related demo properly and try to do it effectively.	LOW DRIBBLE
		Teacher will show a demo of high dribbling and explain when to use it and how to use it.	Student will watch the skill related demo properly and try to do it effectively on the court.	HIGH DRIBBLE

<p><b>A D U P  G A M E</b></p>	<p>cover cones (small cones) kept with cones in front of every team. The 1<sup>st</sup> student has to dribble the basketball to every cone, collect the ball and bring it back to their team. The team which will do this in less time will score one point. Similarly, the next player from the team will start the game and the clock will reset again. The team scoring the maximum point at the end of the game will win.</p>	<p>referee/umpire for that game.</p>	<p>the rules of the game properly and follow the instructions carefully.</p>	
<p><b>IV - B COOLING DOWN EXERCISES</b></p>	<p>Cooling exercises are done after more intense activity to allow body gradually to cool.</p>	<p>Teacher will perform a cool down exercise and tell the students to follow him/her.</p>	<p>According to the teacher's order the students will perform the cooling down exercises.</p>	
<p><b>V REPORT &amp; DISMISSAL</b></p>	<p>Reassemble the students and report to the Method Master. <b>SLOGAN:</b> "Be Fit, Be Happy!"</p>	<p>Teacher will ask for the permission of dismissal to Method Master and show the students how to perform after dismissal order is given. And tell them what the slogan is.</p>	<p>Students will follow the instructions of the dismissal and will move in a line to their classes.</p>	



**DEMONSTRATION ACTIVITIES: - CALISTHENICS (MASS.P.T. or SARVANGA SUNDAR VYAYAM)**  
**B.P.Ed. COURSE SEMISTER – I Part B: Practical course**

As per syllabus committee meeting Some changes in Practical Event- PC-104 MASS

**DEMONSTRATION ACTIVITIES: - CALISTHENICS (MASS.P.T. or SARVANGA SUNDAR VYAYAM)**

INTERNAL MARK -25 and EXTERNAL MARK- 25 TOTAL= MARK- 50

**A:- Calisthenic Exercise- (Without Apparatus Drill)**

Mass P.T. Exercises-16 COUNT EXERCISE, 1 TO 16 AS PER SEQUENCE COUNT  
 (NOT REVERSE OLD METHOD)

(1) Table Card-1, 1 to 10 types of exercise (Standing Position with Name)

(2) Table Card-2 1 to 5 types of exercise (Seating Position)

(3) Table Card-3 1 to 10 types of Exercise (Rashian Drill)

**B:- Dumbbells – (With apparatus Drill)**

(1) With Name 1 to 10 types of exercise -(Standing Position with Name)

**C:- Wands (Ghungaroo Kathi) – (With apparatus Drill)**

(1) With Name 1 to 10 types of exercise -(Standing Position with Name)

**D:- Flag & Ring**

(1) 1 to 5 types of exercise -(Standing Position)

-: Fundamentals skills- 1- :Grip- Apparatus/ Light apparatus, 2- :Attention with apparatus/ Light apparatus; 3-: Stand –at – ease with apparatus/ light apparatus; 4-: Exercise with verbal command, Band & drum, whistle and music – Two counts, four counts, Eight count and Sixteen count; 5-: Standing Exercise; Jumping Exercise; Moving Exercise;  
 Combination of above all — General & specific command to be included.

S NO	Internal Assesments	Score	External Assesments	Score
1	Perfect Skill (Any two skill of Mass P.T & Wands & Dumbels & Flag & Ring)	10	Perfect Skill (Any two skill of Mass P.T & Wands & Dumbels & Flag & Ring)	10
2	Word of Command (with Counting)	05	Word of Command (with Counting)	05
3	With Band & Drum Command	05	With Band & Drum Command	05
4	Theory knowledge.	05	Theory knowledge.	05
	<b>TOTAL</b>	<b>25</b>	<b>TOTAL</b>	<b>25</b>

Course code	Title of the paper	Total hours /week	credit	Internal marks	External marks	Total marks
PC-101	1.Drill and March and Flag hoisting	3		25	25	50
	2. Mass physical activity ( Mass P.T. /Dumbells /flag/wands etc.)	3	4	25	25	50
	3. Lezium(Ghati or Badoda)	3		25	25	50

## PRACTICE TEACHING LESSON OBSERVATION POINTS

### Physical Education

Name of the pupil Teacher \_\_\_\_\_

Activity \_\_\_\_\_

Name of the School \_\_\_\_\_ Lesson No.: \_\_\_\_\_

Class : \_\_\_\_\_ Period : \_\_\_\_\_ Date : \_\_\_\_\_

Activity of the Pupil Lesson : \_\_\_\_\_

\_\_\_\_\_

- 1) Planning & Preparation :
- 2) Personal Appearance :
- 3) Teaching Ability :
- 4) Class Control :
- 5) Pupil's Response :
- 6) Special Suggestion :
- 7) General Remarks :

Sign

Signature of the Observer

Signature of the Method Master

पाठ-तपासतांना करतांना शिकविण्यात येणारे कळीचे मुदयाकडे शिक्षकांनी लक्ष द्यावे त्यानुसार गुणदान करावे

अ.क्र.		गुण-5	4	3	2	1	झाले नाही
1	वर्ग नियंत्रण - विद्यार्थी सुसंवाद Class Control - Communication with Students						
2	प्रस्तावना - काय शिकवणार Introduction - Teaching Content						
3	उत्तेजन व्या - माहिती Warming up - Information						
4	चुका दुरुस्तीसह अचूक सराव Recitation of Form & Errorless practice						
5	सर्वांग सुंदर व्यायाम हात माहिती Calculation of Comprehensive information						
6	चुका दुरुस्तीसह गिनतीसे Recitation of Error with counting						
7	चुका दुरुस्तीसह लगातार Recitation of Error in continuation						
8	लक्ष केंद्रित करण्याच्या बिंदू Focus point / Key points						
9	सगळ्या विद्यार्थ्यांकडे लक्ष दिले Observation on every student						
10	वेळेचे योग्य नियोजन केले Time management						
11	सराव प्रभावी - विविधता Effective practice & Repeat - Variations						
12	प्रभावी आज्ञा Proper command						
13	माहिती सुस्पष्ट Clarity of information						
14	माहिती योग्य पध्दतीने सांगितले. Communication properly (to command)						
15	शिथिलीकरण माहिती Information about cooling-down						
16	विद्यार्थीबद्दल प्रेम Affection towards students						
17	अध्यापनातील इन्व्होल्वमेंट Involvement in teaching						
18	एकूण छाप Overall impression						

वरीलप्रमाणे पाठाचे तपासणी करावी.

References:

1. Jarde Shripal, *Sharirik shikshanachi tatve*
2. Gadgil Swati, *sharirik shikshan adhyapan paddhati*
3. Joshi M.S., *sharirik shikshan adhyayan va adhyapan* , Nitynutan prakashan ,Pune

पाठक्रमा प्रारम्भ	अभ्यासना वा अभ्यासना	उद्दिष्टे वा क्रांतीकरण	शिक्षकांची कुर्ती	विद्यार्थ्यांची वृत्ती	पत्रकक क्रमांक
प्रस्तावना	विद्यार्थ्यांचे पूर्वज्ञान जागृत करणे	विद्यार्थ्यांना शिष्याची ओळख होईल असे पूर्वज्ञानावर प्रश्न विचारणे	शिक्षकांचे विद्यार्थ्यांना पूर्वज्ञानावर आधारित प्रश्न विचारतील प्रश्न - १) २) ३)	शिक्षकांचे विचारलेले प्रश्नांचे उत्तर देतील. उत्तरे १) २) ३)	विषय मराठी दिनांक : विद्यार्थी संख्या उपस्थिती : अनुपस्थिती :
हेतुबोधन	पाठाचे नाव ..... लेखक ..... जन्म .....	आव लन : घड्याचे नाव विद्यार्थी समजून घेतील	तर मग आम्हा लेंखकांचे नाव काय घड्याचे नाव हा पाठ अभ्यासावर आढोत	विद्यार्थी पाठाचे शिर्षक आत्म्या चर्चित सिद्धून घेतील	घड्याचे नाव लेखकांचे नाव
विषय-प्रसिध्दान	संशोधन-प्रकटवाचन मुकवाचन	आव लन-शिक्षक विद्यार्थ्यांना प्रश्न उत्तरद्वारे घड्याचे स्थापना करतील	शिक्षक पाठाचे आदर्श वाचन करून नंतर विद्यार्थ्यांक घड्या पाठाचे मुकवाचन करणे यास खंगवतील व इलाकावर हेतु प्रश्न सिद्धून घेतील त्यानंतर प्रश्नांचे उत्तरे विद्यार्थ्यांना विचारतील प्रश्न १) २) ३) ४) ५) ६)	विद्यार्थी स्वतःच लेखक करतील आणि विचारलेल्या प्रश्नांची उत्तरे देतील उत्तरे १) २) ३) ४) ५) ६)	हेतु प्रश्न ब्रिटन हाद वाकप्रचार इत्यादी

पाठक्रमा प्रारम्भ	अभ्यासना वा अभ्यासना	उद्दिष्टे वा क्रांतीकरण	शिक्षकांची कुर्ती	विद्यार्थ्यांची वृत्ती	पत्रकक क्रमांक
संवलन	आवृत्ते पाठाचे आव लन शाले विवा नाही याचे पडताळणी करणे (सर्व शिक्षितलेले मुद्दे)	विद्यार्थ्यांचे प्राप्त ज्ञान जागृत घेणे, विद्यार्थी प्राप्त ज्ञान आणखी उत्तरे देतील.	शिक्षक विद्यार्थ्यांचा प्राप्त ज्ञान जागृत घेण्यासाठी काही प्रश्न विचारतील (दोन ते तीन वाक्यात उत्तरांचे प्रश्न विचारणे प्रश्न १) २) ३)	विद्यार्थी शिक्षकांचे विचारलेल्या प्रश्नांचे उत्तरे देतात उत्तरे १) २) ३)	
उपपेचन	विद्यार्थ्यांक घड्या प्रकट वाचन करून घेणे	प्रकट वाचनातक वीराले विवक्षित करणे	शिक्षक विद्यार्थ्यांक घड्या प्रकट वाचन करून घेतील व मुका दुशस्ती करतील.	विद्यार्थी प्रकटवाचनाचा भयलन करतील	घ) जोडहाद
गुरुपठ	विद्यार्थ्यांना सुकस अध्ययनास प्रेरित करणे	विद्यार्थ्यांना स्वतःच अध्ययनास प्रेरित करणे	शिक्षक गुरुपठाने प्रश्न मुद्दाले पल्लवावर सिद्धून घेतात	विद्यार्थी गुरुपठाने प्रश्न वहित सिद्धून घेतात	गुरुपठ - (पेरा ते विस ओळीत उत्तरे लिहावे.)

### TP-301 (B)- INTERNSHIP

Student should acquire teaching experience in school environment. Student shall be deputed in school for minimum 30 to 45 days ( three hours per week). There will be no internal marks for internship. For external examination student shall have to conduct mass physical activity demonstration / skill demonstration of various games/ various fitness, motor or skill test and produce its record book.

**Semester IV**

<b>Part A: Theoretical course</b>						
Course code	Title of the paper	Total hours /week	credit	Internal marks	External marks	Total marks
<b>Core course</b>						
CC – 401	Research and statistics in physical education	4	4	20	80	100
CC – 402	Officiating and coaching	4	4	20	80	100
<b>Elective Course (Anyone)</b>						
EC - 401	( Any one of the following) 1. Fitness, wellness, nutrition and weight management 2. Educational technology and computer application in physical education 3. Sports medicine ,physiotherapy and rehabilitation 4. Professional preparation and curriculum designing 5. Environmental studies and Indian constitution and IPC	4	4	20	80	100
<b>Part B: Practical course</b>						
PC-401	1. Human pyramids/ Chess/ Shooting (any one) 2. Racquets games ( any one) Badminton /TT/ Lawn Tennis /Ball Badminton	4 4	4	25 25	25 25	50 50
PC-402	1. Multigym 2. Combat sports(any one) Boxing/Judo/Martial arts/Fencing/Taekwondo	4 4	4	25 25	25 25	50 50
PC-403	1. Hockey 2. Cricket	4 4	4	25 25	25 25	50 50
<b>Total</b>		<b>36</b>	<b>24</b>	<b>210</b>	<b>390</b>	<b>600</b>

**Note:** Total number of hours required to earn 04 credits for each theory course are 52 to 60 hours per semester whereas 90 to 110 hours for each practicum course.

(C) – Compulsory

(E) – Elective

**References for All Games and Sports:**

1. Sharirik Shikshan Hastapustika, Balbharti, Pune  
NCERT Physical Education books 9<sup>th</sup> to 12<sup>th</sup> standard

**PART – A: THEORY COURSES**  
**SEMESTER IV**

**401- RESEARCH AND STATISTICS IN PHYSICAL EDUCATION**

**CC- Unit-1:**

**Introduction to Research:** Definition of Research; Need and importance of Research in Physical Education and Sports; Scope of Research in Physical Education & Sports; Types and Methods of Research; Research Problem, Meaning of the term, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations, Hypothesis

**Unit-2:**

**Survey of Related Literature:** Need for surveying related literature; Literature Sources, Library Reading; Research Proposal, Meaning and Significance of Research Proposal; Preparation of Research proposal / project; Research Report: A group project is to be undertaken by a small batch of students under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment programme evaluation, fitness status of the students, staff and other stakeholders etc. and submit the report to the institution. Sampling process and techniques – simple random – stratified – systematic – sequential – cluster – multistage – purposive sampling

**Unit-3:**

**Basics of Statistical Analysis:** Statistics: Meaning, Definition, Nature and Importance; Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables; Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, and Frequency Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram

**Unit- 4:**

**Statistical Models in Physical Education and Sports:** Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data; Measures of Variability: Meaning, importance, computing from group and ungroup data; Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data

**References:**

1. Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.
2. Bompa, T. O. & Haff, G. G. (2009). *Periodization: theory and methodology of training, 5th ed.* Champaign, IL: Human Kinetics.
3. Brown, L. E., & Ferrigno, V. A. (2005). *Training for speed, agility and quickness, 2nd ed.* Champaign, IL: Human Kinetics.
4. Brown, L.E. & Miller, J., (2005). *How the training work*. In: Training Speed, Agility, and
5. Carl, E. K., & Daniel, D. A. (1969). *Modern principles of athletes training*. St. Louis: St. Louis's
6. Clark, H. H., & Clark, D. H. (1975). *Research process in physical education*. Englewood cliffs,
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8. Kris E. Berg and Richard W. Latin(2008). *Essentials of research methods in health , physical education, exercise science and recreation* (3<sup>rd</sup> edition, Wolters Kulwer/Lippincott Williams and Wilkins, Philadelphia)

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10. Quickness. Brown, L.E. & Ferrigno, V.A & Ferrigno, V.A., eds. Champaign, IL: Human Kinetics.
11. Thomas, J.R., & Nelson J.K. (2005). *Research method in physical activity*. U.S.A: Champaign,
12. Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
13. Uppal, A. K. (1990). *Physical fitness: how to develop*. New Delhi: Friends Publication.
14. Verma, J. P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

## CC-402- OFFICIATING AND COACHING

### Unit- 1:

**Introduction of Officiating and coaching:** Concept of officiating; Importance and principles of officiating; Relation of official and coach with management, players and spectators; Measures of improving the standards of officiating and coaching

### Unit- 2:

**Coach as a Mentor:** Concept of Coaching; Duties of coach in general, pre, during and post game; Warm-up, cooling-down; Qualities and Responsibilities of a coach on and off the field; Psychology of competition and coaching

### Unit- 3:

**Duties of Official:** Duties of official in general, pre, during and post game; Ground and equipment, maintenance, ground preparation of marking; Mechanics of officiating – position, singles and movement etc; Official Back Stage – medical official, observers, jury of appeal, competition director, athletics

### Unit- 4:

**Qualities and Qualifications of Coach and Official:** Qualities and qualification of coach and official; Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills; Integrity and values of sports

### References:

1. A.A.F.I., Officiating in Athletic, 1988.
2. Brar. T. S. Officiating techniques in Track and Field, Gwalior. Bhargava Press. 20002.
3. Brundle, Fred, Teach Yourself Badminton. The English University Press Ltd., London.
4. Buck, H. W., Rules of Games & Sports. Y.M.C.A. Pub. House, Delhi (Latest Edition)
5. Bunn, J. W. (1968). *The art of officiating sports*. Englewood cliffs N.J. Prentice Hall
6. Bunn, J. W. (1972). *Scientific principles of coaching* Englewood cliffs N. J. Prentice Hall
7. Bunn, J.W., Art of Officiating Sports, Prentice Hall, Englewood 1968.
8. Bunn. J. W., Basketball techniques and team play, Prentice Hall, Englewood Cliffs.
9. De Souza A. J. Track Geography and Field Sites. Chennai. DBAC Sports Envisions. 1999.5.
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13. Emery, Curtis Ray, Modern Volleyball, The MacMilan Co., New York.
14. Englewood Cliffs, 1963.
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17. Lawther, J.D. (1965). *Psychology of coaching* New York: Pre. Hall

18. M.C.C , Cricket Coaching Book, Naddret Press, London-1955.
19. Mortensen, Jand, Track & Field for coach & athlete, Cooper J. M. Prentice Hall Inc.,
20. Shatrunjay K. and Makarand J., Scientific Principles of Sports Training, Chhaya Publications, Aurangabad 2003
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24. Tripathi, Officiating and Coaching
25. Zuzhar Singh, Vitthal Parihar, Officiating and Coaching

## EC- 401 (ELECTIVE COURSES)

### A. FITNESS, WELLNESS, NUTRITION AND WEIGHT MANAGEMENT

#### Unit – I:

**Concept of Physical Education and Fitness:** Definition, Aims and Objectives of Physical Education, fitness and Wellness; Importance and Scope of fitness and wellness; Modern concept of Physical fitness and Wellness; Physical Education and its Relevance in Inter Disciplinary Context.

#### Unit – II:

**Fitness, Wellness and Lifestyle:** Fitness – Types of Fitness and Components of Fitness Understanding of Wellness; Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management; Physical Activity and Health Benefits;

**Principles of Exercise Program;** Means of Fitness development – aerobic and anaerobic exercises; Exercises and Heart rate Zones for various aerobic exercise intensities; Concept of free weight Vs Machine, Sets and Repetition etc; Concept of designing different fitness training program for different age group

#### Unit- III:

Introduction to nutrition, definition of health, dimensions of health, and types of nutrition: proteins, carbohydrates, fats, vitamins, minerals, water; balanced diet, daily caloric requirement and expenditure

Meaning and definition of sports nutrition, role of nutrition in sports before competition, during competition, after competition, role of carbohydrates, fat and protein during exercises

#### Unit- IV:

Weight management, meaning and concept, concept of BMI (Body Mass Index), Obesity, meaning, definition and types of obesity, obesity- causes and solutions of or over coming obesity; weight gain and weigh loss diets

Steps of planning of weigh management; balance diet for Indian school children; diet program for sports children

#### References:

1. Difiore, J.(1998). *Complete guide to postnatal fitness*. London: A & C Black,.
2. Giam, C.K & The, K.C. (1994). *Sport medicine exercise and fitness*. Singapore: P.G. Medical Book.
3. Mcglynn, G., (1993). *Dynamics of fitness*. Madison: W.C.B Brown.
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7. Bessesen, D. H. (2008). Update on obesity. *J Clin Endocrinol Metab.* 93(6), 2027-2034.
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9. Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a Meta analysis. *Is J Obstet Gynecol*, 197(3), 223-228.
10. DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. *N Engl J Med*, 356(21), 2176-2183.
11. Dixon, J.B., O'Brien, P.E., Play fair, J. (n.d.). Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. *JAMA*. 299(3), 316-323.

## B. EDUCATIONAL TECHNOLOGY AND COMPUTER APPLICATION IN PHYSICAL EDUCATION

### Unit I

Educational technology-concept, Nature and Scope. Forms of educational technology: teaching technology, instructional technology, and behaviour technology; programmed learning stage; media application stage and computer application stage.

### Unit II

**Systems Approach to Education and its Components:** Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies; Instructional Strategies and Media for Instruction. Effectiveness of Communication in instructional system; Communication -Modes, Barriers and Process of Communication. **Audio-visual media** - meaning, importance and various forms Audio/Radio: strengths and Limitations

### Unit III-

**Introduction to Computer:** Meaning, need and importance of information and communication technology (ICT); Application of Computers in Physical Education; Application software used in Physical Education and sports, Introduction to MS Office  
**MS Word:** Introduction to MS Word; Creating, saving and opening a document; Formatting Editing features Drawing table; Page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes

### Unit IV

**MS Excel:** Introduction to MS Excel; Creating, saving and opening spreadsheet; Creating formulas; Format and editing features adjusting columns width and row height understanding; Charts

**MS Power Point:** Introduction to MS Power Point; Creating, saving and opening a ppt. file; Format and editing features slide show, design, inserting slide number; Picture, graph, table; Preparation of Power point presentation.

### REFERENCE:

1. Amita Bhardwaj, New Media of Educational Planning". Sarup of Sons, New Delhi-2003
2. Bhatia and Bhatia. The Principles and Methods of Teaching (New Delhi : Doaba House), 1959.
3. Communication and Education, D. N. Dasgupta, Pointer Publishers Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford
4. Essentials of Educational Technology, Madan Lal, Anmol Publications
5. K. Sampath, A. Pannirselvam and S. Santhanam. Introduction to Educational Technology (New Delhi: Sterling Publishers Pvt. Ltd.) : 1981.

6. Kochar, S.K. Methods and Techniques of Teaching (New Delhi, Jalandhar, Sterling Publishers Pvt. Ltd.), 1982
7. Kozman, Cassidy and Jackson. Methods in Physical Education (W.B. Saunders Company, Philadelphia and London), 1952.
8. Irtegov, D. (2004). *Operating system fundamentals* Firewall Media
9. Marilyn, M. & Roberta, B. (n.d.). *Computers in your future*. 2nd edition, India: Prentice Hall.
10. Meenakshi Barve, Sanganak Prashikshan
11. Milke, M. (2007). *Absolute beginner's guide to computer basics* Pearson Education Asia Sinha, P. K. & Sinha, P. (n.d.) *Computer fundamentals* 4th edition, BPB Publication

### C. PROFESSIONAL PREPARATION AND CURRICULUM DESIGN

#### Unit-I:

Foundation of professional preparation: purpose of professional preparation education, responsibility for education and professional preparation, general education and general professional education of teachers and leaders, undergraduate preparation of professional personnel, graduates preparation of professional personnel.

#### Unit-II :

Functional program of professional preparation: area of specialized professional education, selected problems, competencies, planned experience and source areas. Administration of program of professional preparation, evaluation of preparation

#### Unit-III

**Modern concept of the curriculum:** Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development; Factors affecting curriculum - Social factors - Personnel qualifications – Climatic consideration - Equipment and facilities -Time suitability of hours; National and Professional policies, Research finding

**Basic Guideline for curriculum construction; contest (selection and expansion):** Focalization; Socialization; Individualization; Sequence and operation; Steps in curriculum construction

#### Unit-IV:

**Curriculum-Old and new concepts, Mechanics of curriculum planning:** Basic principles of curriculum construction; Curriculum Design, Meaning, Importance and factors affecting curriculum design; Principles of Curriculum design according to the needs of the students and state and national level policies; Role of Teachers

**Under-graduate preparation of professional preparation:** Areas of Health education, Physical education and Recreation; Curriculum design-Experience of Education, Field and Laboratory; Teaching practice; Professional Competencies to be developed-Facilities and special resources for library, laboratory and other facilities.

#### Reference:

1. Snyder R.A. and Scott H.A., Professional preparation in health, physical education and recreation, Suyog publication, Amravati
2. Barrow, H. M. (1983). *Man and movement: principles of physical education*. Philadelphia: Lea and Febiger.
3. Bucher, C. A. (1986). *Foundation of physical education*: St. Louis: The C. V. Mosby & Company.
4. Cassidy, R. (1986). *Curriculum development in physical education* New York: Harper & Company.

5. Cowell, C.C. & Hazelton, H.W. (1965). *Curriculum designs in physical education*. Englewood Cliffs: N.J. prentice Hall Inc.
6. Larson, L.A. (n.d.). *Curriculum foundation in physical education* Englewood Cliffs: N.J. Prentice Hall Inc.
7. Underwood, G. L. (1983). *The physical education curriculum in secondary school: planning and implementation*. England: Taylor and Francis Ltd.
8. Willgoose, C.E. (1979). *Curriculum in physical education* 3rd Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.

## D. SPORTS MEDICINE & PHYSIOTHERAPY AND REHABILITATION

### Unit-I:

**Sports Medicine:** Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance; Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches; Need and Importance of the study of sports injuries in the field of Physical Education; Prevention of injuries in sports – Common sports injuries – Diagnosis – First Aid - Treatment - Laceration – Blisters – Contusion - Strain – Sprain – Fracture – Dislocation and Cramps – Bandages – Types of Bandages – trapping and supports.

### Unit-II:

**Physiotherapy:** Definition – Guiding principles of physiotherapy, Importance of physiotherapy, Introduction and demonstration of treatments - Electrotherapy – infrared rays – Ultraviolet rays – short wave diathermy – ultrasonic rays.

### Unit-III:

**Hydrotherapy:** Introduction and demonstration of treatments of Cry therapy, Thermo therapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation – Massage: History of Massage – Classification of Manipulation (Swedish System) physiological Effect of Massage.

### Unit-IV:

**Therapeutic Exercise:** Definition and Scope – Principles of Therapeutic Exercise – Classification, Effects and uses of Therapeutic exercise – passive Movements (Relaxed, Forced and passive - stretching) – active movements (concentric, Eccentric and static) application of the therapeutic exercise: Free Mobility Exercise – Shoulder, Elbow – Wrist and Finger Joints – Hips, Knee, ankle and Foot joints – Trunk. Head and Neck exercises

### References:

1. Christine, M. D., (1999). *Physiology of sports and exercise*. USA: Human Kinetics.
2. Conley, M. (2000) *Bioenergetics of exercise training* In T.R. Baechle, & R.W. Earle, (Eds.)
3. Essentials of Strength Training and Conditioning (pp. 73-90) Champaign, IL: Human Kinetics.
4. David, R. M. (2005). *Drugs in sports*, (4th Ed) Rutledge Taylor and Francis Group
5. Hunter, M. D. (1979). *A dictionary for physical educators*. In H. M. Borrow & R. McGee, (Eds.), *A Practical approach to measurement in Physical Education* (pp. 573-74). Philadelphia: Lea & Febiger
6. Jeyaprakash, C. S., *Sports Medicine*, J.P. Brothers Pub., New Delhi, 2003.
7. K. Shatrunjay, *Scientific Coaching Manual for Martial Arts*, Rana Graphics and publications, Hyderabad, A. P.
8. Khanna, G.L., (1990). *Exercise physiology & sports medicine*. Delhi: Lucky Enterprises.
9. Mathew, D.K. & Fox, E.L, (1971) *Physiological basis of physical education and athletics* Philadelphia: W.B. Saunders Co.
10. Pandey, P.K., (1987). *Outline of sports medicine*, New Delhi: J.P. Brothers Pub.

11. Williams, J. G. P. (1962). *Sports medicine* London: Edward Arnold Ltd.

## E. ENVIRONMENTAL STUDIES AND INDIAN CONSTITUTION AND INDIAN PENAL CODE (IPC)

### Unit – I:

**Environmental Science:** Definition, Scope, Need and Importance of environmental studies; Concept of environmental education, Historical background of environmental education; Celebration of various days in relation with environment; Plastic recycling & probation of plastic bag / cover; Role of school in environmental conservation and sustainable development

### Unit – II:

**Natural Resources and related environmental issues:** Water resources, food resources and Land resources; Definition, effects and control measures of: Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution; Management of environment and Govt. policies, Role of pollution control board.

### Unit – III

## भारताचे संविधान (100 व्या घटना दुरुस्ती पर्यन्त) आणि भारतीय दंड संहिता (IPC)

**Unit : I** संविधान परिचय, संविधानाची व्याख्या , निर्मिती ,समावेशकबाबी व सविस्तर माहिती .

मूलभूत हक्क , स्वातंत्र्य आणि कर्तव्ये : कायद्यापुढे

स्वातंत्र्याचा हक्क : सर्व नागरिकांस भाषण व अभिव्यक्ती स्वातंत्र्य, कोणता ही पेशा आचरण्याचा

अथवा व्यवसाय ,व्यापार ,किंवा धंदा चालविण्याचा हक्क , सांस्कृतिक व शैक्षणिक हक्क.

समानतेचा हक्क : राज्य कोणत्याही व्यक्तीस भारताच्या राज्यक्षेत्रात कायद्यापुढे समानता अथवा कायद्याचे संरक्षण नाकारणार नाही. भेदभाव करण्यास मनाई ,अशुभ्यता नष्ट करणे.

जीवित व व्यक्तीगत स्वातंत्र्य : अपराधाबद्दल दोष सिद्धिबाबत संरक्षण.

शोषणा विरुद्ध हक्क : माणसांचा अपत्यापार आणि वेठबिगारी , बालकामगर कायदा .

धर्म स्वातंत्र्याचा हक्क : सदसद विवेक बुद्धीचे स्वातंत्र आणि धर्माचे मुक्त प्रकटीकरण , आचरण व प्रचार.

मूलभूत कर्तव्ये 51क : संविधानाचे पालन करणे आणि त्याचे आदर्श व संस्था , राष्ट्रध्वज व राष्ट्रगीत याचा आदर करणे.

### Unit Iv : न्यायव्यवस्था,न्यायालये व भारतीय दंड संहिता ( IPC )

प्रस्तावना , न्यायपालिका – न्यायालयचे वर्गीकरण आणि कार्यपद्धती .

भारतीय दंड संहिता ( IPC ) : कलम 144,182,294,302,306,307,308,313,323-24-25-26,

354,375,376.

महाविद्यालयातील कायदेशीर समित्या : तक्रार निवारण समिति , अँटी रॅगिंग समिति ,

महिला तक्रार निवारण समिति.

कौशल्य प्रकाशन , N-11, C -3/24/3 हडको ,औरंगाबाद. फोन : 9423700789

### References:

1. Agrawal, K.C. (2001). *Environmental biology* Bikaner: Nidhi publishers Ltd.
2. Frank, H. & Walter, H., (1976). *Turners school health education*. Saint Louis: The C.V. Mosby Company.
3. Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co.
4. संदर्भ : भारताचे संविधान ,भारत सरकार विधी व न्याय मंत्रालय, (100 व्या घटना दुरुस्तीपर्यन्त सुधारित )

## PART – A: PRACTICAL COURSES

### SEMESTER IV

#### **PC- 401: A. HUMAN PYRAMIDS/ CHESS /Rifle Shooting (Any One)**

1. Human pyramids: Types of bases( leaning, standing , sitting) Two men and more than two men formations., Ground positions and basic postures, with equipment and without equipment, pyramids on mallakhamb

#### **2. CHESS: (Chess board will be Applicable)**

Initial setup

a b c d e f g h

Chessboard480.svg  
 8 black rookb8 black knightc8 black bishopd8 black queene8 black kingf8 black  
 bishopg8 black knight8 black rooka7 black pawnb7 black pawnc7 black pawnd7 black pawne7  
 black pawnf7 black pawnh7 black pawns2 white pawnb2 white pawnc2 white pawnd2  
 white pawne2 white pawnf2 white pawnh2 white pawns1 white rookb1 white  
 knightc1 white bishopd1 white queene1 white kingf1 white bishopg1 white knight81 white rook

Starting position

Chess is played on a chessboard, a square board divided into 64 squares (eight-by-eight) of alternating color, which is similar to that used in draughts (checkers) (FIDE 2008). No matter what the actual colors of the board, the lighter-colored squares are called "light" or "white", and the darker-colored squares are called "dark" or "black". Sixteen "white" and sixteen "black" pieces are placed on the board at the beginning of the game. The board is placed so that a white square is in each player's near-right corner. Horizontal rows are called ranks and vertical rows are called files.

Each player controls sixteen pieces:

Piece	King	Queen	Rook	Bishop	Knight	Pawn
Number	1	1	2	2	2	8

Symbols Chess klt45.svg

Chess kdt45.svg Chess qlt45.svg

Chess qdt45.svg Chess rlt45.svg

Chess rdt45.svg Chess blt45.svg

Chess bdt45.svg Chess nlt45.svg

Chess ndt45.svg Chess plt45.svg

Chess pdt45.svg

At the beginning of the game, the pieces are arranged as shown in the diagram: for each side one king, one queen, two rooks, two bishops, two knights, and eight pawns. The pieces are placed, one on a square, as follows:

The rooks are placed on the outside corners, right and left edge.

The knights are placed immediately inside of the rooks.

The bishops are placed immediately inside of the knights.

The queen is placed on the central square of the same color of that of the player: white queen on the white square and black queen on the black square.

The king takes the vacant spot next to the queen.

The pawns are placed one square in front of all of the other pieces.

Popular mnemonics used to remember the setup are "queen on her own color" and "white on right". The latter refers to setting up the board so that the square closest to each player's right is white (Schiller 2003:16–17).

### 3. RIFLE SHOOTING

#### Shooting positions

The four basic "NRA" or "competition" or "field" shooting positions, in order of steadiness / stability (the closer you get to the ground, the steadier you are), are prone, sitting, kneeling, and standing (also called "offhand").

Other common, but aided, shooting position is bench shooting position.

There are also numerous shooting aids from monopods to tripods to sandbags and complete gun cradles.

#### Slings

##### Shooting sling

The sling is used to create isometric pressure to increase steadiness. While the use of a sling is of questionable value when shooting from the standing position, it is very much worth using from kneeling, sitting or prone. Proper use of the sling locks the rifle into the body and enhances that solid foundation so critical to delivering an accurate shot.

##### Hasty Sling

A type of shooting sling. All positions are strengthened through the use of a hasty sling. The formal tight sling is detached from the rear sling swivel and tightened above the bicep of the supporting arm. Almost any carrying strap can be used in the hasty sling mode. There is often a compromise between the most comfortable "carry" length for shooter's sling and the ideal tension for a hasty sling. The steadiness achieved is almost as good as a tight competition sling and it is a lot faster.

##### Prone position

The steadiest by far and easiest to master.

- When this position is done correctly it can be as steady as shooting from a bench rest.

Will probably be the least used in the field because, all too often, vegetation gets in the way and obscures the view.

##### Variations:

###### classic prone

- It has the body at an angle (left for righties, right for lefties).

###### modern prone

- It has the body more directly behind the rifle with shooter's strong side leg slightly bent.

Test for correct body position: Wrap your arm into the hasty sling and drop down into prone, sighting at the target. Close your eyes. When you open them you should still be aiming at the target. If you aren't, then your position is off. Also, if the shooter's sight picture returns after the firm kicks to each muzzle, then body alignment is good. If not, adjustment is needed.

Usual advice is to use a sling for this position

##### Aided prone position

Prone with pack or bipod

##### Sitting position

This position is relatively easy to get into, but more difficult to get out of quickly and provides clearance for low to medium height obstacles that would interfere with the prone position.

Proper sitting position is extremely difficult to master.

There are three variations to the sitting position:

open leg

cross leg (aka pretzel style)

- The steadiest sitting position.

cross ankle

The test for correct body position is the same as prone.

Usual advice is to use a sling for this position.

Aided sitting position

Sitting with tripod

Kneeling position

Best for times when shooter needs to shoot quickly, but it is a bit too far (or he is breathing a bit too hard) to risk a shot from the standing position.

A lot steadier than standing position

For most people it is not nearly as steady as sitting but it is a lot faster to get in and out of.

- For some people this position can be almost as steady as the prone position.

Strong-side knee is on the ground, weak-side knee and foot are pointing at the target while weak-side knee is supporting the elbow (It is important that the bony tip of the elbow not be planted on top of the knee cap — bone-on-bone contact allows for too much movement or it can slip.)

Variations:

sitting on strong-side foot

with strong-side foot flat

sitting on the strong-side foot's heel with the toes grounded

Usual advice is to use a sling for this position.

Aided kneeling position

Kneeling with crossed sticks or tripod

Standing (or Offhand) position

The quickest position to assume and is useful for quick shots and for shooting over objects.

By far is the least steadiest of all positions.

- Common trait is a bit of sway in this position. The trick is learning to control the sway and fire when shooter is at his steadiest.

The most difficult position to shoot from and to master.

Stock fit is essential in standing — perhaps more than in any other position. Shooter needs to have his cheek firmly welded to the stock.

Variations:

squared toward the target

- Advantages of this technique are that it allows the shooter to absorb the rifle's recoil much more effectively, to run the bolt and get back on target quickly. It also places the shooter in a more aggressive stance that allows him to move, in just about any direction, as his target requires.

bladed stance of the rifle marksman

Usual advice is not to use the sling for support in this position.

Aided standing position

Standing with sticks and stones

Three-legged shooting sticks are almost universal in Africa.

Whatever shooter's comfortable range is for offhand shooting, sticks should double it.

**B. RACQUET GAMES (BADMINTON, / T.T., / LAWN TENNIS, / BALL BADMINTON, / SQUASH (ANY ONE)**

**BADMINTON (ELECTIVE)**

**Fundamental Skills**

Racket parts, Racket grips, Shuttle Grips; The basic stances; the basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm; Drills and lead up games; Types of games-Singles, doubles, including mixed doubles; RULES AND THEIR INTERPRETATIONS AND DUTIES OF OFFICIALS

**TABLE TENNIS (ELECTIVE)**

**Fundamental Skills**

The Grip-The Tennis Grip, Pen Holder Grip; Service-Forehand, Backhand, Side Spin, High Toss.; Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shot, Loop Drive; Stance and Ready position and foot work; Rules and their interpretations and duties of officials

**SQUASH (Elective)**

**Fundamental Skills**

Service- Under hand and over hand; Service Reception; Shot- Down the line, Cross Court; Drop; Half Volley; Tactics – Defensive, attacking in game; Rules and their interpretations and duties of officials

**TENNIS (Elective)**

**Fundamental Skills**

Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip; Stance and Footwork; Basic Ground strokes-Forehand drive, Backhand drive; Basic service; Basic Volley; Over-head Volley; Chop; Tactics – Defensive, attacking in game; Rules and their interpretations and duties of officials

**BALL BADMINTON (ELECTIVE)**

**Fundamental skills**

Racket parts, Racket grips, Shuttle Grips; The basic stances; the basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm; Drills and lead up games; Rules and their interpretations and duties of officials

**PC-402**

**A.MULTI-GYM**

Dumbell exercises, barbell exercises, multi station exercises, exercises with pulley, exercises with medicine ball, bands, weight belts. Cross fit gym training, treadmill, ergo metric cycle, rower and various equipments, load and recovery means(intensity, volume, repetitions, interval, set and recovery)

**B. COMBAT GAMES( BOXING /JUDO/TAEKWONDO/MARTIAL ARTS/  
KARATE/FENCING) ANY ONE  
BOXING (ELECTIVE)**

**Fundamental Skills**

Player stance; Stance - Right hand stance, left hand stance; Footwork – Attack, defense; Punches – Jab, cross, hook, upper cut, combinations; Defense slip – bob and weave, parry/block, cover up, clinch, and counter attack; Tactics – Toe to toe, counter attack, fighting in close, feinting; Rules and their interpretations and duties of officials

**MARTIAL ARTS/KARATE (ELECTIVE)**

**Fundamental Skills**

Player Stances – walking, hand positions, front-leaning, side-fighting; Hand Techniques - Punches (form of a punch, straight punch, and reverse punch), Blocks (eight basic); Leg Techniques - Snap kicks, stretching straight leg, thrust kicks, sidekicks, round house. Forms - The first cause Katas; Self Defense - against punches, grabs and strikes, against basic weapons (knife, club sticks); Sparring - One step for middle punch, high punch and groin punch. (Defended by appropriate block from eight basic blocks); Rules and their interpretations and duties of officials

**TAEKWONDO (ELECTIVE)**

**Fundamental Skills**

Player Stances – walking, extending walking, L stance, cat stance; Fundamental Skills – Sitting stance punch, single punch, double punch, triple punch; Punching Skill from sparring position – front-fist punch, rear fist punch, double punch, and four combination punch; Foot Techniques (Balgisul) – standing kick (soseochagi), Front kick (AP chagi), Arc kick (BandalChagi), Side kick, (YeopChagi), Turning kick (DollyoChagi), Back kick (Twit Chagi), Reverse turning kick (BandaeDollyoChagi), Jump kick (TwimyoChagi); Poomsae (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jang, Yook Jang, Chil Jang, Pal Jang (Fundamental Movement – eye control, concentration of spirit, speed control, strength control, flexibility, balance, variety in techniques); Sparring (Kyorugi) – One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring; Board Breaking (Kyokpa) – eye control, balance, power control, speed, point of attack; Rules and their interpretations and duties of officials

**JUDO (ELECTIVE)**

**Fundamental skills**

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

**Fencing (Elective)****Fundamental Skill**

Basic Stance - on-guard position (feet and legs); Footwork – advance, retire, lunge, Step-lunge; Grip – hold a foil correctly, Etiquette – salute and handshake to coaches and partners; Hit a target (glove, mask, person) at riposte distance; Lunge from an on-guard position; Attack - simple attacks from six – direct, disengage, double attack, compound attacks; high line – one-two and cut-over disengage, Cut-over attack, Low line attacks; Semi circular parries – octave and septime; Understand the layout of a piste; Compound or successive parries; Lateral parry and direct riposte; Fence a bout – judges etc. salutes and handshakes; Rules and their interpretations and duties of officials

**PC-403****HOCKEY (COMPULSORY)****Fundamental Skills**

Player stance & Grip; Rolling the ball; Dribbling; Push; Stopping; Hit; Flick; Scoop; Passing – Forward pass, square pass, triangular pass, diagonal pass, return pass, Reverse hit; Dodging; Goal keeping – Hand defense, foot defense; Positional play in attack and defense.; Rules and their interpretations and duties of officials.; Rules and their interpretations and duties of officials.; Ground Marking; rules and regulations

**CRICKET (COMPULSORY)****Fundamental Skills**

Batting-Forward and backward defensive stroke; Bowling-Simple bowling techniques  
Fielding-Defensive and offensive fielding; Catching-High catching and Slip catching  
Stopping and throwing techniques; Wicket keeping techniques

**References for All Games and Sports:**

1. Sharirik Shikshan Hastapustika, Balbharti, Pune
2. NCERT Physical Education books 9<sup>th</sup> to 12<sup>th</sup> standard

**Table 1: Semester wise distribution hours per week:**

Semester	Theory	Practicum	Teaching Practice	Total
I	12	18	06	36
II	12	24	00	36
III	12	18	06	36
IV	12	24	00	36
Total	48	84	12	144

Minimum of 36 teaching hours per week is required in five or six days in a week

**Table 2: Number of Credit per semester:**

Semester	Theory	Practicum	Teaching Practice	Total
I	12	8	4	24
II	12	12	00	24
III	12	8	4	24
IV	12	12	00	24
Total	48	40	8	96

Minimum of 36 teaching hours per week is required in five or six days in a week