

UNIVERSITY OF PUNE

B. Ed (Physical Education) Semester Pattern

Syllabus Revised from April 2010

B. Ed. (Physical Education) Semester Pattern (Revised-June 2010)

General objectives of the B.Ed. (Phy.Edu.) course:

To enable the student teacher,

1. **To become competent and committed physical education professionals willing to perform.**
2. **To use competencies and skills needed for becoming an effective teacher (especially Physical Education).**
3. **To be sensitive student teacher about emerging issues such as health & fitness, wellness, technology, environment.**
4. **To inculcate rational thinking and scientific temper among the students.**
5. **To develop critical awareness about the social realities among the students.**
6. **To use managerial and organizational skills.**

Regulations:

1. **Duration of the Course:** The duration of the course of study is for one academic year, consisting of two semesters. The total Teaching days shall not be less than 180 days in an Academic year (Each semester consists of not less than 90 working days excluding examination.)
2. **Eligibility for Admission:**
 - 2.1 Candidate should have passed the Bachelor's Degree/Master Degree of Pune University or of any other university recognized by this university, with at least 45% marks and should have offered at least one school subject at the first and / or second degree level as principal or subsidiary or allied or optional subject. (School subject means the subject included in the syllabus of secondary / Higher secondary level in the Maharashtra state.)
 - 2.2 Relaxation of 5% marks will be given to the candidates belonging to S.C. & S.T. and other notified categories as per Government Rules.
3. **Selection Procedure:**

Admission to the eligible candidates will be given as per the selection procedure laid down by the State Government of Maharashtra time to time.

4. **Eligibility Norms for appearing at B.Ed. (Physical Education) examination:**
 - 4.1 Student teachers should have kept two terms with at least 80% attendance at the Periods in college for both the terms. He should have completed all the practical and other work expected in all the three parts of the syllabus up to the satisfaction of the principal. He should have obtained such a certificate from the principal of the

college. Unless and until he obtains such a certificate, he will not be allowed to appear for university examination.

4.2 The External Examination for **Part I, II, And III** will be taken after recorded minimum 80% attendance for both the terms at the college and after having completed and passed all the internal practical work prescribed in the syllabus.

5. Medium of Instruction:- Medium of Instruction at the B.Ed. (Phy.Edu.) course will be Marathi or English. However, the medium of Instruction for the optional paper no. 5 Teaching Methodology of Marathi Education, English Education, or Hindi Education will be Marathi, English, and Hindi respectively.

The candidate appearing for B.Ed. (Phy.Edu.) examination will have the option of answering all courses in part I either in English or in Marathi.

6. For the part II and part III examination which shall be conducted by the university at the end of the II semester.
7. The college should submit **supporting document** to the university for the Head 12,13 and 15
8. Student who fails in any one or more papers in the semester examination will be permitted to rewrite the paper or papers in the subsequent semester examination
9. The college will complete the internal assessment of the heads no. 11, 14 & 16 mentioned in the syllabus. The internal assessment will be in the form of marks.
10. For the rationalization of internal marks **university will appoint a moderation committee**. The Committee will visit each college to take the review of the internal marks given by the college and advice the college if necessary. The college should take the appropriate action as per the advice of the committee & submit the internal marks to the University.

Revised Frame Work of B.Ed. (Physical Education) Syllabus 2010

Part	Head	Title of the paper	Internal	External
I	1	Philosophical, Sociological, Historical and Recreational bases of Physical Education & Sports		50
	2	The Anatomical and Physiological basis of Exercise and sports		50
	3	Fitness & Wellness		50
	4	Methodology of teaching physical education		50
	5	Methodology of Teaching-Optional Subject		50
		Total first semester		250
	6	Psychological bases of Physical Education & Sports		50
	7	Biomechanics, Athletic Care & Rehabilitation		50
	8	Management of physical education & sports		50
	9	Essentials of physical Education & sports		50
	10	Evaluation & Statistical procedure in physical education & sports		50
		Total second semester		250
		Total Theory		500
II	11	Practice Teaching Core training programme a) Micro lessons (6 Lessons) b) Integration lessons (4 Lessons) Special training programme a) Practice lesson (12 Lessons) b) Block teaching (8 Lessons) d) Teaching module	Grade 20 120 40 20	
	12	Final Teaching Lesson- Physical Education		50
	13	Final Teaching Lesson- Optional Subject		50
		Total Teaching Practice	200	100
III	14	Physical Education & Sports Activities 1.Track & Field 2.Floor Gymnastics 3.Yoga 4.Drill Marching 5. Self Defense 6. Demonstrative Activities 7. Fitness 8. Minor Games & Modified Games 9. Competencies 10. Field Marking, Officiating & Competition organization 11. Measurement & Evaluation	60 10 10 10 10 20 30 10 10 15 15	
	15	Sports & Games Introduction		100
		Total	200	100
	16	Term work 1. Tutorial 2. Content enrichment programme 3. TBT Practical 4. Trip, Visits & Camp 5. Attendance	50 10 20 10 10	
		Total	100	
	Total Course			500

Norms for passing B.Ed. (Phy.Edu.) Examination

i)	To pass the examination the candidate must obtain at least 45% marks in each head of passing in both Internal and external evaluation and an aggregate of 50% in each part separately (Part I – Part III) Refer Table 1.
ii)	To pass the examination in "Second class " candidate must appear at one and the same time in the both Internal and external evaluation and obtain least 50% marks in each head of passing with aggregate 50% marks in each part separately (Part I – Part III). Refer Table 1.
iii)	To pass the examination in "Second class with B+" candidate must appear at one and the same time in the both Internal and external evaluation and obtain least 50% marks in each head of passing with aggregate 55% marks in each part separately (Part I – Part III). Refer Table 1.
iv)	To pass the examination in "First class", candidate must appear at one and the same time in the both Internal and external evaluation and obtain least 55% marks in each head of passing with aggregate 60% marks in each part separately (Part I – Part III). Refer Table 1.
v)	To pass the examination in "First class with Distinction", candidate must appear at one and the same time in the both Internal and external evaluation and obtain least 65% marks in each head of passing with aggregate 70% marks in each part separately (Part I – Part III) Refer Table 1.

Note: The candidate who has obtained minimum 45% or more marks in any head of passing but failed in the examination shall be eligible to claim exemption in such head/heads. Candidates claiming exemption will not be eligible for first class with Distinction, first class, and higher second class and merit list.

Note: The candidate has completed their terms but has not completed internal work are eligible do so in next one academic year only.

Table 1

Norms for passing B.Ed. (Phy.Edu.) Examination:

Specification of minimum marks to be obtained to secure various classes in the evaluation

Part	Head	Pass class 45% each head	Second class 50% each head	Second class with B+ 50% each head	First class 55% each head	First class with Dist. 65% each head
I	1 (50 Marks)	22.50	25	25	27.50	32.50
	2 (50 Marks)	22.50	25	25	27.50	32.50
	3 (50 Marks)	22.50	25	25	27.50	32.50
	4 (50 Marks)	22.50	25	25	27.50	32.50
	5 (50 Marks)	22.50	25	25	27.50	32.50
	6 (50 Marks)	22.50	25	25	27.50	32.50
	7 (50 Marks)	22.50	25	25	27.50	32.50
	8 (50 Marks)	22.50	25	25	27.50	32.50
	9 (50 Marks)	22.50	25	25	27.50	32.50
	10 (50 Marks)	22.50	25	25	27.50	32.50
	500 Marks					
Aggregate Part I	Min. 250 Marks out of 500 Marks (50%)	Min. 250 Marks out of 500 Marks (50%)	Min. 275 Marks out of 500 Marks (55%)	Min. 300 Marks out of 500 Marks (60%)	Min. 350 Marks out of 500 Marks (70%)	
II	11 (200 Marks)	90.00	100.00	100.00	110.00	130.00
	12 (50 Marks)	22.50	25.00	25.00	27.50	32.50
	13 (50 Marks)	22.50	25.00	25.00	27.50	32.50
	300 Marks					
Aggregate Part II	Min. 150 Marks out of 300 Marks (50%)	Min. 150 Marks out of 300 Marks (50%)	Min. 165 Marks out of 300 Marks (55%)	Min. 180 Marks out of 300 Marks (60%)	Min. 210 Marks out of 300 Marks (70%)	
III	14 (200 Marks)	90.00	100.00	100.00	110.00	130.00
	15 (100 Marks)	45.00	50.00	50.00	55.00	65.00
	16 (100 Marks)	45.00	50.00	50.00	55.00	65.00
	400 Marks					
Aggregate Part III	Min. 200 Marks out of 400 Marks (50%)	Min. 200 Marks out of 400 Marks (50%)	Min. 220 Marks out of 400 Marks (55%)	Min. 240 Marks out of 400 Marks (60%)	Min. 280 Marks out of 400 Marks (70%)	
	Total Marks 1200	Min. 600 Marks (50%)	Min. 600 Marks (50%)	Min. 660 Marks (55%)	Min. 720 Marks (60%)	Min. 840 Marks (70%)

Evaluation:

A Candidate appearing for **B.Ed. (Phy.Edu.)** course will be evaluated for the Degree of “**Bachelor of Education (Physical Education)**” in the manner given below.

External Evaluation 700 Marks		Internal Evaluation 500 Marks	
Head	Marks	Head	Marks
1 to 10	500	11	200
12	50	14	200
13	50	16	100
15	100		

FIRST SEMESTER**PART- I****Paper I****PHILOSOPHICAL, SOCIOLOGICAL, HISTORICAL AND RECREATIONAL BASES OF PHYSICAL EDUCATION & SPORTS****Objectives**

- 1) To enable him to understand meaning and scope of physical education, sports, recreation, health and their Philosophical, sociological, historical basis
- 2) To acquaint him with historical perspective as influence on physical education, Abroad and in India, effect for the present development of Physical Education.
- 3) To acquaint with modern objectives of physical education, sports & recreation.
- 4) To acquaint the students with different types of recreation, & importance of recreation.

Unit 1 Philosophical bases

- 1.1 Meaning, Definition and Scope of physical Education
- 1.2 Aims, Objective and purpose of Physical Education
- 1.3 Place of Physical Education in education
- 1.4 Values and Ethics of Sports & Physical Education

Unit 2 Sociological bases of physical Education & sports

- 2.1 Role of Physical & sports in today's society
- 2.2 Physical education for human Value
- 2.2 Physical Education and its relation to education- Fitness movement

Unit 3 Historical bases of Physical Education & Sports

- 3.1 History of Physical education in India with reference to culture, Curriculum and Institutions
- 3.2 Trends in Physical education in Greece, China, U.S.A.
- 3.3 Olympic movement-Ancient & Modern
- 3.4 Indian legends in sport- Khasaba Jadhav, Dhyanchand

Unit 4 Recreational bases of Physical education & sports

- 4.1 Philosophy of recreation & sports
- 4.2 Meaning of recreation & leisure, definition & significance of recreation
- 4.3 Relationship between play, leisure & recreation
- 4.4 Types of recreation

Suggested readings:

- 1) Bucher, C.A., (1979). Foundation of Physical education (5th ed.). Missouri: C.V.Mosby co.
- 2) Barrow, H.M. (1983). Man and Movement: Principles and Physical Education. Phi: Lea and Febiger
- 3) Bucher & Wuest. (1987). Foundations of Phy.Edu & Sports. Missouri: C.V.Mosby co.
- 4) Ziegler, E.F. (2007). An introduction to Sports & Phy.Edu. Philosophy. Delhi: Sp. Educational Tehno.
- 5) William, J.E. (1964). Principles of Physical Education:, Com. Philadelphia: W.B. Saunders
- 6) Kretchmar, R.S. (1994). Practical Philosophy of Sport. IL: Human Kinetics.
- 7) Shekhar, K.C. (2004). Principles & History of P.E. Delhi:Khel Sahitya Kendra.
- 8) Young, D.C. (2004). A brief History of Olympic Games. UK: Blackwell Publishing.
- 9) Frank, A.M. (2003). Sports & education. CA: ABC-CLIO

Paper II

THE ANATOMICAL AND PHYSIOLOGICAL BASIS OF EXERCISE AND SPORTS

Objectives

1. To enable the students to understand the basic structure and functions of Human body.
2. To enable the student to understand the effect of Exercise on different system or/and on the body as a whole.
3. To enable the students to understand the normal movements of human body.
4. To enable the students to understand the basic physiological and mechanical principles involved in efficient body movement.
5. To enable the students to understand the need and importance of Health Education and its application.
6. To enable the student to understand the energy system

UNIT-I

1.1 Introduction to human body:

- a) Cell structure and function- cell division- mitosis- tissues (Types, structure, functions)
- b) General classification of bones and functions
- c) Classification of joints
- d) Structure and function of joint
- e) Basic movement of joint

1.2 Types of muscles- Cardiac, skeletal and smooth

- a) Muscle structure- Gross structure, muscle fiber
- b) Pale and red muscle fiber
- c) Effect of exercise and training on musculoskeletal system

UNIT-II

2.1 Cardiovascular system and respiratory system

- a) Structure and function of heart
- b) Circulation process
- c) Blood pressure and pulse- Its relevance in sport
- d) Effect of exercise and training on cardiovascular system and heart

2.2 Respiratory system

- a) Organs of respiration
- b) Structure and function of respiratory organs
- c) Mechanism of respiration
- d) Types of respiration, Vo₂ max
- e) Effect of exercise and training on respiratory system
- f) Respiratory volume and its importance

Unit III: Nervous System and Endocrine System

3.1 Nervous System

- Structure And Function Of Brain
- Structure And Function Of Spinal Cord

3.2 Autonomic Nervous System

- Sympathetic system
- Parasympathetic system

3.3 Peripheral Nervous System

- Reflex action

3.5 Endocrine System

- Important endocrine glands- location and functions
- Endocrine activities during exercise

Unit IV: Digestive System, Excretory System and Energy System

4.1 Digestive System

- Organs of digestive – Structure and functions
- Digestion in stomach and in the intestine
- Absorption and assimilation of food metabolism

4.2 EXCRETORY SYSTEM

- Organs of excretory system – structure and function of kidney and skin

4.3 ENERGY SYSTEM

- Aerobic and anaerobic metabolism
- ATP-PC- the phosphogen depletion
- Lactic acid system
- Oxygen and aerobic system
- Oxygen debt, Fatigue

Suggested Readings:

1. Pearce Evelyn. (1992). Anatomy & Physiology for nurses, Calcutta: Oxford University press.
2. Sedey, Rod R. (1992). Anatomy & Physiology. St.louis: Mosby
3. Tortora G.J.(1996). Introduction to Human Body. (4th Ed.) California: Addison Wesley.
4. Marieb Elaine N. (1984). Human Anatomy and Physiology (3rd Ed.). Cal:The Benjamin Cumming
5. Fox Edward - Sports Physiology, W B Soundrs Co. 1984
6. Benardot Dan (1992). Sports Nutrition. The American Dietetic Association.
8. Ram Prameshwaran N. Science of Kinesiology Vishakhapattanam: Aruna Book Centre
9. Wells K.F. & Luttgens K. Kinesiology: Scientific basis of Human motion. Phi: SoundersPublishing
10. First aid Hand book. Scout & guide & Redcross

Paper-III

FITNESS, WELLNESS AND YOGA

Objectives

1. To understand the basic concept of HRPF & SRPF.
2. To create awareness about fitness & its importance in life.
3. To choose appropriate activities for development of specific fitness components.
4. To understand the historical and philosophical basis of Yoga.
5. To understand the therapeutic aspects of Yoga.

Unit1: Physical fitness

- 1.1 Concept of physical fitness, physical activity & exercise
- 1.2 components of HRPF
- 1.3 Components of SRPF
- 1.4 Concept Of Wellness

Unit2: Development of fitness

- 2.1 Benefits of Physical Activity & fitness
- 2.2 Factors influencing Physical Fitness
- 2.3 Obesity- Concept, Types & Causes
- 2.4 Implications & Obesity Management

Unit:3 Methods of Improving Physical Fitness

- 3.1 Principles of Physical fitness improvement
- 3.2 Methods of training- Continues & Interval
- 3.3 Muscles contraction & Circuit training
- 3.4 Fartlek & Plyometric training

Unit4: Yoga

- 3.1 Introduction, meaning & History of yoga
- 3.2 Ashtang yoga (8 stages of yoga), Types of yoga,
- 3.3 Types of suryanamaskar & Technique of pranayam
- 3.4 Benefits of yoga

Suggested Reading:

1. Greenberg, Dintiman, Oakes. (2004). Physical Fitness & wellness.(3rd ed.) IL:Human kinetics.
2. NASPE. (2005). Physical Education for lifelong fitness. The physical Best teacher's guide. IL:Human Kinetics
3. Davis, Bull, Roscoe. (2000). Physical Education & study of sports. UK:Harcourt Publishing.
4. Jackson, A.L., Morrow, J.R. (2004). Physical activity for health & fitness. IL:Human kinetics.
5. Dr. Ajmer Singh (2003). Essentials of physical Education. Ludhiana: Kalyani publishers.
6. Daryl Siedentop (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
7. Dr. A.K.Uppal& Dr. G. P. Gautam (2004). Physical education and Health. Delhi: Friends publisher.

Paper IV
METHODOLOGY OF TEACHING PHYSICAL EDUCATION

Objectives

1. To introduce student teachers to concept of physically educated person
2. To help them understand varied responsibilities of a teacher.
3. To understand the concept of teaching styles, methods, & approaches and to blend them judiciously in the teaching.
4. To help them understand methods of communication & its effective use in the teaching process.
5. To help them understand the importance & steps of planning.

Unit 1 Curriculum in Physical Education

- 1.1 Curriculum in Physical Education- Models of curriculum
- 1.2 Physically Educated person, Goals & objectives of physical education
- 1.3 Domains of learning physical education
- 1.4 Curriculum of physical Education in School level

Unit 2 Spectrum of teaching styles

- 2.1 Introduction to teaching styles , Choosing & combining appropriate styles- factors to be considered
- 2.2 Spectrum of teaching styles-
Reproduction/Direct- command style, practice style, reciprocal style, self check style, inclusion style
- 2.3 Production/Indirect- Guided discovery, Convergent discovery, divergent discovery, task style.
- 2.4 Modified sport & lead up games

Unit 3 Effective Teaching

- 3.1 Maximizing learning – positive learning environment, discipline systems, feedback
- 3.2 Effective teaching – communication-Verbal & Non verbal
- 3.3 Effective class management – creating class protocols, Space Equipment management
- 3.4 Traits & conducts of effective teacher

Unit 4 Planning for success

- 4.1 Lesson plan – Setting goals & objectives, Implementing daily lesson plan, organizing facilities & Equipments, preparing instructional aids
- 4.2 Yearly plan, Unit plan
- 4.3 Content cum methodology in physical education
- 4.4 Structure of physical education

Suggested readings

1. Dauer, V.P & Pangrazi, R.P. (2000). Dynamic Physical Education for elementary school children (13th). NY:Mcmillan publishing company
2. Gallahue, D.L & Donnelley, F.C (2003). Developing Physical Education for all children. IL: Human Kinetics
3. Housner, L.D (2000). A guide for the elementary school children. (8th). WV:Fitness information technology
4. Schempp, P.G (2003). Teaching sports & physical activity- insight on the road to excellence. IL:Human Kinetics
5. Davis, Bull, Roscoe. (2000). Physical Education & study of sports. UK:Harcourt Publishing

Paper-V

METHODOLOGY OF TEACHING OPTIONAL SUBJECT

(Any one of the following)

1. Marathi education 2. Hindi education 3. English education 4. History education 5. Geography education 6. Mathematics education 7. General Science education 8. Information technology education

मराठी अध्यापन पध्दती

- उद्दिष्टे** १. विद्यार्थ्यांना मातृभाषा अध्ययन अध्यापनाची संकल्पना, सद्यस्थिती ची जाणीव करून देणे.
 २. विद्यार्थ्यांना मातृभाषेची उद्दिष्टे, अध्यापन पध्दती व त्यांची निवड, मातृभाषेची मूलभूत कौशल्ये इ. आकलन करून देणे.
 ३. विद्यार्थ्यांना शाळेतील अभ्यासक्रमाचे (अध्ययनाचे) नियोजन व व पाठयपुस्तकांविषयी माहिती देणे.
 ४. विद्यार्थ्यांना आशययुक्त अध्यापन पध्दती, स्वरूप, प्रकार व त्याची उपयुक्तता समजावून देणे.

- घटक १.** मातृभाषा अध्ययन अध्यापनाची संकल्पना
 अ. मातृभाषा अध्ययन अध्यापनाची सर्वसामान्ये उद्दिष्टे व महत्व
 ब. मातृभाषा अध्ययन अध्यापनाची तत्वे
 क. मातृभाषेची सद्यस्थिती चांगली बाजू वाईट बाजू व समृद्धीसाठीचे उपक्रम

- घटक २.**
 अ. मातृभाषेची विशेष उद्दिष्टे
 ब. काव्य अध्यापन, व्याकरण अध्यापन पध्दती
 क. मातृभाषेची मूलभूत कौशल्ये श्रवण, भाषण, वाचन व लेखन
 ड. शैक्षणिक साधने अर्थ, प्रकार व महत्व

- घटक ३.**
 अ. नियोजन प्रकार, वार्षिक घटक, पाठ नियोजन, घटक चाचणी
 ब. मातृभाषेचा शिक्षक शैक्षणिक पात्रता, गुणवैशिष्ट्ये त्यांच्या अडचणी
 क. मातृभाषेचे आदर्श पाठयपुस्तकाचे अंतरंग बहिरंग व निकष

- घटक ४.**
 अ. आशययुक्त अध्यापन पध्दती अर्थ, स्वरूप, संकल्पना
 ब. आशययुक्त अध्यापन पध्दतीचे गरज व महत्व

- क. आशययुक्त अध्यापन पध्दतीचे प्रकार व फायदे तोटे
ड. आशययुक्त अध्यापन पध्दतीची उपयुक्तता.

१. मराठीचे अध्ययन व अध्यापन— डॉ. दि.हे. पाटील, डॉ. श.रा. राणे
२. मातृभाषेचे अध्ययन— अकलकर, पाटणकर, व्हीनस प्रकाशन, पुणे १९७०
३. मातृभाषेचे अध्यापन— चंद्रकेमार डांगे, चिंरंजीव ग्रंथ प्रकाशन, पुणे १९६२
४. मराठी कवितेचे अध्यापन— फाटक म.वि. मॉडर्न बुक डेपो, पुणे १९६२

हिंदी अध्यापन पध्दती

उद्देश्य:—

- १). भारतीय जीवन में. एवं संस्कृति में भाषा का स्थान जानने में शिक्षक को समर्थ बनाना।
- २) प्राथमिक विद्यालयों में हिंदी भाषा सिखाने के उद्देश्यो को समझाना।
- ३) हिंदी भाषा सिखाने की विभिन्न पद्धतियों को जानना उसके उद्दिष्टों को समझना और पढाने के लिए कौशल्य विकास करना।
- ४) एक सुशिक्षित हिंदी शिक्षक बनने के लिए ज्ञान, कौशल्य व रुची का विकास करना।
- ५) कक्षा ५ वी से बाखी तक के पाठयक्रम का परिचय।

घटक १

- १) हिंदी भाषा का प्राथमिक विद्यालयों में स्थान— त्रिभाषा सुत्र—प्राथमिक विद्यालयों में हिंदी भाषा सिखाने का उद्देश।
- २) व्याकरण :— भाषा सिखाने में व्याकरण का स्थान, सामान्य व्याकरण, औपचारिक या सैध्दांतिक व्याकरण हिंदी और मराठी व्याकरण पारस्परिक संबंधि व्याकरण की विविध अध्यापन पद्धतियाँ।
- ३) रचना की अध्यापन प्रणाली— मौखिक और लिखित रचना का महत्व—लिखित और मौखिक का परस्पर संबंध—रचना कार्य में होने वाली गलतीया , मुश्कीले और समाधान रचना कार्य सिखाने की विभिन्न पद्धतियाँ। (चित्र, निबंध, कहानियाँ)

घटक . २

- १) शिक्षण एवं अध्ययन पध्दती व व्याकरण का अध्ययन प्रत्यक्षप्रणाली, वेस्ट प्रणाली, संरचना प्रणाली, समन्वयात्मक प्रणाली, साहयक साधनोंका भेद और उनका वर्गीकरण— दृकश्राव्य साधनोंकी जानकारी ।

- २) गद्य शिक्षण : महत्त्व उद्देश्य — गद्य पाठ का स्वरूप और उसकी अध्यापन.
 ३) भाषा शिक्षा में काव्य का स्थान — काव्य कि शिक्षा का उद्देश्य एवं महत्त्व— काव्य के शिक्षा के लाभ — कविताओं का चुनाव — कविता की अध्यापन पध्दती— कविता की पाठ टिपणीओं के ढाँचे ।

घटक . ३

- १) पाठ नियोजन — गद्य नियोजन, पद्य नियोजन ।
 २) हिंदी के अध्यापन, नए प्रवाह और तंत्र रेडिओ, टि.व्ही. आदि ।
 ३) वाचन — वाचन के रूप व महत्त्व — सस्वर वाचन, मौनवाचन, वाचन शिक्षा की पध्दती ।
 ४) हिंदी अध्यापक के लिए आवश्यक गुण ।

घटक . ४

- १) हिंदी भाषा सिखने के लिए सुक्ष्म अध्यापन पध्दती ।
 २) सुक्ष्म अध्यापन पध्दती — स्वरूप एवं संकलन ।
 ३) हिंदी विषय सिखने और पढाने के लिए सुक्ष्म अध्यापन पध्दतीका महत्त्व एवं आवश्यकता
 ४) हिंदी विषय पढाते समय सुक्ष्म अध्यापन का ज्ञान देना ।

Suggested readings:

१. राष्ट्रभाषा शिक्षा— डॉ. श्री. ना. मुखर्जी, आचार्य बुक डेपो, बडोदा, १९६५
 २. हिंदी अध्यापन पध्दती— केणी, कुलकर्णी, व्हीनस प्रकाशन, पुणे १९९२
 ३. राष्ट्रभाषा का अध्यापन— ग.न. साठे महाराष्ट्र राष्ट्रभाषा सभा, पुणे १९७१
 ४. राष्ट्रभाषा कैसे पढाओं— रा.लु. भगत

Methodology of teaching English education

Objectives

1. To enable the students - teacher to acquire knowledge of:
 - a) The present position of English in the Indian School Curriculum.
 - b) The objectives of teaching English in Secondary Schools.
 - c) The effective means and methods worked out to reach the goals.
2. To develop in the student-teacher the skills required for effective teaching of English in Secondary Schools.
3. To develop among the student - teacher a favorable attitude towards the subject.

- Unit 1**
- a) Place of the subject (English) in the School curriculum.
 - b) Objectives of teaching English
- Content cum methodology in teaching - learning of English method.
- a) Content cum methodology - concept and nature
 - b) Importance and need of content cum methodology in teaching - learning of English method.
 - c) Implementation of content cum methodology in teaching of English method.
- Unit 2**
- Methods of Teaching
- a) The Grammar - Translation Method.
 - b) Dr.West's New Method
 - c) The Direct Method
 - d) Structural Approach
- Techniques of Teaching - Dramatization, Debates, Lectures, Story telling, Language - Games
- Unit 3**
- Teaching of Prose: Text-Books, the difference between Reader & Text Books, Oral and Silent Reading, Teaching of Poetry-place of Poetry, Objectives of teaching Poetry, selection of Poetry, Teaching of Compositions - Oral, Written Forms of Composition, Correction of Compositions.
- Unit 4**
- Teaching of grammar - Importance of teaching Grammar. Formal and functional grammar, Methods of teaching Grammar, Instructional Material - The need of language - Laboratory teaching of English, teaching material- visual, audio, audio-visual aids
- Evaluation - Oral and written Tests, Diagnostic test & Remedial Teaching

Suggested readings:

1. The teaching of English in India _ Thomson & Wyatt
2. The Teaching of English as Foreign language- Menon & Patel, Acharya Book Depot, 1974
3. The teaching of English Abroad - I, II, III, F.G. French, Oxford University Press, London, 1969
4. Teaching English - Frishy
5. Teaching of Language teaching - Billows F.L. Longmans, London 1969
6. English as a foreign language - Gatenby
7. Structural approach to the teaching to English - B.D.Sriwastava, Ramprasad & Sons, Agra, 1968
8. The Principles of language study - Palmer
9. The essentials of English Teaching - R.K.Jain
10. Teaching of English - G.L.Gadre, Unmesh prakashan, Pune 1989

Methodology of teaching History education

Objectives

1. To help the student teachers to acquire the basic understanding of the scope of History.
2. To develop in the student-teacher the ability to present the subject matter in the proper perspective.
3. To develop in the student-teacher the ability to have a realistic approach to the teaching History.
4. To inculcate in the student teachers the spirit of National integration and international understanding.
5. To help the student teachers to develop in their students a broader and progressive outlook.

Unit 1 History - its nature, aims & Objectives

- a) Its meaning and scope with special reference to modern Concept of History.
- b) Kinds of History
- c) Importance of 'History' in School curriculum and in human life.
- d) Aims, Objectives & values of teaching History.

Unit 2 History - curriculum, Textbook, Teacher, Planning, Organization, & correlation.

- a) Principles of curriculum construction and their application to History.
- b) Criteria of an ideal Text Book in 'History'
- c) Special qualities for History teacher
- d) History-teacher organization, its contribution to professional competencies.
- e) Planning: a) Year's plan b) Unit plan c) Lesson plan
- f) Correlation: a) History & Geography b) History & Civics c) History & Language

Unit 3 Methods, Instructional material & teaching aids in the teaching of History

Methods: a) Story telling, b) Dramatization, c) Lecture, d) Discussion, e) Source Method
f) Project, g) Problem, h) Text book method

Instructional materials:

- a) Text Books b) Supplementary (Reading material) c) Work books
- d) General reference material e) Advanced Books on History
- f) Instructional materials for teachers-such as teachers hand book- manuals

Teaching aids:

- i) Printed aids - a) Periodicals b) Books c) News papers
- ii) Visuals aids: a) Slides b) Filmstrips c) Models d) Graphs and Charts e) Pictorial Material f) Globes, Maps & outline maps
- iii) Audio aids - a) Tape Recorder, cassettes b) Phonograph discs, c) Radio
- iv) Audio visual aids: a) Motion Picture b) Television Needs & importance of well equipped - enriched - 'Historical -room' be stressed in this connection.

Unit 4 Content cum methodology in teaching - learning of History.

- a) Content cum methodology - concept and nature
- b) Importance and need of content cum methodology in teaching - learning of History.
- c) Implementation of content cum methodology in teaching of History.

Suggested readings:

- 1) The Teaching of History - V.D.Ghate ,Oxford
- 2) Teaching of History - S.V.Kochekar (Revised edition)
- 3) BoVhmgmM{ AÜ`m[Z - od.X.KmQ>{, X{e_wl àH\$meZ, [wU{ 1958
- 4)BoVhmgmM{ AÜ`m[Z - Z.am.[magZrg, d`.O.YméaH\$á, ihrZg àH\$meZ, [wU{ 1971
- 5) BoVhmgmM{ AÜ`m[Z - [ÜXVr d V\$ì - Ir._m.[ËH\$á, o_qbX àH\$meZ, Amja\$Jm]mX 1980
- 6) BoVhmgmM{ AÜ`m[Z - [ÜXVr - àm.gr._oVdmar. ZyVZ àH\$meZ, [wU{ 1999.
- 7) BoVhmgmM{ AÜ`m[Z - XwZml{ AaqdX ,ZyVZ àH\$meZ, [wU{ 2000

Methodology of teaching Geography education**Objectives**

1. To understand the aim and objectives of teaching Geography at the primary, secondary and higher secondary level.
2. To understand the geographic control on human life.
3. To acquire proficiency in using various method of Teaching Geography.
4. To develop adequate skills in preparation and use of educational aids in teaching Geography .
5. To correlate Geography with other school subjects.
6. To acquire proficiency in planning for teaching and evaluation.

7. To understand the role of Geography to promote National Integration and International understanding.

8. To acquaint with evaluation in Geography

Unit 1 Meaning & Scope of Geography

1.1 Geography: Meaning of Geography & Different Concepts of Geography

1.2 Aims and objectives of teaching Geography and their specification.

1.3 Importance of local Geography

1.4 The Place of Geography in school curriculum

1.5 Objective of the subject as given in the present curriculum in secondary School

Unit 2

2.1 Correlation of Geography: Meaning & importance of correlation,

a) Correlation of Geography within the subject and other School subjects.

2.2 Planning for Teaching Geography : a) Year-Plan b) Unit Plan c) Lesson Plan

2.3 Special qualities of Geography teacher.

Unit 3

3.1 Methods of Teaching Geography: The observation, Comparison, explanation questioning. Method Story Method Journey Method Object Method Project Method Regional Method Laboratory Method Study of Modern trends and techniques.

3.2 Content cum methodology in teaching - learning of Geography method.

i) Content cum methodology - concept and nature

ii) Importance and need of content cum methodology in teaching - learning of Geography method.

iii) Structure of Geography

Unit 4 Learning Experiences and Instructional Materials :

4.1 Learning Experiences: Direct and Indirect as well as verbal and no verbal learning experiences helpful in teaching of Geography, Use of various instructional materials and activates.

4.2 Instructional Materials and Aids: Text books, Teacher's, Handbook, work –book atlases, different types of maps, globe, charts, graphs, models, specimens, pictures, films, slides, filmstrips, different types of Projectors, epidiastope, radio, T.V. video, magazines, newspapers, Metrological instruments.

4.3 Evaluation: Evaluation Procedures used in teaching and learning of Geography, types of examinations, tapes. of questions, Unit test : construction and administration.

Suggested readings:

1. Geography in School -fairgrive (U.L.P.)
2. Hand-Book of Suggestion on the Teaching Geography (UNESCO)

Methodology of teaching Mathematics education**Objectives:** To enable the student teacher:

1. To understand nature, scope and importance of Mathematics as a school subject.
2. To understand the objectives of teaching Mathematics
3. To apply various methods of teaching Mathematics effectively.
4. To organize various co-curricular activities properly.
5. To develop adequate skills in the preparation and use of teaching aids.
6. To use various tools of evaluation.
7. To correlate Mathematics with other school subjects
8. To develop Mathematical out look.

Unit 1 Objectives, Methods & teaching aids of teaching Mathematics at secondary and higher

Secondary levels

- a) Inductive and deductive
- b) Experimental
- c) Analytical and Synthetically
- d) Heuristic
- e) Discovery

f) Teaching aids: Graphic aids, Projectors, Blackboard, flannel board, magnetic board, and associated material. Models, T.V., Tape recorder, Calculator & Computer

Unit 2 **Curricular and co- curricular activities**

- a) Oral work, drill work and home work.
- b) Mathematics club
- c) Guidance for gifted students and learners.
- d) Mathematics laboratory and practical work.
- e) Place of Mathematics in school curriculum: Nature, scope, & Importance

Evaluation in Mathematics

- a) Planning for learning experiences: Year's Plan, unit plan, and lesson plan

Unit test, Use of attainment tests, & diagnostic tests

- b) Correlation between branches of Mathematics and other school subjects
- c) Characteristics of a good text book of Mathematics
- d) Teacher of Mathematics - his qualities, training and out look
- e) Association of Mathematics teachers

Unit 3 Teaching of basic terms of Algebra:

- a) Algebraic expressions b) Fractions c) Expansion & factorization of expressions d) Equations: Simple, simultaneous and quadratic e) Sets f) Number line & its applications
- h) Percentage, profit & loss i) Indices j) Rules of logarithms

Teaching of basic terms of Geometry:

- a) A point, a ray, a line segment, an angle, a plane, a triangle, a quadrilateral, a polygon and circle
- b) Similarity, equivalence and congruence
- c) Trigonometry ratios and identities

Unit 4 Content cum methodology in teaching - learning of Mathematics method

- a) Content cum methodology - concept and nature
- b) Importance and need of content cum methodology in teaching - learning of Mathematics method.
- c) Implementation of content cum methodology in teaching of Mathematics method.

Suggested readings:

1. The teaching of Mathematics in New Education - Aiyangar, Univesal Publications, Delhi, 1973
2. Teaching of Modern Mathematics - Eletcher
3. Teaching of Mathematics - Siddhu S. Agarwal,
4. Teaching of Mathematics - Kulbi Singh Siddhu, Sterling publishers, New Delhi 1975

Methodology of teaching General science education

Objectives

1. To make the student teacher familiar with the objectives of teaching Science.
2. To enable him to analyze the Syllabus in Science.
3. To enable him to use various methods and techniques of teaching Science effectively.

4. To develop in him adequate skills in the preparation and use of a suitable teaching aids.
5. To help him to organize co-curricular activities in Science.
6. To enable him to prepare and use appropriate tools of evaluation
7. To enable him to interpret the result of various tools.

Unit 1 a) Place of Science in life. Science in the present set-ups in India.

b) Place of Science in the school curriculum at various levels of education. Values of teaching the subject.

c) Objectives of teaching Science and their specifications

Unit 2 a) Approaches to teaching and Science Historical, Biographical, Concentric, the topic and unit plan method. b) Methods of teaching Heuristic method, Demonstration method, Laboratory-method, Projective method

c) Co-curricular activities such as Science club, Science fair, etc.

d) Correlation of Science subjects with one another and with other school subjects.

e) Laboratory - Equipment, maintenance and improvised apparatus.

f) Museum, aquarium, botanical garden, audiovisual aids magazines & bulletins.

g) Observation of the sky visits to workshops, factories and fields.

h) Modern trends and techniques for teaching Science - use of film projectors, tape recorders, Overhead projectors, slide projectors etc.

Unit 3 Preparation of the year's plan, Unit plan and daily lesson plan

a) Study of the prescribed syllabus in secondary schools in Maharashtra

b) Critical study for textbook, criteria for the preparation of the text books.

c) Evaluation procedures, diagnostic testing, testing and remedial teaching in Science

d) The Science teacher, his outlook and training.

Unit 4 Content cum methodology in teaching - learning of Science method.

a) Content cum methodology - concept and nature

b) Importance and need of content cum methodology in teaching - learning of Science method.

ec) Implementation of content cum methodology in teaching of Science method.

Suggested readings:

- 1) Sourcebook of Science Teaching- by UNESCO Press Paris, 1973

Methodology of teaching Information technology education

Objectives: To enable the student teacher:

1. To understand nature, scope and importance of IT as a school subject.
2. To understand the objectives of teaching IT
3. To apply various methods of teaching IT effectively.
4. To develop adequate skills in the preparation and use of teaching aids.
5. To use various tools of evaluation.
6. To correlate IT with other school subjects

Unit1: IT and its nature, Aims and Objectives

1. Meaning and scope of IT
2. Place of IT in school curriculum
3. Importance of IT in daily life
4. Aims, and Objectives of teaching IT
5. Core elements, and values of teaching IT

Unit2: IT - curriculum, Textbook, Planning, correlation, Evaluation, & teacher

- a) Methods of curriculum construction in IT
 - 1) Concentric method
 - 2) Linear method
- b) Characteristics of good IT textbook
- c) Planning: Year's plan, Unit plan, Lesson plan

Unit 3: Correlation, evaluation & teacher

- a) IT and Education
- b) IT and Commerce
- c) IT and Media
- d) Evaluation: Evaluation of skills, content, & application abilities of IT
IT teacher- roles & characteristics
Special qualities & qualifications of IT teacher

Unit 4: Methods, instructional material and teaching aids in the teaching IT

- a) Specific method
 1. Computer assisted teaching
 2. Demonstration method
 3. Project method
 4. Inductive & deductive method
- b) Self study method
 1. On line learning
 2. Off line learning

Suggested reading:Information Technology- Kishor Chavan, Insight Publication, Nasik

SEMESTER-II

Paper-VI

Psychological Bases of Physical Education & Sports

Objectives:

To enable the student teacher -

1. To get acquainted with the meaning, nature and scope of sports Psychology.
2. To understand Human behavior
3. To understand the growth and development of the learner with special reference to Motor Development for Skill Learning in Sport and Physical Education- adolescent stage,
4. To understand the differences of personality among various types of sports.
5. To understand the Cognitive and higher mental processes involved in learning in sports and Physical Education.
6. To understand the importance of motivation and Competition.

UNIT I: Introduction of Sports Psychology

- 1.1 Meaning, Scope of Sports Psychology
- 1.2 Importance of Sports Psychology for Physical Education teacher and Coach
- 1.3 Human behavior: Urge and instincts

UNIT II: Cognitions Process and higher mental processes in Physical Activities

- 2.1 Learning: Definitions, Meaning and Types (Primary, Associate & Concomitant)
 - Theories of Learning: Trial & Error, Conditional Response and Imitation-Insight.
 - Laws of Learning: Effect, Recency, Readiness & Frequency.
 - Transfer of Learning: Positive, Negative, Zero
- 2.2 Cognitive Process
- 2.3 Mental processes
 - a) Meaning of Sensation & Perception
 - b) Thinking and Attention.

UNIT III: Growth and Development and Personality

- 3.1. Motor Development
 - a) Motor Development during various periods:
Childhood, Adolescence
 - b) Importance of Motor Development (Psychological and Training Implications) for Skill Learning in Sports.
 - c) Factors affecting Motor Development
- 3.2. Personality
 - a) Concept of personality
 - b) Personality traits of sportsmen
 - c) Development of Personality through physical education and sports.
 - d) Role of family and school in all round development of personality.

- e) Adjustment and maladjustment and causes of maladjustment.

UNIT IV: Competition and Motivation in Sports

4.1 Competition

- a) Characteristics sportsmen Pre-During-Post-competition.
- b) Emotions: Definition, Importance to coach/ P. E. Teacher.
- c) Causes of emotional disturbances
- d) Anxiety: Definition, Types
- e) Techniques for Relaxation and Activation.

4.2 Motivation

Definition & Meaning of Motive, Need & Drive

- a) Types and techniques of motivation (Rewards, Punishment, Prize, etc.)
- b) Importance of Motivation in learning Physical Education & Sports

Suggested Readings:

1. Kamlesh, M.L. (2006). Educational Sport Psychology. New Delhi: Friend's publication
2. Cox Richard. (1998) Sports Psychology (W.C.B.)
3. Gill, Diance L. Psychological Dynamics of Sports (Illinois : Human Kinetics Publishers, 1986)
4. Silva, J.M. and Weinberg. (1984). Physiological Foundation of Sports. IL : Kinetics Publishers,
5. Suinn, Richard M. (1982) Psychology in Sports: Methods and Applications. New Delhi: Sujeet Publication.
6. Martens, Rainer. (1987). Coaches Guide to Sports Psychology. IL: Human Kinetics.
7. Roberts Glyn C. and et al. (1986). Learning Experiences in Sports Psychology. IL: Human Kinetics
8. Alegaonkar, P.M. (1997). Sports Psychology. Pune: Pune Vidyarthi Griha
9. Magill, R.A. (2001). Motor learning concepts & application. (6th Ed.). NY: McGraw Hill co.inc
10. Utley, A. & Astill, S. (2008). Motor control, learning- behavioral emphasis. UK: Taylor & Francis.

Paper: VII

BIOMECHANICS, HEALTH EDUCATION, ATHLETIC CARE & REHABILITATION

Objectives

1. To understand the basic concepts underlining Biomechanics, Sports Medicine & Health Education
2. To develop insight into the application of biomechanic in various sports
3. To acquaint the student with school Health Programme.
4. To acquaint the student with the principles of nutrition.
5. To afford students the opportunity to understand the basics of Sports Medicine, Diets of Sportsman.

UNIT I: BIOMECHANICS

- 1.1 Definition, Meaning and application of Knowledge of Bio-Mechanics.
- 1.2 Understanding and application of force in sports movements.
- 1.3 Understanding Basic concepts of Scalar and Vector quantities- Speed-velocity, Distance-displacement, Mass-weight.
- 1.4 Application of Newton's Laws of motion in Sports Movements.
- 1.5 Forms of motion and factors affecting motion.
- 1.6 Stability, Equilibrium and principles of Equilibrium and application in sports movement
- 1.7 Concept of Potential and Kinetic Energy.
- 1.8 Lever – Types and principles applied in sports movements
- 1.9 Projectile- meaning and principles applied in sport movements.

UNIT II: HEALTH EDUCATION

- 2.1 Concept of health & health education, health & hygiene- Factors affecting
- 2.2 Importance of health education
- 2.3 Scope of health education
- 2.4 school health program

UNIT III: ATHLETIC CARE

- 3.1 Sports Medicine- Definition, application and scope of sports medicine.
- 3.2 Sports injuries – Types, Causes, Prevention and Classification of injuries First aid & management-
- 3.3 Soft Tissue Injuries
- 3.4 Fractures & Dislocation
- 3.5 Introduction of Therapeutic Modalities

UNIT IV: NUTRITION

- 4.1 Concept of Nutrition -components of food and their function.
- 4.2 Posture and Postural deformities-kyphosis, Lordosis, Scoliosis, knock knee, bow legs, Flat foot.
- 4.3 Fuels for exercise- Pre competition and during competition. Principles of Diet
- 4.4 Dehydration – Role of water

Suggested Readings:

1. Hay James -The Bio mechanics of Sports Techniques New Jersey, Prentic Hall Inc.
2. Sunderajan G.S. Bio-mechanics of Sports and Games Ludhiyana, Tondon Publications.
3. Bunn J.W. -Scientific Principles of Coaching Englewood Cliffs, prentice Hall
4. Dr. Wangwad V S, *Officiating and Coaching and Sports and Games*. 3rd.edition.Parvati Prakashan, Pune 1991. (Marathi)
5. Dr. D Rajlakshmi. *Biomechanics for Games and sports*. Published by Sports Educational Technologies. Aug, 2007 (English)
6. Susan, J. Hall, *Basic Biomechanics*. 4th edition. McGraw Hill Publication. (English)

7. Roger Bartlett. *Introduction to Sports Biomechanics*. E & FN SPON Publication. (English)
8. Pande P.K. & Gupta L.C. - *Outline of Sports Medicine*, New Delhi, Jaypee Bros. 1996.

Paper-VIII

MANAGEMENT OF PHYSICAL EDUCATION & SPORTS

Objectives

1. To acquaint the students with the basic concept of management of Physical Education and Sports in the school.
2. To acquaint the students with the basic methods and technique and its principles to manage the programme of competitions, intramurals the basic level of competitions.
3. To acquaint the students with the duties and responsibilities of manager
4. To acquaint the students with the budget management, school programme of Phy. Edu. and sports.

Unit I - Concept of management

- 1.1 Meaning & scope of management in the field of Phy.Edu.
- 1.2 Modern concept & principles of management
- 1.3 Functions & Importance of management
- 1.4 Manager - qualities, duties & responsibilities

Unit II – Management of competitions

- 2.1 Intramural competitions - Objectives, Programme Planning
- 2.2 Types of competitions - Knock out, League & Combination methods
- 2.3 Interschool competitions -Objectives, Importance of eligibility

Unit III - Management of Infrastructure

- 3.1 Play field, Indoor & outdoor, Track- criteria & staggers
- 3.2 Sport Equipments- Types ,Procedure purchase, maintenance &dead stock
- 3.3 Records & Registers – Types & Importance

Unit IV - Management of school. Programme

- 4.1 Principles, Importance of Time table in school
- 4.2 Principles, Importance of Budget
- 4.3 Objectives & Organization Camp
- 4.4 Organization National days

Suggested readings:

1. Bucher & Krotee. (2002). *Management of Physical Education & Sports*. NY:McGrawHill Co.
2. Park, Zanger, Quarterman. (1998). *Contemporary Sports Management*. IL: Human Kinetics
3. Lussier & Kimball. (2004). *Sports management- Principles, application & skill development*. Ohio:Thomson South Western.
4. Jerry Solomon. (2002). *An insider's guide to managing sporting events*. IL:Human Kinetics.
5. Ammon & Southall. (2004). *Sports facility management: Organizing events & mitigating risks*. USA:Fitness information technology.
6. Lavay, French & Anderson. (1997). *Positive behavior management strategies for Physical Educators*. IL: Human Kinetics
7. M.L. Kamlesh. *Management Concepts in Physical. Education and Sports*

8. Edward F. Voltmer. The organization and administration of Phy.Edn.
9. S.S. Roy. Sports Management
10. Kangne S.E. Sports competition & Org.

Paper-IX

ESSENTIALS OF PHYSICAL EDUCATION & SPORTS

Objectives

1. To introduce the students to the latest trends in physical education & sports.
2. To enable them to understand the basic concepts & terminologies.
3. To acquaint them to different Levels of tournaments, competitions, awards & records.
4. To help them understand the movement skills, patterns & its development.
5. To help them understand the Responsibilities, & Development of Effective Teacher

Unit 1 Physical Education & Sports

- 1.1 Understanding basic concepts & terminologies in Phy.Edu & sports
- 1.2 Problems & issues in Physical Education
- 1.3 Technology in Physical Education

Unit 2 Awards and Records

- 2.1 State Level Sports Awards
- 2.2 National Level Sports Awards
- 2.3 National Level Sports Competitions & Tournaments
- 2.4 International Level Sports Competitions & Tournaments
- 2.5 Recent records of Olympic Games ,World Championships of Athletics, Swimming, Football, Hockey, Tennis, Handball, Basketball, Volleyball, Badminton, Table- Tennis, Shooting, Archery, Wrestling, (Kabaddi, Kho Kho- Asian Games)

Unit3 Movement concept & skills

- 3.1 Movement concept
- 3.2 Categories of fundamental skills
- 3.3 Development of movement skills

Unit 4 Maintaining your effectiveness as a teacher

- 4.1 Responsibilities As A teacher

4.2 Developing As a Teacher

4.3 Being an Effective Teacher

Suggested reading:

1. Gallahue & Clelland. (2003). Developmental Physical Education for all children (4th ed) IL: Human Kinetics
2. Himberg. (2001). Teaching Secondary Physical Education. IL: Human kinetics.
3. Graham, G., Holt, S.A. (1998). Children Movement. CA: Mayfield Publishing co.
4. Davis, Bull, Roscoe. (2000). Physical Education & study of sports. UK:Harcourt Publishing
5. Bucher & Wuest. (1987). Foundations of Phy.Edu & Sports. Missouri: C.V.Mosby co.
6. Research Reference & training div. (2008). India 2008. A Reference Manual. N.Delhi & the manual of every year.
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Paper-X

EVALUATION & STATISTICAL PROCEDURE IN PHYSICAL EDUCATION & SPORTS

Objectives

1. To understand the concept of Test, Measurement, Evaluation and Assessment Procedure in Physical Education
2. To Administer different test in Physical Education.
3. To understand and Application of simple statistical Procedure for Evaluation.

Unit: 1

- 1.1 Meaning of Test, Measurement, Evaluation & Assessment in Physical Education
- 1.2 Need and importance of Test, Measurement, Evaluation & Assessment in Physical Education
- 1.3 Classification of test –Written Test, Psychomotor test.
- 1.4 Type & Principles of evaluation
- 1.5 Factors affecting measurement

Unit: 2

- 2.1 Test batteries: - AAHPERD Youth fitness Test, JCR Test.
- 2.2 Administration of psychomotor Test.
- 2.3 Tests for Health Related Physical fitness: Sit ups, Push ups, Run/walk test, Sit & reach test
- 2.4 Tests for Skill Related Fitness: - 50 m. Dash, Shuttle Run, Standing broad ,Jump, 1 Min. skipping.
- 2.5 Sports Skill Test: Volley ball, Basket ball & Foot ball
- 2.6 Introduction of research- Action Research

Unit 3

- 3.1 Organization of Data
- 3.2 Measures of Central Tendency.
- 3.3 Application of Mean, Mode and Median in evaluation of physical education
- 3.4 Interpretation of Mean, Mode and Median
- 3.5 Normal Probability curve & its interpretation

Unit 4

- 4.1 Measures of variability & its interpretation
- 4.2 Measures of relative positions & its interpretation: Standard scor-Z score, T score & Percentile rank
- 3.1 Measures of Relationship & its interpretation- Product movement & Spearman's rank order correlation

Suggested Readings:

- Educational Evaluation - Dr.W.N.Dandekar
- Measurement in Educational Psychology - Garrett
- Hand Book of Dr. Bloom's Taxonomy
- Grading in School -NCERT 2000
- John & Nelson, Practical Measurements for Evaluation in Phy.Edu. Ed.3rd Surjit Publication, Delhi 1988
- Barrow H.M. Practical Approach to Measurement in Phy.Edu. Ed.3rd Lee & Febigeer,Philadelphia 1979
- Clarke H. Application of Measurement in Health & Phy.Edu. Ed.6th Prentice Hall,Inc New Jersey 1987.
- Kansal D.K., Test & Measurement in Sports & Phy.Edu. D.V.S.Publications, New Delhi,1996.
- Miller, D.K.(2002). Measurement by the Physical Educator. 4th ed. (p. 117) NY: the McGraw-Hill co.

FORMAT OF QUESTION PAPERS (Head 1 to 10)

Sr. No	Type of Question	No. of Que.	Marks	Total Marks
1.	Descriptive Type Questions. (Any one out of Two)	1	15	15
2.	Descriptive Type Questions. (Any one out of Two)	1	15	15
3.	Objective type Questions (Any five out of seven)	5	10	10
4.	Short Note (Any two out of Four)	2	10	10

Part II (Head 11, 12 & 13): Teaching (Total 300 marks)

University will conduct examination of the final lessons at the end of the second semester for the Part-II (Head 12 & 13) and evaluation will be done on the basis of marks obtained in the final lessons. Marks out of 50 each will be considered in the external assessment for head 12 & 13 respectively.

Head 11: Practice teaching (200 marks)

Practice teaching

Internal assessment of practice teaching Lessons candidate will be evaluated in the following:

Practice teaching			
Core training programme	a) Micro lessons	(6 Lessons)	<i>Grade</i> 20 Marks 120 Marks 40 Marks 20 Marks
	b) Integration lessons	(4 Lessons)	
Special training programme	a) Practice lessons	(12 Lessons)	
	b) Block teaching	(8 Lessons)	
	d) Teaching module		

Core training programme:

a) Micro teaching lessons: (Grades)

<p>Student teachers will conduct 6 micro teaching lessons. For these lessons, they will select any six teaching skills from the list given below. They will complete the cycle of two lessons i.e. teach - reteach for each skill. These lessons should be graded.</p> <p>List of the teaching skills For Physical Education</p> <ol style="list-style-type: none"> 1) Warming Up 2) Demonstration 3) Practice 4) Class Management 	<p>List of the teaching skills for optional subject.</p> <ol style="list-style-type: none"> 1) Narration 2) Questioning 3) Stimulus Variation 4) Reinforcement 5) Black board work 6) Lesson Plan 7) Explanation
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b) Integration Lesson: (20 marks)

After practicing 6 (3+3) skills in micro-teaching, student teacher will conduct four lessons of minimum 20 minutes duration to integrate the skills which they practiced earlier.

Marks calculated out of 20 will be considered in the internal assessment for the head.

Special Training Programme:**a) Practice Lessons: (120 marks)**

Each student teacher will conduct a total 12 practice lessons on the current school curriculum in school settings. While the other 6 lessons will be conducted on the ground, Marks calculated out of 120 will be considered in the internal assessment for head.

b) Block teaching programme: (40 marks)

The block teaching program of 2 weeks will be conducted in school settings. In the Block teaching programme student teacher will perform following activities:

1. In this programme, student teacher will select one unit from the Physical Education and optional subject with consultation from teacher. He will prepare the unit plan for that unit. He will teach that unit for at least 4 periods under the guidance and observation of the schoolteacher or Educator. At the end of the teaching he will prepare and conduct a unit tests and will interpret the result.

Same activity will be repeated for the both methods.

Marks calculated out of 40 will be considered in the internal assessment for head 14.

2. Other activities to be completed in the block teaching program are given below:

- i) Observation of lessons of senior teachers & peers.
- ii) Collection of information about Catalogue, Progress Card, Result Sheet, General Register, School Time Table, sports equipment records, sports Competition eligibility form, parent teacher Association etc.
- iii) Conducting physical fitness test of one class.
- iv) Drawing up a question paper of physical education theory & assessing them.
- v) Conduct of Mass Sports activities in school.

Detail description of lesson taken by student teacher in school set up

Classroom Practice Teaching Lesson Description

S. No	Area	Lesson
1	Optional subject Selected	8
2	Physical Education	2

Physical Education Practice Teaching Lesson Description

S. No.	Area	Lesson
1	Demonstrative Activity: Light Apparatus, Lezim	1
2	Competencies: Locomotor, Non locomotor & Manipulative Skills	1
3	Physical Fitness: HRPF or SRPF	2
4	Sports Skill	3
5	Modified & Minor Games	1
6	Other	2

c) Teaching module: (20 marks)

Workshops (20 hours) should be conducted on creating database of exercises, variety of modified games & sports, practice drills, formations, developing instructional aids, and teaching pedagogy. Student should maintain the record of activities in the workshop. (5 mark for record, 5 marks for oral examination and 10 marks for written test).

Marks out of 20 will be considered in the internal assessment for head.

Head 12: Final Teaching Lesson- Physical Education (50 marks) **External Evaluation**

Head 13: Final Teaching Lesson- Optional Subject (50 marks) **External Evaluation**

UNIVERSITY OF PUNE

B.Ed.(Physical Education) External Examination - Part II, Head:12

SCORE SHEET FOR SCHOOL SUBJECT LESSON

ExamNo.	Name of Candidate	Lesson Note	Lesson Aids	B.B Work	Narration Loud reading Explanation	Method of questioning	Class Control	Liveliness in Students Response	Total effect of the lesson performance & personality of the teacher	Total
		3	6	6	10	5	5	5	10	50

Date: -----

Name Signature of the Examiner

Important Note: College should submit all the score sheets of final lessons along with final marks given both by internal and external examiners to the Chairman of the Examination.

UNIVERSITY OF PUNE

B.Ed.(Physical Education) External Examination - Part II, Head:13

SCORE SHEET FOR PHYSICAL EDUCATION LESSON

Exam No.	Name of the Candidate	Lesson Note	Dress	Previous preparation - marking and equipment	Warm-up	Teaching ability					Overall effect	Total
						Demonstration	Practice drills	Orders	Class formation	Class control		
		3	2	5	5	5	10	5	5	5	5	50

Date:

Name Signature of the Examiner

Important Note: College should submit all the score sheets of final lessons along with final marks given both by internal and external examiners to the Chairman of the Examination.

Part III (Head 14, 15 & 16): (Total 400 marks)

Head 14: Physical Education & Sports activities (Total 200 Marks)

Internal assessment of Physical Education & Sports Activities, Candidate will be evaluated in the following:

Sr.	Physical Education & Sports activities	Marks
1	Track & Field	60
2	Floor Gymnastics	10
3	Yoga	10
4	Drill March	10
5	Self Defense	10
6	Demonstrative Activity	20
7	Fitness	30
8	Minor Games & Modified Games	10
8	Competencies	10
9	Field Marking, Officiating & Competition organization	15
10	Measurement & Evaluation	15
Total		200

The Practical for the course of Physical Education & Sports activities will be based on syllabus upto that of std. XII prescribed by the Maharashtra State Secondary and Higher secondary Board.

1. Track & Field: (60 marks)

(a) Runs: Sprints, Relays, Hurdles & Middle Distance (20 Marks)

(b) Jumps: Long Jump & High Jump (20 Marks)

(c) Throws: Shot put, Discus, Javelin, (Any two) (20 Marks)

Detailed syllabus and the evaluation scheme are given in the following table.

Sr.No.	Event	Content	Evaluation
1	Sprint		
	100 m, 200 m, 400m	a) Starts- Medium, bullet and elongated starts. b) Running on curve. c) Starts on Curve. d) Finish- Chest, Run through, Lunge finish. d) Officiating at Start and finish.	50% marks For 100 m performance as per norms. 50% marks for Skill.
2	Relays		
	Relay -4X100 and 4X400 m	Baton Exchange a) Down and Up Sweep b) Visual and Non Visual Exchange c) Officiating	Marks for baton exchange skill- incoming and outgoing both.
3	Middle Distance Run		
	800 m 1500 m		Marks for performance as per norms. 800 m for Women 1500 m for Men.
4	Hurdles		
	100 m–Boys and girls	a) Lead leg action. b) Trail leg action. c) 3 stride pattern between the hurdles. d) Start and striding to 1 st Hurdle.	Skill Performance Combined lead leg and trail leg action. Striding pattern between the hurdles. Striding pattern from start to 1 st hurdle.
5	Jumps		
	Long jump	a) Sail style and Hang style. - Approach run, Take off, action in the air, landing. b) Officiating	50% marks For long jump performance as per norms. 50% marks for over all jumping skill.
	High jump	a) Straddle Roll technique -Approach run Last stride before the take off, Take off, Bar	50% marks For long jump performance as per norms.

		clearance, Landing b) Officiating	50% marks for over all jumping skill.
6	Throws		
	Discus Throw	a) Standing Throw- Basic Stance, Preliminary swings, Pre delivery action, delivery and reverse. b) Officiating	50% marks For throwing performance as per norms. 50% marks for over all throwing skill.
	Javelin	Hold and approach run, 5 stride patterns before the throw- the withdrawal, the impulse and the power reach stride, Delivery and reverse. d) Officiating	50% marks For throwing performance as per norms. 50% marks for over all throwing skill.
	Shot Put	Gliding Technique -Hold and stance, T-balance, crouch, Kick and glide, support of toe board, power position, delivery and reverse. d) Officiating e) Analysis and correction	50% marks For throwing performance as per norms. 50% marks for over all throwing skill.

NORMS FOR ATHLETIC EVENTS- MEN								
Marks out of 100	100m. Sprint	1500m. Run	Long Jump	High Jump	Discus Throw	Shot Put	Javelin Throw	Marks out of 5
5	19.90	9.46	3.19	1.04	10.88	4.55	14.90	0.25
10	18.07	8.35	3.50	1.10	11.65	4.91	17.13	0.50
15	17.24	8.12	3.69	1.11	12.51	5.15	18.35	0.75
20	16.71	7.42	3.82	1.13	13.24	5.34	20.00	1.00
25	16.28	7.22	3.90	1.15	13.78	5.50	21.06	1.25
30	16.00	7.12	4.01	1.16	14.31	5.66	22.28	1.50
35	15.80	7.03	4.11	1.17	14.72	5.84	23.13	1.75
40	15.52	6.54	4.18	1.18	15.25	5.99	24.13	2.00
45	15.32	6.47	4.25	1.20	15.57	6.10	25.02	2.25
50	15.08	6.39	4.35	1.22	16.08	6.20	25.78	2.50
55	14.96	6.35	4.43	1.25	16.40	6.26	26.37	2.75
60	14.69	6.31	4.50	1.27	16.80	6.30	27.03	3.00
65	14.49	6.24	4.58	1.29	17.17	6.45	27.99	3.25
70	14.40	6.19	4.67	1.30	17.50	6.68	29.17	0.35
75	14.23	6.15	4.80	1.32	18.19	6.76	30.00	3.75
80	14.06	6.11	4.89	1.35	18.80	7.02	31.39	4.00
85	13.90	6.05	5.13	1.37	20.09	7.18	33.12	4.25
90	13.63	5.57	5.54	1.40	21.78	7.47	35.26	4.50
95	13.38	5.38	6.12	1.45	24.03	8.17	37.49	4.75
100	12.76	5.27	7.15	1.50	25.24	9.10	38.79	5.00

NORMS FOR ATHLETIC EVENTS- WOMEN								
Marks out of 100	100m. Sprint	800m. Run	Long Jump	High Jump	Discus Throw	Shot Put	Javelin Throw	Marks out of 5
5	26.17	7.28	2.05	0.78	7.92	3.35	6.47	0.25
10	23.72	5.07	2.27	0.80	8.70	3.69	8.04	0.50
15	22.33	4.57	2.40	0.84	9.25	3.93	9.09	0.75
20	21.11	4.51	2.48	0.85	9.56	4.10	10.00	1.00
25	20.43	4.48	2.55	0.86	9.86	4.28	10.70	1.25
30	20.09	4.30	2.65	0.88	10.26	4.41	11.20	1.50
35	19.74	4.26	2.70	0.90	10.55	4.52	12.00	1.75
40	19.38	4.15	2.79	0.91	10.72	4.66	12.75	2.00
45	19.00	4.11	2.85	0.95	11.14	4.85	13.90	2.25
50	18.70	4.02	2.92	0.96	11.55	4.92	15.20	2.50
55	18.34	3.57	3.05	0.97	11.91	5.02	16.64	2.75
60	18.00	3.54	3.10	1.00	12.16	5.13	18.10	3.00
65	17.73	3.51	3.20	1.03	12.53	5.27	19.21	3.25
70	17.46	3.50	3.30	1.05	13.15	5.48	20.95	0.35
75	17.19	3.44	3.47	1.07	13.66	5.70	22.40	3.75
80	16.96	3.41	3.60	1.10	14.11	5.98	23.85	4.00
85	16.60	3.34	3.90	1.14	15.11	6.33	25.20	4.25
90	16.26	3.27	4.15	1.17	16.18	6.58	27.07	4.50
95	15.84	3.18	4.70	1.23	17.62	7.07	29.80	4.75
100	15.18	3.12	5.71	1.40	18.86	8.80	30.80	5.00

2. Floor Gymnastics: (10 marks)

- (a) Rolls: Forward, Backward, Side, Dive (Variations)
- (b) Balances: 'V', 'T', 'Y', 'L', Frog, Headstand, and Handstand
- (c) Turnover movements: Cartwheel, Handspring & Headspring
- (d) Pyramids: Pair, Trio, Quadrates, Penthats

Evaluation of this should be done on the basis of performance in the above skills.

3. Yoga: (10 marks)

The syllabus under this activity will be that as prescribed upto std.XII.

Evaluation should be done for.

- (a) Asanas (5 Marks)
- (b) Suryanamaskar (2.5 Marks)
- (c) Pranayam techniques (2.5 Marks)

(a) Asanas (5 Marks): Details as under

1. Sarvangasana 2. Tolanggulasana 3. Hansasana 4. Badh Padmasana 5. Halasana 6. vipareet Karni 7. Shavasana 8. Ardha Matsyendrasana 9. Paschimotanasana 10. Bhadrasana	11. Ushtransana 12. Akarna Dhanurasana 13. Vipareet Karni 14. uutan Mandukasana 15. Kukkutasana 16. Simhasana 17. Shirshasana 18. Shabhasana 19. Parvatasana with Padmasana 20. Trikonasana
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(b) Pranayam techniques (2.5 Marks): Details as under

Pranayam	Kriya
1. Anulom Vilom 2. Bhramari	1. Ujjai 2. Shitali

(c) Suryanamaskar (2.5 Marks)

4. Drill Marching: (10 marks)

The syllabus under this activity will be that as prescribed upto std.XII.

- (a) Drill Marching activities- (5 marks)
- (b) Orders & Counting for special functions (5 marks)

(National days, Opening & Closing ceremonies)

(a) Drill Marching activities (10 marks): Details as under

<p>Fundamental commands:</p> <p>1. Fall in 2. Attention (Savdhan) 3. Stand at ease (Vishram)</p> <p>4. Standing easy (Aramse) 5. Quick march (Tej chal)</p> <p>6. Mark time (Qadam tal) 7. Right turn (Dahine mur)</p> <p>8. Left turn (Baen mur) 9. Back turn (Pichhe mur)</p> <p>10. Right dress 11. Eyes front 12. From the right-number 13. Stepping forward, sideward, & backward</p> <p>14. Left or right or about turn 15. Half left or right turn</p> <p>Movements:</p> <p>1. Marking time 2. Halting from marking time</p> <p>3. Marching forward (From marking time)</p> <p>4. Quick marching 5. Halting from marching forward</p> <p>6. Marching backward 7. Marching sideward</p> <p>8. Double time marching 9. Halting from double time</p> <p>10. Changing to Quick time from Double time marching</p> <p>11. Turning to the left, or right while Marking time or Marching</p>	<p>12. Turning about while Marching or Marking time 13. Inclining to the left while Marching or Marking time 14. Saluting left while Marching 15. Marching to the rear 16. Changing step 17. Changing direction left or right while Marching 18. Changing direction to left or right about while Marching 19. Forming twos / fours on the left or right 20. Reforming files from column of fours 21. In company front numbered in fours or in a column of fours, to execute, 'fours right' of 'fours left' march etc.</p> <p>22. Fours left or right wheel march 23. Forming fours / twos by a left or right turn 24. Forming file from fours by a left or right turn</p> <p>25. Marching the front by rear fours with left or right wheel 26. Changing a single file into columns of four, eight, etc.</p>
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5. Self Defense: (10 marks)

(a) Offensive skills & Defensive skills (5 Marks)

(b) Lathi (5 Marks)

6. Demonstrative Activities: (20 marks)

(a) Ghati Lezim (10 Marks)

(c) Light apparatus drill (any 4) (10 Marks)

(a) Ghati Lezim (10 Marks): Details as under

<p>a. Preliminary position:</p> <p>1. Lazim Skandh and Aram 2. Husshyar</p> <p>b.Exercises:</p> <p>1. Ath Thoke 2. Talse Kadam 3. Pavitra</p> <p>4. Pao Chakra (Quarter Circle)</p>	<p>5. Ardha Chakra or Firki (Half Circle) 6. Poora Chakra or Firki (Full Circle) 7. Age Chal (Going Forward) 8. Pair Formation 9. Hool o Dodging 10. Change the partner 11. Baithak 12. Palat</p>
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(c) Light apparatus drill (10 Marks)

Details as under

Apparatus	Exercises
<p>1. Dumbbells Drill</p> <p>2. Wand Drill</p> <p>3. Indian club or Jodi</p> <p>4. Pole Drill</p> <p>5. Hoop Drill</p> <p>6. Flag Drill</p> <p>7. Introduction to Pom pom drill, Ballloon, Jump rope, Ball.</p>	<p>1. Standing Exercise</p> <p>2. Jumping Exercise</p> <p>3. Moving Exercise</p> <p>4. Combination of these exercise</p>

7. Fitness: (30 marks)

(a) Aerobics (10 Marks)

(c) Exercise & Conditioning (20 Marks)

a) Aerobics - (10 marks)

Details are as under

- Low impact core moves - 1. March, 2. Side to side, 3. Double side to side, 4. grapevine, 5. Knee up, 6. Leg curl, 7. Toe touch, 8. Side lunge, 9. Back lunge
10. Kick front, 11. Kick side, 12. Heel to left, 13. 'E' shape, 14. 'v' shape
15. Introduction of Bench Exercise

b) Exercise & Conditioning (20 marks)

Details are as under

Name of the activity	Description
Warm up & Cool down	Mobility Exercise
Stretching Exercise	Active, Ballistics & partner stretch
Animal walks	Variety of animal walks to built strength, flexibility etc.
Partner Exercise	Variety of exercise to built strength & flexibility
Jump rope exercises	Variation in jump rope exercises
Training methods	Weight training, plyometric, circuit training, obstacle courses

8. Minor Games and Modified Games (10 Marks)

S.No.	Game	Description
1	Minor Games	Circle Games, Team & Relay games, Partner contests, Simple ball games, Simple stunts
2	Modified Games	Modified Games in Football, Basketball, Volleyball, Kabaddi, (Modifications in no of players / Equipments/ Dimensions of play field / duration of the game/ No of Rules to accommodated)

Evaluation – the college should develop a tool for evaluation of this activity and assess students for 10 marks in the internal evaluation.

9. Competencies: (10 Marks)

S.No.	Skills	Movement
1	Locomotor skills	Walking, running, skipping, sliding, galloping
2	Nonlocomotor	Bending, stretching, pushing, pulling, twisting, and turning, rocking,

	skills	swaying, balancing.
3	Manipulative skills	Striking, Hitting, Throwing, Catching, and Dribbling

10. Field Marking, Officiating & Competition Organization: (15 Marks)

Field Marking, Officiating (10 Marks)

- i. Methods of marking a circle, D-area, square, rectangle, triangle
- ii. Lines- width, inside-out sidelines
- iii. Dropping a perpendicular bisector
- iv. Whistling for various situations in games
- v. Using stopwatch & taking readings on tapes
- vi. Track marking

Practical experience of marking a track should be given to students at least twice a year.

The evaluation of this activity will be done on the basis of practical examination of the activities taught and the student's ability to perform the given activities.

Competition Organization (5 Marks)

Students should be given opportunities to organize and conduct various sports competitions through intra-mural program and other competitions (minimum 5 competitions in a year).

Evaluation – the college should develop a tool for evaluation of this activity and assess students for 15 marks in the internal evaluation.

11. Measurement & Evaluation: (15 marks)

1. 9/12 min. run & walk	8. Sitting ball throw
2. 1 min. bent knee sit up	9. Stand broad jump
3. Push up/ modified push up	10. Vertical jump
4. Sit & reach	11. 1 min. Skipping
5. 4X10m. shuttle run	12. Step test
6. 50m dash & 30m Flying	13. Calculate Target Heart Rate
7. Wall volley	14. Calculate Body Mass Index (BMI)
	15. Waist Hip Ratio (WHR)

Each candidate should complete a practical course in test and measurement practical. Adequate training should be given to the candidates in conducting the tests mentioned above in laboratory & school settings. He/she must keep a record of the activities completed in a

practical journal. Each student should be able to conduct the tests and analyze and evaluate the scores of the test items. The candidate will be evaluated with the help of an objective test/viva-voce examination & the conduction & analysis of the test scores.

Head 15 Sports & Games (100 Marks) External Evaluation

Sports & Games from the table given below should be selected for teaching. External assessment will be done for 8 of games taught.

List of the Sports & Games:	10.Cricket 11.Table Tennis
1.Kabaddi 2.Kho-Kho 3.Volley ball	12. Badminton 13. Tennis
4.Basket ball 5.Hockey 6.Foot ball	14.Wrestling 15.Boxing 16.Judo
7.Hand ball 8.Swimming	17.Taekwondo
9.Soft ball	18.Mallakhamb

Sports & Games Details are as under

- Marking of the play area
- Fundamental skills: The skills (min.5 offensive and 5 defensive) of the game/sport are to be taught
- Drills for the skills taught (for varied situations no. of students, equipments)
- Positional play
- Lead-up/& modified games
- Game performance
- General rules & Duties of officials

Evaluation

The procedure to be adopted is -

- (a) The student selects 2 compulsory skills from the syllabus
- (b) The student performs 2 skills of his choice
- (c) The student participates in the game
- (d) Officiating
- (e) Written test (Rules & Regulations of 8 games selected by college)
- (f) Oral

Head 16: Term Work (100 Marks)

Internal assessment of term work candidate will be evaluated in the following:

S.No.	Activity	Marks
1	Tutorial	50
2	Content enrichment programme	10
3	TBT Practical	20
4	Trip, Visits & Camp	10
5	Attendance	10

1. Tutorials: (50 Marks)

Student should submit a total of 10 tutorials i.e. 1 tutorial each for 10 papers under examination conditions. Total 50 marks will be considered for the internal assessment for head 1 to 10.

2. Content Enrichment programme: (10 Marks)

To enrich the content of the optional subject, candidate will carry out the self-study of the content of the subjects offered as the optional method. For the assessment of content knowledge **one** internal test based on the content of optional subject should be held during the year. The scope of the content should be the content expected in the syllabus of Std. V to X. Marks calculated out of 15 will be considered for internal assessment for head 16.

3. TBT Practical: (20 Marks)

Activities to be completed in the technology based teaching practical

- i. Create folders
- ii. Create MS word documents- Resume, Application, Question paper
- iii. Prepare MS power point presentation on topic of own choice
- iv. Create MS excel worksheet – Score sheet, Graphs, formula for calculating mean, S.D., T score, percentage and grade
- v. Downloading and saving information from internet
- vi. Using E-mail for communication

The evaluation of the TBT practical will be done on the basis of completion of the project, a viva voce & activity examination. The project will be evaluated with the help of separate rubrics for word, excel and PowerPoint activities. The rubric should consist at least the factors

mentioned ahead: Technical aspects, content, grammar, layout, effects, formulae, graphs/pictures etc.

4. Trip, Visit & Camp: (10 Marks)

Camp should be organized with a view of developing organizing skills in the students. Activities included should be educational, adventurous and recreational. The evaluation of this activity will be on the basis of report submitted by the student and overall conduct and participation in the camp.

Visits to educational or sports institutes & educational tours/trips should be organized in a year. Evaluation of trips and visits will be done on basis of reports submitted by students.

A total of 10 marks will be allotted to Trips, visits & camp for the final internal evaluation.

5. Attendance: (10 Marks)

A student must have **80 %** attendance in theory and practical classes separately to appear for university examination. Attendance will be graded as per percentage of attendance and marks will be allotted as given in the table below. College should maintain record of attendance.

Percentage	Theory	Practical
100 %	5	5
96 – 99 %	4	4
90 – 95 %	3	3
85 – 89 %	2	2
80 – 84 %	1	1