

**University of Pune**  
**Revised Syllabus**  
**B.Ed (Phy Edu) Course**  
**Revised June 2013**

**Board of Studies- Faculty of Physical Education**  
**April 2013**

# **Bachelor of Physical Education (B.Ed (Phy Edu))**

## **Semester Pattern**

### **(Revised- June 2013)**

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

**To enable the PE student teacher,**

1. To know and apply discipline specific scientific and theoretical concepts critical to development of PEP.
2. To plan, design and implement learning experiences that facilitate and enhance the growth of learners of diverse needs from varying backgrounds.
3. To use effective communication and pedagogical skills and strategies to enhance student engagement & learning.
4. To utilize assessments and reflection to foster student learning and to inform instructional decisions.
5. To demonstrate dispositions essential to becoming effective professionals.
6. To understand the disciplinary content knowledge, application of content knowledge to teaching physical education.
7. To be reflective practitioner who evaluates self and seek opportunities to grow professionally and humanistically.
8. To be informed about and use appropriate technology to enhance teaching and learning and to enhance personal and professional productivity.
9. To foster relationship with colleagues, parents, community and associated agencies to support student's growth & wellbeing.

**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 from time to time.

**4. Eligibility Norms for appearing at B.Ed (Phy Edu) examination:**

4.1 Student teachers must record minimum 80% attendance at both theory and practical periods in college for both the semesters. S/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 candidate obtains minimum 80% attendance and such a certificate, candidate will not be allowed to appear for university examination conducted in respective semesters.

4.2 The External Examination for **Part I & II** 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 and/or English. However, the medium of Instruction for the optional course 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 part I, examination shall be conducted for each of the theory courses at the end of each/respective semester by the University.

For the part II examination of the final lessons will be conducted by the university in semester II.

**7.** The college should submit **supporting document** relating to internal work and assessment to the moderation committee, which will verify the documents and then submit the marks of the internal assessment of Head 11, 14 & 15 to the university.

**8.** Student who fails in any one or more courses in the semester examination will be permitted to attempt for the examination of course or courses in the subsequent semester examination. The candidate will be allowed to appear for the external examination of Heads 1 to 10 maximum up to 3 years after admission.

9. The college will complete the internal assessment of the heads no. 11, 14 & 15 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 college will produce all the relevant documents for verification by the 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 (Phy Edu) Syllabus 2013**

Part	Head	Title of the paper	Internal	External	
I	1	Foundations of Physical Education		50	
	2	Psychology of Physical Education		50	
	3	Anatomy & Physiology		50	
	4	Fitness, wellness & Yoga		50	
	5	Methodology of Teaching-Optional Subject		50	
		<b>Total Semester I</b>			<b>250</b>
	6	Methodology of Teaching Physical Education		50	
	7	Biomechanics, Athletic Care & Rehabilitation		50	
	8	Management of Physical Education & Sports		50	
	9	Essentials of Physical Education & Health Education		50	
	10	Evaluation & Statistics in Physical Education & Sports		50	
	<b>Total Semester II</b>			<b>250</b>	
II	11	<b>Practice Teaching (250 marks)</b> Core training programme a) Micro lessons (6 Lessons) b) Integration lessons (6 Lessons) Special training programme a) Practice lesson (14 Lessons) b) Block teaching (8 Lessons) d) Teaching module	Grade 30  140 60 20		
	12	<b>Final Lesson- Physical Education</b>		<b>50</b>	
	13	<b>Final Lesson- Optional subject</b>		<b>50</b>	
		<b>Total Teaching Practice</b>		<b>250</b>	<b>100</b>
III	14	<b>Physical Education &amp; Sports Activities (250 marks)</b> 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. Measurement & Evaluation practical 11. Sports & Games Introduction	40 10 10 10 10 20 30 20 10 10 80		
		<b>Total</b>		<b>250</b>	
	15	<b>Term work (100 marks)</b> 1. Tutorial 2. Soft Skill Training Program 3. Matter Test- Physical Education 4. TBT Practical 5. Trip, Visits & Camp 6. Teacher social responsibility initiative	50 20 20 10 ----- -----		
<b>Total Course</b>		<b>Grand Total</b>		<b>600</b>	<b>600</b>

### 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 candidates who have completed their terms but have not completed internal work are eligible do so in next one academic year only.

Table 1

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

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
	<b>500 Marks</b>					
<b>Aggregate Part I</b>	<b>Min. 250 Marks</b> out of 500 Marks <b>(50%)</b>	<b>Min. 250Marks</b> out of 500 Marks <b>(50%)</b>	<b>Min. 275</b> <b>Marks</b> out of 500 Marks <b>(55%)</b>	<b>Min. 300</b> <b>Marks</b> out of 500 Marks <b>(60%)</b>	<b>Min. 350</b> <b>Marks</b> out of 500 Marks <b>(70%)</b>	
II	11 (250 Marks)	112.50	125	125	137.50	162.50
	12 (50 Marks)	22.50	25	25	27.50	32.50
	13 (50 Marks)	22.50	25	25	27.50	32.50
	<b>250 Marks</b>					
<b>Aggregate Part II Head 11</b>	<b>Min. 125 Marks</b> out of 250 Marks <b>(50%)</b>	<b>Min. 125 Marks</b> out of 250 Marks <b>(50%)</b>	<b>Min. 137.50</b> <b>Marks</b> out of 250 Marks <b>(55%)</b>	<b>Min. 150</b> <b>Marks</b> out of 250 Marks <b>(60%)</b>	<b>Min. 175</b> <b>Marks</b> out of 250 Marks <b>(70%)</b>	
III	14 (250 Marks)	112.50	125	125	137.50	162.50
	15 (100 Marks)	45	50	50	55	65
	<b>350 Marks</b>					
<b>Aggregate Part III</b>	<b>Min.175Marks</b> out of 350 Marks <b>(50%)</b>	<b>Min. 175 Marks</b> out of 350 Marks <b>(50%)</b>	<b>Min. 192.50</b> <b>Marks</b> out of 350 Marks <b>(55%)</b>	<b>Min. 210</b> <b>Marks</b> out of 350 Marks <b>(60%)</b>	<b>Min. 245</b> <b>Marks</b> out of 350 Marks <b>(70%)</b>	
<b>Total Marks 1200</b>	<b>Min. 600 Marks</b> <b>(50%)</b>	<b>Min. 600 Marks</b> <b>(50%)</b>	<b>Min. 660</b> <b>Marks (55%)</b>	<b>Min. 720</b> <b>Marks (60%)</b>	<b>Min. 840</b> <b>Marks (70%)</b>	

Evaluation:

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

External Evaluation 600 Marks		Internal Evaluation 600 Marks	
Head	Marks	Head	Marks
1 to 10	500	11	250
12	50	14	250
13	50	15	100

**FORMAT OF QUESTION PAPER FOR EXTERNAL EVALUATION  
(Head 1 to 10)**

Sr. No	Type of Question	No. of Que.	Marks
1.	Descriptive Type Questions <b>Any 1 out of 2 questions based on unit I &amp; II</b>	1 <b>OR</b> 1a/1b	15 <b>OR</b> 8+7
2.	Descriptive Type Questions <b>Any 1 out of 2 questions based on unit III &amp; IV</b>	1 <b>OR</b> 1a/1b	15 <b>OR</b> 8+7
3.	Objective type Questions <b>5 questions compulsory minimum 1 on each unit</b>	5	5
4.	Short Note <b>Any 3 out of 4 questions based on each unit</b>	3	15
		<b>Total</b>	<b>50</b>



# FIRST SEMESTER

## PART- I

### Course I Foundations of Physical Education

#### 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 (5<sup>th</sup> 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

## **Course II Psychology 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 PE.
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.

## **Course III Anatomy & Physiology**

### **Objectives**

To enable the students to

1. Understand the basic structure and function of the human body
2. Understand the effect of exercise on the different systems
3. Understand the normal movements of the body

### **Unit I Organization of the Human Body and its Regulation**

- a) The Human Organism – Anatomy, Physiology ,Structural and Functional Organization
- b) The Chemical Basis of Life – Energy, Inorganic Molecules
- c) Structure and Function of the Cell and Histology of Tissues – Epithelial, Connective, muscular, nervous
- d) Metabolism, Metabolic Rate and Temperature Regulation-Body Temperature Regulation

### **Unit II Support and Movement**

- a) Integumentary System – Skin
- b) Skeletal System-Gross Anatomy, Axial Skeleton, Appendicular Skeleton Naming of bones Articulations, Naming of Joints, Classification of Joints, Types of Movements and Effect of Exercise
- c) Muscular System – Histology, Functional Characteristics of Muscles, Gross Anatomy of Skeletal Muscles, Naming of Muscles, Types of Muscle Contraction and Effect of Exercise

### **Unit III Integration and Control System**

- a) Central Nervous System – Brain, Spinal Cord – Development Structure Reflexes
- b) Peripheral and Autonomic Nervous System – Structure and Functions
- c) Functional Organization of the Endocrine System- General Characteristics, Pituitary Hypothalamus, Thyroid ,Adrenal, Pancreas

### **Unit IV Maintenance**

- a) Cardio-vascular System- Blood, Functions, Plasma, Formed elements and Blood grouping
- b) Cardio-Vascular System- Size ,Form and Location of Heart , Anatomy of the Heart, Cardiac Cycle, Blood Pressure, Circulation, Pulmonary Systemic and Systematic Circulation, Effect of Exercise

- c) Respiratory System – Anatomy , Ventilation and Lung Volumes, Pulmonary Volumes and Capacity, Effect of Exercise
- d) Digestive System and Excretory System – General Overview and Functions

**Suggested Readings:**

1. Pearce Evelyn. (1992). Anatomy & Physiology for nurses, Calcutta: Oxford University press.
2. Seeley, & Tate (1992). Anatomy & Physiology. St.louis: Mosby
3. Tortora G.J.(1996). Introduction to Human Body. (4<sup>th</sup> Ed.) California: Addison Wesley.
4. Marieb Elaine N. (1984). Human Anatomy and Physiology (3<sup>rd</sup> Ed.). Cal:The Benjamin Cumming
5. Fox Edward - Sports Physiology, W B Saunders Co. 1984

## **Course IV 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 enable student teacher to develop basic Fitness Program.
5. To enable the students to understand the fitness development of individual with unique need
6. To enable the students to understand the role of fitness & yoga in individuals' lives
7. To understand the historical and philosophical basis of Yoga.
8. To understand the therapeutic aspects of Yoga.

**Unit1: Physical Fitness & Wellness**

- 1.1 Concept of physical fitness, physical activity & exercise
- 1.2 Components of HRPF & SRPF
- 1.3 Different Physical activities & Exercises
- 1.4 Concept of Wellness

**Unit2: Fitness for General student & Individual with unique need**

- 2.1 Benefits of Physical Activity & fitness
- 2.2 Factors influencing Physical Fitness
- 2.3 Age appropriate activity for fitness
- 2.4 Fitness development for an Individual with unique need (Child with specific learning disability, health impaired, visual impaired, deafness, obesity)
- 2.5 Obesity- Concept, Types & Causes
- 2.6 Guidelines for designing Physical Activity program for Obesity Management

**Unit 3: Improving Physical Fitness**

- 3.1 Principles of Physical Fitness improvement

- 3.2 Methods of training- Continuous, Interval, Fartlek, Plyometric, Circuit training etc.
- 3.3 Types of muscles contraction
- 3.4 Guidelines for designing Physical Fitness program for normal individual and individual with unique need

#### **Unit4: Yoga**

- 4.1 Introduction, meaning & History of Yoga
- 4.2 Ashtang Yoga (8 stages of yoga), Types of Yoga
- 4.3 Need of Yoga for school going child
- 4.4 Types of Suryanamaskar & Technique of Pranayama
- 4.5 Benefits of Yoga

#### **Suggested Reading:**

1. Greenberg, Dintiman, Oakes. (2004). Physical Fitness & wellness.(3<sup>rd</sup> 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 (2<sup>nd</sup> ed.). London: Mayfield publishing company.
7. Dr. A.K.Uppal & Dr. G. P. Gautam (2004). Physical education and Health. Delhi: Friends publisher.

## Course 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, 9. Environmental science 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 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 अध्ययन— चंद्रकेमार डांगे, चिंरजीव ग्रंथ प्रकाशन, पुणे १९६२
४. मराठी कवितेचे अध्ययन— 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 विद्यालयोंमें हिंदी भाषा सिखाने के उद्देश्यो को समझाना।
- ३) हिंदी भाषा सिखाने की विभिन्न पध्दतियों को जानना उसके उद्दिष्टों को समझना और पढाने के लिए कौशल्य विकास करना।
- ४) एक सुशिक्षित हिंदी शिक्षक बनने के लिए ज्ञान, कौशल्य व रूची 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 सैध्दातिक व्याकरण हिंदी और मराठी व्याकरण पारस्परिक संबंधि व्याकरण की विविध अध्यापन पध्दतियाँ।
- 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 पध्दतियाँ। (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 ।

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 पढाअें— 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)

## **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, epidiascope, 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 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 out look 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
- c) 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:**

- 1. Information Technology- Kishor Chavan, Insight Publication, Nasik

# SECOND SEMESTER

## PART - I

### Course VI 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 Introduction to Physical Education

- 1.1 Purpose of Physical Education- Aims & objectives of PE, Physically educated person
- 1.2 Domains of Physical Education
- 1.3 Appropriate practices of middle school PE
- 1.4 Introduction to including students with disabilities, steps to inclusion in PE

#### Unit 2 Effective & reflective teacher

- 2.1 Traits & conduct of teacher
- 2.2 Communication with learner- developing listening skill, enhancing clarity in communication, non-verbal communication
- 2.3 Maximizing learning- include all students, organize practice effectively, demonstration & modeling, performance cues, feedback
- 2.4 Classroom management strategies- rules & procedures for year, class management skills

#### Unit 3 Effective planning & quality instruction

- 3.1 Planning- Year plan, unit plan, lesson plan
- 3.2 Lesson planning- Learning/instructional objectives, learning activity, variations, challenges, use of equipments, time, space, class formations  
Format & steps of lesson plan
- 3.3 Teaching styles- command (direct), practice, reciprocal (partner feedback), self-check, inclusion, convergent, divergent style
- 3.4 Introduction to assessment & grading in Physical Education

#### Unit 4 Curriculum in Physical Education

- 4.1 Diamond conceptual framework- significance & implications
- 4.2 Introduction to curriculum models
- 4.3 Principles of curriculum planning, extended curriculum- recess, noon-hour program, daily fitness program, intramural & interschool program, club etc
- 4.4 Introduction to Physical Education curriculum of SSC, CBSE, ICSE- curriculum analysis

### **Suggested readings**

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

## **Course VII Biomechanics, Athletic care & rehabilitation**

### **Objectives**

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

### **UNIT1: 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.

### **UNIT 2: BIOMECHANICS**

- 2.1 Forms of motion and factors affecting motion.
- 2.2 Stability, Equilibrium and principles of Equilibrium and application in sports movement
- 2.3 Concept of Potential and Kinetic Energy.
- 2.4 Lever – Types and principles applied in sports movements
- 2.5 Projectile- meaning and principles applied in sport movements.

### **UNIT 3: 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*. 3<sup>rd</sup>.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*. 4<sup>th</sup> 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.

## **Course VIII Management of Physical Education & sports**

### **Objectives**

1. To acquaint the students with the fundamentals of the Sports management.
2. To acquaint the students with the basic methods, techniques and develop skills to organize the Extramural and Intramural competitions.
3. To acquaint the students with the basic methods and technique and develop skills to organize the programmes. (Camps, Sports Days and National Days)
4. To acquaint the students with the duties and responsibilities of manager.
5. To acquaint the students with Infrastructure and Equipment management.

### **Unit I - Concept of management**

- 1.1 Definition, Meaning, scope & Importance of management in the field of Phy.Edu.
- 1.2 Modern concept & future of sports management
- 1.3 Principles & Functions of management
- 1.4 Manager - qualities, personal traits, skills 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 & sports 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

## **Course IX Essentials of Physical Education & Health Education**

### **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
5. To acquaint them to the basics of Health Education to be taught in schools.

### **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
- 1.4 Responsibilities as a Physical Education teacher

### **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
- 3.4 Movement skill themes

### **Unit 4: Health Education**

- 4.1 Concept of health & health education, health & hygiene- Factors affecting
- 4.2 Importance of health education
- 4.3 Scope of health education
- 4.4 School health program

### **Suggested reading:**

1. Gallahue & Clelland. (2003). Developmental Physical Education for all children (4<sup>th</sup> 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.
7. The Defence review. (2001). India's highest Sports awards & those who won them. (1<sup>st</sup> Ed.). ND: Defence Review.
8. Kangane, S. E. (2010). Physical Education (3<sup>rd</sup> edn.). Kolhapur: Phadke Publication
9. Parks, K. (2002).Social and preventive medicine: Health & Physical Education.

## **Course X Evaluation & Statistics 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 statistical Procedure for Evaluation.
4. To assist the students to understand the concept, need and importance of statistics
5. To enable the students to interpret and evaluate data related to Physical Education

### **Unit 1: Basics of Measurement & evaluation**

- 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: Introduction to measurement tools & techniques**

- 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: Basics of statistics**

- 3.1 Organization of Data

- 3.2 Concept of Measures of Central Tendency.
- 3.3 Characteristics of Measures of Central Tendency
- 3.4 Application of Mean, Mode and Median in evaluation of physical education
- 3.5 Interpretation of Mean, Mode and Median
- 3.6 Normal Probability Curve & its interpretation

#### **Unit 4 Understanding statistical data**

- 4.1 Measures of variability & its interpretation
- 4.2 NPC & variability
- 4.3 Measures of relative positions & its interpretation: Standard score (z-score, T-score & Percentile rank)
- 4.4 Measures of Relationship & its interpretation- Product moment & Spearman's rank order correlation

#### **Suggested Readings:**

1. Dandekar, W.N. Educational Statistics & Evaluation
2. Garrett, Measurement in Educational Psychology
3. Hand Book of Dr. Bloom's Taxonomy
4. Johnson & Nelson. Practical Measurements for Evaluation in Phy.Edu. Ed.3rd Surjit Publication, Delhi 1988
5. Barrow H.M. Practical Approach to Measurement in Phy.Edu. Ed.3rd Lee & Febigeer, Philadelphia 1979
6. Clarke H. Application of Measurement in Health & Phy.Edu. Ed.6th Prentice Hall, Inc New Jersey 1987.
7. Kansal D.K., Test & Measurement in Sports & Phy.Edu. D.V.S.Publications, New Delhi, 1996.
8. Miller, D.K.(2002). Measurement by the Physical Educator. 4th ed. (p. 117) NY: the McGraw-Hill co.
9. Aher, S.S. (2009). Sharirik Shikshan mapan, mulyamapan. Pune: Diamond Publications.



## Part II (Head 11, 12 & 13): Teaching (Total 350 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 allotted in the external assessment for head 12 & 13 respectively.

### Head 11: Practice teaching (250 marks)

Internal assessment of practice teaching lessons candidate will be evaluated as follows:

Details	Type of lesson	Number	Marks
Core training program	Micro lessons	6	Grade
	Integration & simulation lessons	6	30
Special Training Program	Practice Teaching lessons	14	140
	Block teaching	8	60
	Teaching module		20
		<b>Total</b>	<b>250</b>

#### Core training programme:

- **Micro teaching lessons: (Grades)**

Student teachers will conduct 6 micro teaching lessons. They will complete the cycle of two lessons i.e. teach - reteach for each skill. These lessons should be graded.	<b>List of the teaching skills for optional subject.</b>	<b>List of the teaching skills For Physical Education</b>
	<ol style="list-style-type: none"> <li>1. Narration</li> <li>2. Questioning</li> <li>3. Stimulus Variation</li> <li>4. Reinforcement</li> <li>5. Black-board work</li> <li>6. Explanation</li> </ol>	<ol style="list-style-type: none"> <li>1. Warm-up</li> <li>2. Demonstration</li> <li>3. Practice</li> <li>4. Class management</li> </ol>

- **Integration Lesson: (30 marks)**

After practicing 6 (3+3) skills in micro-teaching, student teacher will conduct six lessons of minimum 20 minutes duration to integrate the skills which they practiced earlier (20 marks). Marks calculated out of 30 will be considered in the internal assessment for the head.

- **Special Training Programme:**

**a) Practice Lessons: (140 marks)**

Each student teacher will conduct a total of 14 practice lessons based on the current school curriculum in real school settings. Student teacher will conduct practice teaching lessons in both methods of teaching i.e. Physical Education (Theory & practical) and optional subject.

1. Student teacher must conduct 2 lessons on the theory of Physical Education based on the curriculum prescribed by the state board.
  2. Student teacher must conduct a minimum of 8 and a maximum of 10 practice teaching lesson in the method of Physical Education.
  3. Student teacher is required to conduct 4 practice teaching lessons in Physical Education on students in Grade 1 to 4.
  4. Each student teacher is required to conduct at least 1 practice teaching lesson in Physical Education on a large class size or 1 practice teaching lesson in Physical Education on differently abled students/special children.
- Practice teaching lessons in Physical Education should be based on various activities given in school curriculum. Physical activity groups for lesson conduction (min 1 lesson on each group)

S. No.	Physical activity Groups for lesson
1	Athletics, gymnastics, combative
2	Games & sports- Skill teaching/modified game
3	Demonstrative activities- Light apparatus, lezim, marching, dance, aerobics, yoga
4	Competencies- Fundamental movements, movement concept
5	Fitness- HRPF, SRPF

**b) Block teaching programme: (60 marks)**

The block teaching program of 2 weeks will be conducted in school settings. In the Block teaching programme student teacher will conduct 8 lessons and also perform other activities as given below:

- **Activities to be completed in the block teaching program:**

1. Observation of lessons of peers & or/ teachers
2. Collection of information about Catalogue, Progress Card, Result Sheet, General Register, School Time Table, sports equipment records, sports Competition eligibility form, parent teacher Association
3. Conducting physical fitness test of one class/ Conduct of Mass Sports activities in school.
4. Drawing up a question paper & creating instructional aid

- **Teaching module: (20 marks)**

Workshop (20 hours) should be conducted on creating database of exercises, variety of modified games & sports, practice drills, class formations, developing instructional aids, and teaching pedagogy. Student should maintain the record of activities conducted 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**

### Part III (Head 14 & 15)

#### Head 14: Physical Education & Sports activities (Total 250 Marks)

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

Sr.	Physical Education & Sports activities	Marks
1	Track & Field	40
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	20
8	Competencies	10
9	Measurement & Evaluation	10
10	Introduction to sports & games (8 games)	80
<b>Total</b>		<b>250</b>

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

#### 1. Track & Field: (40 marks)

(a) Runs: Sprints & Relays	<b>20 marks</b>
(b) Jumps: Long Jump & High Jump (any 1)	<b>10 marks</b>
(c) Throws: Shot put, Discus, Javelin, (Any 1)	<b>10 marks</b>

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

Sr.No.	Event	Content	Evaluation
1	<b>Sprint</b>		
	100 m, 200 m, 400m	<p><b>a) Starts-</b> Medium, bullet and elongated starts.</p> <p><b>b) Running on curve.</b></p> <p><b>c) Starts on Curve.</b></p> <p><b>d) Finish-</b> Chest, Run through, Lunge finish.</p> <p><b>d) Officiating at Start and finish.</b></p>	50% marks For 100 m <b>performance</b> as per norms. 50% marks for Skill.
2	<b>Relays</b>		
	Relay -4X100 and 4X400 m	<p><b>Baton Exchange</b></p> <p>a) Down and Up Sweep</p> <p>b) Visual and Non Visual Exchange</p> <p><b>c) Officiating</b></p>	<b>Marks for baton exchange skill-</b> incoming and outgoing both.
3	<b>Jumps (Any 1)</b>		
	Long jump	<p><b>a) Sail style and Hang style.</b> - Approach run, Take off, action in the air, landing.</p> <p><b>b) Officiating</b></p>	50% marks For long jump <b>performance</b> as per norms. 50% marks for over all jumping skill.
	High jump	<p><b>a) Straddle Roll technique</b> -Approach run Last stride before the take off, Take off, Bar clearance, Landing</p> <p><b>b) Officiating</b></p>	50% marks For long jump <b>performance</b> as per norms. 50% marks for over all jumping skill.

<b>4</b>	<b>Throws (Any 1)</b>		
	<b>Discus Throw</b>	<b>a) Standing Throw-</b> Basic Stance, Preliminary swings, Pre delivery action, delivery and reverse. <b>b) Officiating</b>	50% marks For throwing <b>performance</b> as per norms. 50% marks for over all throwing skill.
	<b>Javelin</b>	<b>Hold and approach run, 5 stride patterns before the throw-</b> the withdrawal, the impulse and the power reach stride, <b>Delivery and reverse.</b> <b>d) Officiating</b>	50% marks For throwing <b>performance</b> as per norms. 50% marks for over all throwing skill.
	<b>Shot Put</b>	<b>Gliding Technique</b> -Hold and stance, T-balance, crouch, Kick and glide, support of toe board, power position, delivery and reverse. <b>d) Officiating</b> <b>e) Analysis and correction</b>	50% marks For throwing <b>performance</b> as per norms. 50% marks for over all throwing skill.

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

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



**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, Pentas

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 are as under**

1. Sarvangasana	11. Ushtransana
2. Tolangulasana	12. Akarna Dhanurasana
3. Hansasana	13. Vipareet Karni
4. Badh Padmasana	14. Uttan Mandukasana
5. Halasana	15. Kukkutasana
6. Vipareet Karni	16. Simhasana
7. Shavasana	17. Shirshasana
8. Ardha Matsyendrasana	18. Shabhasana
9. Paschimotanasana	19. Parvatasana with Padmasana
10. Bhadrasana	20. Trikonasana

**(b) Pranayam techniques (2.5 Marks): Details as under**

Pranayam	Kriya
1. Anulom Vilom	1. Ujjai
2. Bhramari	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><b>Fundamental commands:</b></p> <ol style="list-style-type: none"> <li>1. Fall-in</li> <li>2. Attention (Savdhan)</li> <li>3. Stand at ease (Vishram)</li> <li>4. Standing easy (Aramse)</li> <li>5. Quick march (Tej chal)</li> <li>6. Mark time (Qadam tal)</li> <li>7. Right turn (Dahine mur)</li> <li>8. Left turn (Baen mur)</li> </ol>	<ol style="list-style-type: none"> <li>9. Back turn (Pichhe mur)</li> <li>10. Right dress</li> <li>11. Eyes front</li> <li>12. From the right- number</li> <li>13. Stepping forward, sideward, &amp; backward</li> <li>14. Left or right or about turn</li> <li>15. Half left or right turn</li> </ol>
<p><b>Movements:</b></p> <ol style="list-style-type: none"> <li>1. Marking time</li> <li>2. Halting from marking time</li> <li>3. Marching forward (From marking time)</li> <li>4. Quick marching</li> <li>5. Halting from marching forward</li> <li>6. Marching backward</li> <li>7. Marching sideward</li> <li>8. Double time marching</li> <li>9. Halting from double time</li> <li>10. Changing to Quick time from Double time marching</li> <li>11. Turning to the left, or right while Marking time or Marching</li> <li>12. Turning about while Marching or Marking time</li> <li>13. Inclining to the left while Marching or Marking time</li> <li>14. Saluting left while Marching</li> <li>15. Marching to the rear</li> <li>16. Changing step</li> </ol>	<ol style="list-style-type: none"> <li>17. Changing direction left or right while Marching</li> <li>18. Changing direction to left or right about while Marching</li> <li>19. Forming twos / fours on the left or right</li> <li>20. Reforming files from column of fours</li> <li>21. In company front numbered in fours or in a column of fours, to execute, 'fours right' of 'fours left' march etc.</li> <li>22. Fours left or right wheel march</li> <li>23. Forming fours / twos by a left or right turn</li> <li>24. Forming file from fours by a left or right turn</li> <li>25. Marching the front by rear fours with left or right wheel</li> <li>26. Changing a single file into columns of four, eight, etc.</li> </ol>

**5. Self Defense: (10 marks)**

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

(b) Lathi (5 Marks)

**6. Demonstrative Activities: (20 marks)**

(a) Ghati Lezim (10 Marks)

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

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

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

**(b) Light apparatus drill (10 Marks)****Details as under**

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

**7. Fitness: (30 marks)**

- (a) Aerobics (5 Marks)
- (b) Exercises (5 Marks)
- (c) Fitness of individual (20 marks)

**a) Aerobics - (5 marks)**

Details are as under:

<b>Low impact core moves</b>	
1. March	9. Back lunge
2. Side to side	10. Kick front
3. Double side to side	11. Kick side
4. Grapevine	12. Heel toe heel
5. Knee up	13. E shape
6. Leg curl	14. V shape
7. Toe touch	15. Introduction to Step
8. Side lunge	aerobics

**b) Exercise (5 marks)**

Details are as under

<b>Name of the activity</b>	<b>Description</b>
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

**(C) Fitness score of Individual (20 marks)**

Test	Component
12 min run/walk or 600 yard run/walk	Cardiovascular endurance
50 yard dash	Speed
4*10m shuttle run	Agility
Bent-knee sit ups	Abdominal muscular endurance
Pull-ups (boys) Flexed arm hang (girls)/ Push-ups/ modified push ups	Upper body muscular endurance

- Fitness of the candidates will be evaluated twice in a year.
- Marks for fitness will be given as per the norms prepared by the university.

**8. Minor Games and Modified Games (20 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 skills	Bending, stretching, pushing, pulling, twisting, and turning, rocking, swaying, balancing.
3	Manipulative skills	Striking, Hitting, Throwing, Catching, and Dribbling

### 10. Measurement & Evaluation: (10 marks)

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

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 of tests & analysis of the test scores.

### Head 14 Sports & Games (80 Marks)

Sports & Games from the table given below should be selected for teaching. Internal assessment will be done for all the eight games taught.

#### List of the Sports & Games:

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

#### Sports & Games Details are as under

- Marking of the play area
- Fundamental skills: skills (offensive & defensive) of the game/sport
- 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 performs 2 compulsory skills from the syllabus
- (b) The student performs 2 skills of examiner's choice
- (c) The student participates in the game
- (d) Practice drill, officiating & general conditioning

## Head 15: Term Work (100 Marks)

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

S.No.	Activity	Marks
1	Tutorial	50
2	Soft skill Training Program	20
3	Matter test- Physical Education	20
4	TBT Practical	10
5	Trip, Visits & Camp	-----
6	TSRI	-----
	<b>Total</b>	<b>100</b>

### 1. Tutorials: (50 Marks)

Continuous comprehensive evaluation will be adopted in the internal evaluation for each theory course. Minimum 2 tutorials should be conducted for each course in each semester. Total 50 marks will be considered for the internal assessment for head 1 to 10.

### 2. Soft skill Training Program (20 marks)

A soft skill program will be developed and conducted for the candidates by the college. It may comprise the following:

1. Personal and social etiquettes and mannerism
2. Interview skills
3. Leadership skills/Team-building activities
4. Formal writing skills- resume/curriculum vitae, different types of applications
5. Presentation skills

### **3. Content Enrichment Program- Physical Education (20 marks)**

To enrich the content knowledge of Physical Education, candidate will carry out self-study of the content of Physical Education & Sports. For the assessment of this part **one** internal test should be conducted during the year. The scope of the content should be the content expected in the physical education syllabus for Std. V to XII with reference to the rules and regulations of games and sports, terminologies related to sports, outstanding athletes of different games and different levels, implements/equipments, structure & nature of the game etc.

### **4. TBT Practical: (10 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 assessment tools for word, excel and PowerPoint activities.

### **5. Trip, Visit & Camp:**

**CAMP-** College must organize a residential camp for minimum of 4 days. It should be organized with a view to apprise the students with objectives of camp, planning, execution and evaluation perspective

**TRIPS & VISITS-** College must organize visits and trips to educational or sports institutes and educational tours/adventure/recreational tours with a perspective of developing organizational skills in students.

### **6. Teacher's social responsibility activity:**

College should conduct activities to sensitize student teachers about important social issues related to the field of physical education and sports and also other important issues teacher must be concerned about. The student teacher should be given choice may be in the form of focus groups on different areas in which he/she wants to complete this activity.