

Part A

Faculty: Interdisciplinary studies (Physical Education)

Programme : BPEd. (Bachelor of Physical Education) Two Year (4 Semester)

POs:

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

PSOs:

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

Employability Potential of the Programme:

Excellence in teaching Physical education and health

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

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

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

Third- Physical education presents physical contact with students more than in other instructional situations.

Career Opportunities in Physical Education:

There are various career options in sports Academy, health clubs, sports goods manufacturing companies and in the area of marketing. Also there are opportunities as a commentator, sports journalist, sports trainer, school & college teacher. Also as following:

- Physical education teacher
- Assistant professor
- Sports Manager
- Physical education Trainer
- Health Educator
- Coach
- Fitness Instructor
- Sports Journalist
- Sports Organizer
- Gym Manager
- Sports Event Management.

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester I**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-101	DSC-1History, Principle and Foundation of Physical Education	60

COs:

The Students would be able to:

1. Identify the scope of Physical Education.
2. Describe historical perspectives of Physical education in India.
3. Apply the various isms of Indian philosophy.
4. Promote the ideas of Fitness in the society.
5. Evaluate and give the knowledge about the science in physical education

Unit	Course Content
Unit I	<p>Introduction:</p> <ol style="list-style-type: none"> 1. Physical Education: Meaning, Definition and Scope. 2. Physical Education: Aims and Objective 3. Importance of Physical Education in present era. 4. Physical Education as an Art and Science. 5. Relationship of Physical Education with Gender Education <p style="text-align: right;">(15 Periods)</p>
Unit II	<p>Historical Perspectives of Physical Education in India:</p> <ol style="list-style-type: none"> 1. Indus Valley Civilization Period. (3250 BC – 2500 BC) 2. Vedic Period (2500 BC – 600 BC) 3. Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD) 4. Medieval Period (1000 AD – 1757 AD) 5. British Period (Before 1947) 6. Physical Education in India (After 1947) 7. Contributions of Y.M.C.A; Akhadas and Vyayamshalas <p style="text-align: right;">(15 Periods)</p>
Unit III	<p>Principles of Physical Education:</p> <p>A) Biological -</p> <ol style="list-style-type: none"> a) Growth and development b) Age and gender characteristics c) Body Types d) Anthropometric differences <p>B) Psychological -</p> <ol style="list-style-type: none"> a) Learning types, learning curve b) Laws and principles of learning c) Attitude, interest, cognition, emotions and sentiments <p>C) Sociological -</p> <ol style="list-style-type: none"> a) Society and culture b) Social acceptance and recognition c) Leadership d) Social integration and cohesiveness <p style="text-align: right;">(15 Periods)</p>
Unit IV	<p>Foundation of Physical Education</p> <ol style="list-style-type: none"> 1. Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism. 2. Philosophical Foundation as an Indian Culture. 3. Fitness and wellness movement in the contemporary perspectives. 4. Sports for all and its role in the maintenance and promotion of fitness. <p style="text-align: right;">(15 Periods)</p>

Activity : Lecture
 Assignment
 Seminar
 Library work
 Field work

Reference Books:

1. Adams, William. C. Foundation of Physical Education Exercises and Sports Sciences. Philadelphia: Lea and Febigor, 1991.
2. Bhatia, K. K., & Narang, C. L. Philosophical & Sociological Bases of Education. Ludhiana: Prakash Bros.,1984.
3. Bokil, V. P. Foundation of Education, Pune: Pune University, 1970.
4. Bucher, C. A. & West, D. A. Foundations of physical education & sports. St. Louis: Times mirror Mosby college publishing, 10th ed., 1987.
5. Dash, B. N. Principles of Education. Hyderabad: Neelkamal publication, 2003.
6. Deshpande, S. H. (2014), Physical Education in Ancient India. Amravati: Degree college of Physical education.
7. Kamlesh M. L., Physical Education facts and foundations., Haryana: P. B. Publication (Pvt.), 1988.
8. Kamlesh M. L., Principles and History of Physical Education and Sports., Delhi: Friends Publication (India) New, 2004.
9. Kamlesh, M. L., Sociological Foundation of Physical Education., Delhi: Metropolitan Book co. Pvt. Ltd.,2002.
10. Mohan, V. M. (1969), Principles of physical education., Delhi: Metropolitan Book Depo.
11. Pandey, R. S., Philosophical & Sociological Foundation of Education., Agra: Vinod Pustak Mandir, 1991.
12. Wellman and Cowell., Philosophy and Principles of Physical Education., Amravati: Suyog Prakashan,
13. William, J. F. (1964), The principles of physical education., Philadelphia: W. B. Saunders Co.

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester I**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-102	DSC- 2 Anatomy and Physiology	60

COs:

The Students would be able to:

1. Explain the organization of the human body and its regulation.
2. Describe the support and movement of systems of the body.
3. Memorize the knowledge of the human body and its function.
4. Analyse the structural aspect of systems of the body.
5. Explain the fundamentals of human body organs.
6. Analyse the functional aspects of Human body.
7. Identify and compare the effects of Exercise on Various system.

Unit	Course Content
Unit I	<p>Introduction:</p> <ol style="list-style-type: none"> 1. Brief Introduction of Anatomy, Physiology and Exercise Physiology. 2. Need and Importance of Anatomy & Physiology in the field of physical education. 3. Cell: Structure, Function & Histology of Tissue (Epithelial, Connective, muscular, nervous). 4. Blood-Constituent, Functions and Blood Groups. <p style="text-align: right;">(15 Periods)</p>
Unit II	<p>Muscular-Skeletal, Cardiovascular and Respiratory Systems:</p> <ol style="list-style-type: none"> 1. Bones: Classification, Structure and function. 2. Joints: Types / Basic movements at Joint 3. The Muscular System: Types, structure and function of the Muscles. 4. The Circulatory System: Structure of Heart, Properties of Heart muscles, Blood Circulation, cardiac cycle, Blood-Pressure, Lymph & Lymphatic circulation, Cardiac output. 5. The Respiratory System: Structure of Lung, Exchange of Gases in the lungs, Respiration Mechanism, Lung Capacity, Tidal Volume. <p style="text-align: right;">(15 Periods)</p>
Unit III	<p>Nervous System, Renal Excretory System and Endocrine Glands:</p> <ol style="list-style-type: none"> 1. The Nervous System (Central & Peripheral): Structure and Functions of Automatic Nervous System, Nerve Control Activities (Neuromuscular Junction, Transmission of nerve Impulses). 2. The Digestive System: Structure & Function Digestive Organs; Absorption & Assimilation of food Metabolism (Metabolic Rate and Body Temperature Regulation). 3. The Excretory System: Structure and Function of Kidney and Skin. 4. Endocrine/Ductless Glands-Classification and functions of hormones (Pituitary, pineal, Thyroid, Parathyroid, Adrenal, Pancreas & Sex). <p style="text-align: right;">(15 Periods)</p>
Unit IV	<p>Integration and control systems for better performance:</p> <ol style="list-style-type: none"> 1. Sensory System: Structure and functions of Eye and Ear. 2. Role of Oxygen during Physical exercise/Training: Oxygen Debt, Second Wind & Vital Capacity 3. Warming up, Conditioning Exercises and Fatigue. 4. Effect of Exercise and Training on Cardiovascular, Respiratory and Muscular system. <p style="text-align: right;">(15 Periods)</p>
	<p>**Activities</p> <ul style="list-style-type: none"> • Lectures • Assignment • Seminar • Library Work • Field work • Laboratory work

Reference Books:

1. Christine, M. D., Physiology of Sports and Exercise. USA: Human Kinetics, 1999.
2. Conley, M. Bioenergetics of Exercise Training. In T. R. Baechle, & R.W. Earle, (Eds.), Essentials of Strength Training and Conditioning. (pp. 73-90). Champaign, IL: Human Kinetics, 2000.
3. David, R. M. Drugs in Sports, Routledge Taylor and Francis Group, 4th ed., 2005.
4. Gupta, A. P. Anatomy and Physiology. Agra: SumitPrakashan, 2010.
5. Gupta, M. and M. C Gupta. Body and Anatomical Science. Delhi: Swarna Printing Press, 1980.
6. Guyton, A. C. Textbook of Medical Physiology. Philadelphia: W. B. Saunders. 9th ed., 1996.
7. Hunter, M. dictionary for physical educators. In H. M. Borrow & R. McGee, (ed), A Practical approach to measurement in Physical Education., (pp. 573-74). Philadelphia: Lea &Febiger.
8. Karpovich, P. V. (n.d.). Physiology of Muscular Activity. London: W. B. Saunders Co.
9. Lamb, G. S. Essentials of Exercise Physiology. Delhi: Surjeet Publication, 1982.
10. Marieb, Elaine N. Human Anatomy and Physiology Cal: The Benjamin Cumming, 3rd ed., 1984.
11. .Moorthy, & A. M. Anatomy, Physiology and Health Education. Karaikudi: Malayalam Publications, 2014.
12. .Morehouse, L. E. & J. Miller, Physiology of Exercise. St. Louis: The C.V. Mosby Co., 1967.
13. Pearce, E. C. Anatomy and Physiology for Nurses. London: Faber & Faber Ltd., 1962. Seeley, & Tate Anatomy & Physiology. St. Louis: Mosby, 1992.
14. Sharma, R. D. Health and Physical Education, Gupta Prakashan, 1979.
15. Singh, S. Anatomy and Physiology and Health Education. Ropar: Jeet Publications 1979.
16. Tortora, G. J. Introduction to Human Body. California: Addison Wesley, 4th ed. 1996.

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester I**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-103	DSC – 3 :Management of Physical Education and sports & Games	60

COs:

The Students would be able to:

1. Summarize the concept and to equip with the essential skills of sports management.
2. Develop the qualities and competencies required for the sports manager.
3. Use knowledge and implement concepts of planning.
4. Apply leadership style and methods
5. Organize and Administration of Sports Programs.
6. Prepare financial proposals for physical education & sports Programme.
7. Organization, designing and evaluating the sports events.

Unit	Course Content
Unit I	<p>Introduction</p> <ol style="list-style-type: none"> 1. Nature and Concept of Sports Management. 2. Progressive concept of Sports management. 3. The purpose and scope of Sports Management. 4. Essential skills of Sports Management. 5. Qualities and competencies required for the Sports Manager. 6. Event Management in physical education and sports. <p style="text-align: right;">(15 Periods)</p>
Unit II	<p>Leadership</p> <ol style="list-style-type: none"> 1. Leadership: Meaning, Definition, and The Elements. 2. Leadership: style and methods. 3. Forms of Leadership: Autocratic, Laissez-faire, Democratic, and Benevolent Dictator 4. Qualities of administrative leader. 5. Preparation of administrative leader. 6. Leadership and Organizational performance. <p style="text-align: right;">(15 Periods)</p>
Unit III	<p>Programme Management</p> <ol style="list-style-type: none"> 1. Sports Management in Schools, Colleges & Universities and Factors affecting Programme Management. 2. Planning and Directing the School/College Sports Programme. Time-Table Management: Importance and Factor affecting Time-Table, Preparation of Time- Table, Principles for preparing Time-Table. 3. Organization of Sports Competition & Games Tournaments; Designing and Evaluating the Event - <ol style="list-style-type: none"> a. Athletics Meet, Extramural and Intramural. b. Fixing the Preliminary and Final Hits of Track and field events c. Fixtures of Tournaments: Advantage & Disadvantage of Knock out, League/Round Robin , Combination and Challenge Tournament. 4. Controlling the sports programme for - <ol style="list-style-type: none"> a. Developing performance standard of a school, college and university b. Establishing a reporting system of a school, college and university c. Evaluation of a school, college and university d. The reward/punishment system in a school, college and university <p style="text-align: right;">(15 Periods)</p>

Unit IV	<p>Budgetary Provisions, Purchase of Equipment, Audit Management and Records & Registers.</p> <p>1. SWOT analysis</p> <p>2. Preparation of the Financial Proposal for Physical Education & Sports in Schools/ Colleges/Universities.</p> <p>3. Budget Drafting: Importance and Criteria of good Budget, Steps of Budget making, Principles of Budgeting</p> <p>Purchase of Equipments and Materials: Need, Importance, Purchase, Care and Maintenance.</p> <p>4. Audit Management of any sports schemes, sports schools, sports colleges, sports department, clubs etc.</p> <p>Records and Registers: Type of Record and Registers, Maintenance of attendance register stock register etc.</p> <p style="text-align: right;">(15 Periods)</p>
	<p>**Activities</p> <ul style="list-style-type: none"> • Lectures • Assignment • Seminar • Library Work • Field work

Reference Books:

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

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester I**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
EC-101	DSE-1 :Information & Communication Technology In Physical Education and Sports & Games	60

COs:

The Students would be able to:

1. Apply Information and communication technology in Sports and physical education.
2. Create awareness regarding research in the field of information and communication Technology.
3. Apply various fundamentals of computers in physical education.
4. Application of MSOFFICE for various activities in physical education.
5. Recognize use of software in Physical Education

Unit	Content
Unit I	<p>Introduction of computer :</p> <ol style="list-style-type: none"> 1. Meaning , need and importance of information and communication technology (ICT) 2. Application of Computer in Physical Education. 3. Components of computer , input and output device. 4. Application software used in Physical Education and sports. 5. Internet & its uses and The Browsers. <p style="text-align: right;">(15 Periods)</p>
Unit II	<p>MS Word (Practicum)</p> <ol style="list-style-type: none"> 1. Introduction to MS Word 2. Creating , saving and opening a document . 3. Formatting , Editing features Drawing table 4. Page setup, paragraph alignment , spelling and grammar check printing option inserting page number , graph, footnote and notes <p style="text-align: right;">(15 Periods)</p>
Unit III	<p>MS Excel (Practicum)</p> <ol style="list-style-type: none"> 1. Introduction to MS Excel 2. Creating , saving and opening spreadsheet 3. Creating formulas 4. Format and editing features adjusting columns width and row height understanding charts <p style="text-align: right;">(15 Periods)</p>
Unit IV	<p>MS Power Point (Practicum)</p> <ol style="list-style-type: none"> 1. Introduction to MS Power Point 2. Creating ,saving and opening a Power Point Presentation-File(PPT) 3. Format and editing features slide show , design inserting slide number 4. Picture graph table 5. Preparation of Power Point presentation (PPT) <p style="text-align: right;">(15 Periods)</p>
	<p>**Activities</p> <ul style="list-style-type: none"> • Lectures • Assignment • Seminar • Library Work • Practical work

Reference Books:

1. Flynn, Meredith & Nita H. Rutkosky. Advanced Microsoft office2000. New Delhi: BPB publication , 2000
2. Gupta Vikas computer course. New Delhi: kit Dreamtech,2001.
3. Hergert Douglas A. Excel for Windows95 instant Reference. Sybex Incorporated, 1992
4. Hillman, David Multimedia Technology and application new York : Delmar publishers,1998.
5. Irtegov, D . Operating system fundamentals . Firewall media,2004.
6. Marilyn m. & Roberta, B. computer in your future India : prentice Hall, 2nd ed
7. Milke M. Absolute beginners guide to computer basics Pearson Education Asia 2007
8. Nagpal D.P. Computer Fundamental New Delhi: Wheeler publishing 2001
9. Rathbone, Andy Windows for Dummies .New Delhi: Comdex Computer Publication, 2nd ,1997
10. Sanders Donald H. Computers Today. New York: McGraw Hill Book Co.,1988
11. Sinha ,P.K. computer fundamentals ; Concepts Systems and Applications. New Delhi: BPB publications.
12. Timothy, J.O. and Leavy Linda Microsoft Office . New York: McGraw Hill Book Co. 2000
13. Underdahl, Brian & Underdahl. Internet with Web page/ Web site Design Bible, Keith. New Delhi: IDG Books India (P) Ltd. 2000

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester I**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
EC-102	DSE- 2 :Olympic Movement	60

COs:

The Students would be able to:

1. Explain the philosophy and history of Olympic Movements.
2. Apply knowledge of Olympic Ideals, Code, Ethics, protocol etc.
3. Classify Olympic, Para Olympic Games and committees.
4. Classification and identification of the Olympic values.
5. Explain the concept of Olympics in organizing various sports activities.
6. Recognise functional operations of national and international Olympic Federations.

Unit	Content
Unit I	<p>Origin of Olympic Movement:</p> <ol style="list-style-type: none"> 1. Philosophy of Olympic Movement. 2. Early history of Olympic Movement. 3. Significant stages in the development of the modern Olympic Movement. 4. Educational and cultural values of Olympic Movement. <p style="text-align: right;">(15 Periods)</p>
Unit II	<p>Modern Olympic Games</p> <ol style="list-style-type: none"> 1. Significance of Olympic Ideals, Olympic Rings, Olympic Flag. 2. Olympic Protocol for member countries. 3. Olympic Code of Ethics. 4. Olympism in action. 5. Sports for All. <p style="text-align: right;">(15 Periods)</p>
Unit III	<p>Different Olympic Games</p> <ol style="list-style-type: none"> 1. Para Olympic Games. 2. Summer Olympics. 3. Winter Olympics. 4. Youth Olympic Games. <p style="text-align: right;">(15 Periods)</p>
Unit IV	<p>Committees of Olympic Games</p> <ol style="list-style-type: none"> 1. International Olympic Committee - Structure and Functions. 2. National Olympic committees and their role in Olympic Movement. 3. Olympic Commissions and their functions. 4. Olympic medal winners of India. <p style="text-align: right;">(15 Periods)</p>
	<p>**Activities</p> <ul style="list-style-type: none"> • Lectures • Assignment • Seminar • Library Work • Project Work

Reference Books:

1. Burbank, J. M., Andranovich, G. D. &Heying Boulder, C. H. (2001), Olympic dreams: the impact of megaevents on local politics: Lynne Rienner
2. Osborne, M. P. (2004), Magictree house fact tracker: ancient Greece and the Olympics: a nonfiction companion to magic tree house: hour of the Olympics. New York: Random House Books for Young Readers.

Syllabus Prescribed for 2022 Year UG Programme

Programme: BPEd

Semester I

Code of the Course/Subject	Title of the Course/Subject	(Total no of Periods)
PC-101	Track and Field	60 Periods

Cos:

The Students would be able to:

1. Perform in running in Competitive Sports & Games.
2. Develop the concept of the Games and Sports skill.
3. Analyze & interpret the skills.
4. Demonstrate and assess various techniques of starts and finish.
5. Interpret the rules and regulations in real game situation.
6. Organize and officiate the track & field event in real situation.

Course Content

PC-101	Track and Field (Running Event) A- Sprint B- Medium & long distance Running C- Hurdles / Relay (one event from each)
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Course Contents:

A] Running Event:

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

B] Relays: Fundamental Skills

1. Various patterns of Baton Exchange
2. Understanding of Relay Zones
3. Ground Marking
4. Interpretation of Rules and Officiating.

C] Hurdles:

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

Teaching Learning Strategies:

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

Activities:

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

Syllabus Prescribed for 2022 Year UG Programme

Programme: BPEd

Semester I

Code of the Course/Subject	Title of the Course/Subject	(Total No. of Periods)
PC-102	Indoor & Water Sports	60 Periods

Cos:

The Students would be able to:

1. Give performance in Gymnastics, Weightlifting & Swimming in Competitive Sports & Games.
2. Develop the concept of the Games and Sports skill.
3. Analyze and interpret the skills.
4. Demonstrate and assess various techniques of starts and finish.
5. Interpret the rules and regulations in real game situations
6. Organize and officiate matches in real game situations

Course Content

PC-102	Indoor & Water Sports Gymnastics / Weight Lifting /Swimming (any one sports)
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PEC - 102 : INDOOR & WATER SPORTS

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

PEC - 102 : Floor Gymnastics

Course Contents:

Floor Exercise

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

Semester – I

PART – II: PRACTICUM COURSE

PEC - 102 : Weight Lifting

Course Contents:

Teaching Fundamental Skills:

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

SEMESTER – I

PART – II: PRACTICUM COURSE

PEC - 102 : Swimming

Course Contents:

A] Fundamental Skills:

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

B] Match Officiating: Basic of Officiating, Required Officials, Types of Officials, Duties of different Officials

Syllabus Prescribed for 2022 Year UG Programme

Programme: BPEd

Semester I

Code of the Course/Subject	Title of the Course/Subject	(Total no. of Periods)
PC-103	Indigenous Sports	90 Periods

Cos:

The Students would be able to:

1. Performance in Indigenous sports (Kabaddi, Kho-Kho & Malkhamb) in Competitive Sports & Games.
2. Develop the concept of the Games and Sports skill.
3. Analyze & interpret the skills.
4. Demonstrate and assess various techniques of starts and finish.
5. Interpret the rules and regulations in real game situation.
6. Organise and officiate a match in real game situations.
7. Develop innovative techniques in Indigenous sports

Course Content

PC-103	Indigenous Sports A-Kabaddi B- Kho-Kho C- Mallkhamb& Rope Mallkhamb (Two from A,B,C)
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PEC – 103 : INDIGENOUS SPORTS

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

PEC – 103 : Kabaddi

Course Contents:

I - Fundamental Skills for Raider:

A] **Skills in Raid:** Basic Requisite (speed, cant, dodging, hand movements and foot work, Eye sight);

- i. Touching with hand;
- ii. Various kicks (Mule, Side, Slide, Round & Back etc.);
- iii. Crossing of Baulk-Line, Crossing of Bonus-Line,
- iv. Luring the opponent to catch, Pursuing,
- v. Fake Movements.

B] Advance skills for Raider:

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

II - Fundamental Skills for Anti-Raiders:

A] **Skills of Holding the Raider:** Basic requisites with combination (role of specific position and flexible movements of antis, covering and chain formation);

- i. Individual hold (Catching from particular position);
- ii. Holding in Chains (Catching formations);
- iii. Different types of Catches [(Wrist, Trunk/Waist, Thigh (single or both) & Ankle holds);
- iv. Luring the raider to take particular position so as to facilitate catching for individual or chain formation;
- v. Various Chain-formations & Techniques.

B] Teaching of Fundamentals

C] Ground Marking;

D] Rules and Regulation and their interpretations;

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

PEC – 103 : Kho-Kho

Course Contents:

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

A] **Skills in chasing/Attacking:** Correct Kho, Moving on the lanes, Pursuing the Runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving (on lanes, at pole), Judgment in giving Kho, Rectification of Foul.

B] **Skills in Running/Defense:** Zigzag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back (Fakes/Feint on the pole, Fake-legs, Body-Arm etc); Combination of different skills.

C] Teaching of Fundamentals

D] Ground Marking;

E] Rules and Regulation and their interpretations;

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

PEC – 103 :Malakhamb

Course Contents:

A] **Fundamental Skills:** Salami, Hold, Sadhiudi, Bagaludi, Dashrangudi, Bagli udi, Vel udi, Suidora, Phirki, Padmasana, T-Balance, Pataka, and Landing.

B] Teaching of Fundamentals

C] Malakhamb Placing with its other arrangements, Understanding the proper area and safety measures for practicing and during competitions;

D] Rules and Regulation and their interpretations;

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

PEC – 103 : Cane/Rope Malakhamb

Course Contents:

A] **Fundamental Exercises:** Salami, PadmasanaChadh, Katibandh1-2, Sadhiadi, Rikeb pakad, Rikebpagniadhi, Kamar adhi, Nakki kas adhi, Urubandhtedhi, Sadhibagli, Do hati bagli, Kamarbandh bagli, nakki kas bagli, Dashrang, Hanuman pakad, Gurupakad, various padmasana, Landing.

B] Teaching of Fundamentals

C] To tie the Rope Malakhamb with its knotting arrangements, Understanding the proper area and safety measures for practicing and during competitions;

D] Rules and Regulation and their interpretations;

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

Syllabus Prescribed for 2022 Year UG Programme

Programme: BPEd

Semester I

Code of the Course/Subject	Title of the Course/Subject	(Total no. of Periods)
PC- 104	Mass Demonstration Activities	90 Periods

COs:

The Students would be able to:

1. Explain the importance of Mass demonstration activity.
2. Develop the concept of the activity skill.
3. Develop the concept of Dance skill.
4. Analyze & interpret the skills.
5. Appraise the rules and regulations.
6. Demonstrate and assess various techniques.
7. Develop the concept of Cooperation and coordination.
8. Build self discipline in lifestyle.

Course Content

PC-104	<p>Mass Demonstration Activity;</p> <p>A) Exercise (one from each)</p> <p>1. without apparatus (Drill & P.T.)</p> <p>2. with apparatus (drill & other)</p> <p>3. Marching</p> <p>4. Folk Dance</p> <p>B) Band (Any three)</p> <p>Bass Drum, Side drum, Flute, and Begul</p> <p>C) Flag Hosting & Unfurling</p>
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PEC - 104 : MASS DEMONSTRATION ACTIVITIES

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

Course Contents:

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

PEC – 104 : Activities with or without Apparatus/Light apparatus

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

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

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

Lazium: GhatiLazium (AathAawaz, Baithakaawaz, Aage Paon, Aage kadam, Do pheraawaz,Chau pheraawaz, Kadamtal, Pavitra, Uchhakpavitra, Kadam pavitra). Hindustani Lazium (Char Aawaz, Ek Jagah, AantiLagaav, Pavitra, Do Rukha, Chau Rukha, Chau rukhabaithak, Momiya). 14

C] Marching: Ek Line Bun, Teen Line Bun; DahineSaj; Sawdhan, Vishram; Dahine mud, Baye mud, Pichhe mud; Kadamtal; Khuli Line Chal and Nikat Line Chal; Tham.. March Fast: Dahine, Baye &Pichhe mud; Khuli Line & Nikat Line Chal; Kadam Tal; Aage badh; Samne Salute; DahineDekha; SamneDekha; Tham.Slow March: Dhirechal; Tham.

D] Dance: Folk Dances (Lok Nritya) –Tipri, Bhangada, Kathak, Kuchipudi, Odissi or any other recognized Indian Classical dance.

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

PEC – 104 :BAND

Bass Drum; Side Drum; Flute & Beguile.

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

PEC – 104 : Flag Hosting and unfurling

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-201	DSC-1 Yoga Education	60

COs:

The Students would be able to:

1. Apply yogic exercise in sports performance.
2. Explain about the benefits of pranayama and Asanas for health
3. Create the awareness regarding research in field of Yoga.
4. Correlate yoga with sports.
5. Use the knowledge of Upanisadas and its importance in life.
6. Apply knowledge of Yoga sutra, Astang Yoga and Hatayoga.
7. Classify and Identify the Yogic practices'
8. Apply the Yogic knowledge for the society.

Unit	Course Content
Unit I	<p>Introduction to Yoga and its concepts.</p> <ol style="list-style-type: none"> 1. Meaning, Aim & Objectives of Yoga And Historical Background. & of Yoga. 2. Yoga in early Upanisadas. 3. Concept, Need and Importance of Yoga in Physical Education. 4. Yoga Education Centers in India and abroad. 5. Difference between Yogic Practices and Physical Exercises. <p style="text-align: right;">(15 Periods)</p>
Unit II	<p>Foundation of Yoga/General consideration of Yoga</p> <ol style="list-style-type: none"> 1. The Yoga Sutra: 2. Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana & Samadhi 3. Yoga in the Bhagvadgita: 1) Dhyana Yoga 2) Karma Yoga 3) Bhakti Yoga 4) Raj Yoga 4. Hathayogic Texts: Hatapradipika and Gherand Samhita <p style="text-align: right;">(15 Periods)</p>
Unit III	<p>Principles, Mechanism and Effects</p> <ol style="list-style-type: none"> 1. Aim, Objectives and Principles of Asana, Shatkriyas, Bandhas and Mudras. 2. Mechanism and Effects of Asanas on various system of the body. 3. Mechanism and Effects of Shatkriyas on various system of the body. 4. Mechanism and Effects of Bandhas & Mudras describe in Hathayogic Texts. 5. Pranayama: Mechanism and its effects on various system of the body and on mind. <p style="text-align: right;">(15 Periods)</p>
Unit IV	<p>Application of Yoga:</p> <ol style="list-style-type: none"> 1. Yogic therapies and modern concept of Yoga. 2. Competitions in Yogasanas at various levels. 3. Meditation: Meaning, types and principles of Meditation. 4. Yoga for prevention, cure and Rehabilitation. 5. Yoga for Stress Management. <p style="text-align: right;">(15 Periods)</p>
	<p>**Activities</p> <ul style="list-style-type: none"> • Lectures • Assignment • Seminar • Library Work • Field work

Reference Books:

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

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-202	DSC- 2 Educational Technology and Methods of Teaching in Physical Education	60

COs:

The Students would be able to:

1. Identify and apply educational technology in physical education and sports
2. Explain role of educational technology in classroom teaching
3. Create the awareness regarding research in the field of educational technology.
4. Interpret about nature and scope of educational technology.
5. Develop instructional Design and Audio -Visual Media
6. Develop proficiency in construction of Lesson Plans for various physical educational activities.
7. Apply the principles of class management and factors affecting class management.
8. Acquire the skills and utilization of various teaching aids for conduct of physical education program effectively.

Unit	Content
Unit I	Introduction 1. Education and Education Technology- Meaning and Definitions 2. Types of Education- Formal, Informal and Non- Formal Education. 3. Educative Process 4. Importance of Devices and Methods of Teaching. <p style="text-align: right;">(15 Periods)</p>
Unit II	Teaching Techniques 1. Teaching Techniques – Lecture method, Command method, Demonstration method, Imitation method, project method etc. 2. Teaching Procedure – Whole method, whole – part – whole method, part – whole method. 3. Presentation Technique – Personal and technical preparation 4. Command- Meaning, Types and its uses in different situations. <p style="text-align: right;">(15 Periods)</p>
Unit III	Teaching Aids 1. Teaching Aids – Meaning, Importance and criteria for selecting teaching aids. 2. Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board, Charts, Model, Slide & LCD projector, Motion pictures, computers, Laptops etc. 3. Team Teaching – Meaning, Principles and advantage of team teaching. 4. Difference between Teaching Methods and Teaching Aid. <p style="text-align: right;">(15 Periods)</p>
Unit IV	Lesson Planning and Teaching Innovations 1. Lesson Planning – Meaning, Type and principles of lesson plan. 2. General and specific lesson plan. 3. Micro Teaching – Meaning, Types and steps of micro teaching. 4. Simulation Teaching - Meaning, Types and steps of simulation teaching. <p style="text-align: right;">(15 Periods)</p>
	**Activities <ul style="list-style-type: none"> • Lectures • Assignment • Seminar • Library Work • Field work

Reference Books:

1. Bernard, H. C. Introduction of Teaching.
2. Bharadwas, A. New media of educational planning. New Delhi: Sarup and Sons, 2003.
3. Bhatia, & Bahtia. The principles & Methods of Teaching. New Delhi: Doaba House, 1959.
4. Kochar, S. K. Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1982.
5. Pande, R. S. Principles of Education.
6. Sampath, K. A. Pannirselvam, & S. Santhanam. Introduction to Educational Technology. New Delhi: Sterling Publishers Pvt. Ltd., 1981.
7. Tiwari, R. H. Saphal Path Niyojan. Amravati HVPM Publication.
8. Walia, J. S. Priciples of Methods of Education. Jalandhar: Paul Publishers, 1999.

Part B

Syllabus Prescribed for 2022 Year UG Programme

Programme: BPEd

Semester II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-203	DSC-3 Methodology of Teaching Special Subjects - English /Marathi /Hindi/ Mathematics / Science/ Geography/ History/ Civics / Sports coaching.	60

Methodology of Teaching Special Subjects - English**COs:**

The Students would be able to:

- Explain the importance of language in teaching skills.
- Apply methods and techniques of teaching in various subject.
- Acquire information and make use on current directions.
- Develop proficiency, interests and needs of trainee-learners.
- Enable the trainee-learner to use technology to enrich language teaching.

Unit	Course Content
Unit I	FUNDAMENTALS OF LANGUAGE 1. The Place of English in the curriculum of Secondary schools. 2. Critical study of the English Syllabus at the higher and lower levels. 3. Role of Language in Life: Intellectual, Emotional, Social and Cultural Development. 4. Method & Structural Approach: Direct Method, Dr. West's Method, The Grammar translation method; And Communicative Approach, and Constructivist Approach. 5. Principles and Maxims of Language Teaching. <p style="text-align: right;">(15 Periods)</p>
Unit II	STRATEGIES FOR DEVELOPING LANGUAGE COMPETENCIES 1. Developing basic competencies i. Listening: Pronunciation, Expression, Phonetic stress & Intonation ii. Speaking: Conversation, Drill iii. Reading: loud, silent, chorus, expressive, speed iv. Writing: Hand Writing Skills, Poetic & non-Poetic 2. Language Practice: Assignments, Games, Competitions, Club. 3. Use of Multiple Intelligence in Language Teaching. <p style="text-align: right;">(15 Periods)</p>
Unit III	ASPECTS OF LANGUAGE TEACHING 1. Prose: i. Techniques: Discussion, Narration, Questioning.. ii. Methods: Story-telling, Dramatization, Simulation. iii. Methods of teaching Reading: Alphabetic, Phonetic. iv. Types of Reading: Intensive, Extensive, Supplementary. 2. Poetry: i. Methods: Recitation, Song/Action, Dramatization, Discussion, Appreciation. 3. Grammar: i. Methods: Inductive & Deductive, Play way Interactive. ii. Types: Functional & Formal. 4. Composition: i. Types: Guided, Free, Creative. ii. Correction of Composition. <p style="text-align: right;">(15 Periods)</p>

Unit IV	<p>TEACHER; TEXT BOOK AND MATERIALS OF INSTRUCTION FOR LANGUAGETEACHING</p> <p>1. Teacher: Qualities; Roles and Responsibilities; Professional Growth; Diagnostic Testing and Remedial Teaching.</p> <p>2. Text book: Characteristics and Essentials of a good text book; Critical Analysis of a Text book (V to XII std.).</p> <p>3. Teaching Aids and Devices: Pictures, Charts, Models, Film Strips, Flash cards, Dramatization Debates, Story Telling, Pen-Friendship, Language-Games, B. B. Work, Dialogues, Celebration of Festivals etc.</p> <p>Use of Technology [OHP, PPT (computer-LCD), Videos, Tape-Recorder, Gramophone, Linguaphone etc.];</p> <p>Use of Library (Encyclopaedia, Dictionaries, e-Library/websites etc); And Media (Cinema, Radio, Television, News paper, Advertisements etc.).</p> <p>4. Lesson planning with reference to different types of lessons.</p> <p style="text-align: right;">.(15 Periods)</p>
	<p>**Activities</p> <ul style="list-style-type: none"> • Lectures • Assignment • Seminar • Library Work • Field work

Reference Books:

1. Bhatia, K. & B. Bhatia. The Principles and Methods of Teaching. New Delhi: Doba House, 1972.
2. Bhatia, K. K. New Techniques of Teaching English as a foreign language. Jallunder: New Academic Pub. Co., 8th ed., 1981.
3. Bisht, Abha Rani. Teaching English in India. Agra: Vinod Pustak Mandir, 4th ed., 1991.
4. Bond, L. G. et al. Reading Difficulties, Their Diagnosis and Correction. New York: Appleton Century Crafts, 1980.
5. Byrne, D. Teaching Writing. London: Longman, 1975.
6. Chaudhary, N. R. English Language Teaching. Mumbai: Himalaya Publish House, 2002.
7. Dave, Pratima S. Communicative Approach to the Teaching of English as A Second Language. Mumbai: Himalaya Publish House, 2002.
8. David, E. Classroom Techniques-Foreign Languages and English as a Second Language. New York: Harcourt Brace, 1977.
9. Grillett, M. Developing Reading Comprehension. London: CUP, 1983.
10. Gurav, H. K. Teaching English. Nootan Prakashan. Pune, 1991.
11. Halbe, Malati. Methodology of English Teaching. Mumbai: Himalaya Publish House, 2005.
12. Hillman, David. Multimedia Technology and Application. New York: Delmar Publishers, 1998.
13. Jain, R. K. Essentials in English Teaching. Agra: Vinod Pustak Mandir, 1988.
14. Johnson, K. Communicative Syllabus Design and Methodology. Oxford: Pergamum Press, 1983.
15. Kohil, A. L. Techniques of Teaching English. Delhi: Dhanpal Rai & Sons, 9th ed., 1992.
16. Morgan & Rinvoluri. New Ways of Dictation. London: Longman, 1991.
17. Mukalel, J. C. Approaches to English Language Teaching. New Delhi: Sterling Publishing House.
18. Parrot, M. Tasks for the Classroom Teacher. London: Pergamum, 1993.
19. Sachdeva, M. L. A New Approach to Teaching of English in India.
20. Sunwani, V. K. The English Language and Indian Culture., 2005.
21. Valdmen. Trends in Language Teaching. New York: London MacGraw Hill, 1987.
22. Widdowson, H. G. Teaching language as Communication. London: OUP, 1979.

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-203	DSC-3 Methodology of Teaching Special Subjects - MATHEMATICS	60

COs:

The Students would be able to:

1. Develop an understanding of the nature and values of mathematics.
2. Analysis of pedagogy of various concepts in mathematics.
3. Identify various methods and techniques of teaching mathematics.
4. Develop required teaching competencies in mathematics.
5. Develop the skill of conducting recreational activities in mathematics.

Unit	Course Content
Unit I	<p>INTRODUCTION TO TEACHING SUBJECT MATHEMATICS</p> <ol style="list-style-type: none"> 1. Aim, Objectives, Specifications and Nature of Teaching subject-Mathematics. 2. Concept of Vedic Mathematics; Values & place of teaching Mathematics in School Curriculum and in Human Life. 3. Branches of Mathematics (Pure & Applied); Nature of Mathematical Statements (Axioms and Postulates, Language of Math, Logic, Intuition, Induction, and Deduction). 4. Correlation of Mathematics: Internal and External. [External Subjects (Language, Science, History, Geography, Economics, Commerce, Drawing Music)]. 5. Contributions of Mathematicians: Aryabhatta, Euclid and Ramanujan. <p style="text-align: right;">(15 Periods)</p>
Unit II	<p>PEDAGOGICAL ANALYSIS (In relation to core elements as given in NPE 1986)</p> <ol style="list-style-type: none"> 1. Pedagogical Analysis: Unit Analysis; Instructional Objectives & Specifications; Activities and Procedures; Evaluation Techniques (Compulsory practical work. No theory questions to be asked in the examination) 2. Special Problems and Method of Teaching: Arithmetic, Algebra Geometry and Trigonometry including concepts in modern Mathematics. 3. Criteria of a good syllabus and text books in Mathematics. 4. Lesson planning in Mathematics. <p style="text-align: right;">(15 Periods)</p>
Unit III	<p>METHODS AND APPROACHES TO TEACHING OF MATHEMATICS</p> <ol style="list-style-type: none"> 1. Maxims of teaching Mathematics: From Known to Unknown; From Simple to Complex; From Particular to General; From Concrete to Abstract; From Whole to Part. 2. Methods of teaching Mathematics: Inductive; Deductive; Inductive-Deductive ;Analytical- Synthetically ; Heuristic; Laboratory; Lecture cum Demonstration; Problem Solving. 3. Techniques of teaching Mathematics: Assignments; Drill work-Oral and Written; Cooperative Learning. 4. Support Technology: <ol style="list-style-type: none"> a. Film Projector, Epidiascope, Model, Charts an Blackboard work b. 2 D: Charts, Boards (all types), Cut outs, Pictures, Graphs. c. 3D: Models, Objects, and Abacus. d. Electronic mode. e. Internet: Teaching and Learning of Mathematics 5. Calculators: When and How to Use Calculators in Mathematics. <p style="text-align: right;">(15 Periods)</p>

Unit IV	<p>CURRICULUM AND TEXTBOOK OF MATHEMATICS</p> <p>1. Approaches to Curriculum Construction: Topical and Concentric.</p> <p>2. Qualities of a good Mathematics Text Book.</p> <p>3. Strategies for Individual Differences and Co-curricular Activities in Mathematics</p> <p style="padding-left: 20px;">a. Diagnostic Testing and Remedial Teaching for Trainee-learners with Dyscalculia</p> <p style="padding-left: 20px;">b. Difficulties Faced by the Teacher in Teaching of Mathematics and Suggestive Measures to overcome them.</p> <p style="padding-left: 20px;">c. Importance and Organization of Mathematics Club. (Objectives and Structure)</p> <p>4. Recreational Activities of Mathematics Club: Mathematics Fairs; Games; Visits & Talks.</p> <p style="text-align: right;">(15 Periods)</p>
	<p>**Activities</p> <ul style="list-style-type: none"> • Lectures • Assignment • Seminar • Library Work • Field work

Reference Books:

1. Bruckner, L. J. et al. Developing Mathematical Understanding in the Upper grades.
2. Darrell. The Teaching of Algebra. Macmillan and Co.
3. Dharmveer, and Agrawal. Teaching of Mathematics. Nabha: Papu Publication.
4. Ediger, Marlow & Digumarti Bhaskara Rao. Teaching Mathematics Successfully. New Delhi: Discovery, 2000
5. Haggarty, Linda. New Ides for Teacher Education: A Mathematics Framework. London: Cassel, 1995
6. Hillman, David. Multimedia Technology and Applications. New York: Delmar Publishers. 1998.
7. James, E. L. & R. Narasimahachari. Teaching of Mathematics in Secondary schools.
8. Mangal, S. K. A. Text Book on Teaching Mathematics. Ludhiana: Tondon, Prakash Brothers.
9. Mathematics Association Report,. The Teaching of Arithmetic, Algebra and Geometry in School. London: C.Bell and sons Ltd..
10. Phadke, and Moghe. Notes for computer course. Pune: Utility Creations, Vol. I, II, III & IV.
11. Potter, P. P. The Teaching of Arithmetic. London: Sir Isaac Pitman and Sons Ltd.
12. Rathbone, Andy. Windows for Dummies. New Delhi: Comdex Computer Publications, IInd ed., 1997.
13. Siddhu, Teaching of Mathematics. Delhi: Arya Book Depot,
14. Siddhu, Kulbir Singh. The Teaching of Mathematics. New Delhi: Sterling, 1995.

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-203	DSC-3 Methodology of Teaching Special Subjects - SCIENCE	60

COs:

The students would be able to:

- Describe the approaches and methods of teaching Science.
- Recognise the importance and use of learning resources in Science.
- Prepare and use different types of instructional materials in the teaching of Science.
- Develop an understanding of the qualities, responsibilities and Professional growth of the Science teacher.
- Classify various issues in Science education
- Apply scientific knowledge for the society

Unit	Course Content
Unit I	<p>Place of Science in the School and Senior High School curriculum</p> <ol style="list-style-type: none"> 1. Nature, Aim & Objective, Specifications and Importance of teaching Science. 2. Values and Place of Science in School curriculum. 3. Correlation of various branches of Science subjects placed in the Curriculum with one another and with other School (Internal & External). <p style="text-align: right;">(15 Periods)</p>
Unit II	<p>Pedagogical analysis</p> <ol style="list-style-type: none"> 1. In relation to Core Elements as given in NEP 1986: <ol style="list-style-type: none"> i. Unit Analysis ii. Instructional Objectives and Specifications iii. Activities and Procedures iv. Evaluation Techniques (Only Practical work. no theory questions to be asked in the examination. 2. Developing Global Perspectives in Science teaching: <ol style="list-style-type: none"> i. Meaning and Concept of Global Perspectives ii. Need of Global Perspectives iii. Infusing Global Perspectives in the Curriculum 3. Lesson planning with reference to different types of lessons on Science subject. 4. Evaluation-Preparation of test items <p>Note: Only for practical not to be evaluated in examinations.</p> <p style="text-align: right;">(15 Periods)</p>
Unit III	<p>Methods and approaches to teaching of science</p> <ol style="list-style-type: none"> 1. Maxims of Teaching: Simple to Complex; Whole to Part; Empirical to Rational; Concrete to Abstract; Known to Unknown; Particular to General etc. 2. Approaches: Disciplinary Approach; Integrated Approach 3. Methods of Teaching: Lecture cum Demonstration, Historical, Laboratory; Project; Dalton Plan; Inductive, Deductive, Inductive-deductive; Heuristic; Problem methods etc. <p>(Each Method should also highlight Processes of Science viz.- Heurism, Analysis, Synthesis, and Scientific Inquiry.)</p> <p>Criteria of good syllabus and Text-Books in Science: Study of the prescribed course in Science for High School Classes in Maharashtra State must be considered before designing the syllabus.</p> <p style="text-align: right;">(15 Periods)</p>

Unit IV	<p>Learning Resources</p> <p>1. Importance and Organization Co-curricular Activities: Science Clubs; Visits to School Museum, Excursion for workshops, factories and other places of Scientific interest, Science Exhibitions and Science Fair; Science Laboratories; Mobile Laboratories and Improvised Apparatus.</p> <p>2. Aids of teaching science: Importance & Uses of Charts, Models, Specimens, Film Projector ,Epidiascope, Radio and Tape Recorder.</p> <p>3. Importance and Uses of Support Material:</p> <p style="padding-left: 20px;">i. Criteria of a good Textbook of Science.</p> <p style="padding-left: 20px;">ii. Reference Material: - Encyclopaedias, Newsletters & Magazines.</p> <p>4. The Science Teacher:</p> <p style="padding-left: 20px;">a) Qualification & Qualities; Need & Types of Professional Growth of the Science Teacher</p> <p style="padding-left: 20px;">b) Issues in Science Education:</p> <p style="padding-left: 40px;">i. Incidental Science Education - Concept and Role of the Science Teacher, Opportunities for Incidental Learning</p> <p style="padding-left: 40px;">ii. Non Formal Science Education - Concept, Role and Activities to be organized for Non Formal Learning</p> <p style="padding-left: 20px;">c) Diagnostic Testing & Remedial Teaching</p> <p style="text-align: right;">(15 Periods)</p>
	<p>**Activities</p> <ul style="list-style-type: none"> • Lectures • Assignment • Seminar • Library Work • Field work

Reference Books:

1. Aggarwal, J. C. Principles, Methods and Techniques of Teaching. Vikas Publishing House Pvt. Ltd., 2000
2. Bhandula, Chadha and Shanna. Teaching of Science. Parkash Brothers Educational Publishers, 1985.
3. Bhatia, & Bhatia. The Principles and Methods of Teaching. Doaha house Book sellers and Publishers,
4. 1994.
5. Bhatnagar, A. D. Teaching of Science. Meerut: Surya publications, 2004.
6. Dawing, D. R. Introduction of Teaching of Science. Halt Richnai and Wisston Terouts.
7. Frost, Jenny & Turner Tony. Learning to teach Science in the Secondary School. N. York: Routledge
8. Palmer, 201st ed., 2005.
9. Ghanshyamdas. The Teaching of Physics and Chemistry in India. London: Oxford University Press.
10. Gupta, Sharwan Kumar. Teaching Physical Science in Secondary schools. Sterling Publishers pvt. Ltd.,
11. 1981.
12. Kochhar, S. K. Methods and Techniques of teaching. Sterling Publishers Pvt. Ltd., 2003.
13. Korde, and Sawant. Science and Scientific Method. Himalaya Publishing house, 1980.
14. .Nagpal, T. S. The Teaching of Science. Ludhiyana: Krishna Brothers, Amritsar.
15. Prasad, Janardhan. Practical Aspects in Teaching of Science. N. Delhi: Kanishka Publication, 1999.
16. Ravikumar, S. K. Teaching of Science. Mangaldeep Publications, 2000.
17. Sanders, H. N. (UNESCO). Teaching of General Science in Tropic Secondary Schools. London: Oxfords
18. University press.
19. Sharma, and Sharma. Teaching of Science. New Delhi: Dhanpat PSI and Sons, 1972.
20. Sharma, Jagdish. Model of Science Teaching. Jaipur: Raj Publishing House, 2006.
21. Sharma, R. C. Modem Science teaching. Dhanpat Rai Publishing Company, 2003.
22. UNESCO., New Trends in Integrated Science Teaching, Vol. 1., UNESCO, 1969-70.
23. Vaidya, Narendra. Science Teaching in Schools for the 21st century. Deep and Deep Publications Pvt. Ltd., 1999
24. Venkataih, S. (ed.). Science Education. Anmol publications Pvt. Ltd., 2000.

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-203	DSC-3 Methodology of Teaching Special Subjects- GEOGRAPHY	60

COs:

The students would be able to:

1. Develop the Skills of Pedagogical Analysis.
2. Familiarize the Student-Teachers with different methods of teaching Geography and its application in the classroom.
3. Develop Skills in the use of Technology and Learning Resources.
4. Explain the importance of Organization of Co-curricular activities in the teaching of Geography.
5. Develop an understanding of the multifarious role of the Geography teacher in the present context.

Unit	Course Content
Unit I	<p>PLACE AND IMPORTANCE OF GEOGRAPHY IN CURRICULUM AND LIFE</p> <ol style="list-style-type: none"> 1. The place of Geography subject in high school Senior high school curriculum 2. Nature and Scope of Geography: (Physiographic, Economic-Geography, Human-Cartography, Political-Geography, Cartography, Urban-Geography, Anthrop-geography and Agricultural-Geography) 3. Aim and Objectives and Specification of Teaching Geography: Practical, Social and Cultural, Economic, National Integration and International Understanding. 4. Correlation of Geography with other school subjects. <p style="text-align: right;">(15 Periods)</p>
Unit II	<p>METHODS OF TEACHING: Concept, Procedure, Advantages and Limitations of the following And Lesson Planning -</p> <ol style="list-style-type: none"> 1. Methods: Observation method; Story Telling method; Journey methods; Regional method; Comparative method; Project method; Lecture cum Demonstration method; e-Laboratory method,; 2. Co-curricular Activities: Excursions, Note making, Note taking and parallel reading, Preparing albums, Stamp collection and Geography clubs. 3. Cooperative Learning (Think-Pair-Share, Three Step Interview, Simple Jigsaw and numbered heads together). 4. Lesson planning with reference to different types of lessons on History subject. <p style="text-align: right;">(15 Periods)</p>
Unit III	<p>ESSENTIALS OF TEACHING THE SUBJECT</p> <ol style="list-style-type: none"> 1. Correlation with other School Subjects: Economics, History, Literature, Science, Mathematics, Craft 2. Understanding Maps: Map Reading and Map Making/Designing/Filling. 3. Importance and Organization of Co-curricular Activities Club, Events, Museums. 4. Criteria of a good syllabus of Geography: Text book in Geography. Grammar of Geography, Study of local and regional Geography. The Course prescribed by Maharashtra State for schools. <p style="text-align: right;">(15 Periods)</p>

Unit IV	<p>CURRICULUM ORGANIZATION AND ANALYSIS</p> <p>1. Curriculum and Textbooks:</p> <p>i. Organization of Content: Concentric Approach, Topical Approach (Advantages and Limitations)</p> <p>ii. Essential Characteristics of a Geography Textbook; Importance of Handbook for Teachers</p> <p>iii. Critical Analysis of a Textbook (Std V-XII) [Only for practical work and not for examination]</p> <p>2. Pedagogical analysis in relation to core elements & values, NPE 1986</p> <p>i. Unit Analysis</p> <p>ii. Instructional Objectives and Specifications</p> <p>iii. Activities and Procedures</p> <p>iv. Evaluation Techniques and Evaluation Preparation of Test Items.</p> <p>Note: Only for practical not to be evaluated in examinations.</p> <p>3. Learning resources & the geography teacher</p> <p>A. Equipments and resources:</p> <p>i. Instructional Materials and Teaching Aids: Visual: Chalkboard, Charts, Pictures, Diagrams, Graphs, Maps, Mode Globes, Models, Epidiascope, Films, Specimens and Atlas and School Broadcast.</p> <p>Multimedia: Computers (Online and Offline)</p> <p>ii. Geographical Information System</p> <p>iii. Planetarium, Nature Park</p> <p>iv. Geography Room: Need, Equipments, and Maintenance.</p> <p>B. The Geography Teacher:</p> <p>i. Qualifications and Qualities of a good Teacher.</p> <p>ii. Professional Growth of a Teacher.</p> <p>iii. Challenges faced by a Geography Teacher</p> <p>iv. Developing Global Perspectives through Geography Teaching(Concept, Need, Importance and Ways)</p> <p>v. Diagnostic Testing and Remedial Teaching</p> <p style="text-align: right;">(15 Periods)</p>
	<p>**Activities</p> <ul style="list-style-type: none"> • Lectures • Assignment • Seminar • Library Work • Field work

Reference Books:

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

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-203	DSC-3 Methodology of Teaching Special Subjects -HISTORY	60

COs:

The students would be able to:

1. Describe the significance of history in school curriculum.
2. Apply the methods of teaching history.
3. Critical analysis of the historical events.
4. Explain the importance of co-curricular activities in the teaching of history.
5. Develop instructional materials.
6. Correlate historical methods with Physical education and Sports

Unit	Course Content
Unit I	<p>Place of history in school curriculum and life</p> <ol style="list-style-type: none"> 1. Concept and Scope of history. 2. Place and importance of history in school curriculum. 3. Aim, Objectives and Specification of teaching History at secondary levels of education. 4. Importance and Organization of: Clubs, Visits, Museums, importance of celebration of National days and festivals. 5. Methods of using Power-Point presentation in teaching of History. <p style="text-align: right;">(15 Periods)</p>
Unit II	<p>Methods of Teaching History Subject and Teaching aids and devices</p> <ol style="list-style-type: none"> 1. Teaching Methods: Story Telling methods; Text Book method; Dalton Plan; Source ;Lecture; Dramatization and Role Play; Project; Problem; Discussion; Biographical; Self study; and Assignments; Supervised Study; 2. Co-curricular activities: Visit of places of historical importance, Lectures , Note making, Note taking and parallel reading, Dramatisation. 3. Correlation with other school subjects-Geography, Literature, Science, Mathematics 4. Teaching aids and devices: Charts, Maps, Graphs, Models, Discussions, Questions, Poems, Novels, Ballads, Picture, Inscriptions, Historical documents and time line. 5. Lesson planning with reference to different types of lessons on History subject. <p style="text-align: right;">(15 Periods)</p>
Unit III	<p>Pedagogical Analysis: In relation to core elements as given in NEP 1986.</p> <ol style="list-style-type: none"> 1. Unit Analysis; Instructional Objectives and Specifications. 2. Activities & Procedures; Evaluation Techniques. 3. Characteristics of a good History Textbook/Syllabus (Criteria: Chronological, Periodical, Concentric, Lines development, Local History, World History and Current Events.) 4. Qualities and Qualifications of a good History Teacher. <p style="text-align: right;">(15 Periods)</p>
Unit IV	<p>Enhancing the Teaching & Equipment and Facilities for the subject</p> <ol style="list-style-type: none"> 1. Maxims of teaching – known to unknown, simple to complex, concrete to abstract 2. Education for National integration and international understanding through teaching of history. 3. Evaluation- Preparation of text items. 4. Instructional materials and teaching aids in History room: <ol style="list-style-type: none"> i) Visual : C.B. or white board, Charts, Pictures, Graphs, Maps, Models, Specimens and Flannel Board ii) Auditory : Radio, audio (C.D.) player iii) Audio-Visual : Television, C.D. & films iv) Miscellaneous : Booklets, Newspapers, Magazines <p style="text-align: right;">(15 Periods)</p>

	**Activities <ul style="list-style-type: none">• Lectures• Assignment• Seminar• Library Work• Field work
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Reference Books:

1. Arora, K. L. Teaching of History. Ludhiana: Prakash Brothers, 1983.
2. Ghate, V. D. The Teaching of History. Oxford University Press.
3. Ghosh, K. D. Creative Teaching of History. Oxford University Press.
4. Johnson, The teaching of History. Bombay: Macmilan Co.
5. Kochhar, Teaching of History. Jalunder: Sterling Publishers.
6. Kochhar, S. K. Teaching of History. Delhi: Sterling Publishers pvt. Ltd., 2nd ed., 1980.
7. Majreshwari, Teaching of History. Bombay: Allied Publishers.
8. Vrajeshwari, R. Handbook for History Teachers. Bombay: Allied Publishers, 2nd ed., 1973.

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-203	DSC- 3 Methodology of Teaching Special Subjects - CIVICS	60

Cos:

The students would be able to:

1. Explain the nature and values of Civics subject in Teaching.
2. Pedagogical Analysis of various concepts of Civics in teaching.
3. Apply various methods and techniques of teaching Civics.
4. Develop teaching competencies in Civics.
5. Create and evaluate teaching aids and tools.
6. Develop the skill of conducting recreational activities in Civics.
7. Develop the spirit of Democracy and social co-existence

Unit	Course Content
Unit I	INTRODUCTION TO CIVICS TEACHING SUBJECT 1. The place of Civics in Education: Objectives of teaching Civics in Secondary schools. 2. Importance and place of Civics in Secondary Schools. 3. Correlation with other School Subjects: Economics, History, Literature, Science, Mathematics, Craft etc. (15 Periods)
Unit II	METHODS OF TEACHING 1. Methods of teaching Civics: Story-telling; Lecture; Discussion; Project, Dalton, Supervised study method, Text -book. 2. Use of Audio-Visual Aids in Civics: Teaching models, charts, maps, diagrams, films, radio, pictures, graphs. (15 Periods)
Unit III	ESSENTIALS OF TEACHING THE SUBJECT 1. Civics room and Museum; necessary Equipment. 2. Qualification and Qualities of good Civics Teacher 3. Evaluation and Testing procedures in the Teaching of Civics, 4. Knowledge of Achievement tests and preparation of unit tests. (15 Periods)
Unit IV	CURRICULUM ORGANIZATION AND ANALYSIS 1. Preparation and Criteria of framing Syllabus in Civics at different levels. 2. Criteria of a good Textbook in the subject, study of present syllabus and Text-book. 3. Preparation of the year's plan, unit plans and daily lesson plans objectives, learning, experiences, teaching points, methods used. (15 Periods)
	**Activities <ul style="list-style-type: none"> • Lectures • Assignment • Seminar • Library Work • Field work

Reference Books:

1. Kumar J. Prasanth. Methods of Teaching Civics. Discovery Publishing Pvt.Ltd. 2004.
2. Palathi, Venkatrao, Teaching Methodology of Civics. Solapur: Laxmi Publications. 2014.

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-203	DSC- 3 Methodology of Teaching Special Subjects - SPORTS COACHING	60

COs:

The students would be able to:

1. Explain the nature and values of Sports Coaching.
2. Pedagogical analysis of various concepts in Sports Coaching.
3. Apply various methods and techniques of teaching Sports Coaching.
4. Develop teaching and coaching competencies in Sports.
5. Develop the skill of conducting recreational activities in Sports Coaching

Unit	Course Content
Unit I	INTRODUCTION TO SPORTS COACHING TEACHING SUBJECT 1. Aims, Objectives and Specifications of Coaching Sports Skills and Techniques. 2. Principles of coaching. 3. Stages of skill teaching. 4. Class organization. <p style="text-align: right;">(15 Periods)</p>
Unit II	METHODS AND DEVICES FOR SPORTS COACHING 1. Stages of Skill Teaching/Coaching 2. Different Methods of coaching sports skills. 3. Coaching aids and devices: Charts, Models, Film - strips, Posters, Motion films, Gadgets, Flannel graph, Slide Projector, Overhead Projector, L.C.D. Projector. 4. Principles of the selection and use of Audio-Visual aids in Coaching sports skills. <p style="text-align: right;">(15 Periods)</p>
Unit III	PLANNING OF COACHING 1. Qualification and Qualities of a good coach 2. Long term, Short Term. 3. Conditioning exercises and lead up-games. 4. Evaluation and Testing procedures in Physical Education and in the field of Sports & Games. <p style="text-align: right;">(15 Periods)</p>
Unit IV	PREPARATION OF SPORT COACHING LESSON: 1. Criteria of a good Textbook for Sports-Coaching. 2. Knowledge of Achievement tests and preparation of unit tests. 3. Various parts of lesson 4. Basic requirements for lesson. <p style="text-align: right;">(15 Periods)</p>
	**Activities <ul style="list-style-type: none"> • Lectures • Library Work • Project Work • Seminars

Reference Books:

1. Bompas, T. O., & M. C. Carrera. Periodization Training For Sports. USA: Human Kinetics, 2005.
2. Bounder, J. B. How to be a Successful Coach. New York: Mac Milan Publication.
3. Bunn, J. W. (1972). Scientific Principles of Coaching. New Jersey: Prentice-Hall Inc Englewood
4. Fuoss, D. E. & R. J. Troppmann, Effective Coaching. New York: Mac Milan Publication, 1985.
5. Geoffrey, Dyson.. **The Mechanics of Athletics.**
6. Gummerson, T. (1992). **Sports Coaching and Teaching.** London: A and C Black Publisher Ltd.
7. Karmarkar, A. K. Method of Coaching. Amravati: Suyog Publication.
8. Kozman, Gassidy Jackson. Methods in Physical education. Philadelphia: W. B. Sunderdas Co.
9. Lawther, J. D. Psychology of Coaching. Philadelphia: W. B. Sunderdas Co.
10. Sabok, Ralph J. The coach. Philadelphia: W. B. Sunderdas Co., 1979.
11. Sharma, O. P. Teaching and Coaching Physical Education in School. Delhi: Sports Publication, 1994.
12. Tayler, Joe. How to be an Effective Coach. Canada: Manulife, 1975.
13. Thomas, J. P. Physical Education Lessons. Philadelphia: W. B. Sunderdas Co.

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-203	DSC- 3 Methodology of Teaching Special Subjects -HINDI	60

Cos:

1. बालक के समुचित विकास में हिंदीभाषा को समझना I
2. हिंदी भाषा अध्यापन के सूत्र एवं सिद्धांतोंकी जानकारी I
3. हिंदी भाषा कि विविध विधाए, उद्देश एवं विधियों कि जानकारी प्राप्त करना I
4. भाषा अध्यापन के उभरते आयामों कि जानकारी और उनका उपयोग करनाI
5. हिंदी भाषा अध्यापन व विभिन्न शैक्षणिक साधनोंका उपयोग करना i

Unit	Course Content
UNIT-I	<p>बालक के समुचित विकास में भाषा व भाषा शिक्षक का महत्व</p> <ol style="list-style-type: none"> 1. भारतीय संघराज्य कि विविध भाषाए एवं संविधान में हिंदी को दिये गये स्थान को मद्दे नजर रखते हुए भारतीय जीवन में हिंदी भाषा कि आवश्यकता I 2. हिंदी शिक्षा का उद्देश – <ol style="list-style-type: none"> अ. व्यापक उद्देश : सांस्कृतिक, साहित्यिक, एवं व्यावहारिक I ब. विशिष्ट उद्देश: अपेक्षित स्तर पर भाषण योग्यता, अभिव्यक्ति क्षमता, एवं आकलन क्षमता तथा अभिरुचीका का संवर्धन 3. भारतीय विद्यालयीन पाठ्यक्रम में हिंदी भाषा का स्थान व महत्व – <ol style="list-style-type: none"> अ. त्रिभाषा सूत्र कोठारी आयोग १९६६ के सुझाव एवं संवैधानिक प्रावधान I ब. वर्तमान समय में भाषा का बदलता स्वरूप 4. भाषा शिक्षक- <ol style="list-style-type: none"> अ. हिंदी भाषा शिक्षक के विशेष गुण (व्यक्तिमत्व) एवं व्यावसायिक वृद्धि I ब. बदलते प्रवेश में हिंदी भाषा शिक्षक के उत्तरदायित्व एवं चुनौतीया <p style="text-align: right;">(15 Periods)</p>
Unit-II	<p>भाषा अध्यापन के सूत्र एवं सिद्धान्त और पाठ नियोजन</p> <ol style="list-style-type: none"> 1. भाषा अध्यापन के सूत्र: ज्ञात से अज्ञात की ओर, सरल से जटिल कि और, मूर्त से अमूर्त की ओर, पूर्ण से अंशकीओर, सामान्य से विशिष्ट की ओर। 2. भाषा अध्यापन के सिद्धान्त: अनुकरण का सिद्धान्त, रुची का सिद्धान्त, अभ्यास का सिद्धान्त, बोलचाल का सिद्धान्त, अनुपात और क्रम का सिद्धान्त, व्यक्तिगत विभिन्नता का सिद्धान्त। 3. सहसंबंध महत्व एवं प्रकार <ol style="list-style-type: none"> अ) आन्तरिक: गद्य, पद्य एवं रचना। ब) बाह्य: विद्यालयीन विषयों के साथ : इतिहास, भूगोल, विज्ञान, अर्थशास्त्र, पर्यावरण शिक्षण एवं कला हस्त संगीत व नृत्य। <p style="text-align: right;">(15 Periods)</p>
Unit - III	<p>भाषा अध्यापन की विधाएँ</p> <ol style="list-style-type: none"> 1. गद्य: उद्देश, विधियाँ चर्चा, कथाकथन, अभिरूप नाट्यीकरण, भूमिका अभिनय। 2. पद्य: उद्देश, विधियाँ चर्चा, रसास्वादन। 3. व्याकरण : उद्देश, विधियाँ आगमन निगमन, खेल विधि। 4. रचना: उद्देश, प्रकार नियमबद्ध एवं मुक्त रचना। 5. हिन्दी भाषा की प्रचलित व प्रभावित बनाने में जनसंचार माध्यमों:समाचार पत्र, दूरदर्शन आकाशवाणी एवं विज्ञापन एवं दृश्यश्राव्य साधनों का महत्व एवं उपयोग। <p style="text-align: right;">(15 Periods)</p>

Unit - IV	भाषा कौशल १. श्रवण : महत्व एवं दोष। २. भाषण: महत्व एवं दोष, (अशुद्ध उच्चारण के कारण एवं अभिव्यक्ति का महत्व के विशेष सन्दर्भ में)। ३. पठन / वाचन: महत्व दोष, वाचन के प्रकार, मौन वाचन एवं सस्वर वाचन ४. लेखन : महत्व एवं दोष (अशुद्ध वर्तनी के कारण के विशेष सन्दर्भ में) । ५. अ) उपरोक्त भाषा कौशलों के विकास की भूमिका। ब) निदानात्मक परीक्षण व उपचारात्मक शिक्षक (उपरोक्त कौशलों को ध्यान में रखकर) (15 Periods)
	**Activities <ul style="list-style-type: none"> • Lectures • Assignment • Seminar • Library Work • Field Work

Reference Books:

संदर्भ सूची :

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

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CC-203	DSC-3 Methodology of Teaching Special Subjects - MARATHI	60

COs.

- भाषेचा एक विषय म्हणून जीवनातील महत्व समजणे .
- माध्यमिक शाळातून मातृभाषेच्या अध्यापनाची सामान्य ध्येय व उद्दिष्टे व स्पष्टीकरण शिक्षणाच्या राष्ट्रीय उद्दीष्टांशी त्याचा संबंध समजून घेणे .
- भाषा अध्यापनाच्या विविध अंगांच्या अध्यापन पद्धती व तंत्रे समजणे.
- भाषा अध्ययनासंबंधी विविध क्षमतांचा विकास करणे.
- भाषाशैक्षणिक साधनांच्या प्रभावी उपयोगाची माहिती प्राप्त करून देणे.
- पाठ्यपुस्तक मुल्यांकन करण्याची क्षमता विकसित करणे.

Unit	Course Content
Unit I	मराठीचे जीवनातील व अभ्यासक्रमातील स्थान १. विद्यार्थ्यांच्या दैनंदिन जीवनातील भाषेचे महत्व व भाषेच्या माध्येमातून वेत्तीचा विविधांगी (बौद्धिक, भावनिक, सामाजिक, साहित्यिक, आध्यात्मिक) विकास २. माध्यमिक व उच्चमाध्यमिक स्तरावर शालेय अभ्यासक्रमातील मराठीचे महत्व . ३. गद्य, पद्य, व्याकरण आणि वर्ग अध्यापनाची उद्दिष्टे व स्पष्टीकरणे . ४. समवाय: मराठीचा अंतर्गत समवाय व इतर विषयांच्या संघर्षातील समवाय . ५. वाङ्मयमंडळ उद्दिष्टे , उपक्रम, महत्व (15 Periods)
Unit II	भाषेचे शिक्षणशास्त्रीय विश्लेषण १. मराठी भाषेची संरचना . २. घटकविश्लेषण, अध्यापन उद्दिष्टे आणि स्पष्टीकरणे . ३. उपक्रम आणि मूल्यमापन तंत्रे व घटक चाचणी ४. नैदानिक चाचणी व उपचारात्मक अध्यापन (15 Periods)
Unit III	भाषा व्यवहाराची (अध्यापनाची) विविध अंगे व पद्धती आणि पाठ नियोजन १. मराठी अध्यापनाची तत्वे व सूत्रे . २. भाषा अध्यापनाची पद्धती २.१ नाट्यीकरण (गद्य,पद्य) २.२ कथाकथन(गद्य) २.३ रसग्रहण (गद्य,पद्य) २.४ चर्चा(गद्य,पद्य, लेखन) २.५ व्याख्यान (गद्य) २.६ उद्गामी, अवगामी २.७ भूमिका अभिनय २.८ भाषिक खेळ इ . ३. भाषा अध्यापनाची कौशल्य : श्रवण उच्चार , अभिव्यक्ती, ध्वनीबल, स्वराघात, भाषणसांद ४. मुलभूत क्षमतांचा विकास : अ. वाचन प्रकट , मान, अशयानुसार, सुष्म, पुरवणी वाचन ब. लेखन मुक्त सृजनात्मक निबंध लेखन , श्रुत लेखन , संवाद लेखन , जाहिरात लेखन , अर्ज लेखन ५. पाठ प्रकार आणि पाठाचे नियोजन : गद्य,पद्य व व्याकरण व इतर संबंधित पाठ रचना (15 Periods)

Unit IV	<p>मराठीचे पाठ्यपुस्तक व शिक्षक</p> <p>१. अ. चांगल्या पाठ्यपुस्तकाची वैशिष्ट्ये ब. पाठ्यपुस्तकांचे समीक्षण ९ वी ते १२ वी पर्यंत</p> <p>२. भाषा अध्यापक गुणविशेष (वेत्तीत्व) भूमिका, जबाबदाऱ्या, व्यवसाय वृद्धी</p> <p>३. भाषा अध्यापन अध्ययनासाठी सहशालेय कार्यक्रम .</p> <p>४. भाषा अध्यापनाची साधने (सर्व ग्रंथालय व शालेय वाचनालय) : अ. छापील साहित्यवृत्तपत्रे, नियतकालिके. मासिके , हस्तपुस्तिका, शब्दकोष, विश्वकोष ब. दृक श्राव्य साधने : आकाशवाणी, दूरदर्शन, संगणक, ध्वनीमुद्रक, ग्रामाफोन ,तक्ते, आराखडे, फलक,इ .</p> <p style="text-align: right;">(15 Periods)</p>
	<p>**Activities</p> <ul style="list-style-type: none"> • Lectures • Assignment • Seminar • Library Work • Field Work

Reference Books:

१. अकोलकर, ग.वि., वना.वि.पाटणकर. मराठीचे अध्यापन , पुणे: व्हीनस प्रकाशन , १९७०
२. करंदीकर, सुरेश. मराठीचे अध्यापन , कोल्हापूर. फडके प्रकाशन , १९९६
३. कुंडले, म.बा.मराठीचे अध्यापन . पुणे: श्री विद्या प्रकाशन, १९७४.
४. डांगे,चंद्रकुमार. मातृभाषेचे अध्यापन पुणे : चित्रशाला, प्रकाशन,१९५३.
५. जोशी, शैलजा. मराठी कवितेचे अध्यापन , पुणे, :नूतन प्रकाशन , १९८९
६. दुनाले, अ.र. मराठीचे अध्यापन , पुणे: नूतन प्रकाशन, २०००
७. पाटील, लीला. मातृभाषेचे अध्यापन व मूल्यमापन , पुणे: व्हीनस प्रकाशन १९६४
८. फडके, वासंती. अध्यापनाची प्रतीमाने . पुणे: नूतन प्रकाशन १९८८
९. फाटक, म.वि. मराठी कवितेचे अध्यापन . पुणे: मॉडर्नबुक डेपो.
१०. वाळंबे, मो.रा. सुगम मराठी व्याकरण लेखन , पुणे: नितीन प्रकाशन २००१

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
EC-201	DSE -1 Contemporary issues in Physical Education , Fitness , and Wellness	60

COs:

The students would be able to:

1. Use the modern concept of Fitness and Wellness.
2. Apply various techniques of Aerobic and anaerobic exercise and demonstrate its benefits
3. Employ the knowledge about concept of holistic health through fitness and wellness.
4. Orient toward the approach of positive life style in the society.
5. Develop competencies in health and fitness sector.
6. Realize and apply the fitness and wellness management techniques.
7. Relate the contemporary health issues and its interventions.
8. Design different fitness training program for different age groups.
9. Explain and demonstrate common injuries and their management

Unit	Course Content
Unit I	<p>Concept of Physical Education and Fitness</p> <ol style="list-style-type: none"> 1. Definition, Meaning and Aims of fitness and Wellness. 2. Physiological, Psychological and Sociological Objectives of Fitness and Wellness. 3. Importance and Scope of Fitness and Wellness. 4. Modern concept of Physical Fitness and Wellness. 5. Physical Education and its Relevance in Inter Disciplinary Context. <p style="text-align: right;">(15 Periods)</p>
Unit II	<p>Fitness, Wellness and Lifestyle</p> <ol style="list-style-type: none"> 1. Fitness – Types of Fitness and Components of Fitness. 2. Understanding of Wellness. 3. Modern Lifestyle and Hypokinetic Diseases – Prevention and Management. 4. Physical Activity and Health Benefits. 5. Calculation of fitness index level 1-4. <p style="text-align: right;">(15 Periods)</p>
Unit III	<p>Principles of Exercise Program</p> <ol style="list-style-type: none"> 1. Means of Fitness development – aerobic and anaerobic exercises 2. Exercises and Heart rate Zones for various aerobic exercise intensities. 3. Concept of free weight Vs Machine, Sets and Repetition etc 4. Concept of designing different fitness training program for different age group. 5. Methods of training – Continues, Interval, Circuit, Fartlek and Plyometric. <p style="text-align: right;">(15 Periods)</p>
Unit IV	<p>Safety Education and Fitness Promotion</p> <ol style="list-style-type: none"> 1. Health and Safety in Daily Life. 2. First Aid and Emergency Care. 3. Common Injuries and their Management. 4. Waist-hip ratio, heart rate, BMI and types and principles of exercise (FITT). <p style="text-align: right;">(15 Periods)</p>
	<p>**Activities</p> <ul style="list-style-type: none"> • Lectures • Assignment • Seminar • Library Work • Field Work

Reference Books:

1. Bud, G. (1992) Physical Fitness. A Way of Life. USA: Macmillan Publishing co.
2. Carbin, C. B., L. Ruth & G. Welk, (2000) Concepts of Physical Fitness. USA: WC Brown.
3. Daryl, S. (1994) Introduction to Physical Education, Fitness and Sport USA: Mayfield Publishing Co;

4. Difiore, J. (1998) Complete guide to postnatal fitness. London: A & C Black,.
5. Giam, C. K & K. C. The, (1994) Sport medicine exercise and fitness. Singapore: P. G. Medical Book
6. J. S., G. B., Dintiman, & B. M. Oakes (1998) Physical Fitness and Wellness. USA: Library of Congress Cataloging-in-publication data.
7. Halfield, F. C. (2001) Fitness: The Complete Guide USA: International Sports Science Association.
8. Hoeger, W. K., & S. A. Hoeger, (1999) Principles and Labs for Fitness and Wellness. USA: Engle wood Morton.
9. Jackson, A. L., J. R. Morrow, (2004) Physical activity for health & fitness. I L: Human kinetics.
10. Lancaster S. & R. Teodororessu, (2008) Athletic Fitness for Kids. USA: Human Kinetics.
11. Maud, J. R., & Foster, C. (1995) Physiology Assessment of Human Fitness. New Delhi:
12. McGlynn, G., (1993) Dynamics of fitness. Madison: W. C. B Brown.
13. Muller, J. P. (2000) Health, Exercise and Fitness. Delhi: Sports.
14. Russell, R. P.(1994) Health and Fitness through Physical Education. USA: Human Kinetics.
15. Sharkey, B. J.(1990) Physiology of fitness. Human Kinetics Book.
16. Uppal, A. K. (1992) Physical Fitness. New Delhi: Friends Publication.
17. Werner, W. K. (1986) Lifetime Physical Fitness and Wellness. USA: Morton Publishing Co.

Part B**Syllabus Prescribed for 2022 Year UG Programme****Programme: BPEd****Semester II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
EC-202	DSE – 2 Sports Nutrition and Weight Management	60

COs:

The students would be able to:

1. Describe the components of Sports Nutrition.
2. Recognise the role of food and nutrition in sports performance.
3. Apply the principles of Weight Management.
4. Application of human energy and energy balance.
5. Recognise the role of food in Physical performance.
6. Explain the importance and identify the use of diet for various life cycle.

Unit	Course Content
Unit I	<p>Introduction to Sports Nutrition:</p> <ol style="list-style-type: none"> 1. Meaning and Definition of Sports Nutrition 2. Basic nutritious Gradients and guidelines 3. Role of nutrition in sports, 4. Recommended dietary Allowances for Sports persons. <p style="text-align: right;">(15 Periods)</p>
Unit II	<p>Nutrients: Ingestion to Energy Metabolism.</p> <ol style="list-style-type: none"> 1. Carbohydrates, Protein, Fat: Meaning, Classification. 2. Role of Carbohydrates, Protein, Fat, Vitamins, Minerals and Water during exercise 3. Role of hydration during exercise: (water balance, Nutrition during exercise, daily caloric requirement and expenditure). 4. Obesity: Definition, Meaning, Types and Associated Risks for Health. 5. Obesity: Causes and Solutions for Overcoming Obesity. <p style="text-align: right;">(15 Periods)</p>
Unit III	<p>Nutrition and Weight Management</p> <ol style="list-style-type: none"> 1. Weight Management: Meaning & Concepts in modern era And Affecting Factors & Values. 2. Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction, Dieting versus exercise for weight control, Common Myths about Weight Loss. 3. Nutrition-components, balance diet and diet for athletes. 4. Meaning and definition of doping; cryogenic aids for athletes. <p style="text-align: right;">(15 Periods)</p>
Unit IV	<p>Steps of Planning of Weight Management</p> <ol style="list-style-type: none"> 1. Methods of Weight Management: Manipulation of energy balance to Induce weight loss and weight gain 2. Weight management program for sporty child, Role of diet and exercise in weight management, Design diet plan and exercise schedule for weight gain and loss. 3. Nutrition: Daily calorie intake and expenditure, Determination of desirable body weight. 4. Competition nutrition: Before week and the day; On the day and After the day of competition. <p style="text-align: right;">(15 Periods)</p>
	<p>**Activities</p> <ul style="list-style-type: none"> • Lectures • Assignment • Seminar • Library Work • Field Work

Reference Books:

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

Syllabus Prescribed for 2022 Year UG Programme

Programme: BPEd

Semester II

Code of the Course/Subject	Title of the Course/Subject	(Total no of Period)
PC-201	Track and Field	60

COs:

The students would be able to:

1. Describe the importance of Jumping Event.
2. Demonstrate and assess various techniques of Athletics.
3. Interpret the rules and regulations in real competition situation.
4. Organise and officiate a competition/matches in real game situation in athletic competition.

Course Content

PC-201	Track and Field (Jumping Event- Any three) 1.High Jump 2.Long Jump 3.Triple jump 4.Pole Vault
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PEC - 201: Jumping Event:

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

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

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

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

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

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

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

D] Pole Vault:

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

Viva-Voce (10 Marks)

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

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

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

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

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

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

- a) Note book;
 - b) Viva;
 - c) Physical performance and style demonstration of the respective jumping events; and
 - d) Standardized track marking and
- i.e. These will have to 05, 10, 45 (30+15), and 10 marks respectively.

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

The Examinee has to face a Viva-voce pertaining to the respective jumping events referring the contents of the note book to prove the general and technical knowledge in the concerned area. Physical performance of any three events listed above for the jumping events, shall be selected by the examinee to test one's prowess in the event.

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

Contents Record Book: (05 Marks)

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

Syllabus Prescribed for 2022 Year UG Programme

Programme: BPEd

Semester II

Code of the Course/Subject	Title of the Course/Subject	(Total no of Periods)
PC-202	Indoor Games& Water sports	60

COs:

The students would be able to:

1. Recognise the importance of Water sports in Competitive Sports & Games
2. Identify the values of Water sports.
3. Memorize the values of Yogic exercises and Kriya in day to day life.
4. Analyze & interpret the Indoor sports (Gymnastic) skills and Yogic exercises.
5. Appraise the rules & regulations of Indoor sports (Gymnastic).
6. Demonstrate and assess various techniques of Gymnastics & Yogic Practices.
7. Interpret the rules and regulations in real competition and game situations.
8. Organize Gymnastic events & Yoga competition.

Course Content

PC-202	Indoor Game, Water Sports & Yoga (Any one with Internal two event) Gymnastic/Swimming/Yogic Exercise
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PEC - 202: Gymnastics Events:

Course Contents:

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

- i. Mounting the beam;
- ii. Walks over the beam (Walk on Toe, Novelty walk);
- iii. Balances ('Knee' Balance, 'Aeroplane' Balance, and 'T' Balance, 'V' Balance).
- iv. Turns (1800 Turn);
- v. Jumps (Simple Jump, Saggori Jump); and
- vi. Dismounting (Simple dismount).

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

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

C] Vaulting Horse:

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

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

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

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

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

F] Pommel Horse:

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

G] Roman Rings:

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

PC - 202 : WATER SPORTS

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

PEC – 202 : Swimming –

A. Course Contents: (Water polo game)

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

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

PC-202 : YOGIC EXERCISES

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

Course Contents:

Fundamental:

A] Asanas –

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

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

C] Surya Namaskara:

D] Pranayama:

E] The Corrective Asanas:

Syllabus Prescribed for 2022 Year UG Programme

Programme: BPEd

Semester II

Code of the Course/Subject	Title of the Course/Subject	(Total no. of Periods)
PC-203	Racket Sports	90

COs:

The students would be able to:

1. Analyze & interpret the Indoor sports (Racket) skills.
2. Appraise the rules & regulations of Indoor sports (Racket games).
3. Demonstrate and assess various styles/technique of Racket sports.
4. Interpret the rules and regulations in real competition and game situations.
5. Organize matches in real game situations in Racket sports.

Course Content

PC-203	Racket Sports (Any Two) Badminton/Table Tennis/Tennis/Ball Badminton
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General Course Contents:

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

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

Syllabus Prescribed for 2022 Year UG Programme

Programme: BPEd

Semester II

Code of the Course/Subject	Title of the Course/Subject (practicum)	(total no of Periods)
TP-201	Teaching Practices	90 Period

COs:

The students would be able to:

1. Transfer the knowledge as a professional personnel to cater the diverse needs of the students
2. Demonstrate the practical concepts of teaching practices as specialized opted subject teaching method
3. Demonstrate the practical concept in Mass Demonstrative activities
4. Organize and compose mass demonstration
5. Conduct physical education program for various age groups
6. Identify and evaluate the problem involved during teaching a lesson
7. Develop free hand exercises emphasizing on physical fitness, rhythmic sense and neuromuscular co-ordination.

TP-201	Teaching Practices (3+3 in practicing school lesson) 5 lessons in Opted Specialized Method 5 Lesson in Mass Demonstration activity
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