

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD

**CURRICULUM FRAMEWORK: TWO-YEAR B.P.ED. PROGRAMME (Revised in 2019)
With effect from 2019-20**

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

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

Preamble:

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

R. B. P. Ed. 1. Eligibility

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

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

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

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

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

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

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

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

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

Theory; Core Course; Elective Course; Practicum; Teaching Practices

R. B.P.Ed.6. Semesters:

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

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

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

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

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

Provision of bonus credits maximum 06 credits in each semester

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

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

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

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

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

however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

R. B. P. Ed. 10 Condonation:

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

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

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

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

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

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

Paper pattern for 50 marks theory course

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

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

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

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

Internal assessment for theory course of 50 marks

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

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

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

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

R. B. P. Ed 14. Grading:

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

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

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

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

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

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

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

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

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

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

Example – I

Marks obtained by Student in course CC101 = 65/100

Percentage of marks = 65 %

Grade from the conversion table is = A

Grade Point = 6.0 + 5 (0.99/9.99)

= 6.0 + 5x0.1

= 6.0+ 0.5

=6.5

The Course Credits = 04

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

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

Semester - 1

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

Examples: Conversion of marks into grade points

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

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

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

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

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

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

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

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

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

$$= 203.6 / 32 = 6.3625$$

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

At the end of Semester-1

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

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

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

Semester - 2

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

$$\text{SGPA Sem. II} = 6.4875$$

At the end of Semester-2

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

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

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

Semester - 3

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

SGPA Sem. III = 6.55

At the end of Semester-3

Total SGPA for three Semesters = 19.4

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

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

Semester - 4

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

SGPA Sem. IV = 7.275

At the end of Semester-4

Total SGPA for all the four semesters = 26.675

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

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

Note:

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

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

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

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

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

Semester I

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

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

(C) – Compulsory

(E) – Elective

(TP)- Teaching practices

References for All Games and Sports:

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

Semester II

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

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

(C) – Compulsory

(E) – Elective

References for All Games and Sports:

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

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

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

(C) – Compulsory

(E) – Elective

(TP)- Teaching practices

References for All Games and Sports:

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

Semester IV

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

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

(C) – Compulsory

(E) – Elective

References for All Games and Sports:

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

Semester I

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

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

(C) – Compulsory

(E) – Elective

(TP)- Teaching practices

References for All Games and Sports:

5. Sharirik Shikshan Hastapustika, Balbharti, Pune
1. NCERT Physical Education books 9th to 12th standard

B. P. Ed. – Course Content

Semester – I: PART –A: Theory Courses

COMPULSORY

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

Objectives:

1. To provide students with a comprehensive understanding of the meaning, definition, and scope of physical education, along with an exploration of its historical significance in various countries.
2. To delve into the historical development of physical education with a focus on the Olympic movement, its philosophy, educational values, and modern Olympic Games.
3. To trace the history of physical education in India, exploring both ancient and modern periods, and to examine the foundation of the Asian Games.
4. To introduce students to the fundamental principles of physical education, covering biological and sociological bases, and to explore youth welfare policies related to sports at national and state levels.

Unit – 1:

Introduction: Meaning, Definition and Scope of Physical Education; Aims and Objective of Physical Education; Importance of Physical Education in present era; History of Physical Education around the World: Greece, Rome, Denmark, Germany; U. S. A., USSR, Japan and China

Unit- 2:

Historical Development of Physical Education and Olympics: Origin of Olympic movement – philosophy of Olympic movement, the early history of the Olympic movement, the significant stage in the development of the modern Olympic movement, educational and cultural values of Olympic movement; Modern Olympic Games – Significance of Olympic ideals, Olympic rings, Olympic flag, Olympic protocol for member countries, Olympic code of ethics, Olympics in action, sports for all; Committees for Olympic games- International Olympic committee – structure and function; national Olympic committees and their role in Olympic movements, Olympic commission and their functions, Olympic medal winners of India; Different Olympic Games – Para Olympic games, summer Olympics, winter Olympics, youth Olympic games

Unit- 3:

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

Unit-4:

Principles of Physical Education: Concept of Physical Education – Introduction, meaning, definitions, scope, aim and objectives of Education and Physical Education; Different terms related to Physical Education- Physical Culture, Training, Drills, Sports, Games, Coaching, Conditioning, Fitness, Motor Educability, Health Education,

Hygiene, Recreation etc.; Basis of Physical Education – Biological basis of Physical Education – Benefits of Exercise, Exercise and Well-Being, Phenomenon of Use, Disuse and Overuse; Sociological Basis of Physical Education – Play and Play Theories; Sociological Basis of Physical Education – Socialization Process, Social Nature of Men and Physical Activity, Sports as Cultural Heritage of Mankind, Customs, Traditions and Sports, Social Values

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

References:

1. Barow. R.M. Man and his Movement, Principles of Physical Education, Lea and
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Outcomes:

1. Students will be able to articulate the aims and objectives of physical education, recognizing its importance in the contemporary era and demonstrating knowledge of its historical roots in Greece, Rome, Denmark, Germany, U.S.A., USSR, Japan, and China.
2. Students will gain insights into the origin and stages of the Olympic movement, understand the significance of Olympic ideals, protocols, and committees, and analyze different Olympic Games, including Para Olympic games, summer Olympics, winter Olympics, and youth Olympic games.
3. Students will acquire knowledge about the historical aspects of physical education in India, including Vedic, Epic, Buddhist, Mughal, Rajput, and British eras. They will also comprehend the philosophical foundations of physical education and gain an understanding of the Asian Games, including its charter, aims, objectives, and organizational aspects.
4. Students will grasp the concepts of physical education, including terms like Physical Culture, Training, Drills, and others. Additionally, they will gain insights into the biological and sociological bases of physical education. Furthermore, students will understand various youth welfare policies, talent identification schemes, scholarships, and sports associations' regulations.

Overall Outcome:

Upon completion of the course, students will possess a comprehensive understanding of the history and foundation of physical education globally, with a specific focus on India, along with insights into the principles of physical education and the policies promoting youth welfare in the field of sports.

CC-102: ANATOMY AND PHYSIOLOGY

Objectives:

1. To familiarize students with the fundamental concepts of human anatomy and physiology, emphasizing their importance in the context of physical education and sports.
2. To delve into the skeletal system's arrangement and functions, including bone types and joint structures, as well as the structure and functions of the cardiovascular system.
3. To explore the respiratory system's structure and functions, including gas exchange, as well as the structure and functions of the digestive and excretory systems.
4. To introduce students to the functions of endocrine glands, the nervous system, and the muscular system, including the impact of exercise and training on muscular activity.

Unit-1:

Brief Introduction, Definition and its importance of Human Anatomy in the field of Physical Education;

Brief Introduction, Definition and its importance of physiology in the field of physical education and sports;

Introduction of Cell and Tissue;

Unit-2:

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

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

Unit-3

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

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

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

Unit-4

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

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

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

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3. Gupta, M. and Gupta, M. C. (1980). *Body and anatomical science* Delhi: Swaran Printing Press.
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8. Morehouse, L. E. & Miller, J. (1967) *Physiology of exercise* St. Louis: The C.V. Mosby Co. Pearce, E. C. (1962). *Anatomy and physiology for nurses* London: Faber & Faber Ltd.
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11. Shatrunjay K., Dayanand K., Giri A. V., *Biomechanics, and Exercise Physiology*, Chhaya Publications, Aurangabad 2006.
12. Shatrunjay K., *Scientific Coaching Manual For Martial Arts*, Rana Graphics and Publications, Hyderabad, 1997
13. Singh, S. (1979). *Anatomy of physiology and health education* Ropar: Jeet Publications.
14. Wellgoose. *Health teaching in secondary Carl. E. Schools*. W.B. Saunders, 1977.
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Outcomes:

1. Students will be able to define and explain the significance of human anatomy and physiology in the field of physical education. They will also demonstrate an understanding of basic cell and tissue structures.
2. Students will acquire knowledge about the skeletal system's organization, bone types, and joint functions. They will also comprehend the structure and functions of the cardiovascular system, including the cardiac cycle, blood pressure, and types of circulation. Additionally, students will understand the impact of exercise and training on both systems.
3. Students will gain an understanding of the respiratory system, covering respiratory passages, lung structure, and gas exchange mechanisms. They will also comprehend the digestive system's structure and functions and the impact of exercise and training on both the respiratory and digestive systems. Furthermore, students will understand the structure and functions of the excretory system and its response to exercise and training.
4. Students will understand the functions of major endocrine glands and the nervous system, including reflex actions. They will also comprehend the structure, properties, and functions of skeletal muscles, types of muscles, and the nerve control of muscular activity. Additionally, students will understand the impact of exercise and training on the endocrine, nervous, and muscular systems.

Overall Outcome:

Upon completion of the course, students will have a comprehensive understanding of human anatomy and physiology, with a focus on the skeletal, cardiovascular, respiratory, digestive, excretory, endocrine, nervous, and muscular systems, along with the effects of exercise and training on these physiological systems in the context of physical education and sports.

CC-103- METHODOLOGY IN PHYSICAL EDUCATION

Objectives:

1. To provide students with a comprehensive understanding of educational methods and various teaching techniques employed in physical education, emphasizing the importance of devices and teaching methods.
2. To familiarize students with the importance and criteria for selecting teaching aids, including audio aids, visual aids, and verbal tools, while emphasizing skill development through teaching approaches and innovations.

Unit – 1:

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

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

Unit – 2:

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

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

References:

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

Outcomes:

1. Students will be able to differentiate between formal, informal, and non-formal education. They will also demonstrate knowledge of various teaching techniques, such as the lecture method, command method, demonstration method, imitation method, and project method. Additionally, students will understand the significance of teaching devices and methods in the educative process.

2. Students will be able to comprehend the meaning and criteria for selecting teaching aids, including audio, visual, and audio-visual aids. They will also gain knowledge about different teaching approaches and innovations, such as lesson planning, micro-teaching, and simulation teaching. Additionally, students will understand the stages of skill development in teaching, improving teaching effectiveness from stage 1 to 5.

Overall Outcome:

Upon completion of the course, students will possess a thorough understanding of educational methods, teaching techniques, and the significance of devices and methods in the educative process. They will also be equipped with the knowledge to use various teaching aids effectively and implement innovative teaching approaches, contributing to their overall skill development in the field of physical education.

½āīĒ|ā|īāñ, —āāqā∅āō∅ā, ,āā|½āāīāó+āšāÀ, ÔāāÀ-
Ôā½ā+āšĒĒā.

¾āīqāāè> 2:

,āĒ¾āā'āqā 'āĒā|āāè ĩā |āā·āñ : ∅āā, 'āā ĩā ĒñĒĒāqā
|¾āā+āšÀā ¾āāāPāñ ,,āāyó>āāāāāāó>|ā ,āĒ¾āā'āqā,
,āĒ¾ā¾āqā, ,āqāī¼āīā 'āĒĒāā∅āāPāāè āāqāā½āĀ|āāè
|¾āā|āāèĒ +āš|āāè ĩā |¾āāāPāñ >'āñ, |¾āāĒĒāqā,
+āš∅āqā, PāPāāĀ, 'āĒĒāāñ||āñ, Ôā½āīāā¾ā,
ÔīāāĒ¾ā¾ā 'āĒ+āšĒĒā, āāqā¾āāñā·ā|ā ,ā¼¾āāÔā ¾āā
āāīāīāñóā ,āĒ¾āā'āqā |āā·āāPāā ½āā|āō¼āāóāñÔāāĀāè
,, 'ā¾āāñ∅ā |¾āā+ā·ā∅ā|ā ĩā Ôāā½āīāāō+āš |āā·āāPāā
Ôā½āqāīā¾ā.

¾āīqāāè> 3:

,āĒ¾āā'āqā Ôāāāāō|¾ā-āāqāāā½āĀ|āāè, Ôāā∅āĒĒ ĩā
,, 'ā¾āāñ∅ā: ,āĒ¾āā'āqā Ôāāāāō|¾āāPāñ 'āĒ+āšāÀ,
|¾āāāPāā ½āā|āō¼āāóāñP¾āā ,āĒ¾āā'āqāā|ā ,, 'ā¾āāñ∅ā
∅āĒā½āāñ'āšāñqā, Āñjāè,āāñ, >ñ'āĀñ+āšāūjĀÀ, |ā+ā·|āñ
,āāÀāĒāñ 'āšĒ+āš f|¾āāāāèPāā ,, 'ā¾āāñ∅ā,
½āā|āō¼āāóāñPāāè %āšāā½ā+āš 'āīÔ|ā+āñš-
'āĒPāāāĒ|ā %āšāā½ā+āš 'āīÔ|ā+āšāāPāñ 'āāÀāāā
'āīÀīāāāè ĩāāPāqā 'āīÔ|ā+āñš. ĩā∅āĀ ∅āĒā∅āāĒ¾āñ ĩā
īāāĒ¾ā ∅āĒā∅āāĒ¾ā, īāāĒ¾ā ĩāāPāqāāĒ¾āñ,
āāō|āāāāāāāñ ĩā īāāĒ¾ā āāqā¾ā|ā+āšāāāĒ+āñš,

ÔãâØãÆÖ 'ãîãâÔ|ã+ãŠã, ,ããîããâ|ãÀ îããÐã¶ã, ÔããããÖ|¾ã,
ããîã²ãã©ããê îããjá:½ã¾ã.

¾ãî¶ããè> 4:

,ã¼¾ããÔããâ|ãØãÃ|ã ,,ã%ãŠ½ã: ,ã¼¾ããÔããâ|ãØãÃ|ã
,,ã%ãŠ½ã îã ÔãîããÃããØã¶ã ¼ããÓãã ããîã+ãŠãÔã
½ãã£¾ããã½ã+ãŠ îããßã|ã ,,ã¾ãî+ã<|ã ,ãÔã¶ããÀñ
¼ããããÓã+ãŠ îã îããjá:½ã¾ããè¶ã ,,ã%ãŠ½ã, ããîãããîã£ã
½ããîßñ îã |¾ããâÐãñ îããjá:½ã¾ããè¶ã ,,ã%ãŠ½ã îã
'ãÆ+ãŠË'ã. î¾ããã+ã<|ãØã|ã îã Ôãã½ããîããÖ+ãŠ ,ã¼¾ããÔã
Ôãîã¾ããèÔããÝãè ,,ã%ãŠ½ããÐãñ ,ãã¾ãããñ•ã¶ã.
½ãã|ãø¼ããÓãñÐ¾ãã ããîããã+ãŠãâÐãñ î¾ããã+ã<|ã½ã|ã.
'ãÆØã|ããèÐãñ ½ãîË¾ã½ãã'ã¶ã:- ½ãîË¾ã½ãã'ã¶ã
|ãããã¶ãîÔããÀ ÐããÐã¶¾ãã |ã¾ããÀ +ãŠÀ¶ãñ.

References:

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

SPECIAL (ããÔãªã)è

¾ãî¶ããè> 1:

ããÖ¶ããè ããîãããã +ãñŠ ,,ýñîã: î¾ãã'ã+ãŠ ,,ýñîã-
ÔãããÔ+ãøŠãã|ã+ãŠ, ÔããããÖãã|¾ã+ãŠ ,ããøÀ î¾ããîãÖããÀ+ãŠ
,,ýñîã ý ããîãããîãÓ> ,,ýñîã ý ,ã'ãñãããã|ãÔ|ãÀ- ¼ããÓãã¶ã
¾ããñØ¾ã|ãã, ,ãã¼ããî¾ããã+ã<|ã ãã½ã|ãã, ,ã¶ãîîããª
ãã½ã|ãã ,ããøÀ ,ãã+ãŠË¶ã ãã½ã|ãã-,ãã¼ããÃããÐã +ãŠã
Ôããîã£ãÃ¶ã ý ¼ããÀ|ããè¾ãã ãã•ãîã¶ã½ãð ããÖ¶ããè +ãŠã

āāÖ¶āē āāīāāā ½āñ ÒāŠīāāī¼ā Ōāā£ā¶āāòāŠā
Ōāā¶ā ,āāōÀ ,,ā¼āāñøā ú ½āīĒ¼ā½āā'ā¶ā- ½āīĒ¼ā½āā'ā¶ā
|āā'ā ≠ āñŠ ,ā¶āīŌāāÀ †āŠŌāāñāā>¼āā |ā¼āāÀ †āŠÀ¶āā ú
āāÖ¶āē ,ā£¼āā'ā†āŠ †āŠā ì¼āāā†ā<|ā½ā|ā ú

References:

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

SPECIAL (ENGLISH)

Objectives:

1. To impart knowledge about teaching English Methodology in schools through the importance of English with various aspects such as prose, poetry, Grammar, various methods of writing and reading.
2. To make understand about lesson plan, teaching aids along with co-curricular activities viz., excursions, magazine, qualities and qualification of English teacher.

Unit-1:

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

Unit – 2:

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

References:

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

Outcomes:

1. The students will be aware about the knowledge of teaching English Methodology in schools its importance with various aspects of prose, poetry, Grammar, methods of writing and reading.
2. The students will understand about lesson plan, teaching aids along with co-curricular activities viz., excursions, magazine, qualities and qualification of English teacher, etc.

SPECIAL (SCIENCE)

Objectives:

1. To impart knowledge about teaching Science Methodology in schools through the importance of Science with various aspects such as lecture, historical, demonstration, laboratory, heuristic, discussion, and problem solving methods.
2. To make understand about Lesson planning in science, Teaching Aids for science along with co-curricular activities viz., visit to workshops, factories and other places of scientific interest, school museum, science club and science fairs, science projects, laboratory and its equipments, qualities and qualification of Science teacher.

Unit-1:

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

Unit – 2:

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

References:

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

Outcomes:

1. The students will be able to teach Science Methodology in schools by establishing the importance of Science with various aspects such as lecture, historical, demonstration, laboratory, heuristic, discussion, and problem solving methods.
2. The students will be able to plan Lesson in science methodology, able to use teaching Aids for science along implementations with co-curricular activities viz., visit to workshops, factories and other places of scientific interest, school museum, science club and science fairs, science projects, laboratory and its equipments, also try to develop qualities and qualification of Science teacher.

SPECIAL (MATHEMATICS)

Objectives:

1. To familiarize students with the aims, objectives, and instructional specifications in mathematics, emphasizing the importance of mathematics in the school curriculum and exploring various teaching methods for arithmetic, algebra, geometry, and trigonometry.
2. To equip students with the skills to create lesson plans and effectively use teaching aids, devices, and various instructional methods, while also addressing the qualities and qualifications required for a mathematics teacher.

Unit-1:

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

Unit – 2:

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

References:

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

Outcomes:

1. Students will be able to articulate the aims and objectives of mathematics education, recognize the significance of mathematics in the school curriculum, and understand the specific methods for teaching arithmetic, algebra, geometry, and trigonometry. They will also evaluate criteria for good syllabi and textbooks in mathematics.
2. Students will be able to design comprehensive lesson plans, incorporating a variety of teaching aids such as charts, models, specimens, film projector, epidiascope, radio, tape recorder, overhead projector, and LCD projector. They will understand and implement oral work, class work, home work, drill work, and correction procedures. Additionally, students will recognize the importance of correlating different branches of mathematics with other school subjects and understand the qualities and qualifications essential for a mathematics teacher.

Overall Outcome:

Upon completion of the course, students will have a deep understanding of the foundations, aims, and objectives of teaching mathematics. They will possess the skills to employ diverse teaching methods, plan effective lessons, and utilize various teaching aids and devices, contributing to their ability to teach mathematics with competence and creativity.

SPECIAL (GEOGRAPHY)

Objectives:

1. To provide students with a comprehensive understanding of the aims, objectives, and specifications of geography, emphasizing its importance in the school curriculum and exploring different teaching methods, including observation, storytelling, journeys, excursions, laboratory work, regional studies, and the project method.
2. To equip students with the skills to create comprehensive lesson plans and effectively use teaching aids and devices in geography education, while also addressing the correlation of geography with other school subjects and the qualities and qualifications required for a geography teacher.

Unit – 1:

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

Unit – 2:

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

References:

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

Outcomes:

1. Students will be able to articulate the aims and objectives of geography education, recognize the significance of geography in the school curriculum, and evaluate criteria for good syllabi and textbooks in geography. They will also gain insights into various methods of teaching geography, enabling them to choose appropriate approaches for different learning situations.
2. Students will be able to design lesson plans incorporating a range of teaching aids, including maps, diagrams, globes, charts, models, specimens, film projectors, epidiascopes, radios, tape recorders, overhead projectors, and LCD projectors. They will understand the importance of correlating geography with other school subjects, possess map reading and map marking skills, and engage in co-curricular activities such as excursions, preparing albums, stamp collection, coin collections, and participation in geography clubs.

Overall Outcome:

Upon completion of the course, students will have a deep understanding of the foundations, aims, and objectives of teaching geography. They will possess the skills to employ diverse teaching methods, plan effective lessons, and utilize various teaching aids and devices, contributing to their ability to teach geography with creativity and proficiency. Additionally, they will be equipped with the qualities and qualifications necessary for a successful geography teacher.

SPECIAL (HISTORY)

Objectives:

1. To provide students with a comprehensive understanding of the meaning, scope, aims, and objectives of history, emphasizing its importance in the school curriculum. Additionally, exploring various teaching methods such as storytelling, discussions, lectures, projects, the Dalton Plan, source method, problem-solving method, and biographical method.
2. To equip students with the skills to create comprehensive lesson plans and effectively use a variety of teaching aids and devices in history education. Additionally, addressing the correlation of history with other school subjects, understanding the qualities and qualifications required for a history teacher, and engaging in co-curricular activities.

Unit-1:

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

Unit – 2:

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

References:

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

Outcomes:

1. Students will be able to articulate the meaning and scope of history, recognize the significance of history in the school curriculum, and evaluate criteria for good syllabi and textbooks in history. They will also gain insights into different teaching methods, allowing them to choose appropriate approaches for diverse historical content and student needs.
2. Students will be able to design lesson plans incorporating diverse teaching aids, including charts, models, specimens, film projectors, epidiascopes, radios, tape recorders, overhead projectors, LCD projectors, novels, discussion questions, historical documents and inscriptions, poems, and timelines. They will understand the importance of correlating history with other school subjects, possess the qualities and qualifications essential for a history teacher, and actively participate in co-curricular activities like visiting historical places, note-making, dramatization, note-taking, and coin collections.

Overall Outcome:

1. Upon completion of the course, students will have a profound understanding of the foundations, aims, and objectives of teaching history. They will possess the skills to employ diverse teaching methods, plan effective lessons, and utilize various teaching aids and devices. Additionally, they will be equipped with the qualities and qualifications necessary for a

successful history teacher and actively engage in co-curricular activities, fostering a holistic approach to history education.

PART – B: Practical Courses

Semester – I

PC – 101

A. Drill march and flag hoisting

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

Objectives:

To train students in the fundamentals of drill march and flag hoisting, instilling discipline, teamwork, and understanding of the code and regulations associated with flag hoisting.

Outcomes:

Students will master drill march commands including attention, stand at ease, left turn, right turn, baye ghum, dhahine ghum, khuli line chal, nikat line chal, kadam taal, daudke kadam taal, dhahine saaj, piche mudh, aage mudh. They will also comprehend the code of flag hoisting and adhere to the rules and regulations governing the proper conduct of flag hoisting ceremonies. This will cultivate a sense of discipline, teamwork, and respect for national symbols among the students.

B. Mass physical activity

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

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

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

Objective:

To develop students' physical fitness through mass physical training exercises and the use of dumbbells, wands, and hoops, focusing on fundamental skills and coordination.

Outcomes:

Students will demonstrate proficiency in mass P.T. exercises, including two-count, four-count, and eight-count exercises. They will also master the fundamentals of using dumbbells, wands, and hoops, understanding the apparatus' grip, standing and exercising with verbal commands, drum beats, whistle signals, and music cues. Students will exhibit competence in performing standing, jumping, and moving exercises, as well as combinations of these, enhancing their physical fitness and coordination.

C. Lezium (Ghati or Badoda)

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

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

Objective:

To introduce students to traditional cultural physical activities like Ghati and Badoda Lezium, focusing on rhythm, coordination, and various formations.

Outcomes:

Students will learn and perform Ghati Lezium exercises, including Aath Aawaaz, Bethehaath, AagePaon, Aagekadam, Kadamtaal, Pavitra, Doublepavitra, Kadampavitra, single pavitra, zukkar adanga, Khada adanga, Baithe Charawas, Baithe Ath Awaz, Dahina Baya Hath, Kittarkat, agepiche hathki, firkat, and various formations. They will also be introduced to Badoda Lezium, enhancing their cultural awareness, rhythm, and coordination skills. Students will actively participate in the cultural aspects of physical education, promoting a holistic approach to fitness and cultural appreciation.

PC-102

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

Floor Exercise:

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

Vaulting table:

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

Parallel Bars

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

Balancing Beam:

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

Horizontal Bar:

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

Objectives:

1. To develop students' proficiency in gymnastic floor exercises, focusing on fundamental movements, flexibility, and body control.
2. To train students in vaulting techniques using the vaulting table, emphasizing proper approach runs, take-offs, and various vaulting maneuvers.
3. To develop students' strength, coordination, and skills on parallel bars, focusing on various swings, walking, hopping, dips, and other maneuvers.
4. To enhance students' balance and precision in gymnastic movements on the balancing beam, emphasizing walking, jumps, scales, and various dismounts.
5. To develop students' upper body strength and skills on the horizontal bar, focusing on grips, pull-ups, swings, and various maneuvers.

Outcomes:

1. Students will master forward roll, backward roll, side-ward roll, straight left forward and backward rolls, scales, leg split, bridge, headstand, various jumps (leap, tuck, pike, straddle, stag, arch), handstand, cartwheel, flexibility exercises, and stretching exercises. They will demonstrate improved body form and control, showcasing their ability to execute gymnastic movements with precision and fluidity.
2. Students will acquire skills in approach runs, take-offs from the beat board, and execute vaulting maneuvers such as cat vault, squat vault, and straddle vault. They will demonstrate improved coordination, body control, and understanding of the technical aspects of vaulting, showcasing their ability to perform confidently on the vaulting table.

3. Students will demonstrate proficiency in support swing, in-bar swing, shoulder swing, forward walking, backward walking, forward hopping, backward hopping, 180 degrees shifting, monkey roll, forward riding, backward riding, simple dips, triceps dips, push-ups, swing dips, rise, shoulder stand. They will showcase improved strength, coordination, and understanding of the apparatus dimensions and rules governing parallel bars.

4. Students will master walking on toes, forward leg raising, backward leg raising, sideways leg raising, simple jump, tuck jump, split jump, T scale, Z scale, knee scale, and various dismounts on the balancing beam. They will exhibit improved balance, coordination, and confidence in executing gymnastic movements on the beam.

5. Students will demonstrate proficiency in various types of grips, pull-ups with different grips, simple swings, upward circle, single-leg circle, dorsal hang, knee hang, flexed arm hold, inverted hang, and knee hang on the horizontal bar. They will showcase improved upper body strength, coordination, and understanding of the apparatus dimensions and rules for horizontal bar exercises.

B. Track and Field (running events)

Running Event:

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

Objectives:

1. To train participants in the proper techniques and strategies for starting and finishing running events, emphasizing various starting positions, the use of blocks, acceleration, and effective finishing techniques.

Outcomes:

1. Participants will master different starting techniques, including standing start, crouch start, and variations, with a clear understanding of the proper use of starting blocks and acceleration. They will also demonstrate proficiency in finishing techniques such as run-through, forward lunging, and shoulder shrug. Additionally, participants will gain knowledge of ground marking, rules, and officiating procedures related to running events. The outcome will be athletes who can efficiently start and finish races, showcasing improved sprinting skills and adherence to competition regulations.

C. Kabaddi

Fundamental Skills

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

Objectives:

1. To develop comprehensive skills in Kabaddi, encompassing raiding techniques, holding strategies, and additional offensive and defensive maneuvers, along with a clear understanding of ground marking, rules, and officiating signals.

Outcomes:

1. Participants will master fundamental raiding skills, including various hand touches (front, back, side), kicks (front, side, back), crossing the baulk line, crossing the bonus line, luring opponents, pursuing, and touching with the toe. Additionally, participants will demonstrate proficiency in holding the raider through various formations, catching techniques, and strategic positioning. They will acquire additional raiding skills such as bringing antis into specific positions, executing chain running, and employing escaping techniques. Furthermore, participants will understand ground marking, rules, and officiating signals, enabling them to engage in Kabaddi matches with competence and adherence to regulations. The outcome will be well-rounded Kabaddi players capable of both raiding and defending effectively.

TP-101-

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

Objectives:

To provide teacher trainees with practical teaching experience in both academic subjects and physical education, fostering the development of effective teaching skills, classroom management, and pedagogical techniques.

Outcomes:

Teacher trainees will conduct a total of 10 teaching practice lessons, with 5 lessons dedicated to academic subjects and 5 lessons focused on physical education in school classrooms. Additionally, 5 micro-teaching lessons for both academic and physical education subjects will be conducted within the college campus. As a result, teacher trainees will gain hands-on experience in planning, delivering, and assessing lessons in diverse classroom settings. They will develop effective communication skills, refine their classroom management techniques, and demonstrate the ability to engage and instruct school children across different subjects. The outcome will be well-prepared educators capable of adapting their teaching methodologies to both academic and physical education contexts.

References:

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

References for All Games and Sports:

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

Semester II

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

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

(C) – Compulsory

(E) – Elective

References for All Games and Sports:

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

Semester – II

PART – A: Theory Courses COMPULSORY

CC- 201: PRINCIPLES OF EDUCATION AND PSYCHOLOGY

Unit 1:

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

Unit 2: Nature of the educative process

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

Unit -3:

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

Unit-4:

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

Objectives:

1. To introduce students to the fundamental concepts of education, including its meaning, definition, aims, and objectives, and to explore the relationship between education and various philosophical perspectives.
2. To analyze the nature of the educative process through a bi-polar and triangular lens, considering the contributions of influential thinkers like Rabindranath Tagore, Mahatma Gandhi, Rousseau, and John Dewey.
3. To introduce students to the field of educational psychology, covering the meaning, definition, scope, and importance of the discipline. Additionally, to explore the general characteristics of various stages of growth and development, individual differences, and the nature of learning.
4. To delve into the psychological aspects of education by exploring the meaning and definition of personality, characteristics of personality, dimensions of personality, assessment methods, types of motivation, factors influencing motivation, the nature of emotion, and the concepts of intelligence and memory.

Outcomes:

1. Students will comprehend the meaning and scope of education, recognizing its aims and objectives. They will gain insights into different philosophical perspectives such as idealism, pragmatism, naturalism, realism, humanism, and Indian philosophy, understanding their contributions to the field of education. Additionally, students will appreciate the interdisciplinary nature of education by exploring the contributions of biology, psychology, and sociology.
2. Students will understand the bi-polar and triangular contributions of educational thinkers, specifically Rabindranath Tagore, Mahatma Gandhi, Rousseau, and John Dewey. They will critically examine their perspectives on the educative process, gaining insights into different educational philosophies. By the end of the unit, students will be able to analyze and compare the diverse contributions of these thinkers, enhancing their understanding of the multifaceted nature of education.
3. Students will gain a comprehensive understanding of educational psychology, including its scope and importance. They will recognize the general characteristics of different stages of growth and development, types of individual differences, and factors influencing growth. Furthermore, students will comprehend the nature of learning, learning theories, laws of learning, and the phenomena of plateau in learning and transfer of training.
4. Students will develop a nuanced understanding of personality, its characteristics, dimensions, and assessment methods. They will explore the nature and types of motivation, factors influencing motivation, and the dimensions of emotion. Additionally, students will grasp the concepts of intelligence and memory, understanding the various types of intelligence tests and factors influencing memory. This unit will equip students with insights into the psychological dimensions crucial for effective teaching and learning.

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1. Alderman A. b. (1974), 'Psychological Behaviour in Sports' W. B. Saunders, Co. Philadelphia
2. Alegaonkar, Kreedha Manasshtra
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6. Cratty, B. J. (1968). *Psychology and physical activity* Eaglewood Cliffs Prentice Hall
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8. Crow and Crow, *Educational Psychology*. Eurasia Publishing House, N. Delhi, 1979.
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15. Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*. Philadelphia: Lea & Febiger.
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17. Bhatia B.D., *Philosophy and education*
18. S.K.Murty, *philosophy and sociological foundation of education*
19. एन.आर. पारसनीस, शिक्षणाची तात्विक व समाजशास्त्रीय भूमिका, नित्यनूतन प्रकाशन ,पुणे
20. कुंडले, शैक्षणिक तत्वज्ञान व शैक्षणिक समाजशास्त्र, नित्यनूतन प्रकाशन ,पुणे

CC-202: ORGANIZATION ADMINISTRATION AND SPORTS MANAGEMENT

Unit – 1:

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

Unit- 2:

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

Unit-3:

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

Competition Organization: Importance of Tournament; Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin

Tournaments, Combination Tournament and challenge Tournament; Organization structure of Athletic Meet; Sports Event Intramurals & Extramural Tournament planning; Supervision, nature, quality of good supervisor, methods of supervision

Unit-4: Management

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

Objectives:

1. To provide students with an understanding of the meaning and importance of organization and administration in physical education, emphasizing the qualities of a good organizer and the functions of planning, organizing, staffing, directing, communicating, coordinating, controlling, evaluating, and innovating.
2. To familiarize students with the principles and practices of office management, record-keeping, and budget preparation in the context of physical education.
3. To equip students with the knowledge and skills necessary for effective management of facilities, equipment, and time in physical education, emphasizing planning principles and program planning.
4. To introduce students to the nature and concept of sports management, emphasizing the principles and functions of sports management, essential skills required, and the organization of events in physical education and sports.

Outcomes:

1. Students will grasp the significance of organization and administration in the context of physical education. They will recognize the qualities essential for effective organizing and understand the multifaceted functions involved in administration. By the end of the unit, students will appreciate the role of planning, organizing, and other administrative functions in optimizing the efficiency of physical education programs.
2. Students will understand the meaning and functions of office management and the importance of maintaining various records and registers in physical education. They will learn to manage attendance, stock, cash, physical efficiency records, and medical examination records. Additionally, students will comprehend the significance of budgeting, criteria for a good budget, and the sources of income and expenditure in the context of physical education.
3. Students will gain an understanding of the types of facilities and infrastructure required in physical education. They will learn about the care and maintenance of school buildings, gymnasiums, swimming pools, play fields, and playgrounds. Additionally, students will comprehend the importance of time-table management, the factors affecting it, and the basic principles of planning. They will recognize the significance of program planning and understand the characteristics and types of planning in physical education.
4. Students will develop an understanding of sports management, recognizing its nature, concept, and progressive perspectives. They will comprehend the principles and functions of sports management, including planning, organizing, staffing, directing, controlling, coordinating, evaluating, and innovating. Students will also identify the essential skills and competencies required for sports managers and gain insights into event management in the context of physical education and sports.

References:

1. Broyles, F. J. & Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.
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CC-203: SPORTS TRAINING

Unit – 1:

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

Unit – 2:

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

Unit – 3:

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

Unit – 4:

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

Objectives:

1. To introduce students to the fundamental concepts of sports training, emphasizing the meaning, definition, aims, objectives, characteristics, and principles of sports training, and differentiating between basic, good, and high-performance training systems.
2. To familiarize students with the essential components of sports training, focusing on strength, speed, endurance, coordination, and flexibility, including their types, means, and methods of development.
3. To delve into the intricacies of the sports training process, covering training load, overload, recovery, adaptation processes, principles of intensity and volume, technical training, and tactical training.
4. To introduce students to the concepts of periodization and planning in sports training, focusing on the meaning and types of periodization, the aim and content of different periods, principles of planning, systems of planning, and the structure of a training session. Additionally, to explore talent identification and development in the context of sports training.

Outcomes:

1. Students will gain a comprehensive understanding of sports training, recognizing its fundamental aims and objectives. They will comprehend the characteristics and principles that underpin effective sports training. By the end of the unit, students will be able to differentiate between basic, good, and high-performance training systems, providing them with a foundational understanding of the spectrum of sports training.

2. Students will develop an understanding of the crucial components of sports training, including strength, speed, endurance, coordination, and flexibility. They will learn about the types, means, and methods employed in the development of each component. By the end of the unit, students will be equipped with the knowledge to design comprehensive training programs targeting specific components based on individual and sport-specific needs.

3. Students will comprehend the nuances of the sports training process, including definitions and types of training load. They will understand the causes, symptoms, and strategies for handling overload. Additionally, students will gain insights into recovery methods, factors affecting recovery, and the phases of recovery. The unit will equip students with knowledge on the principles of intensity and volume, as well as the meaning and methods of technical and tactical training in sports.

4. Students will understand the meaning and various types of periodization in sports training. They will recognize the aim and content of different training periods, including preparatory, competition, and transitional periods. Furthermore, students will grasp the principles and systems of effective planning in sports training, along with the structure of a training session. The unit will also cover talent identification and development, providing students with insights into recognizing and nurturing athletic potential.

References:

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4. Matvyew, L.P. (1981). *Fundamental of sports training* Moscow: Progress Publishers.
5. Shatrunjay K. and Makarand J., *Scientific Principles of Sports Training*, Chhaya Publications, Aurangabad 2003
6. Shatrunjay K., *Scientific Coaching Manual For Martial Arts*, Rana Graphics and Publications, Hyderabad, 1997
7. Singh, H. (1984). *Sports training, general theory and methods* Patials: NSNIS.
8. Uppal, A.K., (1999). *Sports Training* New Delhi: Friends Publication.

PART – B: Practical Courses

Semester – I

PC – 201

A. Athletics: Jumping Events

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

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

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

Objective:

To develop the fundamental skills and techniques required for successful performance in the high jump, long jump, and triple jump events in athletics. This includes mastering the approach run, take off, position in the air, and landing for each respective event.

Outcome:

Participants will acquire proficiency in the high jump, executing the straddle roll technique with precision. They will demonstrate mastery of the approach run, take off, clearance over the bar, and landing, showcasing a comprehensive understanding of the key elements involved. Similarly, participants will excel in the long jump, accurately executing the approach run, check mark, take off, maintaining proper position in the air, and executing a controlled landing. In the triple jump, participants will showcase proficiency in the approach run, check mark, take off, maintaining a suitable position in the air, and executing a well-

controlled landing. The outcome will be athletes capable of competing effectively in jumping events, demonstrating sound technical skills and achieving optimal performance.

B. Kho-Kho

General skills of the game:

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

Objectives:

To develop comprehensive skills in Kho-Kho, including general skills of the game such as running, chasing, dodging, and faking. Specific skills in chasing and running, along with judgment in giving Kho, rectification of foul, and understanding ground marking and rules, will be emphasized.

Outcomes:

Participants will acquire proficiency in the general skills of Kho-Kho, showcasing competence in running, chasing, dodging, and faking. In chasing, participants will demonstrate correct Kho, moving on the lanes, pursuing the runner, tapping the inactive runner, tapping the runner on heels, tapping on the pole, diving, and exercising judgment in giving Kho. Skills in running will include zig-zag running, single and double chain movements, ring play, rolling on the sides, dodging while facing and on the back, and executing fakes on the pole, legs, body, etc.

PC- 202

A. Basketball

Fundamental Skills

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

Objectives:

To develop fundamental skills in basketball, emphasizing player stance, ball handling, passing, receiving, dribbling, shooting, rebounding, individual defensive techniques, pivoting, and an understanding of rules, their interpretations, duties of officials, and signals for various fouls and rules.

Outcome:

Participants will acquire proficiency in fundamental basketball skills, showcasing a well-established player stance and adept ball handling. In passing, participants will demonstrate mastery of various techniques, including two-hand chest pass, two-hand bounce pass, one-hand baseball pass, sidarm pass, overhead pass, and hook pass. They will exhibit precise

receiving skills, both in stationary positions and while in motion, with an understanding of different receiving techniques. Dribbling proficiency will be evident through starting dribble, drop dribble, high dribble, low dribble, reverse dribble, and rolling dribble.

B. Football

Fundamental Skills:

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

Objective:

To develop fundamental skills in football, emphasizing techniques for receiving kicks, receiving the ball with different body parts, kicking variations, dribbling, heading, throw-ins, feinting, tackling, goalkeeping, and an understanding of rules, regulations, and officiating.

Outcome:

Participants will acquire proficiency in receiving kicks, demonstrating inside kicks, instep kicks, outside instep kicks, and lofted kicks with precision. They will showcase adeptness in receiving the ball using different body parts, including the instep, out step, chest, and thigh. Skills in heading will be evident through standing, running, and jumping maneuvers.

PC-203

A. Wrestling

Fundamental Skills

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

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

Objective:

To impart fundamental wrestling skills, covering takedowns, leg tackles, arm drags, counters, escapes, pinning combinations, and standing wrestling techniques. Emphasis on referees' positions, rules, and regulations.

Outcome:

Participants will master essential wrestling techniques, executing takedowns, counters, escapes, and pinning combinations effectively. They will understand referees' positions and adhere to wrestling rules, demonstrating comprehensive skills and knowledge in the sport.

B. Volleyball

Fundamental Skills

Players Stance-Receiving the ball and passing to the team mates, The Volley (Over head pass), The Dig(Under hand pass); Service-Under Arm Service, Tennis Service, Round Arm Service, floating service, spin service, Jump service; Block – single, double, triple;

Attack – Single; Rotations- 6-0, 4-2, 5-1; Offensive and Defensive formations; Rules and their interpretations and duties of officials

Objective:

To develop fundamental volleyball skills, covering player stance, receiving, passing, various service techniques, blocking, attacking, rotations, offensive and defensive formations. Emphasis on understanding rules and duties of officials.

Outcome:

Participants will acquire proficiency in player stance, receiving, passing, serving, blocking, and attacking. They will grasp rotations, offensive and defensive formations, while adhering to volleyball rules. The outcome will be skilled players with a comprehensive understanding of the sport.

References for All Games and Sports:

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

Semester III

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

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

(C) – Compulsory

(E) – Elective

(TP)- Teaching practices

References for All Games and Sports:

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

Part A. THEORY COURSE **SEMESTER III**

CC-301- YOGA SCIENCE AND HEALTH EDUCATION

Unit – 1:

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

Unit - 2:

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

Unit – 3:

Asanas: classification of Asanas, Technique & benefits of Asanas; Effect of Asanas on various system of the body

Pranayama; various types of Pranayamas and its techniques & benefits, Introduction to Vital Nadis- Ida, Pingala, Sushumna, Breathing Sequence – Poorak, Rechak, Kumbhak ; Types of Meditation – Active & passive

Unit – 4:

: Definition and its types, **Mudra:** Definition and its types;

ShatKriyas / Shuddhikriyas : Definition and its type

Chakras : Name, location , Beejmantra Of seven chakras. Method to awakening of Sevenchakaras

Objectives:

1. To create awareness about importance of yoga with various concepts of yogic practices.
2. Impart knowledge about Ashtanga Yoga and Suryanamaskara
3. To make them understand about various classification of Asanas and Pranayama.

4. To make them know about Shat Kriyas, Shuddhi Kriyas, Mudras and Chakaras.

Outcomes:

1. After completion of the chapter one the students will become awareness about importance of yoga with various concepts of yogic practices.

2. The students will have knowledge about Ashtanga Yoga and Suryanamaskara

3. the students could able to express various classification of Asanas and Pranayama.

4. To make them know about Shat Kriyas, Shuddhi Kriyas, Mudras and Chakaras.

References:

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

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

Unit- 1:

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

Unit- 2:

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

Unit- 3:

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

Unit- 4:

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

Objectives:

- 1) To Study the specific measurable achievable result oriented and bound tools of test and measurement.
- 2) To know abilities and attitudes of a sport person.
- 3) To information test measurement and evaluation process
- 4) To collect specific response from the subject
- 5) To discover the needs of the participants

Outcomes:

- 1) It reveals benefit regarding test measurement and evaluation to the students in research.
- 2) Select good test hierarchy to useful for selection

- 3) Use norm for referenced test
 - 4) Get knowledge about physical fitness, motor fitness and general motor fitness.
 - 5) Skill test - knowledge is obtained
- Knowledge of how to connect different tests is acquired

References:

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

CC-303- KINESIOLOGY AND BIOMECHANICS

Unit – 1:

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

Unit – 2:

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

Unit – 3:

Kinematics and Kinetics of Human Movement: Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration; Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration; Linear Kinetics – Inertia, Mass, Momentum, Friction; Angular Kinetics – Moment of inertia, Couple, Stability.

Unit – 4:

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

Objectives:

1. To make students aware about the importance of the subject **Kinesiology and Biomechanics** in physical education, also to clarify about the fundamental concepts related to movements with their axis and planes also related to the Gravity.
2. To make aware about the fundamental concepts of classification of joints and muscle at the same time give them the opportunity to understand about the posture and postural deformities also terms related to muscular actions.
3. To give idea about the linear and angular Kinetics and Kinematics and their related terms for better understanding of biomechanics.
4. To elaborate the concept of force, types of Levers, Newton's laws of motion, and the terms related to projectiles.

Outcomes:

1. After teaching first unit the students will be able to understand the importance of the subject **Kinesiology and Biomechanics** in physical education, also will have the clarity about the fundamental concepts related to movements with their axis and planes also related to the Gravity.
2. The students will become aware about the fundamental concepts of classification of joints and muscle at the same time have the opportunity to understand about the posture and postural deformities also terms related to muscular actions.
3. After completion of the third chapter the student could be able to give conceptual idea about the linear and angular Kinetics and Kinematics and their related terms and will be able to understand of biomechanics.
4. The students will be able to elaborate the concept of force, types of Levers, Newton's laws of motion, and the terms related to projectiles.

Reference:

1. Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood Cliffs, N.J.: Prentice Hall Inc.
2. Dhananjay Shaw, *Biomechanics and Kinesiology of Human Motion*, Khel Sahitya Kendra, Delhi, 1998
3. Hay, J. G. & Reid, J. G. (1982). *The anatomical and mechanical basis of human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
4. Hay, J. G. & Reid, J. G. (1988). *Anatomy, mechanics and human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
5. Hay, J. G. (1970). *The biomechanics of sports techniques*. Englewood Cliffs, N.J.: Prentice Hall, Inc.
6. Park, J.E. and Park K. *Text Book of Preventive and Social Medicine* (Jabalpur: M/s Banarsadidas Banot, 1980, Edition, 8th.)
7. Pearce. E. *Anatomy and Physiology for Nurses*, Delhi, Oxford University Press, 1989.
8. Shatrunjay K., Dayanand K., Giri A. V., *Biomechanics, and Exercise Physiology*, Chhaya Publications, Aurangabad 2006.
9. Shatrunjay K., *Scientific Coaching Manual For Martial Arts*, Rana Graphics and Publications, Hyderabad, 1997
10. Simonian, C. (1911). *Fundamentals of sport biomechanics*. Englewood Cliffs, N.J.: Prentice Hall Inc.
11. Wellgoose, *Health teaching in secondary Carl. E. Schools*, W.B. Saunders, 1977.
12. Wilson Kathleen J. W. *Anatomy and Physiology, Health and illness*. 6th Edition, Churchill Livingstone Edinburgh, 1987.

PART – B: Practical Courses

Semester III

PC- 301- (A)- YOGA

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

Objectives:

1. To impart practical knowledge along with practice of Suryanamaskara, Pranayama, Corrective Asanas, Kriyas, Bandhas, Asanas with various positions.

Outcomes:

1. The students after attending the practical sessions of yoga will be able to exhibit and demonstrate various Asanas, Pranayamas, Bandhas, Kriyas and Suryanamaskara with proficiency and could gain various benefits through it and could able to also teach the aspirers.

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

Malkhamb:

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

Rope Malkhamb:

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

Dandbaitak

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

Lathi-kathi

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

Objectives:

1. To impart training in basic skills of Mallakhamb viz., mount, holding, balancing, pakad, exhibiting various yogic asanas and dismount, also to make aware about the basic rules and regulation and competitive performances.

2. To impart training in basic skills of Rope Mallakhamb to females viz., mount, holding, balancing, pakad, exhibiting various yogic asanas and dismount, also to make aware about the basic rules and regulation and competitive performances.

3. To impart training in Dandbaitak basic skills such as half squats, full squats, kinds of pushups etc. also to make them understand the basic rules and regulation and competition pattern.

4. To impart training and coaching in basic skill so lathi-kathi, single hand, both hands, defensive and offensive skills in stationary and momentary actions.

Outcomes:

1. The students will be able to perform the basic skills of Mallakhamb viz., mount, holding, balancing, pakad, exhibiting various yogic asanas and dismount, also have the understanding about the basic rules and regulation and competitive performances.

2. The students will be able to perform the basic skills of Rope Mallakhamb to females viz., mount, holding, balancing, pakad, exhibiting various yogic asanas

and dismount, also have the understanding about the basic rules and regulation and competitive performances.

3. The students will be able to perform Dandbaitthak basic skills such as half squats, full squats, kinds of push ups etc. also have the understanding of the basic rules and regulation and competition pattern.

4. The students will be able to perform the basic skill so lathi-kathi, single hand, both hands, defensive and offensive skills in stationary and momentary actions.

PC- 301-(C) AEROBICS AND ZOOMBA

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

Objective:

To introduce various types of aerobics, including basic steps, low and high-impact aerobics, step aerobics, warm-up, cool-down, THR zone, floor work, and stretching exercises. Additionally, familiarize participants with Zumba steps.

Outcomes:

Participants will master diverse aerobics types, executing basic steps, adapting to low and high-impact routines, and engaging in step aerobics. They will achieve success in exercise through THR zone understanding, incorporating floor work, and practicing effective stretching. Additionally, participants will acquire proficiency in Zumba steps.

PC- 302(A) – TRAINING METHODS

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

Objective:

To impart knowledge on various training methods, including general fitness and motor fitness components such as endurance, strength, speed, flexibility, and coordination. Covering techniques like weight training, circuit training, resistance training, and Fartlek.

Outcomes:

Participants will gain a comprehensive understanding of diverse training methods, applying them to enhance general and motor fitness components. Proficiency in weight training, circuit training, resistance training, and Fartlek will be achieved, fostering a well-rounded approach to physical fitness.

PC- 302 (B) – THROWING EVENTS

Throwing Events – Discus Throw / Javelin Throw and Shot-put

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

Discus Throw: Holding, throwing, rotation, follow through

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

Objective:

To teach the techniques of Javelin Throw, Discus Throw, and Shot Put, covering holding, grips, runway, check mark, cross step, releasing, reverse step, rotation, and follow through. Additionally, emphasizing ground marking, rules, and regulations.

Outcomes:

Participants will acquire proficiency in Javelin Throw, Discus Throw, and Shot Put techniques, demonstrating precise holding, grips, runway strategies, and effective steps. They will execute accurate releases, rotations, and follow-throughs, adhering to ground marking, rules, and regulations, showcasing comprehensive skills in throwing events.

B. HANDBALL/ SOFTBALL/ BASEBALL (ANY ONE)

HANDBALL (ELECTIVE)

Fundamental Skills-

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

Objective:

To develop fundamental handball skills, including catching, throwing, ball control, goal throws, dribbling, attacking, counter-attacking, blocking, goalkeeping, and defense. Understanding rules, their interpretations, and duties of officials is a key focus.

Outcomes:

Participants will master handball fundamentals, showcasing proficiency in catching, throwing, ball control, and executing various goal throws, dribbling techniques, and defensive maneuvers. They will understand rules and officials' duties, exhibiting well-rounded skills in handball.

SOFTBALL (ELECTIVE)

Fundamental Skills

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

Objective:

To cultivate fundamental softball skills, including catching, throwing, footwork, shooting, techniques for getting free, defending, and intercepting. Emphasizing rules, their interpretations, and officials' duties.

Outcomes:

Participants will demonstrate mastery in softball fundamentals, executing precise catching, throwing, footwork, shooting, and defensive techniques. Proficiency in getting free and

intercepting will be evident. Understanding rules and officials' duties, players will exhibit well-rounded softball skills.

BASEBALL (ELECTIVE)

Fundamental Skills

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

Objective:

To develop fundamental baseball skills encompassing player stances, grips, attacking techniques, pitching variations, fielding, base running, sliding, and understanding rules, their interpretations, and officials' duties.

Outcomes:

Participants will showcase proficiency in baseball fundamentals, demonstrating precise player stances, grips, effective attacking, varied pitching styles, and adept fielding techniques. They will exhibit skillful base running and sliding maneuvers, while understanding rules and officials' duties, showcasing well-rounded baseball skills.

TP- 301- PHYSICAL EDUCATION LESSONS ON GROUND

5 micro lessons in campus

5 lessons in school – 4 marks for each lesson

Model on field physical education lesson

Objective:

Enhance students' physical fitness and skills through a diverse approach, integrating 5 micro lessons on campus and 5 lessons in school, each carrying a potential of 4 marks, culminating in a comprehensive model on-field physical education lesson.

Outcome:

Students will demonstrate improved physical prowess, mastering key skills and knowledge gained from 5 micro lessons on campus, 5 school lessons, and applying them effectively in a model on-field physical education lesson.

Demo physical education lesson plan

शारीरिक शिक्षण विशेष पाठ - गोळा फेक				
पायऱ्या	विषय प्रतिपादन	शिक्षकांची कृती	विद्यार्थ्यांची कृती	वर्गरचना
प्रस्तावना	इकाग्रिकरण : विद्यार्थ्यांना एका रांगेत वर्गानुसार बाहेर आणणे, त्यांना उंची प्रमाणे उभे करून त्यांची उपस्थिती घेणे. अहवाल : शिक्षकांनी पाठ निरीक्षकांस अहवाल सादर करणे व पाठ सुरु करण्याची अनुमती घेणे.	शिक्षक विद्यार्थ्यांना उंचीप्रमाणे एका रांगेत उभे करतील आणि त्यांची उपस्थिती घेतील. शिक्षक वर्गनायकाच्या नियंत्रणाखाली वर्ग उभा करून पाठ निरीक्षकांची पाठ सुरु करण्याची अनुमती घेतील.	विद्यार्थी शिक्षकांच्या आज्ञेचे पालन करून उपस्थिती देतील. शिक्षकांच्या आदेशानुसार वर्गनायक वर्गावर नियंत्रण ठेवेल व विद्यार्थी शिस्तीचे पालन करतील.	
व्याख्या	प्रस्ताविक हालचाली : विद्यार्थ्यांना वर्तुळाच्या बाहेरून व शिक्षकांना वर्तुळाच्या आतील बाजूने पळणे व पळताना हातापायांच्या निरनिराळ्या हालचाली करणे.	शिक्षक विद्यार्थ्यांना वर्तुळाभेवती पळण्यास सांगतील व स्वतः विरुद्ध दिशेने वर्तुळाच्या आतील बाजूने पळतील व पळताना शरीराच्या वेगवेगळ्या हालचाली करतील.	विद्यार्थी शिक्षकांच्या कृतीचे निरीक्षक करून त्याप्रमाणे कृती करतील.	
	मानेचा व्यायाम : मुळस्थिती पायातअंतर ठेवणे व कमरे वर हाथ, मान डावी कडे व उजवी कडे ५ ते ७ वेळेस फिरवणे	शिक्षक विद्यार्थ्यांना मानेचा व्यायाम करून दाखवतील व तो व्यायाम विद्यार्थ्यांकडून करून घेतील.	विद्यार्थी शिक्षकांच्या प्रात्याक्षिकाचे अनुकरण करून मानेचा व्यायाम करतील.	
	हाताचा व्यायाम : हात मागून पुढे व पुढून मागच्या दिशेने गोलाकार स्थितीत ५ ते ७ वेळेस फिरवणे	शिक्षक विद्यार्थ्यांना हाताचा व्यायाम करून दाखवतील व तो व्यायाम विद्यार्थ्यांकडून करून घेतील.	विद्यार्थी शिक्षकांच्या प्रात्याक्षिकाचे अनुकरण करून हाताचा व्यायाम करतील.	
	कमरेचा व्यायाम : कमर डावी कडून उजवी कडे व उजवी कडून डावी कडे गोलाकार फिरविणे	शिक्षक विद्यार्थ्यांना कमरेचा व्यायाम करून दाखवतील व तो व्यायाम विद्यार्थ्यांकडून करून घेतील.	विद्यार्थी शिक्षकांच्या प्रात्याक्षिकाचे अनुकरण करून कमरेचा व्यायाम करतील.	
व्याख्या	पायाचा व्यायाम : उजवा पाय व डावा पाय कर्मांदरे पर्यंत ५ ते ७ वेळेस उंच स्टूॅच करणे	शिक्षक विद्यार्थ्यांना पायाचा व्यायाम करून दाखवतील व तो व्यायाम विद्यार्थ्यांकडून करून घेतील.	विद्यार्थी शिक्षकांच्या प्रात्याक्षिकाचे अनुकरण करून पायाचा व्यायाम करतील.	

पायऱ्या	विषय प्रतिपादन	शिक्षकांची कृती	विद्यार्थ्यांची कृती	वर्गरचना
क	गोळा फेक स्टॅन्डींग थ्रो :	शिक्षक विद्यार्थ्यांना स्टॅन्डींग थ्रो या फेकीच्या शैलीचे प्रात्याक्षिक करून दाखवतील ती कृती समजाऊन सांगतील. विद्यार्थ्यांना ती कृती लगावत कराय्यास सांगतील व त्यांच्या चुकांची दुरुस्ती करतील.	विद्यार्थी शिक्षकांच्या आज्ञेचे पालन करून अनुकरण करतील.	
पु	स्टॅन्डींग थ्रो स्पर्धा :	शिक्षक सर्व नियम व फाऊल विद्यार्थ्यांना समजाऊन सांगतील. शिक्षक विद्यार्थ्यांची स्टॅन्डींग थ्रो ची स्पर्धा सुरु करण्याचा आदेश देतील व स्वताः पंचाची भूमिका करतील.	विद्यार्थी शिक्षकांनी दिलेल्या आदेशा अनुसार स्टॅन्डींग थ्रो स्पर्धेत भाग घेतील.	
खे	विभांतीचे व्यायाम	शिक्षक विद्यार्थ्यांना धक्का घालण्यासाठी विभांतीचे व्यायाम व तान तनावाचे व्यायाम करण्यास सांगतील.	विद्यार्थी शिक्षकांच्या आज्ञेनुसार विभांतीचे व तान-तनावाचे व्यायाम करतील.	
सि	वर्गनायक - "शिक्षणात शिक्षण" सर्व विद्यार्थी - "शारीरिक शिक्षण"	शिक्षक पाठ निरीक्षकांची पाठ विसर्जित करण्याची परवानगी घेऊन पाठ विसर्जित करतील.	विद्यार्थी शिक्षकांच्या आज्ञेप्रमाणे वर्ग विसर्जनाची कृती करतील व नंतर वर्ग नायकाच्या नियंत्रणाखाली एका रांगेत वर्गात जातील.	

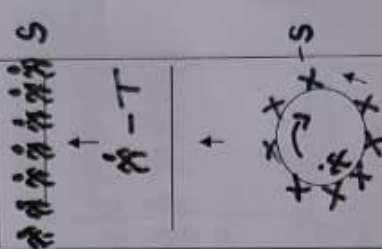
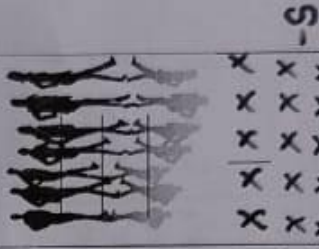
जेरे

पाठ निरीक्षकांची सली

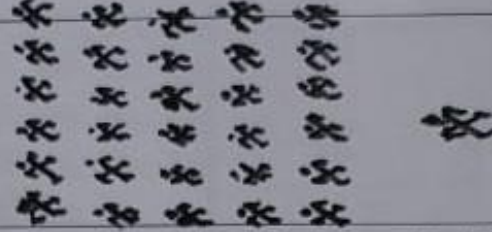
मराठवाडा सांस्कृतिक मंडळाचे शारीरिक शिक्षण महाविद्यालय, खडकेश्वर औरंगाबाद.



LESSON-INCHARGE:- Dr., Meenakshi Mooliya.


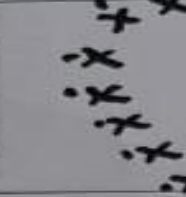
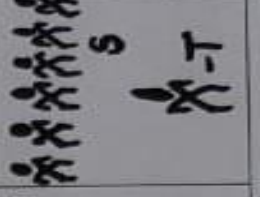
1- सामान्य पाठ (General Lesson):- कॅलेस्थिनीक (मास, पी.टी)

Steps & Stage	Subject Matter	Teacher's Role	Student's Role	Formation
I- प्रस्तावना Introduction	<p>एकत्रीकरण:- Assembly विद्यार्थ्यांना ओळीने मैदानावर आणणे.</p> <p>अहवाल सादर करणे :- Report पाठ सुरु करण्याची परवानगी घेणे.</p> <p>प्रास्ताविक हालचाली Warming Exercises:- विद्यार्थ्यांना वर्तुळाभोवती पळवणे. शिक्षक स्वतः प्रमाणे कृती करण्यास सांगतील.</p>	<p>शिक्षिका विद्यार्थ्यांना ओळीने मैदानावर आणतील. "लंबा दहिने, छोटा बाँये, मेरे सामने कदवार, एक लाईन बन" असा आदेश देतील दहिनेसे अंत तक गिनती कर. आदेश देऊन उपस्थिती घेतील.</p> <p>वर्गनायकाला वर्गनियंत्रण करण्यास सांगून पाठनिरीक्षकाकडे पाठ सुरु करण्याची परवानगी घेतील.</p> <p>विद्यार्थ्यांना वर्तुळाभोवती पळवण्यास सांगून, शिक्षक स्वतः विद्यार्थ्यांच्या विरुद्ध दिशेने पळतील, आणि स्वतःप्रमाणे विविध प्रास्ताविक हालचाली करण्यास सांगतील.</p>	<p>विद्यार्थी शिक्षिकांच्या आदेशाप्रमाणे एका ओळीत उंचीप्रमाणे उभे राहतील व उपस्थिती देतील.</p> <p>शिक्षिकांच्या आदेशानुसार वर्गनायकाच्या नियंत्रणात विद्यार्थी शांत उभे राहतील.</p> <p>शिक्षकाने करून दाखविलेल्या विविध प्रास्ताविक हालचालीच्या कृतीचे अनुकरण विद्यार्थी करतील.</p>	
II- सर्वांग सुंदर व्यायाम General Exercise	<p>1) मानेचा व्यायाम :- मुळ स्थिती सावधान 1. मान डावीकडे वळवणे 2. मान मुळस्थितीत 3. उजवीकडे वळवणे 4. मुळस्थितीत</p> <p>2) हाताचा व्यायाम:- मुळस्थिती सावधान 1. दोन्ही हात खांदयांच्या रेषेत सरळ छातीसमोर.</p>	<p>शिक्षिका विद्यार्थ्यांना मानेचा व्यायाम प्रकाराचे प्रात्यक्षिक करून दाखवतील व विद्यार्थ्यांना तीच कृती करावयास सांगतील</p> <p>शिक्षिका विद्यार्थ्यांना हाताचा व्यायाम प्रकाराचे प्रात्यक्षिक करून दाखवतील व विद्यार्थ्यांना तीच कृती करावयास सांगतील</p>	<p>सर्व विद्यार्थी शिक्षकाने दाखवलेल्या मानेचा व्यायाम प्रकाराचे प्रात्यक्षिकानुसार व्यायाम अचूक करण्याचा प्रयत्न करतील.</p> <p>सर्व विद्यार्थी शिक्षकाने दाखवलेल्या हाताचा व्यायाम</p>	

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	<p>2. दोन्ही हात डोक्याच्यावर कोपरे न वाकवता सरळवर.</p> <p>3. दोन्ही हात खांद्याच्या बाजूला सरळ जमीनीला समांतर तळवे जमीनीकडे.</p> <p>4. मुळस्थिती सावधान.</p> <p>3) कमरेचा व्यायाम :- मुळस्थिती सावधान. उडी मारून हात कमरेवर</p> <p>1. ला कमरेतून पुढे वाकणे.</p> <p>2. ला मुळस्थिती</p> <p>3. ला पाठीमागे वाकणे</p> <p>4. ला एकची कृती</p> <p>1) पायाचा व्यायाम:- मुळस्थिती सावधान. उडी मारून हात कमरेवर</p> <p>1. ला डावा पाय समोर.</p> <p>2. ला डावा पाय डावीकडे गुडघे न वाकवता</p> <p>3. ला एकची कृती</p> <p>4. ला मुळस्थिती</p> <p>5. ला उजवा पाय समोर</p> <p>6. ला उजवा पाय उजवीकडे</p> <p>7. ला पाचची कृती</p> <p>8. ला मुळस्थिती</p> <p>(एकूण 1-16 अंकात प्रत्येक व्यायाम करून घेणे)</p>	<p>शिक्षिका विद्यार्थ्यांना कमरेचा व्यायाम प्रकाराचे प्रात्यक्षिक करून दाखवतील व विद्यार्थ्यांना तीच कृती करावयास सांगतील</p> <p>शिक्षिका विद्यार्थ्यांना पायाचा व्यायाम प्रकाराचे प्रात्यक्षिक करून दाखवतील व विद्यार्थ्यांना तीच कृती करावयास सांगतील</p>	<p>प्रकाराचे प्रात्यक्षिकानुसार व्यायाम अचूक करण्याचा प्रयत्न करतील.</p> <p>सर्व विद्यार्थी शिक्षिकेने दिलेल्या कमरेचा व्यायाम प्रकाराचे प्रात्यक्षिकानुसार व्यायाम करण्याचा प्रयत्न करतील.</p> <p>सर्व विद्यार्थी शिक्षिकेने दिलेल्या पायाचा व्यायाम प्रकाराचे प्रात्यक्षिकानुसार व्यायाम करण्याचा प्रयत्न करतील.</p>	
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<p>III- शिकवण्याचा भाग Main Teaching Part</p>	<p>टॅबल कार्ड नंबर 1 - पहिला प्रकार- झोले हात मुळस्थिती सावधान 1-ला दोन्ही हात खांद्यांच्या रेषेत सरळ समोर, तळवे आतील बाजूने. 2-ला दोन्ही कोप्यातून काखेत मागे ओढणे, मुठी बंद, पाठीचा कणा ताठ. 3-ला एकची कृतीप्रमाणे करणे. 4-मुळस्थिती सावधान (वरील कृती 1-16 अंकात कृती करून घ्यावी) दुसरा प्रकार- छाता चौडा 1-हात खांद्यांच्या समोर रेषेत तळवे आतील बाजूने पजे जुळलेले. 2-ला हात खांद्यांच्या सरळ रेषेत बाजूने पेणे, तळवे जमीनीला समांतर, पजे जुळलेले, व त्याचवेळी टाचा वर उचलेले. 3-ला एकची कृती. 4-ला मुळस्थिती सावधान (वरील कृती 1-16 अंकात कृती करून घ्यावी)</p>	<p>शिक्षक विद्यार्थ्यांना टॅबल कार्ड नंबर एक मधील पहिला प्रकार झोले हाताचे प्रकार स्वतः प्रथम गिनतीसे करून दाखवतील नंतर ती कृती लगातार करून दाखवतील. विद्यार्थ्यांकडून ती कृती प्रथम गिनतीसे नंतर लगातार अचूक करून घेतील.</p> <p>शिक्षक विद्यार्थ्यांना टॅबल कार्ड नंबर एक मधील दुसरा प्रकार छाता चौडा हाताचे प्रकार स्वतः प्रथम गिनतीसे नंतर ती कृती लगातार करून दाखवतील. विद्यार्थ्यांकडून ती कृती प्रथम गिनतीसे नंतर लगातार अचूक करून घेतील.</p>	<p>विद्यार्थी शिक्षकांनी करून दाखवलेले कॅलेस्थिनीकचा पहिला प्रकाराचे निरीक्षण करतील. नंतर ती कृती प्रथम गिनतीसे नंतर लगातार शिक्षकांच्या आदेशानुसार अचूक करण्याचा प्रयत्न करतील.</p> <p>विद्यार्थी शिक्षकांनी करून दाखवलेले कॅलेस्थिनीकचा दुसरा प्रकाराचे निरीक्षण करतील. नंतर ती कृती प्रथम गिनतीसे नंतर लगातार, शिक्षकांच्या आदेशानुसार अचूक करण्याचा प्रयत्न करतील.</p>	
<p>IV- मनोरजनाचा खेळ व शिथिली करणाचे व्यायाम Recreational</p>	<p>“शिवाजी म्हणतो” हा खेळ वर्तुळाभोवती विद्यार्थ्यांना पळवणे, व त्याचे वेळी शिक्षक शिवाजीचे आदेश थांबणे, पळणे, टाळ्या वाजवणे असे विविध कृती शिवाजीच्या आदेशाने करण्यास सांगणे व जो विद्यार्थी</p>	<p>शिक्षक विद्यार्थ्यांना “शिवाजी म्हणतो” या खेळाचे प्रात्यक्षिक करून दाखवतील त्याचबरोबर त्याचे नियम सांगतील. शिक्षक विद्यार्थ्यांना खेळ खेळण्यास सांगतील व स्वतः पंचाची भूमिका निभावत खेळ खेळण्याचा आदेश देतील.</p>	<p>विद्यार्थी शिक्षकांच्या आदेशानुसार “शिवाजी म्हणतो” हा खेळ नियमाने खेळतील.</p>	



<p>Game &</p>	<p>Cool Down or Limber down Exercise</p>	<p>V- विसर्जन Dismissal</p>	<p>शिक्षकाच्या आदेशाने कृती करेल तो बाद होईल.</p>	<p>शिथिलीकरणाचे व्यायाम:- Cool Down or Limber down Exercise कृती करून थकवा जाणवतो त्यावेळी स्नायूंना ताण देवून हात पाय लांब करून जमिनीवर मोकळे बसणे, स्ट्रेचिंग करून थकवा घालवणे..</p>	<p>वर्ग एकत्रित करून त्यांना विसर्जन करणे. घोषवाक्य वर्गनायक:- शिक्षणात शिक्षण सर्व विद्यार्थी:- शारीरिक शिक्षण</p>	<p>शिक्षिका विद्यार्थ्यांना शारीरिक तणाचे विविध व्यायाम प्रकारांचे प्रात्यक्षिक दाखवतील व विद्यार्थ्यांस करण्यास सांगतील.</p>	<p>शिक्षक विद्यार्थ्यांना एकत्रित रांगेत उभे करतील व पाठनिरीक्षकांची परवानगी घेऊन विद्यार्थ्यांना त्यांच्या शंका विचारून त्यांना विसर्जन कृती शिक्षक स्वतः करून दाखवतील. घोष वाक्य दिल्यानंतर वर्ग विसर्जन करतील.</p>	<p>विद्यार्थी आदेशाप्रमाणे निरीक्षण करतील. नंतर ती कृती करण्याचा प्रयत्न करतील.</p>	<p>शिक्षकेच्या आदेशाप्रमाणे कृती करतील.</p>			
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Lesson No. : Name of the Method Master : Name of the Pupil Teacher : Average age of Pupils :		Roll No. : Class : Division : Time :		Duration : Activity : Skill : Previous Knowledge :		General Objectives : Specific Objectives : Equipments :	
Steps & Stages	Learning - Teaching Points	Objectives & Specification	Teacher's Role	Student's Role			
Introduction	Checking the basic knowledge and information of topics	<ul style="list-style-type: none"> * Objectives :- Check out the previous knowledge about the topic * Specification :- Find out basic knowledge regarding the topic by asking some questions. 	<ul style="list-style-type: none"> * The teacher will asked the some questions to student Q1) Which is your favourite game ? Q2) Which is International game ? Q3) Which game is played with foot ? 	<ul style="list-style-type: none"> * The students will give the answer the following questions. Ans1) Cricket, Football, Hockey Ans2) Cricket, Hockey, Football, Volleyball and Batminton. Ans3) Football is played with foot. 			
Statement of AIM	* Introduction of Topic, Ground Measurements and skill of the Football	* To make understand the Great game of Football	* The teacher will explain the measurement and skill of Football, the teacher tell we will learn to Football	* The students will understand to topic and listen carefully to it.			
Teaching Part	<ul style="list-style-type: none"> * History of Football :- The game of Football also called soccer, has its origins in England. Played in about 200 countries. It World Cup which is every Four Years. The game is also quite popular in Asia including India & China 	<ul style="list-style-type: none"> * Objectives :- To clear the ideas and concepts of History To increase the basic skill of Students. * Specification :- To increase the knowledge of students about the Football 	<ul style="list-style-type: none"> * The teacher will explain the History to student. * The teacher will give the knowledge of Football Olympic History. * The teacher will explain the skill of 	<ul style="list-style-type: none"> * The students will understand and observe the teaching * The students will get the all technique 			

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

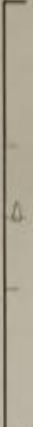
<p>TEACHING PART</p>	<p>DEVELOP THE SKILL AND DEVELOP THE TECHNIQUES.</p>	<p>FOOTBALL</p>	<p>ASSESSMENT</p>
<p>It is governed by the Federation International de Football Association (FIFA). The First Olympic competition in 1908 and First World Cu in 1930.</p> <p>* Skill of the Game :-</p> <p>1) Kicking :- The skill or art of Kicking is used to pass the ball to your teammates, take shots at the opponent's goal, to defend your own goal and also to take Corner Kicks, Goal Kicks and Penalty Kicks.</p> <p>2) Instep Kick :- Its used to pass the ball at varying speed over varying distance. A player has to run at an angle of about 45 Degree towards the ball. The supporting leg should be at least a Full step from the ball sharply bend at the knee.</p> <p>3) Trapping :- This skill is used to control the ball which comes towards you along the ground or in the air with help of your feet, head and chest and is called trapping. The four different ways of trapping the ball with the legs.</p>	<p>Develop the skill and develop the techniques.</p>	<p>The teacher will tell the technique of skill</p> <p>The teacher will give the explanation</p> <p>The Teacher will clear the all topic to students.</p>	<p>The students will maintain the discipline in the class.</p> <p>The students can asked the question about the topic.</p>

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

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

II S P E C I F I C E X E R C I S E S	<p>A. <u>NECK EXERCISE:</u> Rotation of neck in a semi-circle from left to right and from right to left (reverse); at least 5 times.</p>	<p>Teacher will show a demo of neck exercise and tell the students to do the same exercise after him/her.</p>	<p>All the students will observe the neck exercise done by the teacher and try to perform it without any mistake.</p>	
	<p>B. <u>HAND EXERCISE:</u> Full arm rotation clockwise and anti-clockwise. Repeat it 5 times.</p>	<p>Teacher will show a demo of hand exercise and tell the students to do the same exercise after him/her.</p>	<p>All the students will observe the hand exercise done by the teacher and try to perform it without any mistake.</p>	
	<p>C. <u>WAIST EXERCISE:</u> Keep your hands on your waist and rotate in a semi-circle from left to right front half and reverse.</p>	<p>Teacher will show a demo of waist exercise and tell the students to do the same exercise after him/her.</p>	<p>All the students will observe the waist exercise done by the teacher and try to perform it without any mistake.</p>	<p>X X X X X X X X X X (Teacher)</p>
	<p>D. <u>LEG EXERCISE:</u> Rotate your leg in a cycling position.</p>	<p>Teacher will show a demo of leg exercise and tell the students to do the same exercise after him/her.</p>	<p>All the students will observe the leg exercise done by the teacher and try to perform it without any mistake.</p>	
	<p>❖ SKILL RELATED EXERCISE:</p>	<p>Teacher will perform all the skill related exercise and ask the students to repeat after him/her.</p>	<p>Students will perform the skill related exercise on order and will try to maintain disciplines.</p>	
	<ul style="list-style-type: none"> ▪ WRIST EXERCISE: -Rotate wrist in clockwise and anticlockwise direction. ▪ LEG EXERCISE: -Hold you knee and pull it back to your chest and stretch it. -Ankle rotation from right to left and reverse. 			

STEPS & STAGES	SUBJECT MATTER	TEACHER'S ROLE	STUDENT'S ROLE	FORMATION
III M A I N T E A C H I N G P A R T	BASKETBALL: DRIBBLING- Dribbling consists of bouncing the ball on the floor continuously with one hand while walking or running down the court. Different types of dribbling: 1. Low or Controlled Dribbling- Low dribbling is always nearest to the floor or below the knees. ▪ It is used whenever the player is closely guarded. ▪ The ball is dribbled on the side of the body. 2. High or Speed Dribbling- High dribbling is always below the waist level of the player. ▪ The ball must be pushed farther in front of you on the bounce as you increase your running speed. The students should keep in mind to dribble the ball with fingers only and not palm.	Teacher will explain what is dribbling skill in basketball and the types of dribbling used in various games of basketball.	Students will hear the explanation carefully and try to understand the skill properly.	
		Teacher will show a demo of low dribbling and explain when to use it and how to use it.	Student will watch the skill related demo properly and try to do it effectively.	LOW DRIBBLE
		Teacher will show a demo of high dribbling and explain when to use it and how to use it.	Student will watch the skill related demo properly and try to do it effectively on the court.	HIGH DRIBBLE

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

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

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

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

INTERNAL MARK -25 and EXTERNAL MARK- 25

TOTAL= MARK- 50

A:- Calisthenic Exercise- (Without Apparatus Drill)

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

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

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

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

B:- Dumbbells – (With apparatus Drill)

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

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

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

D:- Flag & Ring

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

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

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

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

PRACTICE TEACHING LESSON OBERVATION POINTS

Physical Education

Name of the pupil Teacher _____

Activity _____

Name of the School _____ Lsson No.: _____

Class : _____ Period : _____ Date : _____

Activity of the Pupil Lesson : _____

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

Sign

Signature of the Observer

Signature of the Method Master

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

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

वरीलप्रमाणे पाठाचे तपासणी करावी.

References:

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

TP-301 (B)- INTERNSHIP

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

Objective:

Provide students with practical teaching experience by immersing them in a school environment for 30 to 45 days (three hours per week), focusing on organizing mass physical activities, skill demonstrations, and fitness assessments.

Outcome:

Students will gain valuable teaching skills through hands-on experience, successfully conducting mass physical activities, skill demonstrations, and fitness assessments, as evidenced by a comprehensive and well-documented record book for external examination.

Semester IV

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

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

(C) – Compulsory

(E) – Elective

References for All Games and Sports:

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

PART – A: THEORY COURSES
SEMESTER IV

401- RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

CC- Unit-1:

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

Unit-2:

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

Unit-3:

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

Unit- 4:

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

References:

1. Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.
2. Bompa, T. O. & Haff, G. G. (2009). *Periodization: theory and methodology of training, 5th ed.* Champaign, IL: Human Kinetics.
3. Brown, L. E., & Ferrigno, V. A. (2005). *Training for speed, agility and quickness*, 2nd ed. Champaign, IL: Human Kinetics.
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5. Carl, E. K., & Daniel, D. A. (1969). *Modern principles of athletes training*. St. Louis: St. Louis's
6. Clark, H. H., & Clark, D. H. (1975). *Research process in physical education*. Englewood cliffs,

7. Garrett, H.E. (1981). *Statistics in psychology and education*. New York: Vakils Feffer and Simon
8. Kris E. Berg and Richard W. Latin(2008). *Essentials of research methods in health , physical education, exercise science and recreation* (3rd edition, Wolters Kulwer/Lippincott Williams and Wilkins, Philadelphia)
9. Kansal D.K.(2008). *Test book of applied measurement, evaluation and sports selection*. Sports and spiritual science publication, New delhi
10. Quickness. Brown, L.E. & Ferrigno, V.A & Ferrigno, V.A., eds. Champaign, IL: Human Kinetics.
11. Thomas, J.R., & Nelson J.K. (2005). *Research method in physical activity*. U.S.A: Champaign,
12. Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
13. Uppal, A. K. (1990). *Physical fitness: how to develop*. New Delhi: Friends Publication.
14. Verma, J. P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

Objectives:

1. Introduce students to research principles in Physical Education, emphasizing the definition, significance, and types of research, along with problem formulation and hypothesis development.
2. Familiarize students with literature surveying and research proposal preparation, culminating in a practical group project on school facilities, health assessments, and fitness status evaluation.
3. Instill the basics of statistical analysis in students, covering the meaning, nature, and importance of statistics, as well as class intervals, tables, and graphical presentations.
4. Equip students with an understanding of statistical models in Physical Education, focusing on measures of central tendency, variability, and percentiles, both for grouped and ungrouped data.

Outcomes:

1. Students will grasp the fundamentals of research in Physical Education, demonstrating the ability to identify research problems, formulate hypotheses, and understand the various types and methods of research.
2. Students will acquire skills in surveying related literature, drafting research proposals, and collaboratively conducting a comprehensive research project on school physical education facilities, health programs, and fitness evaluations.
3. Students will demonstrate proficiency in statistical analysis, constructing tables, and presenting data graphically using histograms, frequency polygons, and other methods, enhancing their ability to interpret and communicate statistical information.
4. Students will demonstrate competence in calculating and interpreting measures of central tendency and variability, applying statistical models to analyze data in the context of Physical Education and Sports.

CC-402- OFFICIATING AND COACHING

Unit- 1:

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

Unit- 2:

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

Unit- 3:

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

Unit- 4:

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

References:

1. A.A.F.I., Officiating in Athletic, 1988.
2. Brar. T. S. Officiating techniques in Track and Field, Gwalior. Bhargava Press. 20002.
3. Brundle, Fred, Teach Yourself Badminton. The English University Press Ltd., London.
4. Buck, H. W., Rules of Games & Sports. Y.M.C.A. Pub. House, Delhi (Latest Edition)
5. Bunn, J. W. (1968). *The art of officiating sports*. Englewood cliffs N.J. Prentice Hall
6. Bunn, J. W. (1972). *Scientific principles of coaching* Englewood cliffs N. J. Prentice Hall
7. Bunn, J.W., Art of Officiating Sports, Prentice Hall, Englewood 1968.
8. Bunn. J. W., Basketball techniques and team play, Prentice Hall, Englewood Cliffs.
9. De Souza A. J. Track Geography and Field Sites. Chennai. DBAC Sports Envisions. 1999.5.
10. Doherty, J. Kenneth, Modern track & field, Prentice Hall Inc. Englewood Cliffs, 1963.
11. Dyson, G. H. (1963). *The mechanics of athletics* London: University of London Press Ltd.
12. Dyson, G. H. (1963). *The mechanics of Athletics*. London: University of London Press Ltd.
13. Emery, Curtis Ray, Modern Volleyball, The MacMilan Co., New York.
14. Englewood Cliffs, 1963.
15. Football, Modern Soccer, Educational Production Ltd., London Association.
16. Gian Singh, How to play Hockey, New Delhi-1966.
17. Lawther, J.D. (1965). *Psychology of coaching* New York: Pre. Hall
18. M.C.C , Cricket Coaching Book, Naddret Press, London-1955.
19. Mortensen, Jand, Track & Field for coach & athlete, Cooper J. M. Prentice Hall Inc.,
20. Shatrunjay K. and Makarand J., Scientific Principles of Sports Training, Chhaya Publications, Aurangabad 2003
21. Shatrunjay K., Scientific Coaching Manual For Martial Arts, Rana Graphics and Publications, Hyderabad, 1997
22. Singer, R. N. (1972). *Coaching, athletic & psychology*. New York: M.C. Graw Hill.
23. Singh, H. Science of sports training. New, Delhi. D, V.S. Publications,1991.
24. Tripathi, Officiating and Coaching
25. Zuzhar Singh, Vitthal Parihar, Officiating and Coaching

Objectives:

1. Introduce the fundamental concepts of officiating and coaching, emphasizing the principles, importance, and measures to enhance standards, fostering a holistic understanding of the roles.
2. Explore coaching as a mentoring role, covering coach duties throughout the game phases, warm-up, and cooling-down, emphasizing coach qualities, responsibilities, and the psychological aspects of competition.
3. Define the duties of officials, covering pre, during, and post-game responsibilities, along with aspects of ground and equipment maintenance, marking, and the mechanics of officiating.
4. Outline the qualities and qualifications required for coaches and officials, addressing eligibility rules in intercollegiate and inter-university tournaments, along with emphasizing integrity and sports values.

Outcomes:

1. Students will grasp the core principles of officiating and coaching, demonstrating an understanding of their importance, the relationships with management, players, and spectators, and proposing measures to elevate standards in both areas.
2. Students will acquire comprehensive coaching skills, displaying proficiency in pre, during, and post-game duties, including effective warm-up and cooling-down techniques, while understanding the psychological dynamics of competition and coaching.
3. Students will demonstrate competence in officiating duties, showcasing knowledge of ground preparation, mechanics, and backstage roles such as medical officials, observers, and competition directors, ensuring a thorough understanding of officiating principles.
4. Students will understand and embody the essential qualities and qualifications of coaches and officials, demonstrating awareness of eligibility rules, adept preparation of TA and DA bills, and upholding integrity and sports values in their coaching and officiating roles.

EC- 401 (ELECTIVE COURSES)

A. FITNESS, WELLNESS, NUTRITION AND WEIGHT MANAGEMENT

Unit – I:

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

Unit – II:

Fitness, Wellness and Lifestyle: Fitness – Types of Fitness and Components of Fitness

Understanding of Wellness; Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management; Physical Activity and Health Benefits;

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

Unit- III:

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

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

Unit- IV:

Weight management, meaning and concept, concept of BMI (Body Mass Index), Obesity, meaning, definition and types of obesity, obesity- causes and solutions of or over coming obesity; weight gain and weigh loss diets
Steps of planning of weigh management; balance diet for Indian school children; diet program for sports children

References:

1. Difiore, J.(1998). *Complete guide to postnatal fitness*. London: A & C Black,.
2. Giam, C.K & The, K.C. (1994). *Sport medicine exercise and fitness*. Singapore: P.G. Medical Book.
3. Mcglynn, G., (1993). *Dynamics of fitness*. Madison: W.C.B Brown.
4. Sharkey, B. J.(1990). *Physiology of fitness*, Human Kinetics Book.
5. Shatrunjay K. and Makarand J., *Scientific Principles of Sports Training*, Chhaya Publications, Aurangabad 2003
6. Shatrunjay K., *Scientific Coaching Manual For Martial Arts*, Rana Graphics and Publications, Hyderabad, 1997
7. Bessesen, D. H. (2008). Update on obesity. *J Clin Endocrinal Metab.* 93(6), 2027-2034.
8. Butryn, M.L., Phelan, S., & Hill, J. O.(2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity (Silver Spring)*. 15(12), 3091- 3096.
9. Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a Meta analysis. *Is J Obstet Gynecol*, 197(3), 223-228.
10. DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. *N Engl J Med*, 356(21), 2176-2183.
11. Dixon, J.B., O'Brien, P.E., Play fair, J. (n.d.). Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. *JAMA*. 299(3), 316-323.

Objectives:

1. Define the concepts of Physical Education, Fitness, and Wellness, elucidating their aims, objectives, and relevance in an interdisciplinary context.
2. Explore the interplay of Fitness, Wellness, and Lifestyle, covering types and components of fitness, principles of exercise programs, and the relationship between modern lifestyle and hypokinetic diseases.
3. Introduce the basics of nutrition, health dimensions, and types of nutrition, detailing proteins, carbohydrates, fats, vitamins, minerals, and water. Highlight the role of nutrition in sports, covering pre, during, and post-competition scenarios.
4. Define weight management, BMI, and obesity, addressing causes and solutions. Cover the planning steps for weight management, emphasizing balanced diets for Indian school children and specific dietary programs for sports children.

Outcomes:

1. Students will comprehend the fundamental principles of Physical Education, Fitness, and Wellness, recognizing their significance and applicability across various disciplines.
2. Students will gain a comprehensive understanding of fitness components, exercise principles, and the impact of lifestyle on health, enabling them to design age-specific fitness training programs.
3. Students will grasp the essentials of nutrition, incorporating a balanced diet, daily caloric requirements, and understanding the specific nutritional needs in sports contexts.
4. Students will demonstrate knowledge of weight management principles, BMI, and obesity, showcasing the ability to plan and implement effective dietary programs for weight gain, loss, and maintaining a healthy balance in diverse populations.

B. EDUCATIONAL TECHNOLOGY AND COMPUTER APPLICATION IN PHYSICAL EDUCATION

Unit I

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

Unit II

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

Unit III-

Introduction to Computer: Meaning, need and importance of information and communication technology (ICT); Application of Computers in Physical Education; Application software used in Physical Education and sports, Introduction to MS Office

MS Word: Introduction to MS Word; Creating, saving and opening a document; Formatting Editing features Drawing table; Page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes

Unit IV

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

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

REFERENCE:

1. Amita Bhardwaj, New Media of Educational Planning".Sarup of Sons, New Delhi-2003
2. Bhatia and Bhatia. The Principles and Methods of Teaching (New Delhi : Doaba House),1959.
3. Communication and Education, D. N. Dasgupta, Pointer Publishers Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford
4. Essentials of Educational Technology, Madan Lal, Anmol Publications
5. K. Sampath, A. Pannirselvam and S. Santhanam. Introduction to Educational Technology (New Delhi: Sterling Publishers Pvt. Ltd.) : 1981.
6. Kochar, S.K. Methods and Techniques of Teaching (New Delhi, Jalandhar, Sterling Publishers Pvt. Ltd.), 1982
7. Kozman, Cassidy and kJackson. Methods in Physical Education (W.B. Saunders Company,Philadelphia and London), 1952.
8. Irtegov, D. (2004). *Operating system fundamentals* Firewall Media

9. Marilyn, M. & Roberta, B. (n.d.). *Computers in your future*. 2nd edition, India: Prentice Hall.

10. Meenakshi Barve, Sanganak Prashikshan

11. Milke, M. (2007). *Absolute beginner's guide to computer basics* Pearson Education Asia
Sinha, P. K. & Sinha, P. (n.d.) *Computer fundamentals* 4th edition, BPB Publication

Objectives:

1. Introduce students to the concept, nature, and scope of Educational Technology, focusing on teaching, instructional, and behavior technology, progressing through programmed learning, media application, and computer application stages.
2. Implement a systems approach to education, covering goal setting, task analysis, instructional strategies, and media applications. Explore communication modes, barriers, and the effectiveness of audio-visual media in an instructional system.
3. Introduce the basics of computers, emphasizing the need for information and communication technology in Physical Education. Cover application software, including MS Office, with a focus on MS Word and its features.
4. Familiarize students with MS Excel and MS PowerPoint, covering spreadsheet creation, formulas, formatting, and charts in Excel, and presentation creation, formatting, and design in PowerPoint.

Outcomes:

1. Students will understand the evolution of Educational Technology, distinguishing its forms and stages, enabling them to appreciate the role of technology in teaching and learning processes.
2. Students will demonstrate proficiency in applying a systems approach to education, incorporating effective communication and understanding the strengths and limitations of audio-visual media in instructional settings.
3. Students will acquire fundamental computer literacy, understanding the importance of ICT in Physical Education, and gaining practical skills in MS Word for document creation, formatting, and manipulation.
4. Students will demonstrate proficiency in using MS Excel for data manipulation and analysis, and MS PowerPoint for effective presentation design, incorporating various features to enhance visual communication in the context of Physical Education.

C. PROFESSIONAL PREPARATION AND CURRICULUM DESIGN

Unit-I:

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

Unit-II :

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

Unit-III

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

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

Unit-IV:

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

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

Reference:

1. Snyder R.A. and Scott H.A., Professional preparation in health, physical education and recreation, Suyog publication, Amravati
2. Barrow, H. M. (1983). *Man and movement: principles of physical education*. Philadelphia: Lea and Febiger.
3. Bucher, C. A. (1986). *Foundation of physical education*: St. Louis: The C. V. Mosby & Company.
4. Cassidy, R. (1986). *Curriculum development in physical education* New York: Harper & Company.
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6. Larson, L.A. (n.d.). *Curriculum foundation in physical education* Englewood Cliffs: N.J. Prentice Hall Inc.
7. Underwood, G. L. (1983). *The physical education curriculum in secondary school: planning and implementation*. England: Taylor and Francis Ltd.
8. Willgoose, C.E. (1979). *Curriculum in physical education* 3rd Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.

Objectives:

1. Establish the foundations of professional preparation, clarifying the purpose and responsibilities in professional education. Focus on the distinction between general and specialized education for teachers and leaders at the undergraduate and graduate levels.
2. Develop a functional program for professional preparation, addressing specialized areas, competencies, planned experiences, and sources. Emphasize the administration and evaluation of professional preparation programs.
3. Explore modern curriculum concepts, emphasizing the need and importance of curriculum development. Address factors influencing curriculum, including social, personnel, climatic considerations, equipment, time suitability, and national policies.
4. Differentiate between old and new curriculum concepts, delving into the mechanics of curriculum planning. Emphasize the principles and factors affecting curriculum design, focusing on the role of teachers and the development of professional competencies.

Outcomes:

1. Students will comprehend the essential components of professional preparation, recognizing the purpose and responsibilities involved in both general and specialized education, providing a clear framework for future teaching and leadership roles.
2. Students will design and administer functional professional preparation programs, ensuring competency development through specialized experiences and evaluations, contributing to effective teacher and leader training.

3. Students will understand the dynamic factors shaping curriculum development, applying basic guidelines for construction, and considering factors like socialization, individualization, sequence, and operation to design effective curricula.
4. Students will apply principles of curriculum construction, designing curricula aligned with student needs and state/national policies. They will recognize the crucial role of teachers and acquire competencies in areas like health education, physical education, and recreation.

D. SPORTS MEDICINE & PHYSIOTHERAPY AND REHABILITATION

Unit-I:

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

Unit-II:

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

Unit-III:

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

Unit-IV:

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

References:

1. Christine, M. D., (1999). *Physiology of sports and exercise*.USA: Human Kinetics.
2. Conley, M. (2000) *Bioenergetics of exercise training* In T.R. Baechle, & R.W. Earle, (Eds.)
3. Essentials of Strength Training and Conditioning (pp. 73-90) Champaign, IL: Human Kinetics.
4. David, R. M. (2005).*Drugs in sports*, (4th Ed) Rutledge Taylor and Francis Group
5. Hunter, M. D. (1979). *A dictionary for physical educators*. In H. M. Borrow & R. McGee, (Eds.), *A Practical approach to measurement in Physical Education* (pp. 573-74). Philadelphia: Lea & Febiger
6. Jeyaprakash, C. S., *Sports Medicine*, J.P. Brothers Pub., New Delhi, 2003.
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10. Pandey, P.K., (1987). *Outline of sports medicine*, New Delhi: J.P. Brothers Pub.
11. Williams, J. G. P. (1962). *Sports medicine* London: Edward Arnold Ltd.

Objectives:

1. Introduce the fundamentals of Sports Medicine, emphasizing its meaning, objectives, and modern concepts. Focus on athletes' care, rehabilitation, and the role of Physical Education teachers and coaches in preventing and treating common sports injuries.
2. Define and elucidate the guiding principles of Physiotherapy, emphasizing its importance. Introduce and demonstrate electrotherapy treatments, including infrared rays, ultraviolet rays, shortwave diathermy, and ultrasonic rays.
3. Familiarize students with Hydrotherapy, covering cry therapy, thermo therapy, contrast bath, whirlpool bath, steam bath, sauna bath, and hot water fomentation. Explore the history and classification of massage, along with its physiological effects.
4. Introduce Therapeutic Exercise, covering its definition, scope, principles, and classification. Explore the effects and uses of therapeutic exercise, including passive movements (relaxed, forced, and passive stretching) and active movements (concentric, eccentric, and static).

Outcomes:

1. Students will understand the principles of Sports Medicine, demonstrating the ability to prevent, diagnose, and provide first aid and treatment for various sports injuries, enhancing athletes' well-being.
2. Students will grasp the foundational principles of Physiotherapy, showcasing competence in understanding and demonstrating various electrotherapy treatments for therapeutic purposes.
3. Students will demonstrate proficiency in applying Hydrotherapy treatments, understanding the history and classifications of massage, and comprehending the physiological effects of these therapeutic modalities.
4. Students will showcase a thorough understanding of Therapeutic Exercise, demonstrating the application of free mobility exercises to specific joints and body regions, enhancing their ability to prescribe targeted exercises for rehabilitation.

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

Unit – I:

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

Unit – II:

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

Unit – III

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

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

मूलभूत हक्क, स्वातंत्र्य आणि कर्तव्ये : कायद्यापुढे

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

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

समानतेचा हक्क : राज्य कोणत्याही व्यक्तीस भारताच्या राज्यक्षेत्रात कायद्यापुढे समानता

अथवा कायद्याचे संरक्षण नाकारणार नाही. भेदभाव करण्यास मनाई, अशुभ्यता नष्ट करणे.

जीवित व व्यक्तीगत स्वातंत्र्य : अपराधाबद्दल दोष सिद्धिबाबत संरक्षण.

शोषणा विरुद्ध हक्क : माणसांचा अपव्यापार आणि वेठबिगारी, बालकामगार कायदा.

धर्म स्वातंत्र्याचा हक्क : सदसद विवेक बुद्धीचे स्वातंत्र्य आणि धर्माचे मुक्त प्रकटीकरण,

आचरण व प्रचार.

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

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

प्रस्तावना, न्यायपालिका – न्यायालयचे वर्गीकरण आणि कार्यपद्धती.

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

25-26, 354, 375, 376.

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

महिला तक्रार निवारण समिति.

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

References:

1. Agrawal, K.C. (2001). *Environmental biology* Bikaner: Nidhi publishers Ltd.
2. Frank, H. & Walter, H., (1976). *Turners school health education*. Saint Louis: The C.V. Mosby Company.
3. Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co.

4. संदर्भ : भारताचे संविधान ,भारत सरकार विधी व न्याय मंत्रालय, (100 व्या घटना दुरुस्तीपर्यन्त सुधारित)

Objectives:

1. Introduce Environmental Science, emphasizing its definition, scope, and significance. Explore the concept of environmental education, its historical background, and the role of schools in environmental conservation, including activities like plastic recycling and the prohibition of plastic bags.
2. Explore natural resources and associated environmental issues, covering water, food, and land resources. Define, assess the effects, and propose control measures for air, water, soil, noise, and thermal pollution. Examine environmental management, government policies, and the role of pollution control boards.
3. संविधान आणि भारतीय दंड संहितेच्या अभ्यासांद्वारे विद्यार्थ्यांना भारतीय संविधानाची संरचना, मुख्य प्रावधाने, आणि भारतीय दंड संहितेचे कलम अध्ययन करण्याची क्षमता तयार करणे.

Outcomes:

1. Students will comprehend the fundamentals of environmental science, recognizing the importance of environmental education and the role schools play in sustainable development and conservation efforts.
2. Students will understand the complexities of natural resources, their conservation, and the management of environmental issues. They will be able to analyze and propose control measures for various forms of pollution, appreciating the role of government policies and pollution control boards.
3. विद्यार्थ्यांनी संविधानाच्या महत्वाच्या अंशांची समज, आणि भारतीय दंड संहितेच्या तत्वांची योग्यता वाढवली. त्यांनी न्यायव्यवस्थेचे वर्गीकरण, न्यायपालिकेची कार्यपद्धती, व विभिन्न कलमांची समज गाठली.

PART – A: PRACTICAL COURSES

SEMESTER IV

PC- 401: A. HUMAN PYRAMIDS/ CHESS

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

Objective:

Develop proficiency in creating human pyramids by understanding various bases (leaning, standing, sitting), exploring formations involving two men and more, practicing ground positions, and mastering basic postures both with and without equipment, including pyramids on mallakhamb.

Outcome:

Participants will demonstrate the ability to construct diverse human pyramids, showcasing versatility in bases, formations, and postures, whether using equipment or performing on mallakhamb.

CHESS:

Initial setup

a b c d e f g h

Chessboard480.svg a8 black rookb8 black knightc8 black bishopd8 black queene8 black kingf8 black bishopg8 black knightg8 black rooka7 black pawnb7 black pawnc7 black pawnd7 black pawne7 black pawnf7 black pawnh7 black pawna2 white pawnb2 white pawnc2 white pawnd2 white pawne2 white pawnf2 white pawnh2 white pawna1 white rookb1 white knightc1 white bishopd1 white queene1 white kingf1 white bishopg1 white knightg1 white rooka

Starting position

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

Each player controls sixteen pieces:

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

Symbols Chess klt45.svg

Chess kdt45.svg Chess qlt45.svg

Chess qdt45.svg Chess rlt45.svg

Chess rdt45.svg Chess blt45.svg

Chess bdt45.svg Chess nlt45.svg

Chess ndt45.svg Chess plt45.svg

Chess pdt45.svg

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

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

The knights are placed immediately inside of the rooks.

The bishops are placed immediately inside of the knights.

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

The king takes the vacant spot next to the queen.

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

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

Objective:

Develop a comprehensive understanding of the initial setup in chess, focusing on the arrangement of pieces, the layout of the chessboard, and the significance of the board's orientation.

Outcome:

Students will demonstrate proficiency in setting up a chessboard, correctly placing each piece in its designated location according to the rules. They will understand the symbolic

representation of each piece and the importance of board orientation for both players, laying the foundation for strategic and tactical game play.

SHOOTING

Shooting positions

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

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

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

Slings

Shooting sling

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

Hasty Sling

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

Prone position

The steadiest by far and easiest to master.

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

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

Variations:

classic prone

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

modern prone

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

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

Usual advice is to use a sling for this position

Aided prone position

Prone with pack or bipod

Sitting position

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

Proper sitting position is extremely difficult to master.

There are three variations to the sitting position:

open leg

cross leg (aka pretzel style)

- The steadiest sitting position.

cross ankle

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

Usual advice is to use a sling for this position.

Aided sitting position

Sitting with tripod

Kneeling position

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

A lot steadier than standing position

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

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

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

Variations:

sitting on strong-side foot

with strong-side foot flat

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

Usual advice is to use a sling for this position.

Aided kneeling position

Kneeling with crossed sticks or tripod

Standing (or Offhand) position

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

By far is the least steadiest of all positions.

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

The most difficult position to shoot from and to master.

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

Variations:

squared toward the target

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

bladed stance of the rifle marksman

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

Aided standing position

Standing with sticks and stones

Three-legged shooting sticks are almost universal in Africa.

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

Objective:

Gain proficiency in shooting positions and the use of slings, exploring the nuances of each stance and understanding the role of aids. Develop the ability to assess and adopt appropriate shooting positions based on steadiness, ease of use, and specific shooting scenarios.

Outcome:

Students will master the four fundamental shooting positions (prone, sitting, kneeling, standing), comprehending their advantages, variations, and challenges. They will demonstrate proficiency in using slings, particularly the hasty sling, and understand the importance of aids such as shooting sticks for increased stability. Students will develop the skills to choose and adapt shooting positions effectively in diverse shooting scenarios, contributing to enhanced accuracy and marksmanship.

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

BADMINTON (ELECTIVE)

Fundamental Skills

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

Objective:

Develop fundamental skills in badminton, covering racket and shuttle grips, basic stances, and essential strokes such as serves, forehand, and backhand. Introduce drills, lead-up games, and various game types including singles, doubles, and mixed doubles. Provide an understanding of rules, their interpretations, and the duties of officials to ensure a comprehensive grasp of the sport.

Outcome:

Participants will demonstrate proficiency in fundamental badminton skills, executing proper grips, stances, and strokes. They will actively engage in drills, lead-up games, and different game formats, showcasing versatility. Additionally, they will understand the rules, interpret them accurately, and recognize the responsibilities of officials, contributing to an enriched badminton experience.

TABLE TENNIS (ELECTIVE)

Fundamental Skills

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

Objectives:

Develop foundational skills in table tennis, covering grips (tennis and pen holder), various service techniques, and a range of strokes including push, chop, drive, smash, and flick. Focus on proper stance, ready position, and footwork. Introduce rules, their interpretations, and the responsibilities of officials for a comprehensive understanding of the sport.

Outcomes:

Participants will demonstrate proficiency in fundamental table tennis skills, executing diverse grips, services, and strokes. They will display sound stance, ready position, and effective footwork. Understanding the rules and officials' duties, participants will contribute to fair play and skillful competition in the sport of table tennis.

SQUASH (Elective)

Fundamental Skills

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

Objectives:

Develop fundamental squash skills, including various service techniques, service reception, and a range of shots such as down the line, cross-court, drop, and half volley. Introduce tactical aspects, covering defensive and attacking strategies in gameplay. Ensure an understanding of rules, their interpretations, and the duties of officials for fair and knowledgeable participation in squash.

Outcomes:

Participants will exhibit proficiency in squash fundamentals, executing diverse shots and strategic play. They will contribute to fair competition, understanding rules and officials' responsibilities.

TENNIS (Elective)

Fundamental Skills

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

Objectives:

Develop fundamental tennis skills, encompassing various grips, stances, footwork, and strokes including forehand and backhand drives, services, volleys, overhead volleys, and chops. Introduce strategic tactics, covering defensive and attacking gameplay. Ensure an understanding of rules, their interpretations, and officials' duties for fair and informed participation in tennis.

Outcomes:

Participants will demonstrate proficiency in tennis fundamentals, executing diverse strokes and strategic play. They will contribute to fair competition, understanding rules and officials' responsibilities.

BALL BADMINTON (ELECTIVE)

Fundamental skills

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

Objectives:

Develop fundamental ball badminton skills, covering racket and shuttle grips, basic stances, and essential strokes including serves, forehand, and backhand. Introduce drills, lead-up games, and a comprehensive understanding of rules, their interpretations, and officials' duties for a well-rounded participation in ball badminton.

Outcomes:

Participants will demonstrate proficiency in fundamental ball badminton skills, executing proper grips, stances, and strokes. They will actively engage in drills, lead-up games, and develop an understanding of rules and officials' duties, contributing to enriched game play.

PC-402

A. MULTI-GYM

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

Objectives:

Develop comprehensive fitness skills in a multi-gym environment, including dumbbell and barbell exercises, multi-station exercises, pulley exercises, medicine ball exercises, and training with bands and weight belts. Introduce cross-fit gym training, utilize cardiovascular equipment like treadmills and ergometric cycles, and understand load and recovery concepts such as intensity, volume, repetitions, interval, sets, and recovery.

Outcomes:

Participants will demonstrate proficiency in a variety of strength and conditioning exercises, utilizing diverse gym equipment and understanding principles of load and recovery for effective and holistic fitness training.

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

BOXING (ELECTIVE)

Fundamental Skills

Player stance; Stance - Right hand stance, left hand stance; Footwork – Attack, defense;

Punches – Jab, cross, hook, upper cut, combinations; Defense slip – bob and weave, parry/block, cover up, clinch, and counter attack; Tactics – Toe to toe, counter attack, fighting in close, feinting; Rules and their interpretations and duties of officials

Objectives:

Develop fundamental boxing skills, including player stances, footwork for attack and defense, and various punches and defensive maneuvers. Introduce tactics such as toe-to-toe fighting, counter-attacks, close combat, and feinting. Ensure understanding of rules, their interpretations, and the duties of officials for informed and fair participation in boxing.

Outcomes:

Participants will demonstrate proficiency in fundamental boxing techniques, executing various punches, defensive moves, and tactical strategies. They will contribute to fair competition, understanding rules and officials' responsibilities.

MARTIAL ARTS/KARATE (ELECTIVE)

Fundamental Skills

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

Objectives:

Develop fundamental skills in martial arts/karate, including player stances, hand techniques (punches and blocks), leg techniques (kicks), forms (katas), self-defense against various attacks and weapons, and sparring. Introduce rules, their interpretations, and officials' duties for a comprehensive understanding of martial arts.

Outcomes:

Participants will demonstrate proficiency in fundamental martial arts techniques, executing punches, kicks, blocks, and self-defense maneuvers. They will actively engage in forms and sparring, contributing to fair competition and understanding rules and officials' responsibilities.

TAEKWONDO (ELECTIVE)

Fundamental Skills

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

Objectives:

Develop fundamental skills in Taekwondo, encompassing player stances, punching skills, foot techniques, poomsae (forms), sparring, and board breaking. Emphasize attributes like eye control, concentration, speed, strength, flexibility, and balance. Introduce rules, their interpretations, and officials' duties for a comprehensive understanding of Taekwondo.

Outcomes:

Participants will demonstrate proficiency in Taekwondo fundamentals, executing various stances, punches, kicks, forms, and sparring techniques. They will showcase board-breaking skills, contributing to enhanced physical and mental control. Participants will also understand rules and officials' responsibilities for fair participation in Taekwondo.

JUDO (ELECTIVE)

Fundamental skills

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

Objectives:

Develop fundamental skills in Judo, including salutations, methods of holding the judo costume, posture, disturbing the opponent's posture, preparatory actions for attacks, break falls, foot movements, body management, throwing techniques, and grappling techniques.

Outcomes:

Participants will demonstrate proficiency in Judo fundamentals, executing proper salutations, holds, postures, attacks, break falls, footwork, and techniques for throwing and grappling. They will enhance their overall Judo skills, contributing to effective and safe practice in the discipline.

FENCING (ELECTIVE)

Fundamental Skill

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

Objectives:

Develop fundamental fencing skills, covering basic stance, footwork, grip, etiquette, and various attacks and parries. Introduce the ability to hit specific targets at riposte distance and engage in a fencing bout. Emphasize knowledge of rules, their interpretations, and the duties of officials.

Outcomes:

Participants will demonstrate proficiency in fundamental fencing techniques, executing proper stance, footwork, attacks, and parries. They will actively engage in fencing bouts, showcasing knowledge of rules and officials' responsibilities for fair and skilled participation in fencing.

PC-403

HOCKEY (COMPULSORY)

Fundamental Skills

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

Objectives:

Develop fundamental skills in hockey, covering player stance, grip, ball control techniques (rolling, dribbling, push, stopping, hit, flick, scoop), various passing methods, dodging, goalkeeping, and positional play in attack and defense. Introduce rules, their interpretations, officials' duties, and ground marking for a comprehensive understanding of hockey.

Outcomes:

Participants will demonstrate proficiency in fundamental hockey skills, executing proper techniques in ball control, passing, and defensive strategies. They will contribute to fair game play, understanding rules and officials' responsibilities.

CRICKET (COMPULSORY)

Fundamental Skills

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

Stopping and throwing techniques; Wicket keeping techniques

Objectives:

Develop fundamental cricket skills, including batting (forward and backward defensive strokes), bowling (simple techniques), fielding (defensive and offensive), catching (high and slip catching), and wicket-keeping techniques.

Outcomes:

Participants will demonstrate proficiency in fundamental cricket techniques, executing proper strokes, bowling actions, fielding maneuvers, catching skills, and wicket-keeping techniques. They will actively contribute to the game, showcasing a well-rounded skill set in batting, bowling, fielding, and wicket-keeping.

References for All Games and Sports:

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

Table 1: Semester wise distribution hours per week:

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

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

Table 2: Number of Credit per semester:

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

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