

**UNIVERSITY OF MUMBAI**

**No. UG/49 of 2013-14**

**CIRCULAR:-**

A reference is invited to the Regulations and Syllabi relating to the Bachelor of Physical Education (B.P.Ed.) degree programme **vide** this office Circular No. UG/386 of 2005, dated 19<sup>th</sup> September, 2005 and the Head, University Department of Physical Education and the Principals of affiliated Colleges in Physical Education are hereby informed that the recommendation made by the Faculty of Arts at its meeting held on 16<sup>th</sup> March, 2013 has been accepted by the Academic Council at its meeting held on 29<sup>th</sup> April, 2013 **vide** item No. 4.30 and subsequently approved by the Management Council at its meeting held on 20<sup>th</sup> June, 21<sup>st</sup> June, & 11<sup>th</sup> July, 2013 **vide** item No. 14 and that in accordance therewith, in exercise of the powers conferred upon Management Council under Section 55 (1) of the Maharashtra Universities Act, 1994, Regulations 8669, 8670, 8671 and 8672 and the revised syllabus as per Credit Based Semester and Grading System for Semester I and Semester. II of Bachelor of Physical Education (B.P.Ed.) degree programme, which is available on the University's web site ([www.mu.ac.in](http://www.mu.ac.in)) and that the same has been brought into force with effect from the academic year 2013-14.

MUMBAI – 400 032  
29<sup>th</sup> July, 2013

REGISTRAR

To,

The Head, University Department of Physical Education and the Principals of affiliated Colleges in Physical Education.

**A.C/4.30/29/04/2013**

**M.C/14/20/06/2013, 21/06/2013 &11/07/2013**

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No. UG/49-A of 2013-14

MUMBAI-400 032

29<sup>th</sup> July, 2013

Copy forwarded with compliments for information to:-

- 1) The Dean, Faculty of Arts,
- 2) The Chairman, **Ad-hoc** Board of Studies in Physical Education,
- 3) The Director, Board of College and University Development,
- 4) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL),
- 5) The Controller of Examinations,
- 6) The Co-Ordinator., University Computerization Centre.

Sd/-

Deputy Registrar  
Under Graduate Studies

AC 29/4/13  
Item no. 4.30

**UNIVERSITY OF MUMBAI**



**Regulations and Syllabus  
Program -Bachelor of Physical Education  
(B. P. Ed.)**

**(Semester I and Semester II)  
(As per Credit Based Semester and Grading System  
with Effect from the Academic Year 2013-14)**

**UNIVERSITY OF MUMBAI**  
**Bachelor of Physical Education (B.P.Ed) Programme**  
**(Revised Syllabus)**

With Effect from the Year 2013-14

**GOAL OF THE B.P.ED PROGRAMME**

To prepare Professionally fit teachers of Physical Education and academic subjects, who are capable of responding to the changing needs of the Modern Indian Society with the challenges and opportunities available therein.

**GENERAL OBJECTIVES OF THE B.P.ED PROGRAMME**

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

**ORDINANCES AND REGULATIONS RELATED TO THE PROGRAMME OF  
THE BACHELOR OF PHYSICAL EDUCATION  
(B.P.Ed) Programme**

(With effect from Academic Year 2013-14)

**R.8669** A learner for the admission of programme at Bachelor of Physical Education (B.P.Ed.) must fulfill the eligibility criteria as per the directives of the Government of Maharashtra which changes from time to time. In addition a learner must have fulfilled the followings subsequent to his/her admission for B.P.Ed. programme after passing the Bachelor's degree examination:

1. A learner shall keep two consecutive semesters for the full time B.P.Ed Programme spread over a maximum period of one year from the date of admission in the a College of Physical Education.
2. A learner shall complete practicum extending over two consecutive semesters to the satisfaction of the Head of the institution in which the candidate is studying consisting of:-
  - a *Attendance at Practicals, Theory and Practice Teaching.*
  - b *Teaching practice of not less than 12 lessons per semester distributed over different standards from V to XII of recognized Secondary and Higher Secondary Schools/Colleges selected by the Principal as practicing School/College. In addition to these lessons, there will be micro teaching lessons and simulated lessons for each Semester.*
  - c *Observation of practice teaching lesson in school: 30 lessons (15 in compulsory method, 10 in own optional method and 5 in optional methods)*
  - d *Participation in Curricular and Extracurricular activities.*
  - e *Project Work and Assignments.*

**SEMESTER DURATION AND TERM END EXAMINATION**

<b>SEMESTER</b>	<b>DURATION</b>	<b>TERM END EXAM</b>
I	2 <sup>nd</sup> Week of July to Last Week of November	1 <sup>st</sup> Week of December
II	Mid December To Last Week of April	1st Week of May

The examination of Semester I and II both of B.P.Ed Programme shall consist of 'Part A'- Theory- (External Assessment) and 'Part B'- (Practicum - Internal Assessment), details are as in the following regulations:

The structure of the B.P.Ed Programme will comprises of 'Part A' (Theory - External Assessment) and 'Part B' (Practicum – Internal Assessment) for Semester - I as follows:

**SEMESTER I**

<b>PART – A: THEORY</b> <b>External Assessment (400 Marks)</b>	<b>Part – B: PRACTICUM</b> <b>Internal Assessment (400 Marks)</b>
a) 4 Courses of 100 Marks each b) Candidate will be examined in the following Courses- <b>Course I</b> Foundations of Physical Education and Sports <b>Course II</b> Psychology of Education, Physical Education and Sports <b>Course III</b> Fitness, Wellness and Yoga Education <b>Course IV</b> Methodology of Teaching ( any one Optional Method ) 1. Marathi      2. Hindi 3. English      4. History 5. Geography    6. Science 7. Mathematics	<b>Course V</b> <b>Practice Teaching ( Optional Method ) : 150 Marks</b> a) 12 Practice Teaching Lessons of 10 marks each. (120 Marks) b) 2 Simulation Lessons of 10 marks each. (20 Marks) c) 5 Micro Skill Lessons of 2 Marks each. (10 Marks) <b>Course VI</b> <b>Term Work : 190 Marks</b> a) Practical Examination in Physical Education Activities (150 Marks) b) Term Paper (20 Marks) c) Inter House Competitions & National Days (20 Marks) <b>Course VII</b> <b>Project Work and Assignment: 60 Marks</b> a) ICT Literacy (20 Marks) b) Psychology Experiments (10 Marks) c) Value Education (10 Marks) d) Communicative Skills/Soft Skills/Seminar (10 Marks) e) Hiking/ Trekking/ Picnic (10 Marks)

The structure of the B.P.Ed Programme will comprises of ‘Part A’ (Theory – External Assessment) and ‘Part B’ (Practicum – Internal Assessment) for Semester – II as follows:

### SEMESTER II

<b>PART – A: THEORY</b> <b>External Assessment(400 Marks)</b>	<b>Part – B: PRACTICUM</b> <b>Internal Assessment (400 Marks)</b>

<p>a) 4 Courses of 100 Marks each</p> <p>b) Candidate will be examined in the following Courses-</p> <p><b>Course VIII</b> Test, Measurement, Evaluation and Statistics in Physical Education</p> <p><b>Course IX</b> Management, Officiating and Coaching in Physical Education and Sports</p> <p><b>Course X</b> Anatomy, Physiology, Kinesiology and Health Education</p> <p><b>Course XI</b> Methodology of Teaching Physical Education</p>	<p><b>Course XII</b></p> <p><b>I Practice Teaching (Physical Education)</b></p> <p><b>Compulsory Method : 150 Marks</b></p> <p>a) 12 Practice Teaching Lessons of 10 marks each. (120 Marks)</p> <p>b) 2 Simulation Lessons of 10 marks each. (20 Marks)</p> <p>c) 5 Micro Skill Lessons of 2 Marks each. (10 Marks)</p> <p><b>Course XIII</b></p> <p><b>II Term Work : 190 Marks</b></p> <p>a) Practical Examination in Physical Educational Activities : (150 Marks)</p> <p>b) Term Paper (20 Marks)</p> <p>c) Organization of Intramurals, Athletics Meet, Republic Day and Demonstrations. (20 Marks)</p> <p><b>Course XIV</b></p> <p><b>Project Work and Assignment: 60 Marks</b></p> <p>a) Physical Fitness Test (20 Marks)</p> <p>b) Play Field Marking (10 Marks)</p> <p>c) First Aid (10 Marks)</p> <p>d) Minor games, Modified games and Lead up Games (10 Marks)</p> <p>e) Scout And Guide Training (10 Marks)</p>
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**Following Records are required to be Maintained and Certified by the Head of Institution:**

1. A file containing notes of Lesson given and criticism made there on.
2. Note book of observations of at least 30 Lessons of which 10 should be in each of the special methods and remaining 10 lessons from other methods.
3. A journal of experiments of Psychology.
4. Record of Organization of Practice Teaching.
5. Record of conducting Practical Examination.
6. Record of Terminal Examination.
7. Record of Practical Work of physical education activities.
8. Record of Project work/Assignments.
9. Record of Term work as mentioned in the Syllabus.

The Head of the institution in which the learner is studying will be required to keep record of

all the work done in the College and practicing school /junior college and certify that the work has been completed satisfactorily by the learner/s.

**R.8670** 1) The examination for Part A and B can be taken after the completion of each consecutive semester attended by the learners enrolled for the programme.

2) A learner for the examination in Part A must apply to the University as per the prescribed procedure of the University through the Principal of the concerned College.

3) The Internal Assessment in Part B for each Semester comprising of Practice Teaching, Term Work, Practical Work and Project Work shall be evaluated as per the scheme. The aggregate of marks obtained out of 400 shall be converted into grades as per the scheme. The Principal shall forward the Grade awarded to the concerned learner/s in Part B to the University. The principal shall also forward the original record of evaluation and subsequent grading of the learner/s under the four main heading Practice teaching, Term Work, Practical Work and Project Work to the University for scrutiny by the co-ordination committee appointed under. The revaluation of the scripts of internal assessment shall not be permitted.

**R 8671** 1) For the purpose of scrutiny of original record of evaluation of Internal Assessment in Part B there shall be a co-ordination committee consisting of:

- i) Chairperson, Board of Studies in Physical Education,
- ii) Chairperson, B.P.Ed. Examination of the concerned year,
- iii) One Principal of the Institution where the internal assessment of course is conducted as recommended by the Board of Studies in Physical Education.

2) For each semester the co-ordination committee shall go through internal assessment marks and the grades awarded to the learners of different Institutions of Physical Education. If any discrepancy is found in the standard of marking and /or grading by college, the Principal/Head concerned would be required to modify the marks accordingly as per the directions given by the Coordination Committee. The Committee is authorized to check all the internal work of the learner/s of all the Colleges to verify the marks awarded by the College and make necessary changes wherever required.

3) i) A learner/s who has kept the term in both the semesters of the B.P.Ed Programme but not appeared for Part A or failed in Part A, will be permitted at his/her option to carry forward the grade obtained in 'Part B' up-to four subsequent attempts of semester examinations. The learner will appear only for the course/s in which he/she was failed or not appeared earlier. Learner exercising this option shall be eligible for the award of grade.

ii) A learner who has passed in 'Part A' but fails in ' Part B' will be permitted at his/ her option to carry forward the marks obtained in 'Part A' up-to four subsequent attempts of semester examinations. The learner is required to revise his/her grade in Part B in the Course where he/she is fail or has not appeared. Learner exercising this option shall be eligible for the award of grade.

iii) A learner who fails in 'Part A' and fails in 'Part B', will be required to put in 50% attendance in the subsequent requisite semester at the College from which he appeared for the University Examination and completes the work of 'Part B' as specified and reappears in 'the theory courses of Part A' Examination conducted by the University in which he/she failed will be eligible for the grade.

## **R.8672 STANDARD OF PASSING THE EXAMINATION**

To pass the examination, a learner must obtain 40 percent of the total marks in each course of 'Part A' and 40 percent of the total marks in each course of 'Part B'.

With respect to the total marks gained by the learner/s in each course of Part A and Part-B, the following grade point and corresponding grade will be awarded to the learner as follows:

<b>% of marks obtained by the Student</b>	<b>Grade points</b>	<b>Letter grade</b>
70-100	7	O
60-69.99	6	A
55-59.99	5	B
50-54.99	4	C
45-49.99	3	D
40-44.99	2	E
0-39.99	1	F (Fail)

- The F grade once awarded to a learner stays in the grade card of the learner and is not deleted even when he/she completes the course successfully later. The grade acquired later by the learner shall be indicated in the grade sheet of the subsequent Semester in which the learner has appeared and fulfilled the credit criteria.
- The grade card issued at the end of the semester to each learner shall contain the following
  - a) The credits earned for each course registered in that semester
  - b) The performance in each course indicated by the letter grade
  - c) The Grade Point Average (GPA) of all the courses registered for the semester
  - d) The Cumulative Grade Point Average (CGPA)
  - e) Overall Weighted Percentage of Marks (OWPM) and cumulative grade point average after completing the Programme will appear only on the grade card for the second semester.

### **ALLOWED TO KEEP TERMS (ATKT):**

A learner shall be allowed to keep term for Semester II irrespective of number of heads of failure in Semester I.

### **SCHEME OF EXAMINATION**

- a) There will be semester end examination for all the courses in Part A of both the semesters (external component) which is of 100 Marks for each course, the details are as follows:
  - a) Duration – 3 Hours
  - b) Theory Question Paper Pattern
    1. There shall be five questions each of 20 marks and each unit there will be one question
    2. All questions shall be compulsory with internal choice.



3. Question may be subdivided into sub-questions a, b, c... and the allocation of marks depend on the weightage of the topic.

The following will be the course wise and semester wise credit assignments:

### COURSE WISE AND SEMESTER WISE CREDIT ASSIGNMENTS

#### SEMESTER – I

Course	Code	Credit	Hrs.	Marks	External/ Internal
<b>Course I:</b> Foundations of Physical Education and Sports	BPED 101	4	120	100	External
<b>Course II :</b> Psychology of Education, Physical Education and Sports	BPED 102	4	120	100	External
<b>Course III:</b> Fitness, Wellness and Yoga Education	BPED 103	4	120	100	External
<b>Course IV:</b> Methodology of Teaching ( Optional Method )	BPED 104	4	120	100	External
<b>Course V:</b> Practice Teaching and Internship	BPED P01	6	180	150	Internal
<b>Course VI</b> Term Work	BPED P02	8	240	190	Internal
<b>Course VII</b> Project Work and Assignment	BPED P03	2	60	60	Internal
<b>Total</b>		<b>32</b>	<b>960</b>	<b>800</b>	

**\*Total Credits = 16 Credits for Theory + 16 Credits for Practicum = 32 Credits (External 50% and Internal 50%)**

### COURSE WISE AND SEMESTER WISE CREDIT ASSIGNMENTS

#### SEMESTER – II

Course	Code	Credit	Hrs.	Marks	External/ Internal
<b>Course VIII:</b> Test, Measurement, Evaluation and Statistics in Physical Education	BPED 201	4	120	100	External
<b>Course IX:</b> Management, Officiating and Coaching in Physical Education and Sports	BPED 202	4	120	100	External
<b>Course X:</b> Anatomy, Physiology, Kinesiology and Health Education	BPED 203	4	120	100	External
<b>Course XI:</b> Methodology of Teaching Physical Education (compulsory Method)	BPED 204	4	120	100	External
<b>Course XII:</b> Practice Teaching and Internship	BPED P05	6	180	150	Internal
<b>Course XIII:</b> Term Work	BPED P06	8	240	190	Internal

<b>Course XIV: Project Work and Assignment</b>	BPED P07	2	60	60	Internal
<b>Total</b>		<b>32</b>	<b>960</b>	<b>800</b>	

**\*Total Credits = 16 Credits for Theory + 16 Credits for Practicum  
= 32 Credits (External 50% and Internal 50%)**

**\*Total Credits of B.P.Ed Programme = 32 Credits of Sem-I +32 Credits of Sem-II  
= 64 Credits**

**\* 1 Semester = 90 Days (15 weeks)**

**\* 1 Credit = 30 Hrs. (Including half of the Notional Hours)**

**PRACTICUM – Internal Assessment, 16 Credits (400 marks) for each Semester**

- **Practice Teaching and Internship - Course V and XII (150 Marks each Semester). The details are as under: -**

As mentioned in the structure of the programme for semester I (Course V) and semester-II (Course XII) the learner will conduct the lessons as per the classification given under the head of practice teaching. The assessment of the same should be done as per the distribution of marks stated in the structure-

The following records pertaining to the practice teaching are required to be maintained and certified by the Principal of the Institution-

- A file containing notes of lesson given and criticism made thereon.
  - Observation Note book of Practice teaching lessons in school in which for Semester-I observation of atleast 10 lessons of own method and remaining 05 lessons in other methods and for Semester-II atleast 15 lessons should be observed. Every observation should be posses signature of the student teacher, peer observers and supervising faculties.
  - Records of practice teaching organization (Micro teaching, Simulation lesson, Demonstration lesson, Unit allotment, Time Table, Distribution of Supervision, Evaluation Sheets and Cumulative Records)
- **Term Work- Course VI and XIII (190 Marks each Semester)**
    - Practical Examination in Physical Educational Activities (150 Marks each Semester-** The Physical Education activities including various types of movements, exercises, major games, traditional activities, physical fitness and developmental exercises, yoga should be taught during Semester I (Course VI) and Semester II (Course XIII) as per the existing syllabus of Physical Education for standard V<sup>th</sup> to XII<sup>th</sup> as prescribed by the competent authority of state Government.

#### **SEMESTER WISE DETAILS OF THE ACTIVITIES**

MODULE	SEMESTER I (Course VI)	MARKS	HOURS	SEMESTER-II (Course XIII)	MARKS	HOURS

<b>Module 1</b> Major Games and Sports  <i>(any six per Semester)</i>	1. Kho-Kho 2. Football 3. Basketball 4. Hockey 5. Cricket 6. Handball 7. Kabaddi 8. Volleyball 9. Archery 10. Boxing 11. Tennis 12. Ball-Badminton	60	120	1. Gymnastics 2. Badminton 3. Table Tennis 4. Softball 5. Judo 6. Wrestling 7. Taikwando 8. Mallkhamb 9. Riffle Shooting 10. Swimming 11. Skating 12. Throw Ball 13. Langadi	60	120
<b>Module II</b> Athletics	1. RBJ 2. Triple Jump 3. Shot Put 4. Discuses 5. 50mt. 6. Relay	30	60	1. Javelin 2. 100mt. 3. 200mt. 4. 400mt. 5. Hurdles 6. RHJ	30	60

MODULE	SEMESTER I	MARKS	HOURS	SEMESTER-II	MARKS	HOURS
<b>Module III</b> Rhythmic Activities and Drills	1. Drill and Marching 2. Band Training 3. Lezium	15	20	1. Aerobics 2. Pyramid 3. Folk Dance	15	20
<b>Module IV</b> Physical Fitness Exercises	1. HRPF Component wise Developmental Exercises 2. Motor Fitness Component wise Developmental Exercises	30	20	Training Methods (Circuit, Weight, Interval Fartlek & ABC Drills training)	30	20
<b>Module V</b> Yogic Practices and Developmental	Yogic Practices, Suryanamaskaras	15	20	Dand, Baithak, Sit Ups, Push Ups	15	20

Exercises						
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b) **Term Papers (20 Marks each Semester)-** One Terminal Theory examination for 20 marks (05marks each course) will be conducted in Semester I (Course VI) and Semester II (Course XIII) at least 4 weeks prior to the Semester end exam of the University. The record of which including time tables, theory papers, mark lists etc. should be maintained by the Institution till the declaration of the result of the programme.

c) **Organization and Participation (20 Marks each Semester)-**

- **In Semester I** the Institution should organize at least 05 inter house competitions of Physical Education activities including relays and other activities taught as mentioned in Course VI during 1<sup>st</sup> semester. The assessment of 10 marks should be done on the basis of learner's participation. Further, they should organize Independence Day and train the learners pertaining to the organization of the same, including patriotic group singing. The assessment of 10 marks should be done on the basis of learner's participation in organization of National Days and Group Singing Competition.
- **In Semester II** the Institution should organize intramurals of at least 03 games (5 marks), Nonstandard Athletic Inter house competitions (5 marks), Republic Day and Demonstration of Physical Education Activities (5 marks) and Annual Athletic Meet (5 marks) in order to train the learners as mentioned in Course XIII. The assessment of 20 marks should be done on the basis of learner's participation in organization, performance and officiating of the same.

• **Project Work and Assignment- Course VII and XIV (60 Marks each Semester)**

**Semester wise Practical work will be conducted as follows-**

**SEMESTER I (Course VII) for 60 marks:**

- a) **ICT Literacy (20 Marks)-** To facilitate the learner to acquire competencies, atleast 20 hrs hand on experience must be provided. The following minimum practical work must be covered-
- **Fundamental of Computer** - Switching - On/Off/Restart, C.P.U., Monitor, Key-board, Mouse etc.
  - **Basic features of Windows** - The desktop, the Icons, Taskbar, Start button and its different element, Basic Mouse operation, starting programme through windows.
  - **Desktop setting of windows** - Wallpaper, Screen saver, shut down process of windows.
  - **Activation of programmes** - Paint, Notepad, Basic editing operation like cut, copy, paste, saving files, naming a file, save as etc. Floppy drive, CD- ROM drive, running, selecting, copying files, explorer- creating a folders and files, loading of software.
  - **Introduction of MS word** - Editing facilities - Bold, Italic, Underline, type of font, Alignment, Color, Spelling checking, working with page set-up, preview, Insertion of text, working with tables.
  - **Starting Excel** — Editing worksheet, function (Mathematical & Statistical)
  - **Power Point** - Preparation of slides, Slide show.

- Internet - Logging on to Internet, Internet Explorer, Search engines, Using Outlook express, browsing the WWW.
  - **Communication** - Types of Communication (Verbal/Nonverbal), online and offline satellite communication.
  - **The assessment of ICT for 20 marks will comprises the following**
    - *Managing the student fitness data by using MS. Excel and creating the graphs.*
    - *Develop the Physical Education lesson plan with the help of MS Word.*
    - *Creating unit support materials with the help of WWW.*
    - *Creating student multimedia presentation (Teaching aids)*
    - *Any other innovative method related to computer application.*
- b) **Psychology Experiments (10 Marks)**- The learner should conduct at least 5 experiments on various important areas of Psychology and prepare journal of the same and submit to the college. 10 marks should be given on the basis of the same. The Journal should be signed by the concerned faculty as well as certified by the Principal/ Head of the Institution.
- c) **Value Education (10 Marks)**- The learner should be taught the various activities included in school syllabi of value education prescribed for V to XII and has to prepare Journal/Records of the same. Assessment of 10 marks for value education should done on the basis or learner involvement and records.
- d) **Communicative Skills/ Soft Skills (10 Marks)**- The learner should be taught various communicative and soft skills. The assessment of 10 marks of the same should be done on the basis of learners performance during seminar conducted for the purpose.
- e) **Hiking/Trekking/Picnic (10 Marks)**- The learner should be provided experience of participating in the organization and actual conduct of the co-curricular activities viz. Hiking/Trekking/Picnic and the assessment of 10 marks should be done on the basis of learners actual participation and performance in the same.

#### **SEMESTER II Course XIV for 60 marks:**

The following practical work comprises of Physical Fitness Test, Play Field Marking, and First Aid should be conducted-

- a. **Physical Fitness Test (20 Marks)**- Physical Fitness Test comprises of HRF component wise tests, Motor Fitness component wise tests and fitness index level I, II and III. The learner will be evaluated for 20 marks individually or in a group by way of conducting actual tests.
- b. **Play Field Marking (10 Marks)**- The learner should be taught the procedure of actual play field marking required for various games and athletic events. The learner should be evaluated for 10 marks on the basis of Journal and actual participation.
- c. **First Aid (10 Marks)**- In case of First Aid, the learner should be practically taught the various methods of First Aid included in the school syllabus from Std V<sup>th</sup> - XII<sup>th</sup>. The learner will be assessed for 10 marks on the basis of practical examination of the same.
- d. **Minor Games, Leadup Games and Modified Games (10 Marks)**- The learner should be taught the activities prescribed in the school syllabus under this head and

the learner will prepare assignment book, based on which marks out of 20 should be given.

- e. **Scout and Guide Training Camp (10 Marks)**- The various activities included in the school syllabus for std. IX and X under the head of Scout and Guide should be taught to the learner by conducting residential outdoor camp for atleast 5 days excluding traveling. The learner should be evaluated during the camp on continuous basis of his/her participation and performance in the scout and guide camp activities/programmes, based on which marks out of 10 should be given.

The following shall be the Syllabi for the various theory Courses of Semester I and Semester II:

## SEMESTER I

### COURSE I

#### FOUNDATIONS OF EDUCATION, PHYSICAL EDUCATION & SPORTS

(60 Hours)

#### OBJECTIVES :

1. *To understand the relationship between Philosophy, Education and Physical Education.*
2. *To acquaint the learner with the goals of education and Physical Education.*
3. *To understand the contribution of Philosophers of Education and Physical Education.*
4. *To acquaint the learner with History of Physical Education*
5. *To understand the modern development and social aspects of Physical Education.*

#### I PHILOSOPHICAL FOUNDATION (12 Hours)

- a) Meaning and Need of Philosophy in Physical Education
- b) Physical Education and traditional schools of Philosophy – Physical Education as Idealism, Naturalism and Pragmatism
- c) Curriculum – Putting Philosophy into action
- d) Physical Education and Social Philosophy and Philosophy of Education

#### II HISTORICAL FOUNDATION (12 Hours)

- a) Meaning, Aim and Objectives of Physical Education.
- b) History of Indian Physical Education
- c) History of ancient Olympic games
- d) Modern Olympic, Asian Games and Common Wealth Games.

#### III COMMISSION, AWARDS, SPORTS POLICIES AND CONTRIBUTION (12 Hours)

- a) Commissions – Dr. Kunzaru commission, Kothari commission
- b) Awards and trophies of sports at various level – Shiv Chhatrapati Award, Arjun Award, Dadoji Konddev Award, Dronacharya Award, Eklavya, Rajiv Gandhi Khel Ratna Puraskar Trophis – Ranji Trophy, Santosh Trophy, Agakhan Gold Cup and Devis Cup
- a) Various current, schemes and sports policies of State and Central Government pertaining to Physical Education and Sports
- b) Contribution of LNUPE, YMCA, NSNIS and SAI in promoting Physical Education and Sports

**IV SOCIOLOGICAL FOUNDATION (12 Hours)**

- a) Meaning, Nature and Scope of sociology in Physical Education and Sports.
- b) Factors affecting social change through Physical Education.
- c) Relationship of sports with culture
- d) Components and Importance of Philosophy in Physical Education

**V ROLE OF TEACHING IN SOCIETY (12 Hours)**

- a) Professional ethics
- b) Ethics and values related to sports, Sportsman Spirit
- c) Role of teacher in changing society through Physical Education and Sports
- d) Values and Principles of Philosophy

**REFERENCE:**

- 1 Adams, William.C – Foundation of Physical Education Exercises and Sports Sciences, Lea and Febigor, Philadelphia, 1991.
- 2 Bhatia, K.K. & Narang, C.L. – Philosophical & Sociological Bases of Education, Prakash Bros., Ludhiana, 1984.
- 3 Bokil, V.P. – Foundation of Education, Pune University, Pune, 1970
- 4 Bucher, C.A. & West, D.A. : Foundations of physical education & sports (10<sup>th</sup> Ed.), st. Louis, Times mirror / Mosby college publishing, 1987.
- 5 Dash, B.N. – Principles of Education, Neelkamal publication, Hyderabad, 2003.
- 6 Pandey, R.S. Philosophical & Sociological Foundation of Education, Vinod Pustak Mandir, Agra, 1991.
- 7 Kamlesh, M.L. – Sociological Foundation of Physical Education, Metropolitan Book co. Pvt. Ltd., Delhi, 2002
- 8 Wellman and Cowell – Philosophy and Principles of Physical Education, Suyog Prakashan, Amravati
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- 11 Dr. Kamlesh M.L. Principles and History of Physical Education, Prakash Brothers Educational Publication, Ludhiana, 1987
- 12 गद्रे,गीता, गद्रे, ल.रा. – शिक्षणाचा इतिहास भाग-१, २, नुतन प्रकाशन, पुणे, १९७६
- १३ गाजरे/महंत – उदयोन्मुख भारतीय समाजातील शिक्षण भाग-१, २, नुतन प्रकाशन, पुणे, १९९२
- १४ अहेर हिरा – उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक, विद्या प्रकाशन, नागपुर, १९६८

- १५ प्रा. प्रभारक वीरकर/ डॉ. प्रतिभा वीरकर- उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक, द्वारका प्रकाश, पुणे.१९८५
- १६ श्री. दि.गो. वाखारकर - महाराष्ट्रातील शारीरिक शिक्षणाची वाटचाल, आंतरभारतीय मुद्रणालय, मुंबई , १९७३.
- १७ श्री. दि.गो. वाखारकर - शारीरिक शिक्षणाचे आधुनिक स्वरूप व अध्यायन, निलकंठ प्रकाशन, पुणे, १९६९
- १८ प्रा. श्रीपाल जर्दे, प्रा. सौ. सुनिता जर्दे - शारीरिक शिक्षणाचे स्वरूप, चंद्रमा प्रकाशन, कोल्हापूर, १९९१

## SEMESTER I

### COURSE II

#### PSYCHOLOGY OF EDUCATION, PHYSICAL EDUCATION & SPORTS

(60 Hours)

#### OBJECTIVES:

1. To develop an understanding of the nature, scope & methods of psychology of education, physical education & sports.
2. To acquire knowledge of the stages of growth & development with special emphasis on childhood & adolescence stage & physical education activities for the same.
3. To understand the nature, steps and factor facilitating and obstructing learning.
4. To develop an understanding of the intelligence, creativity & the role of the teacher in fostering them.
5. To develop an understanding of the concept of individual difference and its importance in education, physical education and sports.
6. To develop an understanding of the concept of personality, factors affecting personality development and the role of teacher in promoting mental health of students.
7. To understand group structure and group dynamics as relevant to classroom situations.
8. To understand the significance of psychological experiments.

#### I INTRODUCTION TO PSYCHOLOGY AND GROWTH AND DEVELOPMENT

(12 Hours)

- a) Meaning, nature and scope of psychology.
- b) Relevance of psychology with education, physical education and sports.
- c) Methods of psychological study.
  1. Introspection method
  2. Observation method
  3. Experimental method



- d) Concept and principles of growth & development, various stages of growth and development with special reference to the childhood and adolescence stage and physical education activities for them

## **II LEARNING (12 Hours)**

- a. Concept, steps of learning and learning curve.  
b. Factors affecting learning and their implications in education, physical education and sports.  
1. *Maturation*  
2. *Attention*  
3. *Fatigue*  
4. *Motivation*  
c. Transfer of learning  
d. Theories of learning :  
1. *Theories of association : Trial & Error theory – (E.L. Thorndike) Classical conditioning – (Pavlov theory), Operant conditioning – (Skinner)*  
2. *Cognitive theory : Learning by Insight – (Wolfgang Kohler)*  
3. *Social learning theory : Bandura*

## **III INTELLIGENCE, CREATIVITY AND DIVERSITY OF LEARNER (12 Hours)**

- a. Meaning and nature of intelligence  
b. Theories of intelligence:  
1. *J.P. Guilford's structure of intellect*  
2. *Gardner's theory of multiple intelligence*  
3. *Goleman's theory of emotional intelligence*  
c. Creativity:  
1. *Meaning and characteristics of a creative person*  
2. *Process of creativity*  
3. *Teachers role in fostering creativity*  
d. Individual Difference: Concept of individual difference and its importance in education, physical education and sports.

## **IV PERSONALITY (12 Hours)**

- a. Concept of personality, factors influencing personality development.  
b. Assessment of personality  
c. Mental Health: Concept & Importance  
d. Mental conflicts and defense mechanisms

## **V MENTAL PROCESSES OF LEARNING, GROUP DYNAMICS AND EXPERIMENTS (12 Hours)**

- a. Mental Process :  
1. *Sensation and perception*  
2. *Memory*  
3. *Forgetting*  
4. *Thinking*  
5. *Imagery & Imagination*

- b. Characteristics and types of group
- c. Leadership & Sociometry
- d. Experiments (Questions to be asked on Educational Implications only)
  1. *Attention*
  2. *Learning*
  3. *Transfer of learning*
  4. *Imagination*
  5. *Fatigue*
  6. *Perception*

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11. दांडेकर, वा.ना. : शैक्षणिक व प्रायोगिक मानसशास्त्र, मोघे प्रकाशन, १४४०, शुक्रवार पेठ,पुणे, १९८१.
12. माथूर, एस.एस. : शिक्षा मनोविज्ञान, बम्बरीश कम्पो हाऊस, आगरा- २, १९८९.
13. कुलकर्णी, के.वि. : शैक्षणिक मानसशास्त्र, विद्या प्रकाशन, शनिवार पेठ, पुणे-३०, १९७७.
14. खरात, आ.पा. : प्रगत शैक्षणिक मानसशास्त्र, विद्या प्रकाशन, शनिवार पेठ, पुणे, १९८२.

**SEMESTER I**  
**COURSE III**  
**FITNESS WELLNESS AND YOGA EDUCATION**

**(60 Hours)**

**OBJECTIVES:**

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

- I Physical Fitness (12 Hours)**
- a. Definition, meaning and concept of Physical fitness, Physical Activity and Exercise
  - b. Components of HRPF, SRPF and Physical fitness
  - c. Definition and concept of wellness and holistic health
  - d. Factors affecting Physical Fitness and wellness
- II Doping, Nutrition and Sports Injuries (12 Hours)**
- a. Concept, types and causes of obesity and its management
  - b. Prevention and first-aid for common sports injuries
  - c. Nutrition-components, balance diet and diet for athlete
  - d. Meaning and definition of doping, ergogenic aids
- III Development of Fitness (12 Hours)**
- a. Benefits of physical fitness and exercise and principles of physical fitness
  - b. Calculation of fitness index level 1-4
  - c. Waist-hip ratio larger heart rate, BMI and types and principles of exercise (FITT)
  - d. Methods of training – continues, Interval, circuit, Fartlek and Plyometric
- IV Yoga Education (12 Hours)**
- a. Meaning and history of yoga
  - b. Astang yoga and types of yoga
  - c. Types of Suryanamaskar and Technique of Pranayam
  - d. Benefits of Yoga
- V Yoga and Recreation (12 Hours)**
- a. Meaning definition and principles of recreation
  - b. Role of Recreation in promoting Physical Education
  - c. Misconceptions about Yoga
  - d. Difference between Yogic and Nonyogic exercise

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- 1 American College of Sports Medicine, ACSM's Resource Manual for Guidelines for Exercise Testing and Prescription. – 5<sup>th</sup> Ed., Lippian Cott Williams and Wilkins, 2006.
- 2 American College of Sports Medicine, ACSM's, Certification Review.- 2<sup>nd</sup> Ed., Lippian Cott Williams and Wilkins 2006.
- 3 American College of Sports Medicine, ACSM's, Guidelines for Exercise Testing and Prescription.- 7<sup>th</sup> Ed., Lippian Cott Williams and Wilkins 2006.
- 4 Sameer Bhagarathi – Doping and Sports, Veena Publisher, Bhopal, 2007.
- 5 Dr. Gharote M. L; Guideline for Yogic Practices, Medha Publication, Kaivalyadham, Lonavala- 1982.
- 6 Dr. Gharote M. L; Teaching Methods for Yogic Practices. – 2<sup>nd</sup> Ed., Kaivalyadham Samiti, Lonavala- 2001.
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- १४ डॉ. चरोटे,म.ल., योगाभ्यास मार्गदर्शन, मेधा प्रकाशन,कैवल्यधाम, लोनावळा, १९८४
- १५ डॉ. चरोटे,म.ल., योगिक क्रिया, मेधा प्रकाशन,कैवल्यधाम, लोनावळा, १९८३

## SEMESTER I

**COURSE IV**  
**METHODOLOGY OF TEACHING**  
**ENGLISH METHOD (OPTIONAL METHOD)**

**(60 Hours)**

**OBJECTIVES:**

1. *To understand the importance of language as a subject in life.*
2. *To understand the methods and techniques of teaching various aspects of language teaching.*
3. *To develop language competencies and effective use of learning resources.*
4. *To acquire information on current directions in English language teaching.*
5. *To identify and be sensitive to the proficiency, interests and needs of learners.*
6. *To enable the learner to use technology to enrich language teaching.*

**I FUNDAMENTALS OF LANGUAGE (12 Hours)**

- a) Importance of English in a Multi-lingual Society
- b) Role of Language in Life: Intellectual, Emotional, Social and Cultural Development
- c) Method and Approaches: Direct Method, Communicative Approach, and Constructivist Approach.
- d) Principles and Maxims of Language teaching

**II STRATEGIES FOR DEVELOPING LANGUAGE COMPETENCIES (12 Hours)**

- a) Developing basic competencies
  - i. *Listening – pronunciation, expression, phonetic stress & intonation*
  - ii. *Speaking – conversation, drill*
  - iii. *Reading – loud, silent, chorus, expressive, speed.*
  - iv. *Writing – hand writing skills, poetic & non-poetic*
- b) Language Practice –Assignments, games, competitions, club.
- c) Use of multiple intelligence in language teaching.

**III ASPECTS OF LANGUAGE TEACHING (12 Marks)**

- a) Prose
  - i. Techniques – Discussion, Narration, Questioning
  - ii. Methods – Story – telling, Dramatization, Simulation.
  - iii. Methods of teaching Reading – Alphabetic, Phonetic.
  - iv. Types of Reading – Intensive, Extensive, Supplementary
- b) Poetry
  - i. *Methods – Recitation, Song/Action, Dramatization, Discussion, Appreciation.*
- c) Grammar
  - i. *Methods – Inductive & Deductive, Playway interactive.*

- ii. *Types – Functional & Formal*
- d) Composition
  - i. *Types – Guided, Free, Creative*
  - ii. *Correction of Composition.*

#### **IV TEACHER AND TEXT BOOK (12 Hours)**

- a) Teacher
  - i. *Qualities*
  - ii. *Roles and responsibilities*
  - iii. *Professional growth*
  - iv. *Diagnostic testing and remedial teaching*
- b) Text book
  - i. *Characteristics of a text book*
  - ii. *Critical analysis of a text book (V to XII std.)*

#### **V MATERIALS OF INSTRUCTION FOR LANGUAGE TEACHING (12 Hours)**

- a) Use of technology- O.H.P. Video, tape-recorder
- b) Use of Media- Television, News paper, Advertisements.
- c) Use of Library- Koshas, Dictionaries.

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- 2 Bhatia, K.K. : New Techniques of Teaching English as a Foreign language – 8<sup>th</sup> Ed., New academic Pub. Co. Jullunder, 1981.
- 3 Bisht, Abha Rani : Teaching English in India-4<sup>th</sup> ed., Vinod Pustak Mandir, Agra, 1991.
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- 21 Sachdeva, M.L: A New Approach to Teaching of English in India Sunwani, V.K.: The English Language and Indian Culture, 2005

**SEMESTER I**  
**COURSE IV**  
**METHODOLOGY OF TEACHING**  
**MARATHI METHOD (Optional Method)**

**(60 Hours)**

मराठी भाषा अध्यापन पध्दती

उद्दिष्टे

१. भाषेचा एक विषय म्हणून जीवनातील महत्व समजणे.
२. भाषा अध्ययनाचे मानसशास्त्र समजणे.
३. भाषा अध्यापनाच्या विविध अंगांच्या अध्यापन पध्दती व तंत्रे समजणे.
४. भाषा अध्ययनासंबंधी विविध क्षमतांचा विकास करणे.
५. विविध मराठी भाषिक उपक्रमांचे आयोजन व त्याची कार्यवाही करणे.
६. भाषा संवेदनशिलता व बहुभाषिकतेबद्दल आदर विकसित करणे.
७. भाषा मूल्यमापनाच्या लेखी व मौखिक परीक्षा प्रकारांची माहिती प्राप्त करून देणे.
८. भाषा शैक्षणिक साधनांच्या प्रभावी उपयोगाची माहिती प्राप्त करून देणे.
९. पाठ्यपुस्तक मुल्यांकन करण्याची क्षमता विकसित करणे.
१०. सदयस्थितीत शिक्षकांसाठी आवश्यक अशा क्षमता व भूमिकां बद्दल जाणिव विकसित करणे.
११. मराठी भाषेद्वारे सृजनशीलतेचा विकास करण्याचा दृष्टिकोण विकसित करणे.

- १ मराठीचे जीवनातील व अभ्यासक्रमातील स्थान ;१२ तासबद्ध
- अ. विद्यार्थ्यांच्या दैनंदिन जीवनातील भाषेचे महत्व व भाषेच्या माध्यमातून व्यक्तिचा विविधांगी विकास : बौद्धिक, भावनिक, सामाजिक, साहित्यिक, आध्यात्मिक
- ब. शालेय अभ्यासक्रमातील मराठीचे महत्व; माध्यमिक व उच्च माध्यमिक स्तरावर
- क. गद्य, पद्य, व्याकरण आणि वर्ग अध्यापनाची उद्दिष्टे व स्पष्टीकरणे
- ड. समवाय रू मराठीचा अंतर्गत समवाय व इतर विषयांच्या संदर्भातील समवाय
- २ भाषेचे शिक्षणशास्त्रीय विश्लेषण ;१२ तासबद्ध
- अ. मराठी भाषेची संरचना
- ब. घटक विश्लेषण, अध्यापन उद्दिष्टे आणि स्पष्टीकरणे
- क. उपक्रम आणि मूल्यमापन तंत्रे व घटक चाचणी
- ड. नैदानिक चाचणी व उपचारात्मक अध्यापन
- ३ भाषा अध्यापनाची विविध अंगे व पध्दती ;१२ तासबद्ध
- अ. मराठी अध्यापनाची तत्वे व सुत्रे
- ब. भाषा अध्यापनाची पध्दती :
१. नाटयीकरण ; गद्य, पद्य २. कथाकथन ; गद्य
३. रसग्रहण; गद्य, पद्य ४. चर्चा ; गद्य, पद्य, लेखन
५. व्याख्यान; गद्य ६. उद्गामी अवगामी
७. भूमिका अभिनय ८. भाषिक खेळ
- क. भाषा अध्यापनाची कौशल्ये
१. श्रवण, उच्चार, अभिव्यक्ती, ध्वनीबल, स्वराघात
२. भाषण संवाद
- ड. मूलभूत क्षमतांचा विकास
१. वाचनप्रकट, मान, आशयानुसार, सुक्ष्म, पूरवणी वाचन
२. लेखनमुक्त सृजनात्मक निबंध लेखन, श्रुत लेखन, संवाद लेखन, जाहिरात लेखन, अर्ज लेखन
- ४ मराठीचे पाठ्यपुस्तक व शिक्षक ;१२ तासबद्ध
- अ. १. चांगल्या पाठ्यपुस्तकाची वैशिष्ट्ये
२. पाठ्यपुस्तकांचे समीक्षण ९वी ते १२वी पर्यंत
- ब. भाषा अध्यापक गुणविशेष, भूमिका, जबाबदा-या, व्यवसाय वृद्धी



- ५ भाषा अध्यापनाची साधने ;१२ तासद्ध
- अ. छापील साहित्य, वृत्तपत्रे, मासिके, हस्तपुस्तिका, शब्दकोष, विश्वकोष  
 ब. दृक श्राव्य साधनेरू आकाशवाणी, दूरदर्शन, संगणक व ध्वनिमुद्रक  
 क. वाङ्मय मंडळ उद्दिष्टे, उपक्रम, महत्व  
 ड. भाषा अध्यापन अध्ययनासाठी सहशालेय कार्यक्रम

संदर्भ :-

१. अकोलकर, ग.वि., पाटणकर ना.वि. : मराठीचे अध्यापन, व्हीनस प्रकाशन, पुणे, १९७०.
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**COURSE IV**  
**METHODOLOGY OF TEACHING**  
**HINDI METHOD (Optional Method)**

(60 Hours)

हिन्दी भाषा अध्यापन पध्दति

हिन्दी भाषा अध्यापन अभ्यसासक्रम के उद्देश्य :

१. बालक के सर्वांगीण विकास में हिन्दी भाषा को समझना।
  २. हिन्दी भाषा शिक्षक के उत्तरदायित्व व चुनौतियों को समझना।
  ३. हिन्दी भाषा अध्यापन के सूत्र व सिद्धांतों की जानकारी।
  ४. हिन्दी भाषा की विविध विधाओं, उद्देश्यों एवम विधियों की जानकारी प्राप्त करना।
  ५. भाषा के दृढीकरण में भाषा कौशलों की जानकारी प्राप्त करना।
  ६. भाषा अध्यापन के उभरते आयामों की जानकारी और उनका उपयोग करना।
  ७. हिन्दी भाषा अध्यापन में विभिन्न शैक्षणिक साधनों का उपयोग करना।
- १ बालक के सर्वांगीण विकास में भाषा व भाषा शिक्षक का महत्व

;१२ तासद्ध

- अ हिन्दी भाषा का उद्गम ; संक्षिप्त अध्ययन  
 १ मानसिक विकास

- २ सामाजिक विकास
- ३ संवेगात्मक विकास

ब विद्यालयीन पाठ्यक्रम में हिन्दी भाषा का स्थान व महत्व  
 १ त्रिभाषा सूत्र कोठारी आयोग के सुझाव एवम् संवैधानिक प्रावधान  
 २ वर्तमान समय में भाषा का बदलता स्वरूप

क भाषा शिक्षक  
 १ हिन्दी भाषा शिक्षक के विशेष गुण एवम् व्यवसायिक वृद्धि  
 २ बदलते परिवेश में हिन्दी भाषा शिक्षक के उत्तरदायित्व एवम् चुनौतियाँ

## २ भाषा अध्यापन के सूत्र और सिद्धान्त ;१२ तासब्द

अ भाषा अध्यापन के सूत्र: ज्ञात से अज्ञात की ओर, सरल से जटिल की ओर, मूर्त से अमूर्त की ओर, पूर्ण से अंश की ओर, सामान्य से विशिष्ट की ओर

ब भाषा अध्यापन के सिद्धान्त: अनुकरण का सिद्धान्त, रूचि का सिद्धान्त अभ्यासक सिद्धान्त, बोलचाल का सिद्धान्त, अनुपात और क्रम का सिद्धान्त, व्यक्तिगत विभिन्नता का सिद्धान्त

क सहसंबंध महत्व एवम् प्रकार  
 १. आन्तरिक - गद्य, पद्य एवम् रचना  
 २. बाह्य - विद्यालयीन विषयों के साथ; इतिहास, भूगोल, विज्ञान, अर्थशास्त्र, पर्यावरण शिक्षण एवम् कला हस्त संगीत व नृत्य

## ३ भाषा अध्यापन की विधाएँ ;१२ तासब्द

अ. गद्य: उद्देश, विधियाँ ;चर्चा, कथाकथन, अभिरूप नाट्यीकरण, भूमिका अभिनयबद्ध  
 ब. पद्य: उद्देश, विधियाँ ;चर्चा, रसास्वादनबद्ध  
 क. व्याकरण: उद्देश्य, विधियाँ ;आगमन निगमन, खेल विधिबद्ध  
 ड. रचना: उद्देश्य, प्रकार, नियमबद्ध एवम् मुक्त रचना

## ४ भाषा कौशल ;१२ तासब्द

अ श्रवण: महत्व एवम् दोष  
 ब भाषण: महत्व एवम् दोष; अशुद्ध उच्चारण के कारण एवम् अभिव्यक्ति का महत्व के विशेष सन्दर्भ में  
 क पठन/वाचन: महत्व दोष, वाचन के प्रकार ;मौन वाचन एवम् सस्वर वाचन  
 ड लेखन : महत्व एवम् दोष ;अशुद्ध वर्तनी के कारण के विशेष सन्दर्भ में  
 इ १. उपरोक्त भाषा कौशलों के विकास की भूमिका  
 २. निदानात्मक परीक्षण व उपचारात्मक शिक्षक ;उपरोक्त कौशलों को ध्यान में रखकर

## ५ भाषा अध्यापन के आयाम ;पहलूबद्ध व शैक्षणिक साधन ;१२ तासब्द

अ भाषा अध्यापन में संगणक का उपयोग  
 ब भाषा अध्यापन में बहुआयामी बुद्धिमत्ता का उपयोग शाब्दिक, संगीतात्मक, शारीरिक और वैयक्तिक, प्राकृतिक  
 क हिन्दी भाषा को प्रचलित व प्रभावित बनाने में जनसंचार माध्यमों; समाचार पत्र, दूरदर्शन, आकाशवाणी एवम् विज्ञापन एवम् दृश्यश्राव्य साधनों का महत्व एवम् उपयोग  
 ड विद्यालयीन स्तर पर आयोजित किए जानेवाले उपक्रम भाषा परिषद एवम् भाषा प्रतियोगिताएँ; उद्देश्य, महत्व एवम् आयोजन  
 इ १. पाठ्यपुस्तक आवश्यकता एवम् महत्व  
 २. पुस्तकालय आवश्यकता, महत्व व उपयोग

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## SEMESTER I

### COURSE IV

### METHODOLOGY OF TEACHING

### HISTORY METHOD (Optional Method)

(60 Hours)

#### OBJECTIVES :

1. *To understand the significance of history in school curriculum*
2. *To understand the methods of teaching history.*
3. *To understand the principles and organization of curriculum construction.*
4. *To acquire knowledge of pedagogical analysis of various concepts in history.*
5. *To understand critical analysis of textbook*
6. *To understand the importance of co-curricular activities in the teaching of history.*
7. *To develop skills in the preparation and use of instructional materials.*
8. *To understand the role of history teacher in the present context.*

#### I **Place of history in school curriculum and life** (12 Hours)

- a) Concept of history
- b) Place and importance of teaching the subject.
- c) Objectives of teaching at secondary levels of education.
- d) Importance and organization of co-curricular activities - clubs, visits, museums, importance of celebration of national days and festivals.

- II Methods of teaching (12 Hours)**
- a) Story telling methods
  - b) Lecture cum discussion methods
  - c) Dramatization and role play
  - d) Project methods
  - e) Discussion methods
  - f) Self study, assignments, supervised study.
  - g) Source methods
- III Pedagogical Analysis: In relation to core elements as given in NEP 1986. (12 Hours)**
- a) Unit analysis
  - b) Instructional objectives and specifications
  - c) Activities and procedures.
  - d) Evaluation techniques
- IV Enhancing the teaching & Equipment and Facilities for the subject (12 Hours)**
- a) Maxims of teaching - known to unknown, simple to complex, concrete to abstract.
  - b) Correlation with other school subjects-Geography, Literature, Science, Mathematics
  - c) Instructional materials and teaching aids in History room :
    - i) *Visual : C.B. or white board, Charts, Pictures, Graphs, Maps, Models, Specimens and Flannel Board.*
    - ii) *Auditory : Radio, audio (C.D.) player*
    - iii) *Audio-Visual : Television, C.D. & films*
    - iv) *Miscellaneous : Booklets, Newspapers, Magazines.*
- V Textbooks and role of the teacher in relation to technology (12 Hours)**
- a) Characteristics of a good textbook
  - b) Qualities and qualifications
  - c) Professional growth
  - d) Computer application in teaching of History
  - e) Methods of using Power-Point presentation in teaching of History
  - f) Uses of Internet facility in teaching of History

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- १८ण तिवारी सी.ग. : इतिहास अध्यापन पध्दती, नूतन प्रकाशन, पुणे, १९८७.
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- २०ण सतसंगी,जी.डी. : इतिहास शिक्षण, विनोद पुस्तक मंदिर, आगरा, १९९०.
- २१ण प्रा.सौ. लता मोरे - इतिहास अध्यापन पध्दती, पिंपळापुरे अॅण्ड कं. पब्लिशर्स, नागपूर, २००७

**SEMESTER I**  
**COURSE V**  
**METHODOLOGY OF TEACHING**  
**GEOGRAPHY METHOD (Optional Method)**

**(60 Hours)**

**OBJECTIVES:**

1. *To develop an understanding of the importance of Geography in the school curriculum and life.*
2. *To develop the skills of pedagogical and textbook analysis.*
3. *To acquire knowledge of principles and approaches of arranging the subject content.*
4. *To familiarize the student-teachers with different methods of teaching Geography and its application in the classroom.*
5. *To develop skills in the use of technology and leaning resources*
6. *To develop an understanding of the importance of organization of co-curricular activities in the teaching of geography.*
7. *To develop an understanding of the multifarious role of the Geography teacher in the present context.*

**I Place and Importance of Geography in Curriculum and Life**

**(12 Marks)**

- a) Nature and Scope of Geography (Physiography, Economic Geography, Human Cartography, Political Geography, Cartography, Urban Geography, Anthropogeography and Agricultural Geography).
- b) Aims of Teaching Geography – Practical, Social and Cultural, Economic, National Integration and International Understanding.

**II Methods of Teaching (12 Hours)**

(Concept, Procedure, Advantages and Limitations of the following methods)

- a) Journey
- b) Regional
- c) Comparative
- d) Project
- e) Lecture cum Demonstration
- f) Cooperative Learning - think-pair-share, three step interview, simple jigsaw and numbered heads together
- g) Problem based Approach

**III Essentials of Teaching the Subject (12 Hours)**

- a) Maxims of Teaching - Known to Unknown, Simple to Complex, Concrete to Abstract, Particular to General, Analysis to Synthesis, Empirical to Rational.
- b) Correlation with other School Subjects – Economics, History, Literature, Science, Mathematics, Craft.
- c) Understanding Maps – Map reading and Map filling.
- d) Importance and Organization of Co-curricular Activities – Club, Events, Museums.

**IV curriculum organization and analysis (12 Hours)**

- a) Curriculum and textbooks
  - i) Organization of Content – Concentric Approach, Topical Approach (Advantages and Limitations)
  - ii) Essential Characteristics of a Geography textbook
  - iii) Importance of Handbook for Teachers
  - iv) Critical Analysis of a Textbook (Std V-XII) (only for practical work and not for examination)
- b) Pedagogical analysis in relation to core elements & values, NPE 1986
  - i) Unit Analysis
  - ii) Instructional Objectives and Specifications
  - iii) Activities and Procedures
  - iv) Evaluation Techniques

Note: Only for practical not to be evaluated in examinations.

**V learning resources & the geography teacher (12 Hours)**

- a) Equipments and resources
  - i) Instructional Materials and Teaching Aids:
    - *Visual – Chalkboard, Charts, Pictures, Graphs, Maps, Globes, Models, Specimens and Atlas.*
    - *Multimedia - Computers (Online and Offline).*
  - ii) Geographical Information System.
  - iii) Planetarium, Nature Park

- iv) Geography Room – Need, Equipments, Maintenance.
- b) The geography teacher
  - i) Qualities and Qualifications
  - ii) Professional Growth
  - iii) Challenges faced by a Geography Teacher
- iv) Developing Global Perspectives through Geography Teaching  
(Concept, Need, Importance and Ways)
- v) Diagnostic Testing and Remedial Teaching

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**SEMESTER I**  
**COURSE IV**  
**METHODOLOGY OF TEACHING**  
**SCIENCE METHOD (Optional Method)**

**(60 Hours)**

**OBJECTIVES:**

1. *To develop an understanding of the place of Science in the national curriculum.*
2. *To develop an understanding of pedagogical analysis of various concepts in Science.*
3. *To develop an understanding of global perspectives in Science teaching.*
4. *To develop an understanding of the approaches and methods of teaching Science.*
5. *To develop an understanding of the importance and use of learning resources in Science.*
6. *To critically analyze the text book of Science.*
7. *To prepare and use different types of instructional materials in the teaching of Science.*
8. *To develop an understanding of the qualities, responsibilities and Professional growth of the Science teacher.*
9. *To develop an understanding of the various issues in Science education.*
10. *To develop an understanding of diagnostic testing and remedial teaching in Science.*

**I Place of science in the curriculum (12 Hours)**

- a) Meaning and Nature of Science.
- b) Values of teaching Science
- c) General objectives of teaching Science at Secondary and Higher Secondary level.
- d) Co-relation of Science in the Curriculum: Internal & External.

**II Pedagogical analysis (12 Hours)**

- a) In relation to Core Elements as given in NEP 1986:
  - i) *Unit Analysis*
  - ii) *Instructional Objectives and Specifications*

iii) *Activities and Procedures*

iv) *Evaluation Techniques.*

*(Only Practical work. no theory questions to be asked in the examination.)*

b) Developing Global Perspectives in Science teaching: -

i) Meaning and Concept of Global Perspectives.

ii) Need of Global Perspectives.

iii) Infusing Global Perspectives in the Curriculum.

**III Methods and approaches to teaching of science (12 Hours)**

a) Maxims of Teaching: -

i) *Simple to Complex*

ii) *Whole to Part*

iii) *Empirical to Rational*

iv) *Concrete to Abstract*

v) *Known to Unknown*

vi) *Particular to General*

b) Approaches -

i) *Disciplinary Approach*

ii) *Integrated Approach*

c) Methods of Teaching -

i.) *Lecture cum Demonstration*

ii.) *Laboratory*

iii.) *Project*

iv.) *Inductive, Deductive, Inductive-deductive*

v.) *Heuristic*

*(Each Method should also highlight Processes of Science viz. – Heurism, Analysis, Synthesis, and Scientific Inquiry.)*

**IV Learning Resources (12 Hours)**

a) Importance and Organization of Science Clubs.

b) Visits, Excursiotis, Science Exhibitions and Science Fain.

c) Importance and Setting up of Science Laboratories.

d) Importance of Mobile Laboratories and Improvised Apparatus.

e) Importance of Support Material: -

i) Criteria of a good Textbook of Science.

ii) Reference Material: - Encyclopedias, Newsletters & Magazines.

**V The Science Teacher (12 Hours)**

a) Need & Types of Professional Growth

b) Issues in Science Education: -

i.) *Incidental Science Education – Concept and Role of the Science Teacher, Opportunities for Incidental Learning.*

ii.) *Non Formal Science Education – Concept, Role and Activities to be organized for Non Formal Learning.*

- c) Diagnostic Testing & Remedial Teaching.

### SUGGESTED ACTIVITIES:

A minimum of two of the following activities to be performed and a file of activities conducted to be maintained and certified.

- a) Critically analyze of any one textbook of Science.
- b) Attend an orientation program on the preparation of instructional material and prepare an instructional material for teaching one Topic in Science.
- c) Conduct at least one experiment from the science syllabus. (This can be combined with simulated lessons.)

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**SEMESTER I**  
**COURSE IV**  
**METHODOLOGY OF TEACHING**  
**MATHEMATICS METHOD (Optional Method)**

**(60 Hours)**

**OBJECTIVES:**

1. *To develop an understanding of the nature and values of mathematics.*
2. *To appreciate the contribution of various mathematicians.*
3. *To acquire knowledge of pedagogical analysis of various concepts in mathematics.*
4. *To practice the various methods and techniques of teaching mathematics.*
5. *To develop an understanding of various approaches of organizing the curriculum.*
6. *To develop required competencies in teaching of mathematics.*
7. *To develop an understanding of preparation and use of diagnostic test and organize remedial teaching catering to the individual differences.*
8. *To develop the skill of conducting recreational activities of mathematics.*

**I Nature of mathematics (12 Hours)**

- a) Meaning and Nature of Mathematics.
- b) Branches of Mathematics (Pure and Applied), Nature of Mathematical Statements – Axioms and Postulates, Language of Maths, Logic, Intuition, Induction, and Deduction.
- c) Values of teaching Mathematics in Curriculum and in Life.
- d) Correlation of Mathematics - Internal and External. [External Subjects- Language, Science, History, Geography, Economics, Commerce, Drawing Music]
- e) Concept of Vedic Mathematics.
- f) Contributions of Mathematicians-Aryabhata, Euclid and Ramanujan.

**II Pedagogical analysis (12 Hours)**

*(In relation to core elements as given in NPE 1986)*

- a) Unit Analysis.
- b) Instructional Objectives and Specifications.
- c) Activities and Procedures.
- d) Evaluation Techniques.

*(Compulsory practical work. No theory questions to be asked in the examination.)*

**III Methods and approaches to teaching of mathematics (12 Hours)**

- a) Maxims of teaching Mathematics
  - i) *From Known to Unknown.*
  - ii) *From Simple to Complex.*
  - iii) *From Particular to General.*
  - iv) *From Concrete to Abstract*
  - v) *From Whole to Part.*
- b) Methods of teaching Mathematics

- i) *Inductive – Deductive.*
- ii) *Analytic – Synthetic.*
- iii) *Lecture cum Demonstration.*
- iv) *Problem Solving.*
- v) *Laboratory.*

c) Techniques of teaching Mathematics

- i) *Assignments.*
- ii) *Drill work - Oral and Written.*
- iii) *Cooperative Learning.*

d) Support Technology

- i) *2 D: Charts, Boards (all types), Cutouts, Pictures, Graphs.*
- ii) *3D: Models, Objects, and Abacus.*
- iii) *Electronic mode:*

Calculators – When and How to Use Calculators in Mathematics.

Internet – Teaching and Learning of Mathematics.

**IV Curriculum and textbook of mathematics (12 Hours)**

- a) Approaches to Curriculum Construction- Topical and Concentric.
- b) Qualities of a good Mathematics Text Book.

**V Strategies for individual differences and) co- curricular activities in mathematics (12 Hours)**

- a) Diagnostic Testing and Remedial Teaching for Learners with Dyscalculia
- b) Difficulties Faced by the Teacher in Teaching of Mathematics and Suggestive Measures to overcome them.
- c) Importance and Organization of Mathematics Club. (Objectives and Structure)
- d) Recreational Activities of Mathematics Club:
  - i) *Mathematics Fairs;*
  - ii) *Games*
  - iii) *Visits*
  - iv) *Talks*

**SUGGESTED ACTIVITY: (12 Hours)**

Critical Evaluation of Mathematics Textbook (V to XII) [For any syllabus i.e. Maharashtra State Board, ICSE, CBSE, IB, IGCSE]

*Note: Only for practical not to be evaluated in examinations.*

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## SEMESTER II

### COURSE VIII

#### TEST, MEASUREMENT, EVALUATION AND STATISTICS IN PHYSICAL EDUCATION

(60 Hours)

#### OBJECTIVES :

- 1 To understand the concept of test, Measurement, Evaluation and Assessment Procedure in Physical Education.
- 2 To understand different tests in Physical Education.
- 3 To acquire the knowledge of various tests regarding Physical fitness, motor and health related fitness.
- 4 To understand various sports skill tests
- 5 To understand and application of simple statistical procedures for evaluation.

- I Introduction (12 Hours)**
- a. Meaning, Need and importance of Test, Measurement and Evaluation in Physical Education.
  - b Types, purpose and Principles of evaluation
  - c Criteria of test selection
  - d Classification of tests- Written test, Psychomotor test
- II Fitness Test (12 Hours)**
- a Health Related Physical Fitness Test (*as per school syllabus for std. V to XII*)
  - b Motor fitness test (*as per school syllabus std. V to XII*)
- III Physical Fitness and Sports Skill Tests (12 Hours)**
- a Strength and Power test - Kraus-weber test, Phillips JCR Test, Flexed Arm hang test, Bent knee sit-ups, Standing Broad Jump test, Vertical Arm pull test
  - b Cardio-vascular test – Harward step test, Tuttle pulse ratio test
  - c Flexibility – Sit and Reach test, Bridge-up test,  
Agility - shuttle run test, Burpee test  
Speed – 50 M dash /sprint, 30 M flying start
  - d Sports skill test –  
Basketball – Johnson Basketball test, SAI Basketball Skill test  
Football – Mc Donald Soccer skill test, SAI football test  
Volleyball – Brady’s Volleyball skill tests SAI volleyball skill test  
Handball – Cronish hand ball test
- IV Evaluation of Physical Education Activities (12 Hours)**
- a Importance and role of evaluation in Physical Education
  - b Evaluation procedure of Physical Education *activities (as per school syllabus of std.V – XII)*
  - c Internal and External evaluation- merits and demerits
- V Statistics in Physical Education (12 Hours)**
- a Meaning, Concept, definition, importance and classification of statistics.
  - b Meaning and kinds of data, frequency distribution, control tendency, application and interpretation of Mean, Mode, Median, Standard deviation and quartile deviation
  - c Normal Probability curve and its interpretation, Percentile and percentile rank

- d Diagrammatic presentation of Data – Bar, two dimensional, three dimensional and Histogram, Frequency Polygon

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**SEMESTER II**  
**COURSE IX**  
**MANAGEMENT, OFFICIATING AND COACHING IN**  
**PHYSICAL EDUCATION AND SPORTS**

**(60 Hours)**

**OBJECTIVES :**

1. *To understand the importance of management of Physical Education*
2. *To gain knowledge regarding management of Physical Education and Sports at different level.*
3. *To gain knowledge regarding the organization of various Physical Education programmes.*

4. *To acquire knowledge regarding development of infrastructure and maintenance of facilities needed for Physical Education and Sports.*
5. *To gain knowledge of various schemes and plans of State/Central Government.*
6. *To understand the basic concept and principles of officiating and coaching of different games and sports.*
7. *To enable the students to understand the rules, regulations and officiating of different games and sports.*
8. *To acquaint the students with the duties and responsibilities of an officials and coaches.*
9. *To acquaint the students with dimensions and actual markings of different play fields, courts and arenas.*
10. *To understand the methods of conditioning exercises, planning and periodisation of training.*

**I Management of Physical Education and sports (12 Hours)**

- a Meaning, Need and scope of management of Physical Education
- b Elements, Functions, Principles of Sports Management
- c Organization of Sports at National, State, District, Taluka and Village level by the State Government & other voluntary organization of sports.
- d Construction, marking and maintenance of play grounds, track & field, gymnasium, swimming pool and athletic track.
- e Equipment - Purchase, care and maintenance.

**II Organization of co-curricular activities and Physical Education programmes. (12 Hours)**

- a Physical Education Budget : Need, Importance, procedure and principles of budget making,
- b Physical Education and sports programmes for - Primary, secondary and higher secondary School.
- c Physical Education and Sports programmes for sports awareness - demonstration, play days, sports rallies, sports exhibitions.
- d Organization of National days (15<sup>th</sup> August & 26<sup>th</sup> January), Organization of mass competition, sports day, hiking, trekking, Scout and Guide Camp and picnics.
- e Ceremonies of competition - Opening, closing and victory

**III Theory of officiating (12 Hours)**

- a Meaning, purpose and principles of officiating.
- b Duties and responsibilities of officials.
- c Qualification and qualities of officials.
- d Professional growth of officials.

- e Rules and regulations of various games and sports ( As per syllabus of PART B )

**IV Theory of Coaching (12 Hours)**

- a Meaning, purpose, Philosophy and Principles of coaching
- b Qualification, qualities and responsibilities of coach
- c Techniques, tactics and periodisation.
- d Positional play and system of play, Selection of team
- e Promoting interest in the games and sports

**V Conditioning Exercise (12 Hours)**

- a Warm-up exercises- – Meaning, importance and types
- b Meaning and importance of conditioning exercise
- c Training methods- Circuit Training, Fartlek Training, Weight Training, Interval Training
- d Limbering down exercises- Meaning, importance and types

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## SEMESTER II

### COURSE X

#### ANATOMY, KINESIOLOGY AND HEALTH EDUCATION

(60 Hours)

#### OBJECTIVES:

1. To enable the learner to understand the basic structure and function of human body.
2. To acquire the knowledge regarding effect of exercise on the body as a whole.
3. To understand the importance of normal movements of the human body and kinesiological analysis.
4. To acquire the knowledge regarding the basic Physiological and Mechanical principles involved in the efficient body movements.
5. To enable the learner to understand the need and importance of health education and community health.
6. To acquaint the learner with school health programme.
7. To acquire the knowledge regarding awareness, precaution & understanding HIV/AIDS preventive education.

#### **I Introduction to human body (12 Hours)**

- a. Meaning, need and importance of anatomy and its study in physical education.
- b. Anatomy Terminology
- c. Anatomy, Heredity and sports

#### **II Body systems- structure, function and effect of exercise (12 Hours)**

- a. Musculoskeletal system:-
  - i. Classification and functions of bones and joints

- ii. Movements at various joints
  - iii. Structural classification of muscle and types of muscles
  - iv. Effect of exercise on musculo-skeletal system
- b. Cardio- respiratory system:-
- i. Structure, working and function of human heart
  - ii. Processes of circulation
  - iii. Respiration – Mechanism and types and respiratory volumes
  - iv. Effect of exercise on cardio-respiratory system.
- c. Digestive system:-
- i. Digestion, effect of digestive juice and enzymes on food
  - ii. Balance diet and diet for athlete
  - iii. Effect of exercise on digestive system
- d. Nervous system:-
- i. Central nervous system- structure and function
  - ii. Autonomic nervous system- Structure and function
  - iii. Effect of exercise on nervous system

**III Applied and structural kinesiology (12 Hours)**

- a. Meaning, scope and importance of kinesiology in physical education and sports.
- b. Aim, objectives and need of kinesiology
- c. Kinesiological and movement analysis

**IV Principles Related Human Motion (12 Hours)**

- a. Motion- Meaning types, laws and principles
- b. Force- Types, principles of force
- c. Lever- Classification, and utility of lever in sports
- d. Mechanical principles related to fundamental skill s in running, jumping and throwing

**V Health Education (12 Hours)**

- a. Meaning and principles of health
- b. Objectives and necessity of school health programme
- c. Postural deformities and corrective measures
- d. Role of physical education teacher AIDS and pollution awareness

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## SEMESTER II

### COURSE XI

#### METHODOLOGY OF TEACHING PHYSICAL EDUCATION (COMPULSORY METHOD)

(60 Hours)

#### OBJECTIVES :

1. *To understand the place of Physical Education in school curriculum.*
2. *To acquaint the learner with planning, presentation technique and class management of teaching various activities in Physical Education.*
3. *To acquaint the learner with different methods of teaching physical activities.*
4. *To acquaint the learner with the principles of teaching physical activity.*
5. *To acquaint the students with planning, objectives of different types of lessons.*
6. *To acquaint the learner with organizing and conducting various types of tournaments and athletic meet.*
7. *To acquaint the learner with the constructions and marking of track and field events.*

#### I Curriculum of Physical Education

(12 Hours)

- a) Place & Importance of Physical Education in the school curriculum
- b) Objectives of Teaching Physical Education at Secondary & Higher Secondary Education
- c) Curriculum of Physical Education for Secondary & Higher Secondary Education in Maharashtra State

#### II Methods and Techniques of teaching Physical Education (12 Hours)



- a) Methods of Teaching - Command, Orientation, Lecture, Demonstration, Discussion, Progressive part method, At-will method, whole-part-whole.
- b) Planning and Presentation - Personal preparation, technical preparation, Steps of presentation
- c) Class management - Principles of class management and Classification of Pupils
- d) Principles and Steps in Effective teaching

**III Teaching and Planning of various Physical Education activities. (12 Hours)**

- a) Teaching of Formal & informal activities, major and minor games, Track and field events, Rhythmic activities, Yoga.
- b) Objectives of lesson plan
- c) Types and Preparation of lesson plan
- d) Year plan, Unit plan

**IV Physical Education Teacher and Evaluation Process (12 Hours)**

- a) Qualities, qualifications, professional growth and Challenges faced by Physical Education teacher.
- b) Meaning & Importance of Evaluation
- c) Tools and methods of evaluation as per school curriculum
- d) Preparation and Maintenance of records

**V Organization of Tournaments, Competitions and Co-curricular activities (12 Hours)**

- a) Need & Importance of Tournaments
- b) Types of Tournaments
- c) Organisation of Intramural, Extramural and Co-curricular Activities (National days, National Sports days, Hiking, Trekking, Picnic, Camping and Athletic meet etc)

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