

KHANDESH COLLEGE EDUCATION SOCIETY'S
V.P. Hole College of Education of Education and Physical Education,
(Autonomous) Jalgaon

खान्देश कॉलेज एज्युकेशन सोसायटीचे
व्ही.पी. होले कॉलेज ऑफ एज्युकेशन अँड फिजिकल एज्युकेशन,
(स्वायत्त) जळगाव



B.P.Ed
(Two Year Degree Course)
4 Semester Program

Curriculum Framework & Syllabus
2025-26

**V.P. Hole College of Education of Education and Physical Education,
(Autonomous) Jalgaon**

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Title: Title of the degree shall be Bachelor of Physical Education. (B.P.Ed.)

Program Learning Objectives:

The curriculum is designed to achieve the following general objectives of the B.P.Ed. Program

1. The student teacher understands the central concepts, tools of inquiry and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
2. The student teacher understands how children learn and develop, how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts.
3. The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences.
4. The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
5. The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner, and reflective practices that continually evaluate the effects of his/her choices and actions.
6. The student teacher understands content cum methodology and adopts it in teaching.

Eligibility for Admission:

Candidate should have passed the Bachelor's Degree of this university or a university recognized by UGC in any faculty with at least 50% marks for general category and 45 % for reserved category as per rules of university and government, and should have offered at least one school subject at the first and / or second degree level as principal or subsidiary of allied or optional subject. (School subjects means the subject included in the syllabus of secondary and higher secondary level in the Maharashtra State.) Rules for admission framed by NCTE, Govt. of Maharashtra and University will be applicable from time to time.

Selection Procedure:

Admission to the eligible candidates will be given as per the selection procedure laid down by the State Government or University from time to time.

Allotments of Teaching Methodology in School Subjects:

Every Candidate has to choose any one subject from BCPS-201 for second year.

Norms for appearing at B.P.Ed. Examination:

Student teachers should have kept two terms with at least 80% attendance of theory and practical periods in college. He should have completed all the internal practical work to the satisfaction of the principal and he should have obtained such certificate from the principal of the college. Unless and until he obtains such a certificate he will not be allowed to appear for university examination.

Examination Process:

The examination of B.P.Ed. degree will consist of two years. External Examination in theory courses of 60 marks and practical as per syllabus, which will be conducted by the University at the end of each academic year. Internal Assessment will be conducted by the college for 40 marks and practical as per syllabus.

Allotment and distribution of marks:

The B.P.Ed. Examination will be of 2500 marks with 100 Credits and details are as per syllabus.

Marks	Grade	Grade
75 to 100	O	6
65 to 74	A	5
55 to 64	B	4
50 to 54	C	3
49 & less	F	0

Medium of Instruction:

The medium of instruction at the B.P.Ed. course will be Marathi, English and Hindi. However the medium of instruction for the courses content cum methodology in English, Hindi and Marathi will respectively be English, Hindi and Marathi. The candidate of the B.P.Ed. Course will have the option of all papers and practical either in Marathi, English and Hindi.

Duration:

The B.P.Ed program shall be of duration of two academic years which can be completed in a maximum of three years from the date of admission to the program.

Working Days:

1. There shall be at list two hundred working days each year exclusive of the period of examination and admission.
2. The minimum attendance of student-teacher shall have to be 80 % for all course work, practicum and 90 % of school Internship.

Provision of Bonus Marks

Sr. No	Special Marks for Extra Co-curricular Activities (Any One - Maximum 15 Marks)	Marks
1	a. Sports Achievement at State level Competition (Medal Winner) b. Sports Achievement National level Competition (Medal Winner) c. Sports participation International level Competition	15
2	Inter University Participation (Any one game)	10
3	Inter College/Zonal Participation	05
4	National Service Scheme	10
5	Blood donation / Cleanliness drive / Community services	05

Standard of Passing:

To pass the examination a candidate must obtain at least 50% marks in Internal and external\ examinations of each course. The marks will be converted in grades and credits and finally C.G.P.A. will be displayed on the marks statement. There will be no more difference for internal and external marks with valid difference of 20 % in each course. The candidate will be eligible to get admission in second year as per carryon basis.

**V.P. Hole College of Education of Education and Physical Education,
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BPEd Syllabus

Sem	CBCS/Course Area	Course Code	Title of paper	Total Hours	Credits	Marks Assigned
I	Foundation of Physical Education	BFPE-101	History, Principles and Foundation of Physical Education	60	4	100 (60+40)
		BFPE-102	Yoga Education	60	4	100 (60+40)
		BFPE-103	Learning to Teach Physical Education	60	4	100 (60+40)
	Specific Elective Subject (Any One)	BSES-101	Contemporary Issues in Physical Education, Fitness and Wellness	60	4	100 (60+40)
		BSES-102	Olympic Movement			
	Ability Enhancement Courses	BAEC 101	Information Communication Technology in Education	30	2	50 (30+20)
		BAEC 105	Sports Journalism			
		BAEC 106	Bouldering Wall Climbing	60	2	50
	Practical / School Experience (Any Two)	BPPC-101	Yoga	60	2	50 (25+25)
		BPPC-102	Aerobics			
		BPPC-103	Swimming	60	2	50 (25+25)
		BPPC-104	Gymnastics			
	Practical / School Experience	BPPC-105	Racket Sports	60	2	50 (25+25)
	Total			510	26	650

Sem	CBCS/Course Area	Course Code	Title of paper	Total Hours	Credits	Marks Assigned
II	Foundation of Physical Education	BFPE-201	Sports Psychology and Sociology	60	4	100 (60+40)
		BFPE-202	Anatomy and Physiology	60	4	100 (60+40)
		BFPE-203	Organization and Administration in Physical Education	60	4	100 (60+40)
	Content cum Pedagogy (Any One)	BCCP 201	Marathi	60	4	100 (60+40)
		BCCP 202	Hindi			
		BCCP 203	English			
		BCCP 204	Mathematics			
		BCCP 205	History			
		BCCP 206	Geography			
		BCCP 207	Science			
	Ability Enhancement Courses	BAEC 201	Fundamentals of Physical Fitness	30	2	50 (30+20)
		BAEC 202	School Management			
		BAEC 203	Life Skills	30	2	50
		BAEC 204	Disaster Management			
	Practical / School Experience	BPPC-201	Track Events	60	2	50 (25+25)
		BPPC-202	Field Events	60	2	50 (25+25)
		BPPC-203	School Lesson	60	2	50 (25+25)
	Total			480	26	650

Sem	CBCS/Course Area	Course Code	Title of paper	Total Hours	Credits	Marks Assigned
III	Foundation of Physical Education	BFPE-301	Sports Medicine, Physiotherapy and Rehabilitation	60	4	100 (60+40)
		BFPE-302	Educational Technology and Methods of Teaching in Physical Education	60	4	100 (60+40)
		BFPE-303	Officiating and Coaching	60	4	100 (60+40)
	Specific Elective Subject (Any One)	BSES-301	Health Education and Environmental Studies	60	4	100 (60+40)
		BSES -302	Curriculum Design			
	Ability Enhancement Courses	BAEC 301	Lead Wall Climbing	60	2	50
	Practical / School Experience	BPPC-301	Mass Demonstration Activities	60	2	50 (25+25)
		BPPC-302	Combative Sports	60	2	50 (25+25)
		BPPC-303	Indigenous Sports	60	2	50 (25+25)
	Total			480	24	600

Sem	CBCS/Course Area	Course Code	Title of paper	Total Hours	Credits	Marks Assigned
IV	Foundation of Physical Education	BFPE-401	Research and Statistics in Physical Education	60	4	100 (60+40)
		BFPE-402	Measurement and Evaluation in Physical Education	60	4	100 (60+40)
		BFPE-403	Biomechanics and Kinesiology	60	4	100 (60+40)
	Specific Elective Subject (Any One)	BSES -401	Sports Nutrition and Weight Management	60	4	100 (60+40)
		BSES -402	Sports Management			
	Ability Enhancement Courses	BAEC-401	Internship	60	2	50
		BAEC-402	Adventure Activities	60	2	50
	Practical / School Experience	BPPC-401	Game Specialization	60	2	50 (25+25)
		BPPC-402	Game & Sports Coaching Lesson Plans	60	2	50 (25+25)
	Total			480	24	600

Unit – 4: Principles of Physical Education

- a) Biological
 - Growth and development.
 - Age and gender characteristics.
 - Body types.
 - Anthropometric differences.
- b) Psychological
 - Learning types, learning curve.
 - Laws and principles of learning.
 - Attitude, interest, cognition, emotions and sentiments.
- c) Sociological
 - Society and culture.
 - Social acceptance and recognition.
- d) Leadership.
 - Social integration and cohesiveness.

References:

- Bucher, C. A. (n.d.) *Foundation of physical education*. St. Louis: The C.V. Mosby Co. Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of Physical education.
- Mohan, V. M. (1969). *Principles of physical education*. Delhi: Metropolitan Book Dep. Nixon, E. E. & Cozen, F.W. (1969). *An introduction to physical education*. Philadelphia:
- W.B. Saunders Co.Obertuffer, (1970). *Delbert physical education*. New York: Harper & Brothers Publisher. Sharman, J. R. (1964). *Introduction to physical education*. New York: A.S. Barnes & Co. William, J. F. (1964). *The principles of physical education*. Philadelphia: W.B. Saunders Co. Kote, Kamble, Joshi, (2006). *Principles and history of physical education*. Chhaya Publication House, Aurangabad.
- जोशी मकरंद, (२०१०), शारीरिक शिक्षण - अध्ययन व अध्यापन पद्धती, नित्य नूतनप्रकाशन, पुणे.

BPED SEM - I BFPE-102 YOGA EDUCATION

Course Learning Objectives-

1. To familiarize students with the fundamentals of journalism, including ethics and its role in sports and physical education.
2. To enable students to develop skills in collecting, editing, and evaluating sports news, as well as conducting interviews with sports personalities.
3. To introduce students to mass media platforms, sports commentary techniques, photography, and the role of advertising in sports journalism.
4. To guide students in composing sports bulletins and crafting detailed reports on major sports events for publication.

Unit – 1: Introduction

- a) Meaning, Definition and Concept and misconception about Yoga, Aims and objectives of yoga.
- b) Yoga in early Upanishadas.
- c) The yoga sutra - general consideration.
- d) Need and importance of yoga in physical education and sports.

Unit – 2: Foundation of Yoga

- a) Patanjali Yoga Sutra: General Consideration
- b) The Ashtanga yoga - yama, niyama, asana, pranayama, pratyahara, dharana, dhyana and samadhi.
- c) Yoga in the bhagavadgita – karma yoga, raja yoga, jnana yoga and bhakti yoga.
- d) Four Steps of Life : Brahmacharya(Renunciation),Garahastha (Family Life) Vanaprasthya (Non-attachment), Sanyas (Asceticism)

Unit – 3: Asanas

- e) Effect of asanas and pranayamas on various body systems.
- f) Classification of asanas with special reference to physical education and sports.
- g) Influences of relax meditative posture on various body systems.
- h) Types of bandhas and mudras And Type of kriyas.

Unit – 4: Yoga Education

- a) Basic, applied and action research in yoga.
- b) Difference between yogic practices and physical exercises.
- c) Yoga education centers in India and abroad, Competitions in yogasanas.
- d) Role of Yoga in maintaining good health And Yoga for prevention, cure and Rehabilitation

References:

- Brown, F. Y.(2000). *How to use yoga*. Delhi:Sports Publication.
- Gharote, M. L. &Ganguly, H. (1988). *Teaching methods for yogic practices*.Lonawala: Kaixydahmoe.

- Rajjan, S. M. (1985). *Yoga strenthening of relaxation for sports man*. New Delhi: Allied Publishers.
- Shankar, G. (1998). *Holistic approach of yoga*. New Delhi: Aditya Publishers.
- Shekar, K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.
- A. N. Khodaskar, V. A. Khodaskar- *Yoga Arogyam Sukha Sampada*, Amravati
- L. S. Chawla- *Pranayam*, Amravati
- R. H. Tiwari – *Prachin Bharat Main Sharirik Shiksha Darshan*, Amravati
- M. L. Gharote – *Applied Yoga*, Lonavala

Course Learning Objectives-

1. To enable students to understand the purpose of physical education and identify key teaching skills, motor learning stages, and effective learning environments.
2. To equip students with the ability to apply content planning, lesson design, and preventive classroom management strategies in physical education settings.
3. To develop students' competence in demonstrating teaching skills, managing large classes, and promoting responsible behavior in a safe learning environment.
4. To familiarize students with various teaching styles and enable them to choose appropriate methods based on learner needs and teaching context.

Unit -1: Teaching Physical Education

- a) Purpose and objectives of Physical Education, Defining a Physically educated person(PEP) & Teaching skills, personal characteristics of teacher.
- b) Learning motor skills their Nature, stages & phases of learning – implications for Physical Education.
- c) Learning environment - What is effective learning environment, types of effective Learning environment ,maintain effective learning environment.
- d) Motor skills - Closed, closed in differing environment, open skills and Movement concept & action words ,Movement qualities, principles & strategies ,Movement effects & affects.

Unit -2: Content analysis, development, planning & designing

- a) Extension- practice of parts, modification of equipment, spatial arrangement, focus of Intent, number of people & skills, conditions, sequencing b) Refinement c)Application
- b) Planning for lesson – general information, learning objectives, learning activities, Variations, challenges, class organization, cues, assessment, reflection
- c) Nature & purpose of preventive management, Managerial task system- the three Cs: compliance, cooperation & community, Managerial time & Academic learning time (ALT- PE)
- d) Skills & strategies to preventive class management- starting lesson, transitions And Active supervision- back to wall, proximity control, with-it-ness, selective ignoring, using Names, overlapping, positive pinpointing

Unit -3: Teaching skills

- a) Teacher functions during activity - Common functions, Not-contributing behaviors, Directly contributing behaviours- safety, productivity, reinforcement, feedback, Observing & analysing student responses
- b) Teaching large classes - Amount of practice, Acquiring equipment's, dealing with limited equipment, Well-organized class routines, Substantive curriculum, Using tasks. Teaching social responsibility, Peer teaching & assessment
- c) Managing behaviour & misbehaviour, discipline - Safe & welcoming climate: social & economic conditions, predictable rules, routines & social norms,

teaching caring & social responsibility, discussing safety

- d) Preventing misbehaviours- rules & values, consequences, expectations, reinforcement, ignoring, desists, time-outs, behaviour contracts, rewards, behaviour games

Unit -4: Teaching styles

- a) Why multiple teaching styles - Personal choice, Tradition, Diversity, Multiple objectives
- b) Spectrum of teaching styles - Direct/reproduction styles- Command, practice, reciprocal self-check, inclusion
- c) Indirect/production styles- guided discovery, convergent discovery, divergent discovery, individual program, learner initiated, self-teaching
- d) How to choose teaching style - Learner factors, Environmental factors, Task factors, Teacher factors

References

- Siedentop Daryl. (1991). Developing teaching skills in Physical Education (3rd ed.). CA: Mayfield publishing company
- Rink J.E. (1985). Teaching Physical Education for Learning. St. Louis, Toronto: Times Mirror/ Mosby College Publishing
- Capel, S., & Whitehead, M. (2010). Learning to teach Physical Education in the secondary school (3rd ed). Ox: Routledge
- Pangrazi, R., & Daur, V.P. (1995). Dynamic Physical Education for elementary school children (11th ed). MA: Allyn & Bacon
- Gallahue, D.L. , & Donnelly, F. C. (2003). Developmental Physical Education for all children (4th ed). IL: Human Kinetics
- Himberg, C., Hutchinson, G.E., & Rousell, J.M. (2003). Teaching secondary Physical Education. IL: Human Kinetics
- Schempp, P.G (2003). Teaching sports & Physical activity- insight on the road to excellence. IL:Human Kinetics
- Graham G., Hale S., & Parker M. (1998). Children moving 4th ed. California: Mayfield publishing company
- Rovegno , I. , and Bandhauer, D. (2013). Elementary Physical Education: Curriculum and Instruction. MA: Jones & Bartlett Learning

SPECIFIC ELECTIVE SUBJECT (ANY ONE)
BPED SEM - I BSES -101 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION

Course Learning Objectives-

1. To enable students to understand the concept, aims, and interdisciplinary relevance of physical education, fitness, and wellness.
2. To familiarize students with the components of fitness and wellness, and promote awareness of healthy lifestyle practices for disease prevention.
3. To equip students with the knowledge to plan and design exercise programs using appropriate methods, intensity, and fitness tools for various age groups.
4. To develop students' ability to recognize health risks, apply safety measures, and manage common injuries and lifestyle-related conditions.

Unit – 1: Concept of Physical Education and Fitness

- a) Definition, aims and objectives of physical education, fitness and wellness.
- b) Importance and scope of fitness and wellness.
- c) Modern concept of physical fitness and wellness.
- d) Physical education and its relevance in inter disciplinary context.

Unit – 2: Fitness, Wellness and Lifestyle

- a) Types of fitness and components of fitness.
- b) Understanding of wellness.
- c) Modern lifestyle and hypo-kinetic Diseases – prevention and management.
- d) Physical activity and health benefits.

Unit – 3: Principles of Exercise Program

- a) Means of fitness development – aerobic and anaerobic exercises
- b) Exercises – volume and intensity, heart rate zones for various aerobic exercises.
- c) Concept of free weight Vs machine, sets and repetition etc.
- d) Concept of designing different fitness training program for different age group.

Unit – 4: Safety Education and Fitness Promotion

- a) Health and safety in daily life.
- b) First aid and emergency care.
- c) Common injuries and their management.
- d) Modern life style and hypo-kinetic disease - prevention and management.

References:

- Difiore, J.(1998). *Complete guide to postnatal fitness*. London: A & C Black,.
- Giam, C.K & The, K.C. (1994). *Sport medicine exercise and fitness*. Singapore: P.G. Medical Book.
- McGlynn, G., (1993). *Dynamics of fitness*. Madison: W.C.B Brown.
- Sharkey, B. J.(1990). *Physiology of fitness*, Human Kinetics Book.

Course Learning Objectives-

1. To enable students to understand the origin, historical evolution, and cultural values of the Olympic movement.
2. To familiarize students with the ideals, symbols, ethical principles, and global reach of the modern Olympic Games.
3. To help students identify various Olympic events including Para, Summer, Winter, and Youth Olympics, and understand their significance.
4. To develop students' understanding of the structure and functions of Olympic committees and recognize India's contributions to the Olympic Games.

Unit – 1: Origin of Olympic Movement

- a) Philosophy of Olympic movement.
- b) The early history of the Olympic movement.
- c) The significant stages in the development of the modern Olympic movement.
- d) Educational and cultural values of Olympic movement.

Unit – 2: Modern Olympic Games

- a) Significance of Olympic ideals, Olympic rings, Olympic flag.
- b) Olympic protocol for member countries, Olympic code of ethics.
- c) Olympism in action.
- d) Sports for all.

Unit – 3: Different Olympic Games

- a) Para Olympics.
- b) Summer Olympics.
- c) Winter Olympics.
- d) Youth Olympics.

Unit – 4: Committees of Olympic Games

- a) International Olympic committee - structure and functions.
- b) National Olympic committees and their role in Olympic movement.
- c) Olympic commission and their functions.
- d) Olympic medal winners of India.

Reference:

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

ABILITY ENHANCE / VALUE ADDED COURSES

BPED SEM - I BAEC-101 INFORMATION COMMUNICATION TECHNOLOGY IN EDUCATION

Course Learning Objectives-

1. Understand the meaning, nature and scope of ICT.
2. Recognize the different areas of ICT in teaching and learning
3. Understand the resources required and their optimum use of ICT in school Management.
4. Promote the integration of ICT through learner-centered approaches such as project-based, Collaborative and constructivist learning.

Unit 1- Introduction to ICT

- a) Concept and nature of ICT
- b) Scope of ICT in Teaching and Learning
- c) Use of ICT in Teaching and Learning
- d) Significance of ICT in Education

Unit 2- ICT as a tool

- a) ICT for school Administration
- b) ICT for educational Evaluation
- c) ICT for Effective Communication
- d) Challenges in Integrating ICT in School Education.

Unit-3 Use of ICT in teaching

- a) ICT enabled Teaching of Languages.
- b) ICT enabled Teaching of Social Sciences
- c) ICT enabled Teaching of Sciences and Maths.
- d) ICT enabled Teaching of Training of teachers.

Unit-4 Use of ICT in Learning

- a) ICT and collaborative learning
- b) ICT and Peer learning
- c) ICT and cooperative learning.
- d) Web base learning, e-learning, EDUSAT, Virtual classroom

Reference

- Jagtap, H.N Shaikshanic Tantravidyan, Nitya Nutan Prakashan, Pune.
- Bhukan S.T & others, Mahiti sampreshan Tanhtravidnyan ani sanshodhan, 2010 Vyankatesha Prakashan, Jalgaon.
- M.S.C.I.T., MKCL, pune
- Shaikshanic Tantravidyan, Suman Oke.
- Shaikshanic Tantravidyan, Prashant Patil,
- Educational Techanology, Usha Rao.

Course Learning Objectives-

1. To enable students to understand the fundamentals of journalism, including its ethics and role in sports and physical education.
2. To equip students with skills to collect, edit, and evaluate sports news and conduct interviews with sports personalities.
3. To familiarize students with various mass media platforms, sports commentary, photography, and the role of advertising in sports journalism.
4. To develop students' ability to prepare sports bulletins and write comprehensive reports on major sports events for publication.

Unit 1: Fundamentals of Sports Journalism

- a) Meaning and definition of journalism
- b) Ethics of journalism, canons of journalism, sports ethics and sportsmanship
- c) Role of journalism in the field of physical education; Sports as an integral part of physical education.
- d) Reporting sports events.

Unit 2: News Reporting and Editing

- a) National and international sports news agencies.
- b) Methods of editing a sports report; Evaluation of reported news.
- c) Interview with elite players and coaches.
- d) Collection of newspaper cuttings (sports news album); General and sports news reporting.

Unit 3: Media Platforms and Presentation

- a) Mass media in journalism – radio and television
- b) Commentary – live/running commentary and expert analysis
- c) Sports photography – equipment, editing, and publishing
- d) Role of advertisements in journalism; Sports organization and sports journalism

Unit 4: Bulletins, Reports and Event Coverage

- a) Concept, types, and structure of sports bulletins
- b) Journalism and sports education
- c) Brief review of major sports events – Olympic Games, Asian Games, Commonwealth Games, World Cup, National Games, Indian traditional games
- d) Report writing for annual sports meets – preparation and publication

References:

- Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi : Surjeet Publications
- Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet

Publication

- Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication
- Dhananjay Joshi (2010) Value Education in Global Perspective. New Delhi: Lotus Press.
- Kannan K (2009) Soft Skills, Madurai: Madurai: Yadava College Publication
- Mohit Chakrabarti (2008): Value Education: Changing Perspective, New Delhi: Kanishka Publication,.
- Padmanabhan. A & Perumal A (2009), Science and Art of Living, Madurai: Pakavathi Publication
- Shiv Khera (2002), You Can Win, New Delhi: Macmillan India Limited.
- Varma A.K. (1993) Journalism in India from Earliest Times to the Present Period. Sterling publication Pvt. Ltd.
- Venkataiah. N (2009) Value Education,- New Delhi: APH Publishing Corporation. 43

BPED SEM - I BAEC 106 –WALL CLIMBING (BOULDRING) PRACTICAL

- **What is Sport Climbing?**

Climbing is a primary human movement. As children, we crawl, learn to climb and then learn to walk. Sport climbing is just an embellishment of that reflex we've all exercised on ladders, stairs or trees. Sport climbing is an offshoot of natural rock climbing and is more accessible than traditional rock climbing, both in terms of location and cost. While its genesis lay in Mountaineering, it has evolved into a unique sport accessible to millions, who practice it both indoors and outdoors. Sport climbing involves high-intensity climbing on relatively short routes. Its distinguishing characteristics include preplaced bolts and an emphasis on the physical aspect of the climb rather than the destination or summit. Sport routes can be found indoors or out, on nearby, accessible rock crags or on artificial walls at a gym or a competition arena.

- **Wall Climbing Bouldering:**

- a. Short climbs ('Boulders') are attempted without ropes but with landing mats for protection. Climbers climb fixed routes on a wall of 5 meters or less, and are ranked by the number of routes they have completed in the designated time frame.
- b. It focuses on short 'problem' sequences of 5 to 6 moves.
- c. This discipline is marked by high difficulty concentrated into a short route, the limited competition time and the close proximity to the spectators.
- d. The competitor's score is determined by the overall number of boulders sent by him/her and the number of attempts needed.
- e. If athletes do not reach the finishing hold they may be awarded a bonus point for having reached a particular hold, the Bonus hold, which is marked by the route setter.

- **Benefits of Sport Climbing-**

- a. **Full-Body Workout (Cardio + Strength):** Climbing combines cardio, strength, and endurance in one session. It elevates heart rate, builds upper-body, leg, and core strength. A 1997 study in the *British Journal of Sports Medicine* found its cardio impact comparable to running 8–11 min/mile.
- b. **Muscle Toning & Strengthening:** Engages nearly all major muscle groups, including abs, obliques, delts, traps, lats, biceps, quads, and calves. Grip strength also improves. A 2011 *Journal of Human Kinetics* review found climbers tend to have lower body fat and higher grip strength.
- c. **Increases Flexibility:** Climbing enhances range of motion, requiring dynamic movements like reaching and leaping. The *American College of Sports Medicine* recommends regular stretching, also beneficial for flexibility and circulation.
- d. **Boosts Mental Strength:** Climbing involves problem-solving, route planning, assessing strength, and hand-eye coordination. Each route (or “problem” in bouldering) requires mental focus and adaptability.
- e. **Reduces Stress:** Physical exertion boosts norepinephrine, reducing stress. The immersive nature of climbing and exposure to sunlight (especially outdoors) enhances mood and releases feel-good hormones like dopamine.
- f. **Prevents Chronic Diseases:** Climbing lowers the risk of heart disease, high blood

pressure, cholesterol issues, and diabetes. The *CDC* classifies it as a vigorous activity that improves cardiovascular health and reduces stress.

- g. **Overcomes Fear:** Helps conquer common fears like heights and falling. Harnesses provide safety, allowing climbers to build confidence and challenge their fears in a controlled environment.
- h. **Personal Challenge & Growth:** As skill and confidence grow, climbers push past comfort zones, attempting more difficult routes. This ongoing challenge fosters resilience, self-trust, and personal development.

Reference:

- Indian Mountaineering Foundation. (n.d.). *Sport Climbing*.
<https://www.indmount.org/IMF/sportclimbing>

PRACTICAL

BPED SEM - I BPPC-101 YOGA

• Surya Namaskara (12 Counts)

- Pranayams
- Corrective Asanas
- Kriyas
- Asanas
 - Sitting
 - Standing
 - Laying Prone Position,
 - Laying Spine Position

BPED SEM - I BPPC-102 AEROBICS

Introduction of Aerobics

- Postures – Warm up and cool down
- Sports Aerobics
- Dance Aerobics
- Low impact aerobics
- High impact aerobics
- Aqua Aerobics
- THR (target heart rate) Zone – Being successful in exercise and adaptation to aerobic workout.

BPED SEM - I BPPC-103 SWIMMING

Introduction of water polo game

- Fundamental skills
- Swim with the ball
- Passing
- Catching
- Shooting
- Goal keeping
- Rules of the games and responsibility of officials

Introduction of diving sports.

- Basic Diving Skills from spring boards
- Basic Diving Skills from platform

BPED SEM - I BPPC-104 GYMNASTICS

Horizontal /Single Bar (Boys):

- Grip
- Swings
- Fundamental Elements
- Dismount

Uneven Parallel Bar (Girls):

- Grip
- Swings
- Fundamental Elements
- Dismount

BPED SEM - I BPPC-105 RACKET SPORTS (ANY ONE)

Badminton

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.
- Report Writing

Table Tennis

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.
- Report Writing

Squash

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.
- Report Writing

Tennis

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.
- Report Writing

BPED SEM - II BFPE-201 SPORTS PSYCHOLOGY AND SOCIOLOGY

Course Learning Objectives-

1. To enable students to understand the meaning, importance, and scope of educational and sports psychology, along with the stages of growth, development, and individual differences.
2. To enable students to apply psychological concepts such as learning, motivation, personality, stress, and mental strategies to enhance sports performance.
3. To enable students to examine the relationship between social science and physical education through customs, traditions, festivals, and group behavior.
4. To enable students to evaluate the influence of culture on lifestyle and physical activity participation in different social contexts.
5. To enable students to understand and apply research methods such as observation, questionnaires, and interviews in studying human behavior and culture.

Unit – 1: Introduction

- a. Educational and sports psychology - meaning, importance and scope.
- b. General characteristics of various stages of growth and development.
- c. Types and nature of individual differences, factors responsible – heredity and environment.
- d. Psycho-sociological aspects of human behavior in relation to physical education and sports.

Unit – 2: Sports Psychology

- a. **Learning** - nature, theories, Laws, Plateau, transfer of training.
- b. **Personality** - meaning, definition, characteristics, dimensions, personality and sports performance, **Motivation**- factors influencing motivation, motivation and techniques and its impact on sports performance, Mental preparation strategies - attention focus, self-talk, relaxation, imaginary.
- c. **Aggression** and sports.
- d. **Stress & Anxiety** - meaning, nature, types And **Arousal** and their effects on sports performance.

Unit – 3: Relation between Social Science and Physical Education.

- a. Orthodoxy, customs, tradition and physical education.
- b. Festivals and physical education.
- c. Socialization through physical education.
- d. Social group life, social conglomeration and social group, primary group and remote group.

Unit – 4: Culture: Meaning and Importance.

- a. Features of culture,
- b. Importance of culture.
- c. Effects of culture on people life style.
- d. Different methods of study - observation/inspection method, questionnaire method, interview method.

References:

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- Skinnner, C. E., (1984.). *Education psychology*. New Delhi: Prentice Hall of India.
- William, F. O. & Meyer, F. N. (1979). *A handbook of sociology*. New Delhi: Eurasia Publishing House Pvt Ltd.
- Kote, S. Chandrashekhar, (2006). *Principles of education and psychology*. Chhaya Publishing House, Aurangabad.

Course Learning Objectives-

1. To introduce students to basic anatomy concepts, including the skeleton, joints, muscles, and gender differences in the skeletal system.
2. To explain the structure and functions of major body systems such as circulatory, respiratory, digestive, endocrine, and nervous systems.
3. To describe the physiology of muscles, nerve control, and the role of oxygen and energy in muscular activity.
4. To examine the effects of exercise and training on body systems, physical fitness concepts, and the importance of diet in sports performance.

Unit – 1: Introduction

- a) Brief introduction of anatomy and physiology in the field of physical education.
- b) Introduction of cell and tissue.
- c) The arrangement of the skeleton, function of the skeleton, ribs and vertebral column and the extremities, Joints of the body and their types.
- d) Gender differences in the skeleton And Types of muscles.

Unit – 2: Body Systems and Functions

- a) **Blood and circulatory system:** Constituents of blood and their function, blood groups and blood transfusion, blood clotting, the structure of the heart, properties of the heart muscles, circulation of blood, cardiac cycle, blood pressure, lymph and lymphatic circulation, cardiac output.
- b) **The Respiratory system:** The respiratory passage, the lungs and their structure, exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume.
- c) **The Digestive system:** Structure and functions of the digestive system, digestive organs, metabolism, **The Excretory system:** Structure and functions of the kidneys and the skin.
- d) **The Endocrine glands:** Functions of glands - pituitary, thyroid, and parathyroid, adrenal, pancreatic and the sex glands , **Nervous systems:** Function of the autonomic nervous system and Central nervous system, reflex action And **Sense organs:** A brief account of the structure and functions of the eye, ear, skin, nose and tongue.

Unit – 3: Muscle Physiology

- a) Definition of physiology and its importance in the field of physical education and sports.
- b) Structure, properties and functions of skeletal muscles.
- c) Nerve control of muscular activity:
 - Neuromuscular junction.
 - Transmission of nerve impulse across it.
- d) Fuel for muscular activity And Role of oxygen - physical training, oxygen debt,

second wind, vital capacity.

Unit – 4: Exercise Physiology and Nutrition

- a) Effect of exercise and training on cardiovascular system & respiratory system.
- b) Effect of exercise and training on muscular system.
- c) Physiological concept of physical fitness, warming up, conditioning and fatigue.
- d) Basic concept of balanced diet – diet before, during and after competition.

References:

- Gupta, A. P. (2010). *Anatomy and physiology*. Agra: SumitPrakashan.
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- Fox Edward - *Sports Physiology*, W B Saunders Co. 1984
- Sharma, R. D. (1979). *Health and physical education*, Gupta Prakashan.
- Singh, S. (1979). *Anatomy of physiology and health education*. Ropar: Jeet Publications.
- Kote, Joshi, (2006). *Biomechanics, applied kinesiology and physiology of exercise*. Chhaya Publication House, Aurangabad.

BPED SEM - II BFPE-203 ORGANIZATION AND ADMINISTRATION **IN PHYSICAL EDUCATION**

Course Learning Objectives-

1. To enable students to understand the importance of organization and administration in physical education, including planning, staffing, and coordination.
2. To familiarize students with office management, record keeping, and budget preparation in physical education, including essential documents and their maintenance.
3. To help students understand facilities and equipment management and the principles of effective time-table planning in physical education programs..
4. To acquaint students with the process of organizing and planning sports competitions, including tournament types and the structure of athletic meets.

Unit – 1: Organization and Administration

- a) Meaning and importance of organization and administration in physical education.
- b) Qualification and responsibilities of physical education teacher and pupil leader.
- c) Planning – meaning, importance and their basic principles, Program planning in physical education.
- d) Functions of planning - organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.

Unit – 2: Office Management, Record, Register & Budget

- a) Office management - meaning, definition, functions and types.
- b) Records – Student progress records, Efficiency record, Medical examination record.
- c) Registers - maintenance of attendance register, stock register, cash register, physical efficiency record, medical examination record.
- d) Budget - meaning, importance, making, criteria of a good budget, sources of income, expenditure, preparation of budget.

Unit – 3: Facilities & Time-Table Management

- a) Facilities & equipment management - types of facilities, infrastructure (indoor, outdoor).
- b) Care of school building, gymnasium, swimming pool, play fields, Play grounds.
- c) Equipment - need, importance, purchase, care and maintenance.
- d) Time table management - meaning, need, importance and factor affecting time table.

Unit – 4: Competition Organization

- a) Importance of tournament- How to organize, planning of the tournaments/leagues.
- b) Types of tournament and its organization structure - Knock-out tournaments,

League or Round Robin tournaments, combination tournament and challenge tournament.

- c) Organization structure of athletic meet.
- d) Sports event planning - intramurals & extramural tournament.

References:

- Broyles, F. J. & Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.
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- Voltmer, E. F. & Esslinger, A. A. (1979). *The organization and administration of Physical Education*. New York: Prentice Hall Inc.

उद्दिष्टे-

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

घटक १- मातृभाषा अध्ययन-अध्यापनाची संकल्पना

- अ. मातृभाषा शिक्षणाचे उद्दिष्ट
- ब. मातृभाषा अध्ययन-अध्यापनाची सर्वसामान्ये उद्दिष्ट व महत्व
- क. मातृभाषा अध्ययन-अध्यापनाची तत्वे, वैशिष्ट्ये
- ड. मातृभाषेची सद्यस्थिती, मातृभाषा समृद्धीचे विविध उपक्रम

घटक २- मातृभाषा अध्यापनाची मूलतत्वे व पद्धती

- अ मातृभाषेची .भाषिक उद्दिष्टे
- बकाव्य अध्यापन ., व्याकरण अध्यापन पद्धती -उदगामी व अवगामी
- कमातृभाषेची मूलभूत कौशल्ये श्रवण ., भाषण, वाचन व लेखन
- डविविध शैक्षणिक साधने अर्थ ., प्रकार व महत्व)ICT व AI चा वापर(

घटक ३- मातृभाषा अध्यापनातील नियोजन, शिक्षक व व्यावसायिक विकास

- अवार्षिक नियोजन . व घटक - पाठ नियोजन, घटक चाचणी
- बमातृभाषेचा शिक्षक शैक्षणिक पात्रता ., गुणवैशिष्ट्ये त्यांना येणाऱ्या अडवणी
- क .मातृभाषेचे आदर्श पाठ्यपुस्तकाचे अंतरंग बहिरंग व निकष.
- ड.ईक विकासाचे उपक्रमशिक्षकांच्या व्यावसा .

घटक ४- आशययुक्त अध्यापन पद्धतीचा अभ्यास

- अती अर्थआशययुक्त अध्यापन पद्ध ., स्वरूप, संकल्पना
- बतीचे गरज व महत्वआशययुक्त अध्यापन पद्ध .
- क आशययुक्त अध्यापन .पद्धतीचे प्रकार व फायदे तोटे
- ड.तीची उपयुक्तताआशययुक्त अध्यापन पद्ध .

संदर्भ ग्रंथ -

- १ पाटील .हे.दि .मराठीचे अध्ययन व अध्यापन डॉ ., डॉराणे .रा.श .
- २ -मातृभाषेचे अध्ययन .अकलकर, पाटणकर, व्हीनस प्रकाशन, पुणे १९७० .
- ३ .मातृभाषेचे अध्यापन -चंद्रकेमार डाग, चिरंजीव ग्रंथ प्रकाशन, पुणे १९६२
- ४पोमॉडर्न युग डे .वि.मराठी कवितेचे अध्यापन फाटक म ., पुणे १९६२
- ५.जळगाव ,प्रशांत पब्लिकेशन ,स्वाती चावण - मराठी अध्यापन शास्त्रीय पद्धती .

उद्देश्य:-

१. भारतीय जीवन एवं संस्कृति में भाषा का स्थान जानने में शिक्षक को समर्थ बनाना।
२. विद्यालयों में हिंदी भाषा सिखाने के उद्देश्यों को समझाना।
३. हिंदी भाषा सिखाने की विभिन्न पद्धतियों को जानना उसके उद्देश्यों को समझना और पढ़ाने के लिए कौशल्य विकास करना।
४. एक सुशिक्षित हिंदी अध्यापक बनने के लिए ज्ञान, कौशल्य व रुची का विकास करना।

घटक १ -माध्यमिक स्तर पर हिंदी शिक्षण के सिद्धांत

- अ. हिंदी भाषा का माध्यमिक विद्यालयों में स्थान त्रिभाषा सुत्रविद्यालयों में हिंदी भाषा सिखाने - का उद्देश।
- ब. व्याकरण:- भाषा सिखाने में व्याकरण का स्थान, सामान्य व्याकरण, औपचारिक या सैद्धांतिक व्याकरण हिंदी और मराठी व्याकरण पारस्परिक संबंधि व्याकरण की विविध अध्यापन पद्धतियाँ।
- क. शिक्षण रचना की अध्यापन प्रणाली -मौखिक और लिखित रचना का महत्व -लिखित और मौखिक का परस्पर संबंधरचना कार्य में होने वाली गलतीयां-, मुश्कीले और समाधान रचना कार्य सिखाने की विभिन्न पद्धतियाँ। (चित्र), निबंध, कहानियां।
- ड. हिंदी भाषा विकास के लिए कार्य करने वाली राष्ट्रीय संरचनाओं का संक्षिप्त परिचय -
 - i. केंद्रीय हिंदी निदेशालय.
 - ii. केंद्रीय भारतीय भाषा संस्था.
 - iii. साहित्य अकादमी.

घटक २- हिंदी शिक्षण विधियाँ और भाषा कौशल विकास

- अ. शिक्षण एवं अध्ययन पद्धती व व्याकरण का अध्ययन प्रत्यक्षप्रणाली, वेस्ट प्रणाली, संरचना प्रणाली, समन्वयात्मक प्रणाली, साह्यक साधनों का भेद और उनका वर्गीकरणदृक्श्राव्य साधनों की - जानकारी ।
- ब. गद्य शिक्षण :महत्त्व उद्देश्य- गद्य पाठ का स्वरूप और अध्यापन प्रणाली.
- क. भाषा शिक्षा में काव्य का स्थान -काव्य की शिक्षा का उद्देश्य एवं महत्त्व -काव्य शिक्षा के लाभ - कविताओं का चुनाव -कविता की अध्यापन पद्धती -कविता की पाठ टिपणीओं के ढाँचे ।
- ड. लेखन -पत्रलेखन :कौशल्य विकास ,औपचारिक, अनौपचारिक एवं स्ववृत्त लेखन ।

घटक ३ -हिंदी अध्यापन तकनीक और शिक्षक कौशल

- अ .पाठ नियोजन -गद्य नियोजन, पद्य नियोजन ।
- ब .हिंदी अध्यापन, नए प्रवाह और तंत्र रेडिओ, टिआदि । .व्ही.
- क. वाचन -वाचन के रूप व महत्त्व -सस्वर वाचन, मौनवाचन, वाचन शिक्षा की पद्धती ।
- ड .हिंदी अध्यापक के लिए आवश्यक गुण ।

घटक ४- हिंदी में सुक्ष्म अध्यापन पद्धतियाँ

- अ. सुक्ष्म अध्यापन पद्धती -स्वरूप एवं संकलन ।
- ब. हिंदी विषय सिखने और पढ़ाने के लिए सुक्ष्म अध्यापन पद्धतीका महत्त्व एवं आवश्यकता।
- क. हिंदी विषय अध्यापन करते समय सुक्ष्म अध्यापन का ज्ञान देना।
- ड. हिंदी भाषा सिखाने के लिए सुक्ष्म अध्यापन पद्धती ।

प्रतिक्रिया दें संदर्भ-

- १ मुखर्जी .ना .श्री .डॉ -राष्ट्रभाषा शिक्षा ., आचार्य बुक डेपो, बडोदा, १९६५
- २ हिंदी अध्यापन पद्धति केणी ., कुलकर्णी, व्हीनस प्रकाशन, पुणे १९९२
- ३ राष्ट्रभाषा का .अध्यापन गभाषा सभासाठे महाराष्ट्र राष्ट्र .न., पुणे १९७१
- ४ भगत .लु.रा -राष्ट्रभाषा कैसे पढ़ाओं .

BPED SEM - II BCCP-203 ENGLISH

Course Learning Objectives-

1. To enable the student-teacher to acquire knowledge of the present position of English in the Indian school curriculum, the objectives of teaching English in secondary schools, and the effective means and methods developed to achieve these goals.
2. To develop the student-teacher skills required for effective teaching of English in Secondary Schools.
3. To develop among the student - teacher a favorable attitude towards the subject.
4. To enable student-teachers to teach grammar effectively using suitable methods and teaching aids, and to assess learners through appropriate evaluation techniques.

Unit – 1: Basics of Teaching English

- a) Objectives of teaching English
- b) Place of the subject (English) in the School curriculum.
- c) Content cum methodology - concept and nature
- d) Importance and need of content cum methodology in teaching - learning of English method.

Unit – 2: Methods of Teaching

- a) The Direct Method
- b) Structural Approach
- c) Dr. West's New Method
- d) Communicative Approach

Unit – 3: Teaching Prose, Poetry, and Composition

- a) Teaching of Prose: Text-Books, the difference between Reader & Text Books, Oral and Silent Reading
- b) Teaching of Poetry-place of Poetry, Objectives of teaching Poetry, selection of Poetry
- c) Teaching of Compositions - Oral, Written Forms of Composition Ethics of officiating.
- d) Correction of Compositions.

Unit – 4: Teaching Grammar and Language Evaluation

- a) Teaching of grammar - Importance of teaching Grammar. Formal and functional Grammar, Methods of teaching Grammar
- b) Instructional Material - The need of language - Laboratory teaching of English
- c) Teaching material- visual, audio, audio-visual aids
- d) Evaluation - Oral and written Tests, Diagnostic test & Remedial Teaching

References:

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

BPED SEM - II BCCP-204 MATHEMATICS

Course Learning Objectives-

1. To enable student-teachers to understand the nature, objectives, and curriculum structure of mathematics, and its correlation within and across subjects.
2. To enable student-teachers to understand the concept, objectives, importance, and implementation of content-cum-methodology in teaching.
3. To enable student-teachers to apply appropriate methods, planning, evaluation techniques, and teaching aids for effective mathematics instruction, and to organize curricular and co-curricular activities to enhance student learning.
4. To enable student-teachers to teach basic concepts of algebra, geometry, mensuration, and trigonometry effectively.

Unit – 1: Nature of Mathematics

- a) Meaning & Nature of Mathematics.
- b) Scope and Place of Mathematics in school curriculum
 - i. Fundamental Subject b) compulsory subject c) optional subject.
 - ii. Methods for syllabus construction of Mathematics
 - iii. i) Concentric ii) Topical
- c) Objective of teaching Mathematics.
 - iv. Meaning of objective
 - v. General objective of teaching Mathematics.
 - vi. Objectives of teaching Mathematics in class teaching.
- d) Correlation-
 - vii. within branches in Mathematics- Arithmetic's Algebra, Geometry
 - viii. Correlation of Mathematics with other school subjects— Science, Languages, Drawing, History, Geography

Unit – 2: Concept and Nature of Content cum Methodology

- a) Meaning, Concept, Nature, Scope and Structure of Content-Cum—Methodology.
- b) Objectives of Content-Cum—Methodology.
- c) Need and Importance of Content-Cum—Methodology.
- d) Implementation of Content-Cum—Methodology.

Unit – 3: Methods, Planning, Evaluation for Teaching of Mathematics

- a) Methods of Teaching of Mathematics.
 - i. Inductive-deductive Method
 - ii. Analytical-Synthetical Method
 - iii. Experimental Method
 - iv. Project Method
- b) Planning for teaching of Mathematic-
 - i. Year Plan, Unit Plan, Lesson Plan, Unit Test
 - ii. Evaluation-Formative and Summative, Continuous Comprehensive Evaluation ,
 - iii. Question Bank

- iv. Examination—written, oral and Practical.
- c) Teaching Aids for Mathematics-Traditional & Technology Base
 - i. Printed Material , Pictures,
 - ii. Black Boards Models
 - iii. Computer –E-Books, Blogs, Encyclopedia, Search Engine, E-Mail
 - iv. Virtual Classroom, Tele Conferences, Video conference
- d) Curriculum & Co-Curriculum Activities for Mathematics
 - i. Oral Work, drill work ,and home work
 - ii. Mathematics club
 - iii. Mathematics laboratory
 - iv. Games, Puzzles, Fairs, Quiz

Unit – 4: Teaching of Basic Concepts of Algebra and Geometry

- a) **Basic Concepts of Algebra**- Number Systems : Natural Numbers, Whole Numbers, Integers Rational & Irrational Numbers, square, Square roots and Cube roots Highest Common Factor (HCF) & Lowest Common Multiple (LCM) Ratio and Proportion & Variation , Percentage, Partnership, Profit and Loss, Simple and compound Interest and Discount
- b) Equations in a single variable , Formulae for squares and factors of algebraic expressions, Expansion formula, Factorization of algebraic expressions
- c) **Basic Concepts of Geometry** –Basic concepts : line, line segment, ray, plane, parallel lines, Polygons, Congruence, Symmetry, Definition & Types of –Angle, Triangle, quadrilateral
- d) Area: Parallelogram, Rhombus, Trapezium, Triangle Volume of cube, cuboids, surface area & volume cylinder And Trigonometry – a. Six Trigonometric Ratio b. Trigonometric identities c. Problems on Height and distance.

References:

- Aggrawal, S.M. Teaching of Modern Mathematics. New Delhi : Dhanpat Rai Publishing Co.
- Aiyangar, N.K. (1964). The Teaching of Mathematics in the new education. New Delhi : A Universal publication.
- Sidhu, K.B. (1974). The Teaching of Mathematics. New Delhi: Sterling Sterling Pub. (p). Ltd.
- Singh, C. and Rohatgy, R.P. (2005). Teaching of Mathematics. New Delhi: Dominant Publishers and Distributors.
- Stella, R. (2004). Modern Methods And Techniques of Teaching. Delhi: Dominant Publishers And Distributors.
- Sudhir, Kumar. (1997). The Teaching of Mathematics. New Delhi: Anmol Publication. PVT. LTD.
- Suneetha, E.; Rao, R. S. and Rao, D. K. (2004). Methods of Teaching of Mathematics. New Delhi: Discovery Publishing House.
- Content Cum Methodology of Teaching Mathematics for B.Ed. student N.C.E.R.T. New Delhi.

- Nemade,Sunita,Anil(2021): Mathematics Content Cum Methodology ,Prashant Publications.
- Patil, L.A. (2014). Ashayyukta Adhyapan padhati- Maths. Jalgaon : Vyanktesh Publication.
- Sapkale, Aarati. (2007). Ganit Adhyapan padhati. Nagpur : Pimpalapure and Comp. Publishers

BPED SEM - II BCCP-205 HISTORY

Course Learning Objectives-

1. To help the student teachers to acquire the basic understanding of the scope of History.
2. To develop in the student-teacher the ability to present the subject matter in the proper perspective.
3. To develop in the student-teacher the ability to have a realistic approach to the teaching History.
4. To enable student-teachers to understand and apply content and methodology in teaching history effectively.

Unit – 1: History - its nature, aims & Objectives

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

Unit – 2: History - curriculum, Textbook, Teacher, Planning, Organization, & Correlation

- a) Principles of curriculum construction and their application to History.
- b) Criteria of an ideal Text Book in 'History'
- c) Planning: a) Year's plan b) Unit plan c) Lesson plan
- d) Correlation: a) History & Geography b) History & Civics c) History & Language

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

- a. **Methods:** a) Storytelling, b) Dramatization, c) Lecture, d) Discussion, e) Source Method f) Project, g) Problem, h) Text book method.
- b. **Instructional materials:** a) Text Books b) Supplementary (Reading material) c) Work books d) General reference material e) Advanced Books on History f) Instructional materials for teachers-such as teachers hand book- manuals
- c. **Teaching aids:**
 - i) Printed aids - a) Periodicals b) Books c) News papers
 - ii) Visuals aids: a) Slides b) Filmstrips c) Models d) Graphs and Charts e) Pictorial Material f) Globes, Maps & outline maps
 - iii) Audio aids - a) Tape Recorder, cassettes b) Phonograph discs, c) Radio
 - iv) Audio visual aids: a) Motion Picture b) Television Needs & importance of well equipped - enriched - 'Historical -room' be stressed in this connection.
- d. Importance of museum and historical places.

Unit – 4: Teaching History: Foundations and Methods

- a) Historical Perspective of teaching- learning of History
- b) Content cum methodology - concept and nature

- c) Importance and need of content cum methodology in teaching - learning of History
- d) Implementation of content cum methodology in teaching of History.

References:

- The Teaching of History - V.D.Ghate ,Oxford
- Teaching of History - S.V.Kochekar (Revised edition).

BPED SEM - II BCCP-206 GEOGRAPHY

Course Learning Objectives-

1. To understand the aim & objectives of teaching Geography at the primary, secondary and higher secondary level.
2. To acquire proficiency in using various method of teaching Geography.
3. To develop adequate skill in preparation & use of educational aids in teaching Geography.
4. To understand the role of Geography to promote National, Integration & International understanding.

Unit – 1: Geography Meaning, Concept & Place.

- a) Geography meaning, concept & nature..
- b) Aims & objective of teaching Geography.
- c) Importance of local Geography.
- d) Place of Geography in school curriculum.

Unit – 2: Correlation with other subject, Planning, Qualities of teacher

- a) Correlation of Geography with other school subject.
- b) Planning: - i) Year plan. ii) Unit plan. iii) Lesson plan.
- c) Construction of curriculum of Geography: - Regional, Unit method, Mixed method.
- d) Special qualities of Geography teacher.

Unit – 3: Methods & Contented of Geography

- a) Methods of teaching Geography: - Regional, Comparative, Project, Questioning, Objective, Laboratory, Journey, Discussion, Story.
- b) Use of maxims in teaching Geography.
- c) Geography teacher & his qualities.
- d) Contented cum methodology: - Concept, nature, need & importance.

Unit – 4: Structure, Learning experiences & Instructional materials.

- a) Structure of Geography.
- b) Learning Experiences: - Direct, Indirect, Verbal, Non verbal learning experiences helpful in teaching of Geography, Use of various instructional materials and activates.
- c) Instruction materials :- Text book, Handbook, Work-book atlases, Maps, Charts, Models, Specimens, Pictures, Films, Slides, Filmstrips, Different Types of Projectors, Epidiascope, Radio, T.V., Video, Magazines, Newspapers, Metrological instruments.
- d) Evaluation: - Evaluation procedures used in teaching and learning of Geography, Types of examination, Types of questions, Unit test: - Construction & administration.

References:

- Geography in School forgoive (U.L.P.).
- Hand – Book of suggestion on the Teaching Geography (UNESCO).

BPED SEM - II BCCP-207 SCIENCE

Course Learning Objectives-

1. To make the student teacher familiar with the objectives of teaching Science.
2. To enable him to use various methods and techniques of teaching Science effectively.
3. To develop in him adequate skills in planning for teaching science at school curriculum.
4. To understand the core content of science at school level.

Unit – 1: Introduction to Science in School

- a) Meaning & Concept of Science
- b) Place of Science in the school curriculum at various levels of education.
- c) Objectives of teaching Science and their specifications
- d) Concept and need of content cum methodology

Unit – 2: Planning of Science Teaching- Year, Unit & Daily lesson plan

- a) Types of curriculum- Concept of curriculum, type-concentric/unit
- b) Use of ICT tools in science teaching (Smart boards, Projectors etc)
- c) Planning for teaching science (Unit plan, Lesson plan, Annual plan)
- d) Concept & need of remedial teaching.

Unit – 3: Methods and models for teaching science

- a) Methods of teaching Heuristic method, Demonstration method, Laboratory-method, Projective method.
- b) Co-curricular activities such as Science club, Science fair, etc.
- c) Concept of correlation, Correlation of Science subjects with one another and with other school subjects.
- d) Models of teaching science- Programmed learning, advanced organizer model, concept attainment model.

Unit – 4: Core content of science

- a) Concept of natural resources, Ecosystem & concept of food chain.
- b) Concept of pollution & Types of pollution.
- c) Human Disaster & Disorder.
- d) Chemical bond & Chemical Reaction.

References:

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

ABILITY ENHANCEMENT COURSES

BPED SEM - II BAEC-201 FUNDAMENTALS OF PHYSICAL FITNESS

Course Learning Objectives-

1. To enable students to understand the concept, components, and importance of physical fitness.
2. To enable students to explore the relationship between physical fitness, health, and wellness.
3. To enable students to develop awareness of the various methods and means to enhance physical fitness.
4. To enable students to understand the role of lifestyle choices in maintaining long-term physical fitness.

Unit 1 – Introduction to Physical Fitness

- a) Meaning, Definition, and Importance of Physical Fitness
- b) Relationship between Physical Fitness, Health, and Wellness
- c) Principles of Physical Fitness Development
- d) Misconceptions and Barriers to Physical Fitness

Unit 2 – Components of Physical Fitness

- a) Health-related Components: Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, Body Composition
- b) Skill-related Components: Agility, Balance, Coordination, Power, Speed, Reaction Time
- c) Assessment Techniques for Various Fitness Components
- d) Age and Gender Considerations in Fitness Components

Unit 3 – Development and Maintenance of Physical Fitness

- a) Warming up, Cooling down, and Stretching
- b) Exercise Prescription and Planning – FITT Principle
- c) Role of Nutrition and Hydration in Fitness
- d) Safety Measures and Injury Prevention in Fitness Activities

Unit 4 – Lifestyle and Fitness

- a) Impact of Sedentary Lifestyle and Stress on Fitness
- b) Importance of Active Lifestyle: Daily Routine and Habit Formation
- c) Role of Recreational and Leisure Activities
- d) Use of Technology and Fitness Apps for Monitoring Fitness

References:

- Sharkey, B. J., & Gaskill, S. E. (2006). *Fitness and Health*. Human Kinetics.
- Corbin, C. B., Welk, G. J., Corbin, W. R., & Welk, K. A. (2016). *Concepts of Physical Fitness: Active Lifestyles for Wellness*. McGraw Hill Education.
- Bouchard, C., Blair, S. N., & Haskell, W. L. (2012). *Physical Activity and Health*. Human Kinetics.
- Howley, E. T., & Thompson, D. L. (2021). *Fitness Professional's Handbook*. Human Kinetics.

BPED SEM - II BAEC-202 SCHOOL MANAGEMENT

Course Learning Objectives-

1. To enable the students about Educational Management
2. Enable the students about role of head master and teacher in school management.
3. Enable the student to develop the leadership for school management.
4. Enable the students about professional development and assessment of teacher.

Unit1: Introduction to School Management.

- a. Meaning and concept of School Management.
- b. Objectives of School Management.
- c. Scope of school management.
- d. System of School Management

Unit 2: Role of Head Master and teacher in School Management

- a. Role of Management Council in school management
- b. Role of Head Master in school management
- c. Role of Teacher in school management
- d. Role of Parents and alumni in school management.

Unit 3: Leadership and School Management

- a. Need of leadership in school management.
- b. Leadership styles for school management
- c. Leadership of Headmaster in school management
- d. Leadership of teacher in school management.

Unit 4: Professional Development and Assessment of Teacher

- a. Meaning and nature of professional development of teacher.
- b. Objectives and scope for professional development of teacher
- c. Need and importance of assessment of teacher.
- d. New Dimension for teacher in school management.

Practicum: Survey of any one School regarding School Management, Physical facilities and learning resources and submit the report within 2000 thousand words.

References: Shaikshanic Vyavasthapan- Nava Drushticon, Yashwantrao Chavan
Maharashtra Open University, Nasik, (DSM) Nashik.

BPED SEM - II BAEC-203 LIFE SKILLS

Course Learning Objectives-

- 1) To develop communication competence in prospective teachers.
- 2) To equip them to face interview & Group Discussion.
- 3) To create an awareness on Ethics and Human Values.
- 4) To learn leadership qualities and practice them.

Unit-1: Life Skills Education

- a) Life Skills Education Meaning, Definitions, Nature and Concept
- b) Components of life skills Education
- c) Need & Importance of Life Skills Education for students.
- d) Scope of Life Skills Education

Unit-2: Understanding Life Skills

- a. The Ten core Life Skills as laid down by (WHO) World Health Organization
- b. Methods for imparting Life Skills Education
- c. Assessment of Life Skill Education
- d. The role of family and school in Life Skills Education

Unit-3: Interpersonal relationships

- a. Relationship with your family and Peers.
- b. The Quest- Setting Goals for self
- c. Importance of Interpersonal relationship
- d. Role of family to strengthen Interpersonal relationship

Unit-4: Controlling on Emotions and Stress

- a. Coping with emotions and stress
- b. Communication and Inter- Personal Skills
- c. Self Awareness and Empathy
- d. Challenges in managing stress

Reference:

- Life skill education and CCE. Central Board of Secondary Education, New Delhi.
- Life skill in India, Central Square foundation (2016)
- Lifeskill and life long learning. UNICEF, 2013
- Sonawane Ranjana, Life Skill, 2022, Prashant publication, Jalgaon

Course Learning Objectives-

1. To understand the concept of Disaster and Disaster Management
2. To Get acquainted with manifesting the mitigation
3. To Understand rescue from Disaster and Relief for Disaster
4. To know Government Policies about Disaster Management

Unit-1 Introduction of Disaster Management

- a) Meaning & concept of Disaster Management
- b) Need and Importance of Disaster Management.
- c) Types of Disaster Natural –Earthquake, Flood, Drought Manmade – Accident, Terrorism, Fire causes & effects.
- d) Steps of Disaster Management (Three)

Unit-2 Disaster Preparedness of Community Level

- a) Disaster preparedness – Individual
- b) Disaster preparedness - Society
- c) Place of Work – Public residential & commercial places
- d) The resource availability working out requirement of disaster teams.

Unit- 3 Disaster Risk Reductions

- a) Disaster Risk Reduction in school & colleges.
- b) Agencies for disasters management at state & national level
- c) Teachers Role in Disaster Management.
- d) Role of community in Disaster Management.

Unit-4 Prevention Of Disaster Management

- a) Preventive Disaster Management
- b) Long term activities for Disaster Management
- c) Role of school in Disaster Management.
- d) State and Central Government policies for Disaster Management.

Reference:

- Colonel (Retd) P.P.Marathe ‘Concepts and Practices in Disaster Managment’ (Pune; Diamond Publications 2006)
- Rajdeep Dasgupta ‘Disaster management and Rehabilitation’ (New Delhi; Mittal Publications 2007)
- Kamal Taori ‘Disaster Management through Panchayat Raj’ (New Delhi; Concept Publishing Company 2005)

PRACTICAL / SCHOOL EXPERIENCE
BPED SEM - II BPPC-201 TRACK EVENTS

Running (Events-(Sprints and Relays)

- Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks.
- Finishing Techniques: Runthrough, Forward lunging, Shoulder Shrug
- Track Marking, Rules and Officiating
- Hurdles: Fundamental Skills- Starting, Clearance and Landing Techniques.
- Types of Hurdles Relays: (4 x 100 m and 4 x 400 m)
- Various patterns of Baton Exchange
- Understanding of Relay Zones- Stagger marking
- Interpretation of Rules and Officiating in Relay Races

Walking(5 Km for Women and 20 km for Men)

- Fundamental Skills- Mechanics of Walking& Common faults.
- Officiating

BPED SEM - II BPPC-202 FIELD EVENTS

Throwing Events (Shot Put/Discus Throw and Javelin)

- Starting techniques
- Finishing Techniques
- Ground Marking, Rules and Officiating

Jumping Events (Long Jump and High Jump)

- Starting techniques
- Finishing Techniques
- Ground Marking, Rules and Officiating

BPED SEM - II BPPC-203 SCHOOL LESSON
(4 INTERNAL+1 EXTERNAL)

Lesson plans for teaching in the classroom for classes 5th to 10th in one subject of your choice from Marathi, Hindi, English, History, Geography, Mathematics, Science in school.

B. P. Ed Semester – III

BPED SEM - III BFPE-301 SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION

Course Learning Objectives-

1. To enable students to understand the concepts, aims, and significance of sports medicine, with emphasis on injury prevention, care, rehabilitation, and first aid management.
2. To enable students to recognize the role and application of physiotherapy techniques and manipulative procedures in the recovery and care of athletes.
3. To enable students to apply hydrotherapy and massage techniques, and understand their physiological effects and relevance in sports recovery.
4. To enable students to classify, demonstrate, and apply therapeutic exercises while observing proper principles, safety, and precautions.

Unit – 1: Sports Medicine

- a) Sports Medicine - meaning, definition, aims, objectives, modern Concepts and importance.
- b) Athletes care and rehabilitation - contribution of physical education teachers and coaches.
- c) Sports injuries - prevention, diagnosis, common sports injuries. Need and importance of the study of sports injuries in the field of physical education.
- d) First aid treatment - laceration, blisters, contusion, strain, sprain, fracture, dislocation, cramps, Bandages - types, trapping and supports.

Unit – 2: Physiotherapy

- a) Physiotherapy - definition, importance, guiding principles.
- b) Introduction and demonstration of treatments – electrotherapy, infrared rays, ultraviolet rays, short wave diathermy, ultrasonic rays.
- c) Manipulative procedures: Physiological effect and types
- d) Specializations in physiotherapy- Sports Physiotherapy, Pediatric Physiotherapy ,Geriatric Physiotherapy

Unit – 3: Hydrotherapy

- a) Hydrotherapy - definition, importance, guiding principles.
- b) Introduction and demonstration of treatments – Cryo therapy, thermo therapy, contrast bath, whirlpool bath, steam bath, sauna bath, hot-cold water fomentation.
- c) Massage - history of massage, classification, Swedish massage system, Techniques of massage.
- d) Physiological effects of massage.

Unit – 4: Therapeutic Exercise:

- a) Therapeutic Exercise - definition, scope, principles, classification, effects and uses.
- b) Therapeutic exercises - passive movements (relaxed, forced and passive-stretching), active movements (concentric, eccentric and static)
- c) Application of the therapeutic exercise - free mobility exercises at upper extremity (shoulder, elbow, wrist, finger joints), free mobility exercises at lower extremity (hips, knee, ankle and foot joints), free mobility exercises at trunk, head and neck.
- d) Contraindications and precautions while performing therapeutic exercises

References:

- Christine, M. D., (1999). Physiology of sports and exercise. USA: Human Kinetics.
- Conley, M. (2000). Bioenergetics of exercise training. In T.R. Baechle, & R.W. Earle, (Eds.), Essentials of Strength Training and Conditioning (pp. 73-90). Champaign, IL: Human Kinetics.
- David, R. M. (2005). Drugs in sports, (4th Ed). Routledge Taylor and Francis Group.
- 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.
- Jeyaprakash, C. S., Sports Medicine, J.P. Brothers Pub., New Delhi, 2003.
- Khanna, G.L., (1990). Exercise physiology & sports medicine. Delhi: Lucky Enterprises.
- Mathew, D.K. & Fox, E.L, (1971). Physiological basis of physical education and athletics. Philadelphia: W.B. Saunders Co.
- Pandey, P.K., (1987). Outline of sports medicine, New Delhi: J.P. Brothers Pub.
- Williams, J. G. P. (1962). Sports medicine. London: Edward Arnold Lt

BPED SEM - III BFPE-302 EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION

Course Learning Objectives-

1. To enable students to understand the concepts of teaching, distinguish it from coaching, and apply effective presentation techniques in physical education.
2. To enable students to explore various teaching methods and approaches, and differentiate between formal and informal strategies in physical education.
3. To enable students to identify types of teaching experiences and aids, and analyze their role in enhancing the teaching-learning process in physical education.
4. To enable students to design effective teaching plans, including lesson planning, microteaching, and planning cycles, suitable for different physical education settings.

Unit – 1: Introduction

- a) Teaching - meaning and definitions, Teaching and coaching differences.
- b) Educational process, Steps of effective teaching.
- c) Presentation - meaning, nature, importance, Presentation techniques - orientation, direction, exploration, observation, evaluation.
- d) Preparation of presentation - personal preparation, class planning, class formation, technical preparation, philosophical preparation (psychological principles, sociological principles, biological principles).

Unit – 2: Methods and Approaches

- a) Methods and approaches.
- b) Teaching methods - demonstration method, oral teaching method, whole method, part method, whole-part-whole method, orientation method, imitation method, dramatization method, observation method, project method, discussion method, natural method, set drill method, command method, progressive method, group directed practice method, individual practice method.
- c) Approaches - quantitative, qualitative, mix (quantitative + qualitative),
- d) Formal and Informal approaches.

Unit – 3: Teaching Experiences in Physical Education

- a) Teaching experience, Characteristics of teaching experiences in physical education.
- b) Types of teaching experiences.
- c) Teaching - learning relation.
- d) Teaching aids - audio, visual, audio-visual, activity oriented.

Unit – 4: Teaching Planning in Physical Education

- a) Planning - meaning, definitions, need, importance, characteristics.
- b) Types of planning - strategic planning, tactical planning, long term planning, short term planning, ad-hoc planning, olympic planning, Planning cycles - micro cycle, meso

cycle, macro cycle.

c) Micro teaching & Integration plan - meaning, process.

d) Lesson plan - meaning, preparation, benefits And Types of lesson - general lesson, special lesson, training lesson, coaching lesson.

Reference:

- Bhardwaj, A. (2003). *New media of educational planning*. New Delhi: Sarup of Sons.
- Bhatia, & Bhatia, (1959). *The principles and methods of teaching*. New Delhi: Doaba House.
- Kochar, S.K. (1982). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). *Introduction to educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Walia, J.S. (1999). *Principles and methods of education*. Jullandhar: Paul Publishers.
- जोशी मकरंद, (२०१०) .शारीरिक शिक्षण.अध्ययन व अध्यापन पद्धती, नित्य नूतन प्रकाशन, पुणे

BPED SEM - III BFPE-303 OFFICIATING AND COACHING

Course Learning Objectives-

1. To explain the concepts, importance, and principles of officiating and coaching, including their relationship with players, spectators, and management.
2. To enable students to understand the duties and responsibilities of a coach before, during, and after competition, and the psychological aspects of coaching.
3. To explain the philosophy, duties, ethics, and mechanics of officiating across various stages of game play.
4. To enable students to identify the qualifications, eligibility criteria, and personal values required for effective coaching and officiating.

Unit – 1: Introduction of Officiating and Coaching

- a) Concept of officiating and coaching.
- b) Importance and principles of officiating.
- c) Relation of official and coach with management, players and spectators.
- d) Measures of improving the standards of officiating and coaching.

Unit – 2: Coach as a Mentor

- a) Duties of coach in general, pre, during and post game.
- b) Philosophy of coaching.
- c) Responsibilities of a coach (on and off the field).
- d) Psychology of competition and coaching.

Unit – 3: Duties of Official

- a) Duties of official in general, pre, during and post game.
- b) Philosophy of officiating.
- c) Mechanics of officiating – position, singles and movement etc.
- d) Ethics of officiating.

Unit – 4: Qualities and Qualifications of Coach and Official

- a) Qualities and qualification of coach and official.
- b) General instructions of games and sports.
- c) Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills.
- d) Integrity and values of sports.

Reference:

- Bunn, J. W. (1968). The art of officiating sports.
- Englewood cliffs N.J. Prentice Hall. Bunn, J. W. (1972). Scientific principles of coaching.
- Englewood cliffs N. J. Prentice Hall. Dyson, G. H. (1963). The mechanics of athletics. London: University of London Press Ltd.
- Dyson, G. H. (1963). The mechanics of Athletics. London: University of London Press Ltd. Lawther, J.D. (1965). Psychology of coaching. New York: Pre. Hall.
- Singer, R. N. (1972). Coaching, athletic & psychology. New York: M.C. Graw Hill.

SPECIFIC ELECTIVE SUBJECT (ANY ONE)
BPED SEM - III BSES-301 HEALTH EDUCATION AND
ENVIRONMENTAL STUDIES

Course Learning Objectives-

1. To enable students to understand the meaning, importance, and scope of educational and sports psychology, along with the stages of growth, development, and individual differences.
2. To enable students to apply psychological concepts such as learning, motivation, personality, stress, and mental strategies to enhance sports performance.
3. To enable students to examine the relationship between social science and physical education through customs, traditions, festivals, and group behavior.
4. To enable students to evaluate the influence of culture on lifestyle and physical activity participation in different social contexts.

Unit – 1: Health Education

- a) Health - concept, dimensions, spectrum and determinants.
- b) Definitions of Health, Health Education, Health Instruction, Health Supervision.
- c) Health Education - aim, objective and Principles.
- d) Health service and guidance instruction in personal hygiene.

Unit – 2: Health Problems in India

- a) Communicable and non-communicable diseases.
- b) Obesity, malnutrition, adulteration in food, environmental sanitation, explosive population.
- c) Personal and environmental hygiene for schools, objectives of school health service, role of health education in schools.
- d) Health services - care of skin, nails, eye, health service, nutritional service, health appraisal, health record, healthful school environment, first-aid and emergency care etc.

Unit – 3: Environmental Science

- a. Environmental studies - definition, scope, need and importance.
- b. Concept of environmental education, historical background of environmental education, celebration of various days in relation with environment.
- c. Plastic recycling & probation of plastic bag/cover.
- d. Role of school in environmental conservation and sustainable development.

Unit – 4: Natural Resources and Related Environmental Issues

- a) Water resources, food resources and land resources.
- b) Definition, effects and control measures of - air pollution, water pollution, soil pollution, noise pollution, thermal pollution.
- c) Management of environment and nature.
- d) Govt. policies, role of pollution control board.

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BPED SEM - III BSES - 302 CURRICULUM DESIGN

Course Learning Objectives-

1. To enable students to understand the modern concept of curriculum, its nature, and its distinction from syllabus.
2. To enable students to examine the foundational guidelines of curriculum construction, including socialization, individualization, sequence, and application.
3. To enable students to identify and apply the key steps and factors involved in curriculum development at local and national levels.
4. To enable students to construct curriculum models including aims, syllabus, methods, and evaluation techniques in line with educational policies.

Unit – 1: Modern Concept of the Curriculum

- a) Curriculum - meaning, definition, nature.
- b) Curriculum and syllabus relation.
- c) Curriculum development, the role of the teacher in curriculum development.
- d) Factors affecting curriculum - social factors, personnel qualifications, climatic consideration, equipment and facilities, time suitability of hours, national and professional policies, Research findings.

Unit – 2: Basic Guidelines for Curriculum Construction

- a) Socialization
- b) Individualization
- c) Sequence.
- d) Application And Steps in curriculum construction -

Unit – 3: Steps in Curriculum Construction

- a) Objectives, facilities, equipments, time, space, geographical condition.
- b) Local environment, pupil's age and gender, student-teacher ratio.
- c) Principles of Curriculum design according to the state level policies.
- d) Curriculum design according to national level policies.

Unit – 4: Curriculum Model

- a) Aims and objectives.
- b) Syllabus.
- c) Methods and techniques.
- d) Test and evaluation.

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ABILITY ENHANCEMENT COURSES

BPED SEM - III BAEC-301 LEAD WALL CLIMBING (PRACTICAL)

- **What is Sport Climbing?**

Climbing is a primary human movement. As children, we crawl, learn to climb and then learn to walk. Sport climbing is just an embellishment of that reflex we've all exercised on ladders, stairs or trees. Sport climbing is an offshoot of natural rock climbing and is more accessible than traditional rock climbing, both in terms of location and cost. While its genesis lay in Mountaineering, it has evolved into a unique sport accessible to millions, who practice it both indoors and outdoors. Sport climbing involves high-intensity climbing on relatively short routes. Its distinguishing characteristics include preplaced bolts and an emphasis on the physical aspect of the climb rather than the destination or summit. Sport routes can be found indoors or out, on nearby, accessible rock crags or on artificial walls at a gym or a competition arena.

- **Wall Climbing Lead:**

- a. Lead climbing is the classic sport climbing discipline where competitors climb a long, challenging route set by a route setter.
- b. Climbers attempt to reach the top, which is the end of the route, within a specified time frame.
- c. The route is typically on a wall exceeding 12 meters in height.
- d. Competitors climb “on lead,” meaning they clip their rope into protection points as they ascend to ensure safety.
- e. A climber’s performance is measured by the highest hold reached and whether that hold was “controlled” (a stable position achieved) or merely “used” (used to make a controlled movement forward).
- f. Progression along the route determines a competitor’s ranking, with emphasis on the difficulty of the route.

- **Benefits of Sport Climbing-**

- **Full-Body Workout (Cardio + Strength):** Climbing combines cardio, strength, and endurance in one session. It elevates heart rate, builds upper-body, leg, and core strength. A 1997 study in the *British Journal of Sports Medicine* found its cardio impact comparable to running 8–11 min/mile.
- **Muscle Toning & Strengthening:** Engages nearly all major muscle groups, including abs, obliques, delts, traps, lats, biceps, quads, and calves. Grip strength also improves. A 2011 *Journal of Human Kinetics* review found climbers tend to have lower body fat and higher grip strength.
- **Increases Flexibility:** Climbing enhances range of motion, requiring dynamic movements like reaching and leaping. The *American College of Sports Medicine* recommends regular stretching, also beneficial for flexibility and circulation.
- **Boosts Mental Strength:** Climbing involves problem-solving, route planning, assessing strength, and hand-eye coordination. Each route (or “problem” in bouldering) requires mental focus and adaptability.

- **Reduces Stress:** Physical exertion boosts norepinephrine, reducing stress. The immersive nature of climbing and exposure to sunlight (especially outdoors) enhances mood and releases feel-good hormones like dopamine.
- **Prevents Chronic Diseases:** Climbing lowers the risk of heart disease, high blood pressure, cholesterol issues, and diabetes. The *CDC* classifies it as a vigorous activity that improves cardiovascular health and reduces stress.
- **Overcomes Fear:** Helps conquer common fears like heights and falling. Harnesses provide safety, allowing climbers to build confidence and challenge their fears in a controlled environment.
- **Personal Challenge & Growth:** As skill and confidence grow, climbers push past comfort zones, attempting more difficult routes. This ongoing challenge fosters resilience, self-trust, and personal development.

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BPED SEM - III BPPC-301 MASS DEMONSTRATION ACTIVITIES
(ANY TWO)

Lezim

• **Ghati Lezuim –**

- Khade hath: Don aavaj, Char aavaj, Aath aavaj, Aage pav patak, Single pavitra, Double pavitra, Single kadam tal, Double kadam tal, Ghoda chal, Khada adhanga, Zuk kar adhanga.
- Baithe hath: Char aavaj, Aath aavaj, Aage pichhe – Upar niche, Dahine Baye hat ki harkat.

Dumbells

- Upar niche stroke, Aage pichhe stroke, Kamar zuk stroke, Aage Adganga, Bajju Adganga, Peth guthan stroke.

Tipri

- Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- Standing Exercise
- Jumping Exercise
- Moving Exercise
- Combination of above all

Wands

- Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- Standing Exercise
- Jumping Exercise
- Moving Exercise
- Combination of above all

Hoop

- Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- Standing Exercise
- Jumping Exercise
- Moving Exercise
- Combination of above all

Umbrella

- Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- Standing Exercise
- Jumping Exercise
- Moving Exercise
- Combination of above all

Mass P.T. Exercises

- Eight count and Sixteen count exercises.

March Past

- All essential movements as per NCC rules.

BPED SEM - III BPPC-302 COMBATIVE SPORTS (ANY ONE)

Martial Arts

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.

Karate

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.

Judo

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 loinm), 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.

Fencing

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 sixte – direct, disengage, doublé 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.

Boxing

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, counter attack
- Tactics – Toe to toe, counter attack, fighting in close, feinting
- Rules and their interpretations and duties of officials.

Taekwondo

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.

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.

BPED SEM - III BPPC-303 INDIGENOUS SPORTS (ANY ONE)

Kabaddi

- Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.
- Skills of Holding the Raider-Various formations, 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, Escaping from
various holds, Techniques of escaping from chain formation, Combined formations in
offence and defense.
- Ground Marking, Rules and Officiating

Mallkhambh (Pole and Rope)

- Mount skills
- Holding skills
- Dismount skills
- Rules and Officiating

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, Judgement in giving Kho, Rectification of Foul.
- Skills in Running-Zig zag running, Single and double chain, 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.

B. P. Ed. Semester – IV

BPED SEM - IV BFPE-401 RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Course Learning Objectives-

1. To enable students to understand the definition, scope, importance, and types of research in physical education and sports, along with various research methods used.
2. To enable students to analyze the key elements of research such as problem formulation, hypothesis, research designs, and to develop a complete research proposal.
3. To enable students to apply statistical concepts, measurement scales, and different test types, and use tools like Excel and SPSS for data management and analysis.
4. To enable students to interpret measures of central tendency, variability, group difference tests, and relationships, applying statistical models in sports research.

Unit – 1: Introduction to Research

- a) Research - definition, need, importance.
- b) Research in physical education & sports - scope, limitation, characteristics.
- c) Types of research - fundamental, applied and action.
- d) Research methods - historical method, experimental method, philosophical method, survey method, case study.

Unit – 2: Nature of Research and Research Proposal (Synopsis)

- a) Nature of research - problem, hypothesis, review of literature, methodology, analysis, hypothesis testing, result, conclusion.
- b) Research designs.
- c) Research proposal - meaning and significance.
- d) Preparation of research proposal/project.

Unit – 3: Statistics

- a) Statistics - meaning, definition, nature and importance.
- b) Measurement scales - nominal, ordinal, interval, ratio.
- c) Types of tests - parametric and non parametric.
- d) Data collection, mining & processing Use of computer in research.
 - Application of Excel
 - Introduction to SPSS

Unit – 4: Statistical Models in Physical Education and Sports

- a) Normal curve, Measures of central tendency - mean, median and mode.
- b) Measures of spread - standard deviation, variance.
- c) Measures of group difference - t- Test, Chi-Square, ANOVA, ANCOVA,

MANOVA, MANCOVA.

- d) Measures of relationship - correlation, multiple regressions And Degree of freedom.

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BPED SEM - IV BFPE-402 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Course Learning Objectives-

1. To enable students to understand the meaning, importance, and factors affecting measurement, including different measurement scales used in physical education.
2. To enable students to analyze the principles, types, and approaches of evaluation, and to identify various measurement tools and techniques.
3. To enable students to evaluate the criteria of good tests and differentiate between types of tests used in physical fitness, motor performance, sports skills, and knowledge assessment.
4. To enable students to apply knowledge of specific physical fitness, motor performance, skill-related fitness, and sports skill tests commonly used in sports settings.

Unit – 1: Measurement

- a) Introduction, meaning & definition.
- b) Need & importance.
- c) Factors affecting measurement.
- d) Measurement scales - nominal, ordinal, interval, ratio

Unit – 2: Evaluation

- a) Introduction, meaning & definition.
- b) Principles of evaluation.
- c) Approach/Type of evaluation: Formative-Summative, Norms-Criterion, Process ,and Product evaluation, Continuous and Comprehensive evaluation.
- d) Measurement tools and techniques - examination, observation, self report, project techniques, sociometry.

Unit – 3: Test

- a) Introduction, meaning & definition.
- b) Criteria of good test - validity, reliability, objectivity, practicability, discriminating power.
- c) Types of tests - physical fitness test, motor performance test, sports skill test,
- d) Sports knowledge test, attitude test, diagnostic test, remedial test.

Unit – 4: Information of Tests

- a) Physical fitness tests - AAHPER youth fitness test, JCR, U. S. army physical fitness test etc.
- b) Motor performance tests - Barrow's motor ability test, shuttle run, stork stand,

SBJ, nelson reaction test.

- c) Tests for Skill Related Fitness: - 50 m. Dash, Standing broad Jump, 1 Min. skipping, etc.
- d) Sports skill tests - Modified Brady volleyball test, Johnson's basketball test, SAI tests for various games.

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BPED SEM - IV BFPE-403 BIOMECHANICS AND KINESIOLOGY

Course Learning Objectives-

1. To enable students to understand the meaning and importance of kinesiology and biomechanics, and to explain fundamental concepts such as axes, planes, center of gravity, and basic human movements.
2. To enable students to analyze the classification of joints and muscles, types of muscle contractions, posture, and key physiological principles relevant to physical activity.
3. To enable students to apply mechanical concepts including force, lever, Newton's laws, and projectile motion in the context of sports performance.
4. To enable students to evaluate linear and angular kinematics and kinetics of human movement, including concepts of speed, acceleration, inertia, and stability.

Unit – 1: Introduction to Kinesiology and Sports Biomechanics

- a) Meaning and definition of kinesiology and biomechanics.
- b) Importance of kinesiology and biomechanics to physical education teacher, athletes and coaches.
- c) Fundamental concepts of following terms - axes and planes, centre of gravity, equilibrium, line of gravity.
- d) Fundamental movements - walking, running, throwing, jumping.

Unit – 2: Fundamental Concept of Anatomy and Physiology

- a) Classification of joints and muscles.
- b) Types of muscle contractions.
- c) Posture - meaning, types and importance of good posture.
- d) Fundamental concepts of following terms - angle of Pull, all or none law, reciprocal innervation.

Unit – 3: Mechanical Concepts

- a) Force - meaning, definition, types and its application to sports activities.
- b) Lever - meaning, definition, types and its application to human body.
- c) Newton's laws of motion - meaning, definition and its application to sports activities.
- d) Projectile - factors influencing projectile trajectory.

Unit – 4: Kinematics and Kinetics of Human Movement

- a) Linear kinematics - distance and displacement, speed and velocity, acceleration.
- b) Angular kinematics - angular distance and displacement, angular speed and velocity, angular acceleration.

- c) Linear kinetics - inertia, mass, momentum, friction.
- d) Angular kinetics - moment of inertia, couple, stability.

Reference:

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SPECIFIC ELECTIVE SUBJECT(ANY ONE)

BPED SEM - IV BSES-401 SPORTS NUTRITION AND WEIGHT MANAGEMENT

Course Learning Objectives-

1. To enable students to understand the meaning, basic guidelines, and significance of sports nutrition, along with factors involved in developing effective nutrition plans.
2. To enable students to explain the roles of major nutrients and hydration during exercise and their impact on athletic performance.
3. To enable students to analyze concepts of weight management, including BMI, obesity, its hazards, and common misconceptions about weight control.
4. To enable students to apply nutritional principles in creating balanced diet and weight management plans tailored for athletes and school children.

Unit – 1: Introduction to Sports Nutrition

- a) Meaning and definition of sports nutrition.
- b) Basic nutritional guidelines.
- c) Role of nutrition in sports.
- d) Factors to consider for developing nutrition plan.

Unit – 2: Nutrients

- a) Carbohydrates, proteins, fats.
- b) Vitamins, minerals, water.
- c) Role of carbohydrates, proteins and fats during exercise.
- d) Role of hydration during exercise, water balance.

Unit – 3: Nutrition and Weight Management

- a) Weight management - meaning, concept, affecting factors, values, Obesity - definition, meaning, types.
- b) BMI, WHR, obesity and its hazards.
- c) Myths of spot reduction.
- d) Dieting versus exercise for weight control And Health risks associated with obesity.

Unit – 4: Weight Management Planning

- a) Nutrition - daily caloric requirements and expenditure, BMR.
- b) Balanced diet for Indian school children.
- c) Weight management plan for sports child.
- d) Diet plan for weight gain and loss.

Reference:

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BPED SEM - IV BSES-402 SPORTS MANAGEMENT

Course Learning Objectives-

1. To enable students to understand the nature, scope, and essential skills of sports management, including the role and competencies of a sports manager and event management.
2. To enable students to explain leadership concepts, types, qualities, and their impact on organizational performance in sports settings.
3. To enable students to analyze the process of sports planning in educational institutions, including factors affecting planning, directing, controlling, and performance evaluation.
4. To enable students to apply principles of financial management, budgeting, and resource allocation in physical education and sports programs.

Unit – 1: Sports Management

- a) Nature and concept of sports management.
- b) Progressive concept of sports management.
- c) The purpose and scope of sports management, Essential skills of sports management.
- d) Qualities and competencies required for the sports manager And Event management in physical education and sports.

Unit – 2: Leadership

- a) Meaning and definition of leadership.
- b) Elements & Types of leadership.
- c) Qualities & Preparation of administrative leader.
- d) Leadership and organizational performance.

Unit – 3: Sports Planning

- a) Sports management in schools, colleges and universities.
- b) Factors affecting planning.
- c) Planning & Directing a school or college sports program.
- d) Controlling a school, college and university sports program And Developing performance standard - establishing a reporting system, evaluation, the reward/punishment system.

Unit – 4: Financial Management

- a) Financial management in physical education & sports in schools, colleges and universities.
- b) Budget - importance, criteria of good budget
- c) Steps of budget making.
- d) Principles of budgeting.

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ABILITY ENHANCEMENT COURSES

BPED SEM - IV BAEC-401 INTERNSHIP

- Internship for 4 Weeks at any School, Gymnasium, Sports Club or Physical Education related agencies.
- 4 week Internship program should be conducted as per following:
 1. During the internship, a student shall work as a regular staff of a School, Gymnasium, Sports Club or Physical Education related agencies.
 2. Participate in all activities.
 3. Internship program, there shall be space for extended discussions and presentations on different aspects of work.
 4. Teacher student interaction shall necessary in the mode of report, discussions, feedback etc.
 5. Prepare and submit a report on internship program.
 6. Interactive meetings with Head Master, Staff and Parent.

BPED SEM - IV BAEC-402 ADVENTURE ACTIVITIES (ANY ONE)

TREKKING

What is Trekking?

Trekking is an outdoor activity of walking for more than a day. It is a form of walking, undertaken with the specific purpose of exploring and enjoying the scenery. Trekking could be a motive, It could be a commitment, an aim, an objective, a mission, a party, a social gathering. It could be a place where you find friends, and it could be a journey. It could be a slightest chance to save our future generation from losing the nature lovers, mother earth holding within. It can be shortened or extended as per the desire of trekkers.

Trekking is more challenging than hiking since it tests one's ability, endurance and their mental as well as psychological capacity. There are many different ways to do a trek and trekking culture often varies from country to country. It usually takes place on trails in areas of relatively unspoiled wilderness.

Importance of Trekking

Trekking can be viewed from two different points: as an intense exercise, or an amazing and unique learning experience. Personally, I would love to learn whatever, I can during my trek. In trekking, we have to face different difficulties and uncertainties, by overcome them we allow ourselves to enhance our knowledge, experience and the understanding of the world.

By involving in trekking, you can realize that how beautiful is nature and you will be grateful to live in a place like earth. You can see things differently. Some of the major importance of trekking are as follows:

- Overall improve fitness
- Reduce stress
- Social benefits
- Skill development
- Cultural understanding
- Wildlife encounters
- Thrill and adrenaline
- Understanding of nature
- Develops your interacting skills
- Satisfaction for your mind, body and soul

MOUNTAINEERING

What is Mountaineering

Nothing better sums up the outdoors than the centuries-old human endeavor to scale mighty peaks. Mountaineering involves hiking, climbing, or just simply walking, on hilly or mountainous ground, with the help of technical equipment and support. It is regarded as a sport in its own right, though is entirely different from the discipline of rock climbing. In mountaineering, you'll come across different types of terrain – mainly snow, glaciers, ice or just naked rock.

The feats of the likes of Edmund Hilary and George Mallory, to mention just two legendary mountaineers, have contributed to making this activity a popular one all around the world, one that has also been known to build a person's character. But it is also a sport that asks a lot of you, and can also take plenty out of you. One has to be physically robust, very fit and display a decent level of athleticism and suppleness of body to climb mountains; training, conditioning and preparation are essential if you are looking to attempt an ascent on a particularly challenging peak. In addition, the mountaineer, often having to withstand extreme climatic conditions, has to display a good degree of mental fortitude to survive and succeed.

But in the end, all of this is worth your while – there is no better feeling than being out in the open, in high nature's playground, breathing in the pristine mountain air, as close to the sky as it's humanly possible to be.

Medical concerns

Mountaineering demands a lot of your physical fitness, and attempts on the highest peaks can push your body to the limit. Before attempting any climb, make sure you are fit enough to endure anything and everything that nature and the elements may throw at you. Remember that mountaineering may be a very exhilarating activity – but it is far from being an easy sport! At high altitudes, it is important to give enough time for acclimatization. And make sure you get a clean bill of health from your doctor before embarking on an expedition.

EDUCATIONAL TOUR

Educational tours aim to enhance learning experiences beyond the traditional classroom by providing opportunities for practical application of knowledge, cultural immersion, and personal development. They foster critical thinking, problem-solving, and social skills, while also promoting independence and adaptability.

Importance of Educational Tours For School Students

1. Enhances knowledge and understanding
2. Promotes teamwork and social skills
3. Encourages independent learning
4. Promotes creativity and critical thinking
5. Provides a break from the monotony of classroom learning

B. P. Ed. Semester – IV
PRACTICAL / SCHOOL EXPERIENCE

BPED SEM - IV BPPC-401 GAME SPECIALIZATION
(ANY ONE)

Kabaddi

Fundamental Skills

- Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing
- Skills of Holding the Raider-Various formations, 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, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense.
- Ground Marking, Rules and Officiating

Kho – Kho

Fundamental Skills

- 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, Judgement in giving Kho, Rectification of Foul.
- Skills in Running-Zig zag running, Single and double chain, 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.

Base Ball

Fundamental Skills

- Player Stances – walking, extending walking, L stance, cat stance.
- Grip – standard grip, choke grip,
- Batting – 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.

Cricket

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

Football

Fundamental Skills

- Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick
- Trapping-trapping rolling the ball, trapping bouncing ball with sole
- 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

Hockey

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 defence, foot defence
- Positional play in attack and defense.
- Rules and their interpretations and duties of officials.
- Rules and their interpretations and duties of officials.
- Ground Marking.

Softball

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.

Squash

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.

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, Side Arm Service, Tennis Service, Round Arm Service.
- Rules and their interpretations and duties of officials.

Hand Ball

Fundamental Skills

- Catching
- Throwing
- Ball Control
- Dribbling-High and Low
- Goal Throws- Jump Shot, Centre Shot, Dive Shot, Reverse Shot
- 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.

Basket ball

Fundamental Skills

- Player stance and ball handling
- Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, 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, 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.

Tennis

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.

Netball

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.

Badminton

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.

Table Tennis

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.

BPED SEM - IV BPPC-402 GAMES AND SPORTS COACHING **LESSON PLANS**

(4 INTERNAL+1 EXTERNAL)

- 5 Games and Sports coaching lesson plans for any one
 1. Sports – Track and Field/Swimming/Gymnastics.
 2. Games-Kabaddi/Kho-Kho/Baseball/Cricket/
Football/Hockey/Softball/Squash/Volleyball/Handball/Basketball/Tennis/Netball/Badminton/TableTennis.

Job opportunities and students progression:

1. Head Master in school- state board School , CBSE School, Central School, Post Basic School
2. Education officer in state govt. services
3. District Sports Officer
4. Sports Teacher in Primary School
5. Sports Teacher in Secondary School
6. Sports Teacher in Higher secondary school
7. Sports Teacher in Coaching center
8. Sports Entrepreneur to start the school
9. Sports Counselor in School
10. Sports Entrepreneur to start guidance and counseling center in education
11. Sports Entrepreneur to start own coaching class
12. Sports Curriculum developer
13. Sports Assessment and evaluation experts in education
14. Principal in Junior college
15. Eligible for Post graduate programme in Education
16. Sports Personal Tutor
17. Sports Academic Director in School
18. Sports Administrative officer in Education Dept.
19. Sports Administrative officer in School