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दुरध्वनी ईपीएबीएक्स 2609000 अभ्यास मंडळे विभाग 2609094 तार: णिशिवजी
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एस.यु./अ.मं/शा.शिक्षणशास्त्र/6031

दि.6.9.08

प्रति,
प्राचार्य,

सर्व संलग्न शारीरिक शिक्षणशास्त्र महाविद्यालये,

विषय:- शैक्षणिक वर्ष 2008-09 पासून लागू होणा-या बी.पी.एड.च्या सुधारित अभ्यासक्रमाबाबत.

महोदय,

उपरोक्त विषयासंदर्भात आपणांस विद्यापीठ अधिकार मंडळाच्या मान्यतेनुसार आदेशान्वये कळविण्यात येते की, शैक्षणिक वर्ष 2008-09 (जून 2008) पासून बी.पी.एड. करिता सुधारित अभ्यासक्रम लागू करण्यात येत आहे. सोबत अभ्यासक्रमाची सी.डी. जोडलेली आहे. तसेच सदर अभ्यासक्रम विद्यापीठाच्या www.unishivaji.ac.in या संकेतस्थळावर उपलब्ध आहे.

जुन्या अभ्यासक्रमातील अनुत्तीर्ण परीक्षार्थींसाठी एप्रिल/मे- 2009 व एप्रिल/मे- 2010 परीक्षेसाठी दोन संधी राहतील.

सदर सुधारित अभ्यासक्रम कृपया संबंधित शिक्षक व विद्यार्थी यांच्या निदर्शनास आणावा.

कळावे

आपला विश्वासू

सोबत:- वरीलप्रमाणे

उपकुलसचिव

प्रत: 1.अधिष्ठाता, शिक्षणशास्त्र विद्याशाखा

- 2.अध्यक्ष, शारीरिक शिक्षणशास्त्र अभ्यास मंडळ
- 3.परीक्षक नियुक्ती विभाग
- 4.इतर परीक्षा - 3 विभाग
- 5.पात्रता विभाग
- 6.संलग्नता विभाग

यांना माहितीसाठी व पुढील आवश्यक त्या कार्यवाहीसाठी

BACHALAR OF PHYSICAL EDUCATION COURSE [B.P.Ed]

Introduced from the Academic year June 2008 onwards

o. B.P.Ed 1: Eligibility of Admission:

The course of study for the Bachelor of Physical Education shall be open only to those student who have passed a degree examination with minimum 45% of this University or other U.G.C. recognized universities and who have passed a physical fitness test taken at the time of interview as per the University norms.

R. B.P.Ed 1: Duration of the course.

The course of study shall be for one academic year (full-time) in a college affiliated to this university.

B.P.Ed 2: Attendance, progress and conduct:

A student shall not be admitted to the university examination unless he/she has kept not less than 75% of the total attendance in theory practical work and has produced a certificate from the head of the institution certifying that his/her progress and conduct have been satisfactory.

B.P.Ed 3: Eligibility for the award of Bachelor of Physical Education degree.

No candidate shall be eligible for award of bachelor of physical education degree, unless he has completed the prescribed course of study in institution or institutions approved for the purpose and has satisfied the examiners in the qualifying examination.

SCHEME OF EXAMINATION

The scheme of examination shall be of total of 1200 marks out of which 770 shall be evaluated by an annual Examination the remaining 430 marks will be calculated on the basis of the term work done in the college during the course of the year.

Annual Examination

External Evaluation

- 1.Theory - 600 Marks
- 2.Practical - 170 Marks
- 770 Marks

Term Work

Internal Evaluation

- Theory - 60 Marks
- Practical - 370 Marks
- 430 Mark

The details of subject and course shall be as follows.

B.P.Ed.-PART I-THEORY EXAMINATION

The Theory part of the examination shall comprise of the following papers:

1) Principals Psychology and History of Physical Education.

100Marks

Section I: Principals Psychology Physical Education

Section II: History of Physical Education

2) Organization, Management and Health Education. 100Marks

Section I: Organization, Management of physical Education .

Section II: Health Education.

3) Anatomy, Physiology and Kinesiology and Biomechanics.

100Marks

Section I: Anatomy and Physiology

Section II: Kinesiology and Biomechanics

4) Rules of games and sports.

100 marks

Section I: Rules of games

Section II: Officiating

5) Training and Coaching of Sports and Games and Elementary statistics. 100 marks

Section I: Training and coaching of sports and games.

Section II: Elementary statistics.

6) Methods of Teaching. 100 marks

Section I: Methods of physical Education .

Section II: Methods of school subject.

Any one of the following school subject 100 Marks (3 Hours)

- | | | | |
|--------------|------------------|-------------|----------------|
| 1) Marathi | 2) Hindi | 3) English | 4) History |
| 5) Geography | 6) Economics | 7) Commerce | 8) Agriculture |
| 9) Science | 10) Mathematics. | | |

Note:-

A candidate shall have to complete 30 practice lessons out of which 15 will be for physical education and 15 for a selected school subject.

Note:-

Sectional work – 10 marks per paper.

B.P.Ed. PART II – ANNUAL PRACTICAL EXAMINATION

The practical part of the examination shall consist the following.

A) Lesson plan in special methods.	
i) Physical activities	50 Marks
ii) Any one of the selected school subject	50 Marks
B) Practical- first Aid	20 Marks
C) Lessons in teaching techniques of Athletics.	25 Marks
(Any one technique)	
D) Project on sports activities and oral	25 Marks
	=====
Total	170 Marks

CONDUCT OF PRACTICAL EXAMINATION:-

The University shall conduct the practical examinations lesson plan in academic subject and physical activities, first Aid Teaching and officiating techniques. For a practical examination qualified examiners shall be appointed the duration of the lesson will 30 minutes.

(The University shall appoint equal of internal and external examination.)

B.P.Ed. PART III PRACTICAL AND INTERNAL ASSESSMENT

The detailed allocation of marks for the various activities will be as follows:

1)Games:

130 Marks

A) The following six games are compulsory [15 Marks Each] (90 Marks)

- 1) Kabaddi
- 2) Kho-Kho
- 3) Volley Ball
- 4) Basket Ball
- 5) Hand Ball
- 6) Foot Ball

B) The student should select any two of the following games. (40Marks)

- 1)Cricket
- 2) Hockey
- 3) Tennis
- 4) Badminton
- 5) Table Tennis
- 6) Soft Ball
- 7) Swimming

2) Athletics

50 Marks

A) Men

- | | |
|----------------------------|----|
| 1) Sprint | 10 |
| 2) Jumps | 15 |
| 3) Throws | 15 |
| 4) Hurdles 1500mr. Running | 10 |

B) Women		
1) Sprints and Relays		10
2) Jumps		15
4) Throws		15
5) Runs and Hurdle, 800mr. Runing		10
3) Gymnastics:-		40 Marks
A) Men		
1) Parallel Bar		10
2) Horizontal Bar		10
3) Vaulting Hourse		10
4) Mat Exercise		10
B)Women		
1) Gymnastic position		10
2) Vaulting Hourse		10
3) Balancing beam		10
4) Mat Exercises		10
		(90 Marks)
4) Malkhamb (Men) Rope Malkhamb (Women)		10 marks↑
5) Marching		20 marks
6) Asanas		20 marks
7) Aerobic Exercises		10 marks
8) Wrestling (Men & Women)or Folk dance		10 marks
9) Lazim or Reathemic Activity		10 marks
10) Weight Training		10 marks↓
11) Practice Teaching		
A) Academic is (including Micro)		30 marks
i) 8 Lessen		
ii) 2 Phy.Edu.Sub.		
iii) 5 Micro		
B) Physical is (including Micro)		30 marks
i) General & Specific	5Lessons	
ii) Teaching Athletics	3Lessons	
iii) Officiating	2Lessons	
iv) Micro	5Lessons	
Total		370 marks

The institution should conduct a leadership Training camp away from the institution Duration of the camp shall not be less than 4 days. The institution should arrange an education tour to observe and study various Institutions working in the field of physical education and sports in India.

Note:- One mark weightage shall be allotted for each practical period approximately.

O.B.P.Ed.2: Standard of Passing

- i) No candidate will be allowed to appear for the University. Examination unless he/she obtains satisfactory progress certificate to be certified by the Head of the institution.
- ii) Minimum marks for passing in each theory paper shall be 40% and in aggregate 45%.
- iii) B.P.Ed. part I, II, III shall be a separate head for passing the examination.
- iv) A Candidate who fails either in theory or in practical may be allowed to reappear at a subsequent examination/ examinations without attending the institution.
- v) Marks required for exemption of theory paper should be 50% and above of the total marks in the subject.

	B.P.Ed.part I [theory]	B.P.Ed.part II [Practical]	B.P.Ed.part III [Practical & Internal assessment]	AGGREGATE
Distinction-	70%&above	70%&above	75%&above	75%&above
I Class	60%&above	60%&above	65%&above	65%&above
II Class	45%&above	55%&above	55%&above	50%&above

EQUIVALENCE:

R.B.P.Ed. 5

The equivalence of the pre revised course [2003] with the revised course [2002].

PRE-REVISED COURSE [2003]

B.P.Ed.Theory

B.P.Ed. Practical

REVISED COURSE

B.P.Ed. part I

B.P.Ed. part II&III

As per Practice, two more chances following the last regular examination of the persevered course [2003] will be given to repeater students i.e. for the examination to be held 2008-09, 2009-10.

The equivalence of the papers shall be as follows:

PRE-REVISED COURSE [2002-03]

Paper I

Paper II

Paper III&IV

Paper V

Paper VI

Paper VII

REVISED COURSE [2008-09]

Paper I

Paper II

Paper III

Paper IV

Paper V

Paper VI

PAPER NO.1

PRINCIPAL, PSYCHOLOGY AND HISTORY OF PHYSICAL EDUCATION AND SPORTS

**SECTION-I: PRINCIPAL, PSYCHOLOGY AND HISTORY OF PHYSICAL
EDUCATION AND SPORTS. 50 Marks.**

1. INTRODUCTION TO PRINCIPLES:

- A) Meaning, Aims, Objectives and Principles of Physical Education and their Relation To Sport.
- B) Meaning of the terms – Physical Training, Physical Culture, Sports and Games, Athletics, Gymnastics, Recreation.

2. BIOLOGICAL FOUNDATIONS:

- A) Bipedes and Quadrupeds
- B) Sex Difference In Male And Female
- C) Chronological, Anatomical, Physiological and Mental Age.

3. PSYCHOLOGY OF LEARNER:

- A) Psychology- Meaning and Importance In Physical Education.
- B) Sports Psychology-Meaning and Importance to physical education teachers and coaches.

4. GROWTH AND DEVELOPMENT OF LEARNER:

- A) Concept of growth and development
- B) Motor Development.
- C) Social Development.
- D) Individual Differences

5. PSYCHOLOGY OF LEARNING AND TEACHING:

- A) Kinds of learning:
 - i) Conditioned learning
 - ii) Trial and Error
 - iii) Imitation
 - iv) Insight
 - v) Concomitant and Associated Learning
- B) Laws of Learning
 - i) Law of Readiness
 - ii) Law of Exercise
 - iii) Law of Effect
- C) Learning Curve and Transfer of Training in Physical Education

6. PLAY:

Meaning and Theory of play in physical physical education and sports.

- (1) Anticipatory. (2) Recapitulation.
- (3) Surpluses energy Theory. (4) Catharsis Theory.

SECTION II – HISTORY OF PHYSICAL EDUCATION. 50 Marks.

1. PHYSICAL EDUCATION IN ANCIENT INDIA –

- A) Vedic Period
- B) Epic Period
- C) Moguls Period

2. PHYSICAL EDUCATION IN ANCIENT ROME, GREECE:-

3. SURVEY OF PHYSICAL EDUCATION MOVEMENT IN INDIA:-

- A) Contribution of Akhadas & Vyayamshala
- B) British Influence- Gymkanas, Sports Clubs, Military Sports, Scouts and Guides.
- A) Y.C.M.C.A. and its Contribution.
- B) Teacher Training Institution in Physical Education.

4. OLYMPIC MOVMENT:-

- A) Historical Development Of Ancient And Modern Olympic games.
- B) Asian Games.
- C) Commonwealth Games.

5. VARIOUS ASSOCIATIONS -:

- A) Indian Olympic Association
- B) National Sports Federations
- C) National School Games
- D) A.I.U.S.B.(Association of Indian University Sports Boards)

6. PROMOTION OF PHYSICAL EDUCATION AND SPORTS IN INDIA-:

- A) S.A.I. – 1) L.N.I.P.E. 2) N.S.N.I.S.
- B) Rajkumari Amritkumari Sports Coaching Scheme.
- C) N.P.F.P.
- D) Nehru Yuvak Kendra.

7. AWARDS IN PHYSICAL EDUCATION AND SPORTS-:

- A) Padmashri & Padmabhushan Awards.
- B) Arjuna Awards.
- C) Dhronachrya Awards.
- D) Rajive Gandhi Khel Ratna Awards.
- E) Shive Chattrapati Awards.
- F) Dadaji Konddev Awards.

Sessional work: Twotutorials for each section [total 4 tutorials]

REFERENCE BOOK

1. BUCHER, CHARLES A. Foundation of physical education – St. Louis: The C.V. mosby company 1986.
2. WILLIMS J.F.: The principle of physical education – Philadephia,W.B. Saunders Co. 1964.
3. NIXON EUGENE E & COZEN W :An Introductopn to physical education, Philadephia, London W.B. Saundrers Co – 1969
4. GARROT.H.F.: General Psychology. New Delhi Entrain Publishing Hones, 1964.
5. SKINNER C.E.: Education Psychology New Delhi. Prentice Hall of India Pvt. Ltd. 1964.
6. BHATIA B.O.: Theory and Principal of education.

7. KHAN ERAJ AHMED, history of Physical Education.
8. WAKHARKAR D.G. Manual of Physical Education.
9. RAJGOPALAN K.A. Brif History of Physical Education in India Delhi, Army Publishers 1962.
10. Prof. sathyanesan. Principles & History of Physical Education, A.C.P.E. Karaikudi (Tamilnadu).
11. दि. आ. कोटीवाले. शास्त्रीय शिक्षणाचा इतिहास लेखन ढाचन भांडार पुणे.
12. गो. ना. पुबंदरे शास्त्रीय शिक्षणाचा इतिहास मॅजेस्टीक प्रकाशन पुणे.
13. हेमंत जोगदेव. खॉन्टीनेटल प्रकाशन पुणे ३०.
14. प्रा. श्रीपाल जर्दे शास्त्रीय शिक्षणाचा इतिहास
15. प्रा. श्रीपाल जर्दे शौ. भुनीता जर्दे शा.शि. तत्वे व अवरूप चंदमा प्रकाशन कोल्हापूर.
16. कमलेश अंढाळ शा.शि. के. सिद्धांत तथा इतिहास प्रकाशन अर्द्ध लुधियाना.
17. प्रा. मो. ड. अरपाते अर्द्धकीकर शा.शि. चे अैध्दांतिक ऐतिहासीक आणि अमाजीक पैलू पुणे. ३०

PAPER II
ORGANISATION, MANAGEMENT OF PHYSICAL
EDUCATION AND HEALTH EDUCATION
SECTION I : ORGANISATION, MANAGEMENT OF
PHYSICAL EDUCATION **50Marks**

1. Meaning and scope of Organization and Management objectives of Organization, Guiding Policies of Management Guiding Principles Of Organization Of Physical Education Programmers.
2. Organization at different levels: The Physical Education Department set up in 1) School 2) College and 3) University. Scheme of organization at National, State, District, Taluka and Villegge levels for Non School going population.
3. Facilities And Standards In Physical Education
 - i) Play grounds, Gymnasium, Swimming pool: Construction & Maintenance.
 - ii) Equipment: Suppliers, Purchase, Care and Upkeep.
4. Timetable : Principles and Factors influencing time table. Types of Physical Education periods and time allotment for them as well as for

- intramural, extramural and special programs like play days, demonstration and Exhibitions.
5. Intramural and Extramural : Need and importance, objectives, methods of Grouping, Rules, Organization, Awards and auditing.
 6. Finance : Budget, income & Expenditure, Rules regarding expenditure, preparation and management of Budget, Accounting & Auditing.
 7. Organizing and conducting tournaments :
 - a) Elimination b) League c) Combination.

SECTION –II : HEALTH EDUCATION

50Marks

1. A)Definition of Health Education
B)Factors influencing Health
 - i) Heredity
 - ii) Habits
 - iii) Environments
2. **Physical health, Mental Health, Emotional Health Personal Hygiene, Skin, Mouth, teeth Nails, Clothing, Rest, Sleep, foot, Exercise Relaxation.**
2. **Nutrition and food :**
 - i) Componets of fod
 - ii) Caloric Value of daily food
 - iii) Daily replacement of Food
 - iv) Balanced diet
 - v) Under Nutrition & Malnutrition
 - vi) Food habits, constipation & indigestion.
3. **Health of the Family :**
 - i) Economic status standard of living food, water supply, housing, Cleanliness, disposal of repose, Prevention of infection– Immunity.
 - ii) Sex, Marriage among blood relatives.
4. **Co-ordinated School Health Programme :**
 - i) Health Instruction
 - ii) Healthful School living
 - iii) Health service
 - iv) Causes symptoms and prevention of the following communicable diseases

- | | |
|------------|----------------------|
| a) Malaria | e) Small Pox |
| b) Cholera | f) Chicken Pox |
| c) Typhoid | g) Venereal diseases |
| d) AIDS | |

REFERENCE BOOK

1. E.F. Volitional and A.A. Easting. The organization and management of health and physical education.
2. J.F. Williams and C.L. Broninwell : Management of health and physical education.
3. E.D. Mitchell : Extramural reports
4. J.K. Park : Prevention and Social medicine
5. William J.F. : Personal Hygiene applied
6. J.P. Thomas : Organization and Management of physical education.
7. Turner : Principle of Health education
8. P.M. Joseph : Organization of physical education.
9. Grout : Health teaching in schools
10. डॉ. व्ही. कृ. कानडे शारीरिक शिक्षणाचे व्यवस्थापन प्रकाशन : आरती प्रकाशन डोंबिवली.
11. डॉ. शंकर तिपरी शारीरिक शिक्षण संघटन व पर्यवेक्षण
12. पी. के. अरोरा शारीरिक शिक्षण मे संघटन संचालक एवम् मनोबंजन प्रकाश ब्रदर्स लुधियाना.
13. डॉ. एन. के. मंगल हेल्थ ग्रुप फिजिकल एज्युकेशन.
14. Organization, Management and Recreation in physical Education
Praksh Brothers, Ludhina.

PAPER III

ANATOMY, PHYSIOLOGY AND KINESIOLOGY AND BIOMECHANICS

SECTION I : Anatomy & Physiology : 50 Marks

1. **The cell and it's parts, different types of cells, their division and Functions:**
2. **Astrology (Study of skeletal system):**
 - a) Form and general structure of bone.
 - b) Growth and classification of bones.
 - c) General Function of skeletal system.

- d) Differences Between Male and Female skeletons.
 - e) Joints – Simple classification
- 3. **Myology (Muscular System):**
Classification, structure, properties of skeletal, smooth and cardiac muscles.
- 4. **Digestive System:**
 - a) Mouth, Teeth, Salivary Glands, Pharynx, Oesophagus, Stomach, Small intestine, Large intestine, Pancreas, Liver- Structure and Function.
 - b) Enzymes and Digestion of Food.
 - i) In the mouth
 - ii) In the Stomach
 - iii) In the Small intestines
 - c) Absorption of Food
- 5. **Respiratory System:**
The Nose, The Pharynx, The Larynx, The Trachea, The Bronchus, Bronchioles, Lungs- Structure And Functions.
Mechanism of inspiration and expiration.
Vital Capacity, Cardio- Respiratory co-ordination.
- 6. **Circulatory System:**
The blood and It's constituents, Functions of blood. The Heart & it's position structure and functions
Arteries, Veins, Capillaries, Arterial System, Main Arteries, Venous System and Main Venous. General Circulation of Blood, Systemic circulation, pulmonary circulation & Cardiac circulation.
Blood pressure, Oxygen debt, Second wind, coagulation of blood.
- 7. **Excretory System :**
Kidneys-Structure & fuctions.
Ureter and Urinary Bladder – Composition of urine.
The skin and its's appendages-sweat,Excretion by Lungs, Kidneys & Skin.
- 8. **Nervous System :**
Central nervous system : Parts of the brain (Names & Position only).
Structure of the spinal cord, arrangements of nerves , the reflex action.

SESSIONAL WORK

1. Any two of the following :

- a) Drawing the sketches of different system of human body
- b) Counting and recording pulse rates (Harward Step test)
- c) Measuring the vital capacity

2. Tutorials-2 :

REFERENCE BOOK

- 1. Kimber, Grey, stack and pole : Text book of anatomy and physiology.
- 2. William A.M. Smart : Human physiology.
- 3. King showers : Human anatomy and physiology.
- 4. Marshal Lazier : Introduction to the Human Anatomy.
- 5. Keller : HumanAnotomy.
- 6. J.F. Williams : Anatomy and Physiology.
- 7. Rowett : H.G.K. Basic Anatomy and physiology.
- 8. Smart and McDowal: Physiology and anatomy.
- 9. Evelyn Perace : Anatomy and physiology for nurses.
- 10. Guyton - Anatomy and physiology.
- 11. Perrott - Structural & fuctional Anatomy.
- 12. Atlas of Anatomy.
- 13. Chatterjee – Human Physiology Vol. I&II.
- 14. Chaurasia – Human Anatomy Vol. I,II &III
- 15. शरीरशास्त्र रचना व कार्य : डॉ. व्ही. एल. लेकावळे
- 16. शरीर रचना व कार्य : विवेक बाठे
- 17. डॉ. मनिषा जोशी : शरीर रचना व शरीर विज्ञान

PART II

KINESIOLOGY AND BIOMECHANICS

50 Marks

1. Definition, nature and importance of kinesiology Aims and objectives of kinesiology :

2. Anatomic Fundamentals :

Terminology of various types of movements around different joints.

3. Study of Muscle Action :

- a) **The Trunk :** Sternocleido mastoid, Levator scaplae, spelenius capitis & Cervices, Erector spinae, Rectos, abdominus Transverse abdominus and Quaratus Lumborum.

b) Shoulder and Sholer Girdle : Trapezius, Levator scapulae, Rhomboid, Serratus Anterior, Subscapularis & Biceps Brachii,

i) Elbow Joint : Biceps Brachii, Pronator teres, Brachioradialis, Brachialis, Triceps, Pronator quadratus & Supinator.

ii) Wrist Joint: Flexor carpi radialis, flexor Carpiulnaris, Palmaris longes, Extensor carpiradialis brevis, Extensor carpiradialis longes and extensor carpi ulnaris.

iii) Hip Joint : Psoas(Major & minor), Iliacus pectineus, Sartorius, Tensor fascialatae, Rectus Femoris, Gluteus Maximus, Gluteus Medius, Gluteus Minimus, Adductor Magnus, Adductor Longus, Adductor Brevis, Gracilis and the six deep outword rotators.

iv) Knee Joint : Vastus Lateralis, Vastus Medialis, Vastus intermedialis, Popliteus, Bicep Femoris, Semimembranosus, Semitendinosus, Rectus Femoris and Gastrocnemius.

v) Ankle Joint : Gastrocnemius, Soleus, Tibialis, Posterior, Peroneas Longes, Peroneas Brevis, Flexor Digitorum Longus, Flexor Hallucis Longus, Tibialis Anterior, Extensor Digitorum Longus, Extensor Hallucis Longus and Planter Muscles of the foot.

4. Types of Muscular Contraction :

Concentric, eccentric and Static, Red and White (Pale) Muscle, The Balance Reflexes, Raciprocal Innervations and inhibition and its Effects on controlled Muscular action essential for true Muscular Movements.

5. Biomechanics : Lever, Force, Newton's law, C.G., Balance, Reaction time.

SESSIONAL WORK

1. Drawing the sketches of important **Big Muscles**. (15 Muscles)
2. Tutorials – 2.

REFERENCE BOOK : KINESIOLOGY

1. W.B. Saunder : Efficiency of Human Movement.
2. Duval E.N. : Kinesiology and anatomy of motion.
3. Kruse : Kinesiology.

4. Morehouse & Cooper : Kinesiology & Applied Anatomy.
5. Rash & Burke : Kinesiology & Applied Anatomy.
6. Scott M.G. : Analysis of Human Motion.
7. Wells K : Kinesiology.
8. Bowen & McKenzie : Applied Anatomy & Kinesiology.
9. Wells & Luttgens : Kinesiology.
10. Jenson & Schultz : Applied Kinesiology & Bio-mechanics.
11. Dyson : Mechanics of Athletics.

PAPER IV

RULES OF GAMES AND SPORTS

50 Marks

1. Rules of Games sports of the following:

Track And Field
Cricket
Foot Ball
Hockey
Basket Ball
Soft Ball
Kabaddi
Kho-Kho
Tennis
Badminton (shuttle)
Hand Ball
Table Tennis
Swimming and Diving.
Wrestling and Judo.

2. Officiating:

- a) Track Marking
- b) Marking of different play areas.
- c) Construction & Maintenance of Track (Pertaining to various types of track surface-clay, cinder, synthetic) and play areas.
- d) Officiating system –positioning , score sheet, signals,
- e) Methods of scoring and score sheets.
- f) Project of sports Activities.

SESSIONAL WORK

1.
 - i) To mark different play-grounds of Major Games.
 - ii) To mark the track and the area of throwing events.
 - iii) To conduct local tournaments.
2. Tutorials - 4

REFERENCE BOOKS

1. Buck: Rules of Games and sports.
2. Goel & Goel :Encyclopaedia.of Games and sports.
3. Rules books of various federations pertaining to games and sports.
4. Hair Haran & Tirunarayan : Track and Field
5. J.D.Pardiwala : Manual of Athletic competitions.
6. R.L. Anand : Playing field Manual.
7. Jenson, Hirchi, Robeson :Modern techniques of Track &Field
8. Paddington press : Rules of the Games (diagram group)
9. John W.Bunn: The Art Of Officiating Coaching.
10. J.P.Thomas : Organisation of physical Education.
11. खेळाची नियमावली जे.पी. झाडभुके.
12. मैदानी खेळ राम भागवत व रमेश तावडे
13. कीडा ज्ञानकोश शरदचंद्र नाडकर्णी
14. शर्यत खेळ स्पर्धा आ.पा.खरात.
15. प्रा.शिलेदार व परिहार खेळ संचालन व कीडा मार्गदर्शन अभय प्रकाशन नांदेड
16. विजय गोटे कीडा स्पर्धांचे संयोजन

PAPER V

TRAINING AND COACHING OF SPORTS AND GAME AND ELEMENTARY STATISTICS.

50 Marks.

Section I: Training coaching of sports And Games

1. Coaching –meaning Nature, Principles, Philosophy
2. Qualities, Qualifications and responsibilities of coach
3. Coaching of individual in activities with reference to
 - i) Fundamental Skills
 - ii) Lead-up games
 - iii) Positional play

- iv) Team techniques
- v) Selection of team
- vi) Discipline, Control and Management of teams
- vii) Handling of individuals
- viii) Coaching camps-Need and importance.

- 4. Training- meaning and Types of Training
- 5. Planning for practices and for matches.
- 6. Physical fitness-Meaning and components: Speed, Accuracy, Agility, Balance, Power, Endurance, Strength, Flexibility, Reaction time and Neuro-muscular co-ordination
- 7. Test – 1)B.M.I. ,
2)W.H.R. ,
3)H.S.T. ,
4)Mac Donald Soccer Test,
5)Brady's Volley Ball Test

Section II : Elementary Statistics

50 Marks.

- 1. The frequency distribution,
- 2. Measures of central tendency (Mean, Median & Mode)
- 3. Percentiles
- 4. Measures of variability (quartile deviation) SD, Mean
- 5. Elementary Graphical Methods
 - i) Frequency polygon
 - ii) Column diagram (Histogram)
 - iii) Bar diagrams
 - iv) 'O' give curve (Cumulative frequency graph)

SESSIONAL WORK

- A) Coaching pupils in a school in any one activity.
- B) Tutorials-4

BOOKS RECOMMENDED

- 1. Bunn John W: Scientific principles of coaching
- 2. Rash and Burk: Applied Anatomy And Kinesiology
- 3. Hay-Biomechanics of Sports Techniques.
- 4. Broer Efficient Human Movement.
- 5. Scott. M.G.-Analysis of Human Motion.
- 6. Lawther L.D.- Psychology of coaching

7. Garrett H.E- General Psychology
8. Garrett H.E.-Statistics in Psychology and Education.
9. Wang wad .V.S-Officiating and Coaching
10. Bunn J.W.-Basket –Ball methods
11. Bunn J.W.-Art of officiating and Coaching
12. Kamlesh and Sangral-Methods in physical Education
13. Hardy Singh- Training methods
14. प्रा. जे. ए. आंगनाड कीडा शास्त्र मार्गदर्शन व पंच कार्य
15. Harrison Clark-application of measurement of health and Physical Education.
16. Mathew- Donald –Measurement in Physical Education.
17. Harold M. Barrow- A practical approach to measurement in physical Education.
18. Johnson and Nelson – Test Measurement and Evaluation.
19. डॉ. पी. डी. शर्मा पंचकार्य एयम् प्रशिक्षण ए. पी. पल्लीअर्क जालद्व

PAPER-VI

METHODS OF TEACHING

SECTION I: METHODS OF PHYSICAL EDUCATION 50Mark

1. **Presentation Techniques:-**Introduction, Scope and importance- Basics of educational Methods- Preparing and Organization of subject Matter &Presentation-Technical Preparation.
2. **Methods of Teaching:-** Orientation. Explanation, Lecture, Recreation Supervision, Demonstration, Explanation, Discussion, Progressive part Methods-criteria for judging method.
3. **Principles of teaching with special reference to different kinds of Physical Activities, exercises, gymnastics, games, skills.**
 - a) Simple to complex-
 - b) Learning by doing
 - c) Intrinsic and Extrinsic Motivation-Spaced and Unspotted Practice, Whole and Part Learning.
4. **Steps In Effective Teaching :-**
 - a) Presentation by the teacher.
 - b) Trial by the individual
 - c) Correction by the teacher
 - d) Practice the right way.

5. **Physical Education lesson planning:-** Nature of the group; Equipment, Ground etc. Demonstration lessons, preparation of Lesson-notes.

6. **Demonstration, Guest Speaker and Publicity.**

7. **Evaluation and testing procedure in physical Education.**

SESSIONAL WORK

1. Different class formation & commands.
2. Tutorials -2

BOOK RECOMMENDED

1. Gorge sharma : Teaching of Physical Eduaction.
2. Mable lee : Conduct of Physical Eduaction.
3. Kilpatrick : Foundation of methods-Informal talks and teaching.
4. Anderson : Methods of Teaching Gymnastics.
5. Cozman, Cassidy and Jakson : Methods in Physical Eduaction.
6. कविश्वर - शारीरिक शिक्षा का पद्धतीचा.
7. Kamlesh & Sangral : Methods in Physical Eduaction.
8. एन. ए. शिंदे शारीरिक शिक्षण आध्यापन पद्धती.

Section - II

MARATHI METHODOLOGY

50 Marks

घटक - १ अभ्यासक्रमातील मराठीचे स्थान:

अ) स्थान व महत्त्व:

१. अध्ययन अध्यापनात मराठीचे (मातृभाषेचे) माध्यम म्हणून स्थान म्हणजे प्राथमिक माध्यमिक शाळेतील महत्त्व.
२. सामाजिक व सांस्कृतिक वारशांच्या प्रसाराचे साधन.
३. वाङ्मयातील आवड व आपसची निर्माण करण्याचे साधन.
४. तोंडी व लेखी आत्मनिवेदनाचे साधन.
५. विचार भाषना व अनुभव यांच्या आदान प्रदानाचे साधन.
६. औद्योगिक भाषना व अनुभव कार्यात्मक व्यक्ती विकासा साधण्याचे साधन.
७. ज्ञान व मनोरंजन प्राप्तीचे साधन.

ब) सहसंबंध विषयाचा इतर विषयांशी तसेच अंतर्गत सहसंबंध.

घटक - २ मराठी अध्यापनाची हेतू व उद्दिष्टे :

- अ) प्रथम भाषा म्हणून मराठीच्या अध्यापनाचे हेतू व उद्दिष्टे आकलन वसग्रहण शब्दसंपत्तीचा विकास मौखिक व लेखनाद्वारे अभिव्यक्ती साहित्याचा परिचय.
- ब) मराठी अध्यापनाची वर्ग उद्दिष्टे व त्यांची स्पष्टीकरणे.

- क) महाराष्ट्रातील माध्यमिक शाळातील नियुक्त अभ्यासकमाची उद्दिष्टे
- घटक - ३** मराठी अध्यापनाच्या विविध पद्धती प्रयुक्त्या व तंत्रे.:
- अ) अध्यापनाची भूत्रे.
- ख) अध्यापनाची पद्धती उदगामी अन्नगामी पारंपारिक कथन व्याख्यान.
- क) अध्यापनाच्या प्रयुक्त्या रपष्टीकरण प्रश्न दाखले नाटयीकरण.
- ड) अध्यापनाची तंत्रे चर्चा रपाध्याय पर्यवेक्षित अध्ययन.
- घटक - ४** अध्ययन अनुभव व अध्यापन साहीत्य.:
- अ) अध्ययन अनुभव श्रवण प्रगटवाचन मूकवाचन, भाषण नाटयीकरण, पाठांतरे, लेखन रसग्रहण, कोषांचा व रंढर्भगंधाचा वापर पुरक वाचन व लेखन अध्यापन साहीत्य व उपकमाचा उपयोग.
- ख) अध्यापन साहीत्य दृकश्राव्य, साधने [चित्रे.तक्ते](#) विविध प्रकारचे फलक फलेशा कार्डस, र्लार्ड फिल्मरिट्रफल, टेपरेकॉर्डर ,लिंगवाफोन, रेडिओ, टीव्ही, इत्यादी.
- क) अभ्यासानुक्ती व अभ्यासपूरक उपकम वादविवाद कथाकथन वाकरपरर्धा हस्तलिखितरपरर्धा भावगीत रपरर्धा भाषा खेळ भेंड्या भिंतीप्रत्रिका मराठी मंडळ इत्यादी.
- घटक - ५** मराठी भाषेच्या विविध अंगोपांगाचे अध्यापन.:
- अ) गद्य व पद्य यांचे अध्यापन.
- ख) व्याकरण अध्यापन.
- क) लेखन विकास.
- ड) वाचन विकास.
- इ) भाषण पाठांतर पुरतीलेखन शुध्दलेखन इ.
- घटक - ६** मूल्यामापन पद्धती
- अ) भाषाविषयक मूल्यमापनांचे रपररूप प्रश्न प्रकार परीक्षांचे नियोजन.
- ख) घटक चाचणी रचना व प्रशासन.
- क) भाषिक कौशल्याे दोष चिकित्सा निदानात्मक व उपचारात्मक कार्य
- घटक - ७** भाषा शिक्षक
- अ) भाषा शिक्षकांची अर्हता दृष्टिकोन व गूणाविशेष.
- ख) भाषा शिक्षकाचा व्यावसायिक विकास.
- क) मराठी भाषा शिक्षक रंघटना गरज रपररूप व कार्यक्रम.
- प्रात्यक्षिक कार्य :** (खालील पैकी कोणतेही एक)
१. कोणत्याही भाषिक कौशल्याच्या एका घटकावर निदानात्मक कसोटी तयार करणे.
 २. शाळेतील विद्यार्थ्यांच्या रसमयेत हस्तलिखित तयार करणे.
 ३. शाळेत मातृभाषेच्या अध्यापनाला योग्य अशा एका अभ्यासानुक्ती उपकमाचे आयोजन करणे.
 ४. मातृभाषेच्या रंढर्भात कोणत्याही एका विषयावर भिंतीप्रक तयार

करून लावणे.

५. मातृभाषेतील कोणत्याही एका घटकाचे घटक नियोजन करून त्याची घटक चाचणी तयार करणे.

HINDI METHODOLOGY

उद्देश्य : विद्यार्थी शिक्षकको

50 Marks

१. भारतीय जीवन, संस्कृती तथा शालेय पाठ्यक्रम में हिंदीका स्थान समज लेने में सहाय करना.
२. माध्यमिक पाठशाला में दूसरी भाषाके रूपमें हिंदी सिखाने के उद्देश्योंको समझ लेनेमें मदद करना.
३. हिंदी की रचना गठन संबंधी संकल्पनाओं अवगत करना |
४. हिंदी का निर्धारित पाठ्यक्रम तथा पाठ्यपुस्तकोंको समझनेमें तथा उनकी आलोचना करनेमें समर्थ बनाना |
५. आशयविश्लेषण प्रणालियों को अवगत करना |
६. हिंदी शिक्षा की विभिन्न प्रणालियों, प्रयुक्तियोंको अवगत करना और आशययुक्त अध्यापन प्रणालीकी संकल्पना समझलेने में मदद करना |
७. कक्षानुसार तथा आशयके अनुसार भिन्न प्रणालियोंकी योजना करना सिखाना|
८. हिंदी शिक्षाकी विभिन्न प्रणालियों, प्रयुक्तियोंको अवगत करना और आशययुक्त अध्यापन प्रणालीकी संकल्पना समझलेनेमें मदद करना |
९. हिंदी शिक्षामें अपुचित अनुभव तथा व्यवस्थापनका कौशल्य अवगत करना सहाय्य करना |
१०. हिंदी भाषा शिक्षाके विविध अंगोंका अध्यापन करनेकी विधिओं अवगत करना तथा क्षमता प्राप्त करनेमें मदद करना |
११. हिंदी भाषा मूल्यांकन प्रणालीको अवगत करना |
१२. हिंदी भाषा शिक्षा के रूपमें पाठनीय गुणोंको समझ लेने में और गुणोंको प्राप्त करनेमें मदद करना |

घटक १. : पाठ्यक्रम में हिंदी का स्थान :

- अ) राष्ट्रभाषा और संपर्कभाषाके रूपमें तथा महाराष्ट्र राज्य माध्यमिक शाला पाठ्यक्रममें त्रिभाषा सूत्रके अनुसार हिंदीका स्थान एवं महत्त्व |
- ब) हिंदीका अन्य विषयोंको एवं अंतर्गत अनुबंध |

घटक २. : हिंदी भाषा शिक्षक उद्देश्य

- अ) हिंदी भाषा शिक्षाके व्यापक उद्देश्य राष्ट्रीय, सांस्कृतिक, साहित्यिक तथा व्यावहारिक
- ब) दूसरी भाषा के नाते हिंदी सिखानेके विशिष्ट उद्देश्य तथा उनके स्वीकरण |

क) भाषा शिक्षाके विद्यमान माध्यमिक शाला पाठ्यक्रमके हिंदी के उद्देश
घटक ३. : हिंदी शिक्षाकी प्रणालियाँ तथा प्रयुक्तियाँ |

- अ) हिंदी शिक्षाकी प्रणालियाँ व्यापारिक प्रणाली, व्याकरण अनुवादक प्रणाली प्रत्यक्ष प्रणाली डॉ.वेस्ट प्रणाली, गठन तथा रचना प्रणाली, समवाचात्मक प्रणाली |
- ख) अध्यापन प्रयुक्तियाँ प्रश्न विवरण उदाहरण, नाट्यीकरण व्याध्याय
- क) अध्यापनके भुत्र तथा तंत्र

घटक ४.: हिंदी शिक्षाके अनुभव तथा साधन

- अ) हिंदी शिक्षाके अनुभव : श्रवण, लेखन, पाचन, भाषण, नाट्यीकरण, विस्तार अनुवाद, रथाभिभरण, अभिव्यक्ती, मुखोद्गत करना कोष तथा बंधर्भ ग्रंथोका आधार लेना अध्यापन साधनोका तथा उपक्रमोंका अवलंख
- ख) अध्यापन साहित्य और साधन : चित्र तब्रता मग्नेटिक तथा प्लेनेल फलक कांच चित्र चित्रपटी टेपरेकॉर्डर, रेकॉर्ड प्लेअर, रेडिओ, टिप्पी, भाषाप्रयोगशाला|
- क) अभ्यासानुवार्त कार्यक्रम : पादविवाद सभा विविध प्रतियोगिताएँ पक्वृत्त हस्ताक्षर पाठांतर निबंधलेखन अत्याक्षरी हस्तालिखित प्रकाशन भित्तिपत्राक नाट्यीकरण पुस्तक प्रदर्शनी हिंदी दिवस मनाना

घटक ५.: हिंदी भाषा शिक्षाके विविध अंगोका अध्यापन |

- अ) श्रवण आकलन और मौखिक अभिव्यक्ती |
- ख) संभाषण |
- क) लेखन लिपी परिचय शुद्धलेखन, हस्ताक्षर, अनुलेखन, श्रुतलेखन |
- ड) पाचन मौखिक, मौन सूक्ष्म, सूलि, ग्रंथालय पाचन |
- इ) गद्दका अध्यापन |
- फ) पद्दका अध्यापन |
- ग) रचना मौखिक और लिखित अध्यापन |
- ह) व्याकरण का अध्यापन |
- स) नाटय |

घटक ६.: मूल्यांकन प्रणाली

- अ) हिंदी भाषा मूल्यांकन प्रणाली स्वरूप, प्रश्नके प्रकार, परीक्षा नियोजन |
- ख) घटक कसौटी रचना तथा प्रशासन |
- क) निदानात्मक परीक्षा और उपचारात्मक अध्यापन|

घटक ७.: हिंदी अध्यापक

- अ) हिंदी अध्यापक की पात्रता तथा गुणावशेष |
- ख) हिंदी अध्यापकका व्यावसायिक विकास |
- क) हिंदी शिक्षक संगठना का योगदान |

प्रात्यक्षिक कार्य कोई एक

१. किसी एक कक्षाके विद्यार्थियोंकी हिंदी भाषा में होनेवाली गलतियोंका अभ्यास |
२. अभ्यासानुसार कार्यक्रमोंका शालामें आयोजन |
३. किसी एक भाषिक कौशल्यावर आधारित घटक की निदानात्मक कसौटी बनाना |
४. किसीभी एक विषयाशपत्र भित्तिपत्रक बनाना |
५. किसीभी एक घटक का घटक नियोजन तथा उसकी घटक कसौटी बनाना |

ENGLISH METHODOLOGY

50 Marks

OBJECTIVE : To enable the student teacher to:

- 1) Understand the importance & present position of English in a school Curriculum.
- 2) Acquaint with the aims & objects of teaching English as a second Language in the secondary School.
- 3) Understand the nature of English language.
- 4) Acquaint with the criteria and English curriculum and textbook at the Secondary school level.
- 5) Acquaint with the concept & Process of content analysis in English
- 6) Understand methods, devices and techniques of English teaching.
- 7) Encourage to use Variety of learning experiences and instructional materials While teaching English.
- 8) Understand various aspects of English and there Methodology.
- 9) Understand planning and organization of teaching English and to prepare Different types of lesson notes as per requirement to the class.
- 10) Acquaint with evaluation procedures used in evaluating English knowledge of the student.
- 11) Acquaint with qualities and professional growth of English teacher and help in acquiring the same
- 12) Develop the skills required for effective teaching of English in Secondary Schools.
- 13) Develop favorable attitude towards the subjects.

SYLLABUS:

Unit 1 : Place of English in curriculum :-

- a) Place of English as a Foreign language in the school curriculum, three language formula.
- b) Importance of English in the present set up –the role of English as an International language, as a library language, as a second language in a Multilingual society etc
- c) Correlation of English language within the subject and with other subjects.

Unit 2 : Aims and objectives of teaching English :-

- a) Aims and objectives of teaching English as a second language.
- b) Classroom (instructional) objectives of teaching English and their specifications. English as a skill subject :developing language skills listening with comprehension, speaking, reading and writing
- c) Objectives of the subject as given in the syllabus of Maharashtra state Board of Secondary and Higher Secondary Education.

Unit 3 : The nature of English language :-

- a) The nature of English language, its vocabulary, Structures, speech, sound, stress and intonation.
- b) Pronunciation – expected standard
- c) The use of phonetics
- d) The problem of spelling.
- e) The principles of language study.

Unit 4 : Methods, Device and Techniques of teaching English:-

- a) Methods : Grammar – Translation, Direct, Dr. West's new, Structural approach, Bilingual approach , eclectic.
- b) Device : Narration, questioning, explanation, illustration, dramatization, drilling.
- c) Techniques : Discussion, assignment supervised study.

Unit 5 : Learning Experiences and Techniques, Aids :-

- a) Learning Experiences, Listening with comprehension, speech practice, practice in reading aloud silent reading, writing, and recitation using various aids and activities.
- b) Teaching aids instructional materials : pictures, flashcards for reading with Stress and intonation, sentence cards, projectors, guided composition, radio, T.V. lingua phone, tape recorder, language laboratories.

- c) Co-curricular activities: Debate, language games, class magazine, collection of rovers-idioms-poems, dramatization, Essay competition wall -paper etc.

Unit 6 : Teaching various aspects of English:-

- a) Teaching at the initial stage.
- b) Teaching of prose: Textbooks, vocabulary and structures used, difference between reader and text-book supplementary readers, the use of library, methods and techniques of teaching prose content.
- c) Teaching of poetry: the place of poetry in teaching English objective of Teaching poetry, selection of poems, methods and techniques of Teaching poetry.
- d) Teaching of grammar: The place grammar, formal and functional Grammar, methods and techniques of teaching grammar and structures.
- d) Teaching writing : Mechanics of writing, methods of teaching script, composition and correction of composition. The place of translation's and paragraphs in the English teaching and their methods.
- f) Teaching reading : objectives and methods of teaching reading, types of Reading, types of reading : intensive, extensive, reading aloud-silent reading, developing: oral skills, pronunciation, vowels, consonants and Stress.

Unit 7 :Evaluation

- a) Oral and written tests, types of questions.
- b) Unit test: concept and construction.
- c) Diagnostic tests and remedial teaching.

Unit 8 : The English Teacher :

- a) Qualification and essential qualities of a teacher teaching English
- b) Professional growth of the teacher, awareness of innovative Practices and their implications.
- c) English teachers association : need and programmers.

PRACTICUM : (Any one of the following)

1. Critical study of any textbook of English.
2. Unit plan and unit test on any unit.
3. Project on a chosen theme.

4. Critical evaluation of any five T.V. lessons in teaching of English
5. To prepare a diagnostic test on any unit in English.

HISTORY METHODOLOGY

50 Marks

Objectives : To enable the student teacher to :

1. Understand place and importance of History in school curriculum and in human life .
2. Acquaint with the aims and objectives of teaching history in secondary schools.
3. Understand the criteria of History curriculum and textbooks and to analyses them critically.
4. Acquaint with the concept and process of content and process of content analysis, of History content.
5. Understand methods, devices and techniques of History teaching.
6. Encourage using variety of lesson plans as per requirement of the same.
7. Understand planning and organization of teaching of teaching history.
8. Help in understanding the nature of content and preparing variety of lesson plans as per requirement.
9. Acquaint with the evolution procedures used in evaluating history knowledge of the students.
10. Acquaint with the qualities and professional growth of history teacher and to help him in acquiring the same.
11. Understand innovative practices in history teaching.
12. Inculcate the spirit of National integration and international understanding.
13. Develop in their students a broader and progressive outlook.

Unit 1 : Place of History in curriculum :

- a) History : Meaning and scope with special reference to modern concept of History
- b) Kinds of History.
- c) place and importance of History in the school curriculum and in human life.
- d) Correlation : Correlation of the subject with other school subjects.

Unit - 2 : Aims and objectives of teaching History :

- a) Aims, objectives and values of teaching History at secondary level of education.
- b) Instructional objectives of teaching History with their specifications .
- c) Objectives of the subject as given in the present curriculum in secondary School.

Unit - 3 : Methods, Devices and Techniques of History teaching :

- a) Methods : Story, narration, source, project discussion dramatization, lecture text book, Dalton plan.
- b) Devices : question and answer, description, dramatization, narration, explanation, homework etc .
- c) Techniques : discussion, assignment, supervised study, team teaching computer programmer etc.
- d) Maxims of teaching as applied to the teaching of History.

Unit - 4 : Learning experience and Instructional Materials :

- a) Learning experience : direct and indirect as well as verbal and non-verbal learning experience helpful in teaching of history, use of various instructional materials and activities.
- b) Instructional materials and aids :Instructional materials Text book, Supplementary Reading materials, work books, general reference materials, advance books on history instructional materials for teacher's such as teacher's hand book and manuals.
- c) Teaching Aids : pictures, maps, charts, periodicals, timeline and time charts , Slides, filmstrips, models, boards, projectors, radio, tape- recorder, T.V.video, motion pictures.
- d) Co-curricular activities: Importance and organization of relevant curricular and co-curricular activities, such as debates, collections, excursion,dramatization,role of history club, exhibitions, museum, visits and essay competitions.

Unit - 5 : Evaluation :

- a) Evaluation procedures used in teaching and learning of history, types Of examinations and administration.
- b) Unit test : construction and administration.
- c) Diagnostic approach and remedial teaching in History

Unit - 6 : History Teacher

- a) Qualification and qualities of history teacher
- b) Professional training and growth of the teacher
- c) History teachers organizations: its contribution to professional competencies.

PRACTICUM : (Any one of the following):

- 1) To prepare a diagnostic test on any unity in History
- 2) To prepare a wall paper on any unit in History
- 3) To organize any one co-curricular activity in school related to History teaching.
- 4) Historical tour and its report.
- 5) To prepare unit plan and written-test on any unit in History.
- 6) Project on a chosen theme.
- 7) Critical evaluation of any five T.V. lessons in teaching History.

GEOGRAPHY METHODOLOGY**50 Marks****Objectives :** To enable the student teacher to

- 1) Understand the place and importance of Geography at the secondary school level.
- 2) Understand the aims and objectives of Geography teaching at the secondary school level.
- 3) Understand the principle and approaches of arranging the course content.
- 4) Understand the criteria of good curriculum and text books and to analyses them critically.
- 5) Acquaint with various methods, devices and techniques of teaching Geography.
- 6) Encourage using variety of learning experiences and instructional materials while teaching Geography.
- 7) Understand planning and organization of teaching of teaching Geography.
- 8) Help in understanding the nature of content and preparing variety of lesson plans as per requirement of the class.
- 9) Acquaint with techniques of evaluation used in teaching of geography.

- 10) Acquaint with the qualities and professional growth of Geography teacher and to help in acquiring the same.
- 11) Understand innovative practices in teaching of Geography.
- 12) Develop adequate skills in teaching of Geography.

Unit - 1 : Place of Geography in curriculum :

- a) Geography: Meaning, scope distribution and description of earth study of the landscape, distribution on earth study of causal relationship, study of spatial relationship, earth as a home of Man, the interaction with man, and his environment, etc. grammar of Geography.
- b) The place and importance of Geography in school curriculum.
- c) Correlation of Geography within the subject and other School subjects.

Unit - 2 : Aims and objectives of Teaching Geography :

- a) Aims and objective of teaching Geography at secondary level of education.
- b) Instructional objective of teaching Geography with their specification.
- c) Objective of the subject as given in the present curriculum in secondary School

Unit - 3 : Methods, Devices and techniques of teaching Geography :

- a) Methods :story lecture, observation, journey, object, origin comparative Project and laboratory.
- b) Devices and techniques of teaching : question-answer, description, narration, explanation, discussion, map reading, map making ,field work, assignment, supervised study ,modern trends and techniques.
- c) Maxims of teaching as applied to the teaching of Geography.

Unit - 4 : Learning Experiences and Instructional Materials :

- a) Learning Experiences : Direct and Indirect as well as verbal and no verbal learning experiences helpful in teaching of Geography, Use of various instructional materials and activates.
- b) Instructional Materials and Aids: Text books, Teacher's Handbook, work –book atlases, different types of maps, globe, charts, graphs, models, specimens, pictures, films, slides, filmstrips, different types of Projectors, epidiastope, radio, T.V. video, magazines, newspapers, Metrological instruments.

- c) Co-curricular activities : Geography club, geography fair, exhibition wall –Paper, Museum , visits and excursions.
- d) Geography Room : Importance and utilization.

Unit - 5 : Evaluation

- a) Evaluation Procedures used in teaching and learning of Geography, types of examinations, types of questions
- b) Unit test : construction and administration.
- c) Diagnostic testing and remedial measures in teaching of Geography

Unit - 6 : Geography Teacher :-

- a) Qualification and qualities of a Geography teacher
- b) Professional growth of a Geography teacher
- c) Geography teachers' organization and its contribution in professional Competencies of the teacher.

PRACTICUM : (Any one of the following)

1. To prepare a diagnostic test on any unit in Geography
2. To prepare a wall paper on any unit in Geography
3. To organize any one co-curricular activity in school related to Geography teaching.
4. Geographical tour and its report.
5. Project on a chosen theme.
6. To prepare unit plan and unit test on any unit in Geography.
7. Critical evaluation of any five T.V. lesson in Geography.

ECONOMICS METHODOLOGY

50 Marks

Objective : To enable the student teacher to :

1. Understand the place and importance of economic at the secondary school Level.
2. Understand the aims and objective of economics teaching at the secondary school Level.
3. Understand the criteria of good curriculum and text book in economic and Analysis them critically.
4. Acquaint with the concept and process of content of analysis of economics Content.
5. Understand methods devices and techniques of teaching economics

6. Encourage using variety of learning experience and instructional materials while teaching economics'
7. Understand planning and organization of teaching economics and their teaching methodology .
8. Help in understanding the nature of content and preparing variety of lesson plans as per requirement of the class.
9. Acquaint with the techniques of evaluation used in teaching economics.
10. Acquaint with the qualities and professional growth of economics teacher and help him in acquiring the same.
11. Understand innovative practices in teaching of economics.
12. Develop adequate skills in teaching of economics

Unit – 1 : Place of economics in Curriculum :

- a) Aims and general objectives of teaching economics at secondary school Level.
- b) Objective of the subject as given in the present school curriculum.
- c) Instructional objective of teaching Economics with their specifications.

Unit - 2 : Aims and objective of teaching Economics

- a) Aims and general objective of teaching Economics at secondary school Level .
- b) Objective of the subject as given in the present school curriculum.
- c) Instructional objective of teaching Economics with their specifications.

Unit - 3 : Methods, Devices and Techniques of the Teaching economics.

- a) Methods; lecture, project, survey, problem solving, discussion seminar, Symposium, inductive deductive, unit.
- b) Devices and techniques: Questioning, Narration, Observation. Clarification, assignment, demonstration, drill etc.
- c) Maxims of teaching as applied to teaching of economics.

Unit - 4: Learning Experience and Instructional Materials :

- a) Learning experience : Direct and indirect as well as verbal and non-verbal learning experience, use of instructional materials and activities in teaching of economics.

- b) Instructional materials and Aids- Text-books, magazines, newspapers, teacher hand books.
- c) Co- curricular activities : Economic club, visits, exhibition wall paper, Talks by experts , symposium etc.

Unit - 5 : Teaching of various aspects of Economics :

Economics, as an art and a science, Economical language, Economical, writing, Historical economics, Geographical Economics, Business economics, National economics Statistical Economics, Micro-Economics, Agro economics, Economics of the Developed and underdeveloped countries.

Unit - 6 : Evaluation.

- a) Evaluation procedures used in teaching and learning of economics, types Examinations, types of questions.
- b) Unit test : construction and administration.
- c) Diagnostic approach and remedial teaching in economics.

Unit - 7 : Economics Teacher:

- a) Qualification and essential qualities of economics teacher
- b) Professional growth of an economics teacher.
- c) Economics teachers association and its contribution in professional Competencies of the teacher.

PRACTICUM : (Any one of the following)

- 1) To prepare a diagnostic test. on any unit in economics.
- 2) To prepare a will Prepare on any unit in economics.
- 3) To organize any co-curricular activity in school related to Economics teaching.
- 4) Project on a chosen theme in economics.
- 5) To prepare unit plan and unit Test on any unit in economics.

COMMERCE METHODOLOGY

50 Marks

Objectives : To enable the student teacher to :

- 1) Understand the place and importance of commerce subjects in school curriculum.
- 2) Understand the aims and objectives of teaching commerce in Secondary Schools.

- 3) Acquaint with criteria of commerce curriculum and text –book and to analyze to them critically.
- 4) Acquaint with the concept and process of content analysis in commerce.
- 5) Understand methods, devices and techniques of commerce teaching.
- 6) Encourage using variety of learning experience and instructional materials while teaching commerce.
- 7) Understand various aspects of commerce and their teaching methodology.
- 8) Understand planning and organization of teaching commerce.
- 9) Help in understanding the nature of content and preparing variety of lesson plans as per requirement of the class.
- 10) Acquaint with evaluation procedures used in commerce teaching.
- 11) Acquaint with qualities and professional growth of commerce teacher and to help him in acquiring the same.

Unit - 1 : Place of Commerce in curriculum :

- a) Commerce : meaning , concept, nature and scope.
- b) Place and importance of commerce education in school curriculum
- c) Correlation of commerce subject with other subjects and within the subject .

Unit -2 : Aims and objectives of teaching Commerce:

- a) Aims and general objectives of teaching Commerce.
- b) Objectives of the subject as given in the present school curriculum.
- c) Instructional. Objectives of teaching commerce with there specifications.

Unit - 3 : Curriculum and textbooks in commerce :

- a) Importance of curriculum and criteria of good curriculum Nature of the Syllabus, hierarchy and structure of the subject.
- b) Critical study of the present courses in commerce with reference to principles of curriculum construction at secondary level.
- c) Characteristics of a good textbooks and critical analysis of the prescribed text-books.
- d) Content analysis : concept and process.

Unit - 4 : Methods, Devices and Techniques of commerce Teaching :

- a) Various approaches in teaching : Historical, seminar, Project practice, cost study.
- b) Methods: lecture, discussion, observation (survey), problem solving, Project, Inductive deductive demonstration, unit text book etc.
- c) Devices and Techniques : Question answer, narration, assignment, illustration, explanation, and supervised study.
- d) Maxims of teaching as applied to the teaching of commerce.

Unit - 5 : Learning Experiences : and Instructional materials :

- a) Learning Experiences: Direct Indirect as well as verbal non verbal learning experiences helpful in teaching of commerce, use of instructional materials and activities.
- b) Instructional materials and aids : models, pictures maps, sketches, Graphs, diagrams charts tables, boards, news papers, journals, Periodicals, radio, T.V., Tape recorder, slides, filmstrips, films and Various projectors, epode scope etc.
- c) Co-curricular activities : Co-operative stores, school bank activity club, Exhibition, Forum, visits and excursions, symposium, seminar etc.
- d) Commerce room : need and enrichment.

Unit - 6 : Teaching of various aspects in commerce :

Economic, industrial, historical, statistical, agricultural-national, international commerce in under developed and developed countries.

Unit - 7 : Planning and Organization of teaching :

- a) Year plan.
- b) Unit plan.
- c) Lesson Plan.
- d) Various types of lesson as per-requirement of the class.

Unit - 8 : Evaluation :

- a) Evaluation procedures used in commerce teaching, types of examinations, Types of questions.
- b) Unit test : construction and administration.
- c) Diagnostic testing and remedial instruction in teaching of commerce.

Unit - 9 : Commerce Teacher:

- a) Qualification and qualities of a commerce teacher.
- b) Professional training and growth of a teacher.
- c) Commerce teachers' organization and its contribution in professional development of the teacher.

PARCTICUM : (Any one of the following)

- 1) Preparation of a diagnostic test any unit in commerce.
- 2) Preparation of an unit plan and unit test on any unit in commerce.
- 3) Project on a chosen theme.
- 4) Preparation of a wall paper on any unit in commerce.
- 5) To organize any co-curricular activity in school related to commerce teaching.

AGRICULTURE METHODOLOGY

50 Marks

Objectives : To enable the student teacher to:

- 1) Understand the place and importance of Agriculture subject in the school curriculum at secondary stage.
- 2) Understand aims and objectives of teaching Agriculture subject in secondary schools.
- 3) Acquaint with criteria of Agriculture curriculum and textbook and analyses them critically.
- 4) Understand and to use Variety of learning experience, instructional Materials while teaching Agriculture subject.
- 5) Encourage using Variety of learning experience and instructional materials while teaching Agriculture
- 6) Understand and Planning and organization of teaching Agriculture.
- 7) Help in understanding the nature of content and in preparing variety of lesson plans as per requirements of the class.
- 8) Understand various aspects of Agriculture and their teaching methodology.
- 9) Acquaint with evaluation procedures used in and testing the knowledge of the student.
- 10) Acquaint and to help him in acquiring the same.

Unit - 1 : place of Agriculture in curriculum :

- a) Agriculture concept, meaning , nature and scope.

- b) Place and importance of Agriculture subject in school curriculum.
- c) Correlation of Agriculture within the subject and with other school subjects.

Unit - 2 : Aims and objectives of teaching agriculture

- a) Aims and general objectives of teaching Agriculture in secondary school.
- b) Objectives of the subject as given in the present school curriculum.
- c) Instructional objectives of teaching agriculture with their specifications.

Unit - 3 : Curriculum and Text books in Agriculture :

- a) Importance of curriculum and criteria of a good curriculums, nature of the syllabus, hierarchy and structure of the subject.
- b) Critical study of the present course in agriculture with reference to principles of curriculum construction at secondary level.
- c) Characteristics of a good text-books in agriculture Teaching .
- d) Content analysis : concept and process.

Unit - 4 : Methods, Devices and Teaching of Agriculture teaching.

- a) Methods Lecture , demonstration, inductive –deductive, heuristic, Project, experimental, historical.
- b) Devices and Techniques : question answer, narration, assignment illustration , explanation , supervised study.
- c) Maxims of teaching as applied to the teaching of agriculture.

Unit - 5 : Learning experiences and instructional materials:

- a) Learning experiences : direct and indirect as well as verbal nonverbal Learning experiences useful in teaching agriculture, use of various Instructional materials and activities.
- b) Instructional Materials and Aids : need characteristics and used of different instructional. materials and aids helpful in teaching agriculture, postures, charts graphs, diagrams boards, slides, filmstrips, films, variety of projectors, etc..
- c) Co-curricular activities : debate, exhibition, form, club, excursions Symposium, seminars etc.

Unit - 6 : Teaching of various aspects in Agriculture :

- a) Soil Tillage.
- b) Animal Husbandry.
- c) Horticulture and crop cultivation.

Unit - 7 : Planning and Organization of Teaching :

- a) Year plan
- b) Unit Plan
- c) Lesson Plan
- d) Various types of lessons as per requirement of the class.

Unit - 8 : Evaluation :

- a) Evaluation procedures used in agriculture teaching, types of examinations, Types of questions.
- b) Unit test : construction and administration.
- c) Diagnostic testing and remedial instruction in teaching agriculture.

Unit - 9 : Agriculture Teacher:

- a) Qualification and qualities of a Agriculture teacher
- b) Professional growth and training of a teacher.
- c) Agriculture teachers organization and its contribution in professional development a teacher.

PRACTICUM (Any one of the following)

- 1) Preparation of a diagnostic test on any unit in Agriculture
- 2) Project on a chosen theme.
- 3) Preparation of a wall paper on any unit in Agriculture.
- 4) To organize any one co-curricular activity in school related to Agriculture teaching

SCIENCE METHODOLOGY

50 Marks

Objectives to enable the students teacher to :

- 1) Understand the place and importance of science in secondary School curriculum
- 2) Understand aims and objectives of teaching science at secondary school level
- 3) Acquaint with criteria of science curriculum and text-book and to analyze critically the present course and textbook in science.
- 4) Analyze the aspects and appreciate the close relationship between content and science.
- 5) Understand and to use different methods, devices and techniques of techniques of teaching science.
- 6) Encourage using variety of learning experiences and instructional materials while teaching science.

- 7) Understand planning and organization of teaching science.
- 8) Help in understanding variety of lesson plans as per requirements of the class.
- 9) Acquaint with qualities and professional growth of a science teacher and to help him in acquiring the same.
- 10) Acquaint with qualities and professional growth of a science teacher and to help him in acquiring the same.
- 11) Acquaint with the innovative practices in science education.

Unit – 1 : Place of science in curriculum :

- e) Science : Concept, meaning, nature and scope.
- f) Place and importance of science in secondary school curriculum.
- g) Correction of science with in the subject and with other subjects.

Unit - 2 : Aims and objectives of teaching science :

- a) Aims and general objectives of teaching science at secondary school level.
- b) Objectives of teaching science as given in the secondary school curriculum in Maharashtra State.
- c) Instructional objectives of teaching at secondary school level:

Unit - 3 : Methods, Devices and teaching of teaching Science :

- a) Methods: Lecture, demonstration, experiment, heuristic, project analytic- synthetic, inductive , problem solving.
- b) Devices and techniques: questioning explanation, observation dramatization, illustration, narration, discussion, assignment and supervised study.
- c) Maxims of teaching as applied to teaching of science.

Unit - 4 : Learning Experiences and Instruction materials:

- a) Learning experiences : Direct indirect as well as verbal non-verbal Learning. Experiences useful in teaching science, use of various instructional Materials and activities.
- b) Instructional materials and Aids : Text books, magazines, newspaper, Periodicals, actuaries, charts, graphs boards, films slides, filmstrips, Various tape-recorder, various types of projects, radio, record, player T.V. V.C.R tape recorder, computer improvised apparatus etc.
- c) Science laboratory : need design, equipment's, management, surety and precautionary measures,
- d) Co-curricular activates : science club, science museum science fair

visits aquarium, exhibitions, observation of the sky, botanical garden etc.

Unit - 5 : Teaching of Various aspects in science.

- a) Physics : friction , density, specific gravity pressure, equilibrium, center of gravity, baling point flections, refraction, static and current electricity etc.
- b) Chemistry : Hard and soft water, atomic and molecular weight periodic table, oxidation, reduction atomic structure, allot all to isotopes, etc.
- c) Biology : Germination, osmosis photosynthesis, human body systems, classification of plants and animals etc.

Unit- 6 : Evaluation :

- a) Evaluation procedures used in teaching science, types of examinations, types of question.
- b) Unit test : Construction and administration .
- c) Diagnostic testing and remedial instruction in teaching of science

Unit - 7 : Science teacher :

- a) Qualification and qualities of a science teacher.
- b) Professional growth and training of science teacher.
- c) Science teachers organization and its contribution in professional Development of the teacher.

PRACTICUM (Any one of the following) :

- 1) Construction of a diagnostic test on any unit in science.
- 2) Preparation of unit plan and unit test on any unit in science.
- 3) Preparation of a wall paper on any unit .
- 4) Project on a chosen theme.
- 5) Organization of any co-curricular activity in school and report.

MATHEMATICS METHODOLOGY

50 Marks

Objectives : To enable the student teacher to :

- 1) Understand the place and importance of mathematics in school curriculum.
- 2) Acquaint with aims and objectives of teacher mathematics at secondary school, level.

- 3) Formulate instructional objectives in terms of behavioral outcomes.
- 4) Understand various criteria of mathematics curriculum and textbooks and to analyze critically present courses and text books in mathematics.
- 5) Analyze content in terms of concepts, sub concepts and relation between them and with methodology of teaching.
- 6) Understand to use different methods, devices and techniques of teaching Mathematics.
- 7) Encourage using variety of learning experience and instructional materials while teaching mathematics according to the developmental stages of a learner.
- 8) Understand planning and organization of teaching mathematics.
- 9) Help in understanding and planning variety of lessons plans as per requirement of the class.
- 10) Understand various aspects of mathematics and their teaching methodology.
- 11) Understand continuous and comprehensive evaluation. techniques in evaluating student's performance.
- 12) Acquaint with qualities and professional growth of the mathematics teacher and to help in acquiring them.

Unit – 1 : place of mathematics in Curriculum :

- a) Mathematics concepts, meaning, nature and scope.
- b) Objectives of teaching mathematics as given in the secondary school curriculum in Maharashtra.
- c) Instructional Objectives of teaching Mathematics and their specifications at secondary level.

Unit – 2 : Methods, Devices and Techniques of teaching Mathematics

- a) Methods: Inductive-deductive, analytical-synthetic experimental, heuristic, discovery
- b) Devices and Techniques: questioning, explanation, Illustration, supervised study, assignment, home work, oral work and written drill, self study, review and revision .
- c) Maxims of teaching as applied to teaching of mathematics.

Unit – 3 : Learning Experience and Instructional Materials;

- a) Learning Experience: Direct indirect as well as verbal and non-verbal Learning experience helpful in teaching of mathematics, use of variety of instructional materials and activities.

- b) Instructional materials and aids: Text-book, work, Teachers hand Book Assignment book, magazines, periodicals, variety of projectors, radio, T.V. VCR, Tape recorder, computer
- c) Mathematics room: need importance, essential equipments, organization.
- d) Co-curricular activities : Mathematics Club, Exhibition ,visits, Symposium, Seminar etc.

Unit - 4 : Teaching of various aspects in Mathematics :

- a) Arithmetic : Area & Volume, directed numbers , fraction ,decimal fraction Percentage, ratio-preparation, simple & compound interest, profit &loss.
- b) Algebra : Algebra as generalized Arithmetic, Exponents, Algebraic, Expressions, Equation, Sets Numbers Line, Relations, Graphs, Surds, Logarithms, Polynomials, H.C.F., L.C.M., Factorization, ect.
- c) Geometry : Three stages of teaching Geometry: Basic concepts in Geometry Points, ray, line, segment, angle, plane, triangle, quadrilateral, polygon & circle, Congruency, similarity, equivalence, theorems, on triangles & circles, theorems on parallelism ,riders & constructions.
- d) Trigonometry : Trigonometric ratios, identities ,problems in height and distances.

Unit - 5 : Evaluation :

- a) Evaluation procedures used in evaluating student performance in mathematics, types of examinations, types of questions .
- b) Types of tests : Speed &Accuracy, Achievements &Diagnostic test, Unit test & it's construction.
- c) Remedial teaching

Unit - 6 : Mathematics teacher

- a) Qualification & essential qualities of mathematics teacher.
- b) Professional growth of a Mathematics teacher.
- c) Mathematics teacher organ station & it's role in professional development of a teacher.

PRACTICUM : (Any one of the following)

- 1) Construction of a diagnostic test on any unit in Mathematics.
- 2) Preparation of unit plan &unit test on any unit Mathematics.
- 3) A Project on a chosen theme.

- 4) Preparation of a wall Paper on any unit in Mathematics
- 5) Organization of any one Co-curricular activity related to Mathematics in school report.

BACHLOR OF PHYSICAL EDUCATION

The examination shall be held once in a Year.

1.
 - i) The practical Examination is treated as separate head of passing the students who have passed in the examination and failed in the written theory part of the examination should be exempted from appearing for the practical examination again and the marks obtained them in the practical examination should be carried over to the subsequent examination.
 - ii) Marks required for exemption should be 50 % of the total marks in the subject.
2. Fees : The examination fees should be as per Shivaji University rules.
3. Qualification of Teachers & Examiners : As per Shivaji University rules.

Appendix “A” FIRST AID

1. First Aid: Meaning ,Objectives, Founder of First Aid Important rules.
2. Fracture : Meaning, Types, Signs & Symptoms, Treatment, Fracture of particular bone, Shoulder injuries, Dislocation.
3. Sprain : Signs & Symptoms – Treatment ,use of splint and sling
4. Bleeding : Meaning, Types, Signs & Symptoms Treatment, Pressure points,
5. Tourniquet, Nose bleeding, Bleeding in mouth, Internal bleeding – External bleeding Signs & Symptoms and Treatment.
6. Artificial Respiration: Meaning and Methods of Artificial Respiration.
7. Poisoning: Meaning, Ways, Signs &Symptoms and Treatment.
 - i) Poisoning through nose
 - ii) Poisoning through mouth
 - iii) Poisoning through skin
 - iv) Corrosive, non corrosive position

- v) How to find out poisoning case
- vi) Snake poisoning signs and symptoms treatment-Tourniquet
- vii) Dog bite-Precaution, Treatment
- viii) Burnt: Meaning, ways, Degrees, Signs and Treatment
burning the clothes on the body.
- ix) Sun Stroke, Heat Stroke-Meaning, Signs and Symptoms,Treatment
- x) Unconsciousness- Meaning, Reasons, Signs,
Precautions,Treatment
- xi) Electric Injuries –Meaning Reasons, precautions, Signs and
Symptoms, Treatment.
- 8. Vomiting – Meaning ,reasons, precautions, treatment
- 9. Entrance of external bodies in Ear ,Nose, Throat, Eye,
Incidences, sings,
Precautions, treatment.
- 10. Bandage : Meaning, Types, ways of applying sling, Simple
Dressing.
- 11. Material in First Aid box:
A)Material,Instrument
B)Medicine
- 12. Transport of Patient-precautions, ways & material availability.

PRACTICALS

- a. Use of Splint
- b. Use of Tourniquet
- c. Use of Thumb ,Fingers to stop Bleeding
- d. Showing pressure points
- e. Artificial respiration
- f. Simple dressing
- g. Use of different bandages in different way:
Figure of Eight, Barrel ,spiral and Triangle.
- h. Transport of patient
- i. External cardiac massage.
- j. Helmet's Manner.

Appendix “B”

Activity Syllabus:

- I) Introduction of the game and historical development with special Reference to India
- II) Important tournament held at National International levels and Distinguished
- III) Fundamental skills
- IV) Rules and their interpretation and duties of officials
- V) Evaluation: Skill Test.

Shivaji University, Kolhapur
Revised Nature of Question paper
For Paper No. **I,II,III&V** Only
For B.P.Ed. Examination
(To be introduced from 2009)

Time & Date:-

Total Mark 100

Time:-

Instructions:-

- 1) All Question are compulsory.
- 2) Answers to the two sections should be written in separate answer book.
- 3) The candidates should read the original questions in English.
- 4) Net diagram must be draw where necessary

Section –I &II

100Marks

Q.No.1) Objective type Questions.

(10)

Q.No.2) Descriptive Type Questions.

(30)

(Any Two out of Three)

Q.No.3) Short Notes Type Questions.

(10)

(Any Two out of Three)

Shivaji University, Kolhapur
Revised Nature of Question paper
For Paper No. **IV** Only
For B.P.Ed. Examination
Rules of Games & Sports (Revises)
(To be introduced from 2009)

Time & Date:-

Total Mark 100

Time:-

Instructions:-

- 1) All Question are compulsory.
- 2) Answers to the two sections should be written in separate answer book.
- 3) The candidates should read the original questions in English.
- 4) Net diagram must be draw where necessary

Section –I

Q.No.1) Objective Type Questions. (10)

Q.No.2) Descriptive Type Question. (15)

OR

Q.No.2) Descriptive Type Question. (15)

Q.No.3) Descriptive Type Question. (15)

OR

Q.No.3) Descriptive Type Question. (15)

Q.No.4) Give the correct answer of the following situation (10)

(Any Five out of Seven)

Section-II

Q.No.5) Objective Type Questions. (10)

Q.No.6) Descriptive Type Question. (15)

OR

Q.No.6) Descriptive Type Question. (15)

Q.No.7) Descriptive Type Question. (15)

OR

Q.No.7) Descriptive Type Question. (15)

Q.No.8) Write Short Notes (Any Two out of Three) (10)

Shivaji University, Kolhapur
Revised Nature of Question paper
For Paper No. VI Only
For B.P.Ed. Examination
(To be introduced from 2009)

Time & Date:-

Total Mark 100

Time:-

Instructions:-

- 1) All Question are compulsory.
- 2) Answers to the two sections should be written in separate answer book.
- 3) The candidates should read the original questions in English.

Section –I &II

100Marks

Q.No.1) Descriptive type Questions.

(15)

OR

Q.No.1) Descriptive type Questions.

Q.No.2) Descriptive Type Questions.

(15)

OR

Q.No.2) Descriptive Type Questions.

Q.No.3) Short Notes Type Questions.

(20)

(Any Four out of Six

