

#### Ref.No. SUK/BOS/ 569

Date:01 /08/2023

**To,** The Principals, All Concerned Affiliated Colleges / Institutions. Shivaji University, Kolhapur.

## Subject : Regarding syllabi of B.A. Sports Part – I under the Faculty of Inter-Disciplinary Studies.

#### Sir/Madam,

With reference to the subject, mentioned above, I am directed to inform you that the university authorities have accepted and granted approval to the syllabi of B.A. Sports Part - I under the Faculty of Inter-Disciplinary Studies. as per National Education Policy 2020.(NEP)

This syllabi shall be implemented from the academic year 2023-2024 onwards. A soft copy containing the syllabi is attached herewith and it is also available on university website <u>www.unishivaji.ac.in. (Online Syllabus)</u>

The question papers on the pre-revised syllabi of above mentioned course will be set for the examinations to be held in October /November 2023 & March/April 2024. These chances are available for repeater students, if any.

You are, therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully, Dr. S.M.Kubal (Dy Registrar)

#### Copy to:

1	Director, Board of Evaluation and Examination	7	Centre for Distanc	e Education
2	The Dean, Faculty of IDS	8	Computer Centre /	I.T.cell
3	The Chairman, Respective Board of Studies	9	Affiliation Section	n (U.G.) / (P.G.)
4	B.A.,B.Com.,B.Sc. Exam	10	P.G.Admission / P	.G.Seminar Section
5	Eligibility Section	11	Appointment Sect	ion -A/B
6	O.E. I, II, III, IV Section	12	Dy.registrar (On/ ]	Pre.Exam)

# SHIVAJI UNIVERSITY, KOLHAPUR

**Department of Sports & Physical Education** 



A++

Accredited By NAAC Syllabus For

B.A (Sports) Under Graduate Program (Four Years)

**Faculty of Inter Disciplinary Studies** 

(B.A (Sports) First Year Semester I and II)

(Subject to the modifications to be made from time to time)

Syllabus implemented from June 2023 Onwards.

Framed as per National Education Policy -2020

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## SHIVAJI UNIVERSITY, KOLHAPUR

## **BOARD OF STUDIES in PHYSICAL EDUCATION, SPORTS**

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## (B.A (Sports)UG Course)

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**B**]

## SHIVAJI UNIVERSITY, KOLHAPUR Syllabus For B.A (Sports) Under Graduate (Four Years)

## Semester with Credits and CIE System of Examination [Faculty of Inter disciplinary]

## **1. TITLE: B.A (Sports) Under Graduate (Four Years (Under the Faculty of Inter disciplinary)**

#### 2. YEAR OF IMPLEMENTATION:

Syllabus will be implemented from June 2023 onwards.

#### **3. PREAMBLE:**

Keeping in view, the general employability of Graduates and utterly unsatisfactory the success rate of students in Specialized Sports & Physical Education professional fields sectors the Department of Sports & Physical Education of Shivaji University has decided to introduce B.A (Sports) Under Graduate (Four Years) course. The unique character of the captioned Under graduate course will be that the students opting for this course shall have the option of multiple exits and the two-point entry system. Accordingly, syllabus has been framed in view to understand recent trends in Sports and interdisciplinary subjects along with theoretical and applied perspective as well as skill development with the introduction of semester and credit system.

The graduate level course in Sports & Physical Education and Sports contains subjects varying from foundation of Sports & Physical Education to Officiating & coaching, Test & Measurement, Nutrition, Rehabilitation, Psychology, Sports Training, Physiology methods of Teachings etc. which are aimed to give thorough knowledge and skills to the students. Students perusing Sports & physical education courses are fit to join the jobs as physical trainers, coaches, game officials, referees, umpires, curators, gym trainers, life guards, personal trainers etc. During their course of education the students also develops the expertise to establish their own business as entrepreneurs in the field of sports, fitness, recreation, adventure sports, camping, event management etc.

## 4. Program learning outcomes of B.A. (Sports) degree programme in Sports & Physical Education is listed below.

This would lead the students to understand historical concept of Sports & physical education and relationship between Philosophy, Education and Sports & Physical Education. The student would further understand the theoretical implications of philosophies of Sports & physical education with modern development and social aspects of Sports & Physical Education.

- 1. The curriculum would enable the pass out to select the inherited talented Student for various sports activities.
- 2. The pass out shall be able to orient children in schools with the fundamental skills of selected sports as per their inherited potential.
- 3. The pass out shall be able to devise training program for athletes engaged in different sports activities
- 4. The curriculum shall enable them to officiate, supervise various sports tournaments and orient them in organizing sports events at all levels.
- 5. The curriculum would enable the pass out students to be entrepreneur (to start their own fitness center, gym, spa trainer etc) and device appropriate fitness program for different genders and age groups of people.
- 6. The curriculum would enable the pass out to devise training program for physically challenged peoples.

#### **5. DURATION:**

- The course shall be a full time course.
- The duration of course shall be of Four years /Eight Semesters.

#### 6. PATTERN:-

The pattern of examination will be Semester with Credit and Continuous Internal Evaluation [CIE].

## 7. ELIGIBILITY FOR ADMISSION:

The basic eligibility for the course is 10 + 2 with any discipline of Arts, Commerce, Science, and Diploma Engineering (10+3) from any recognized Board of Examination in India. The minimum marks [At 10+2 and 10+3 (the case of Diploma Engineering)] required for seeking admission will be Pass class for all candidates. Basic knowledge of sports is required.

#### 8. MEDIUM OF INSTRUCTION:

The medium of instruction shall be English/Marathi.

#### 9. STRUCTURE OF PROGRAMME:

As per National Education Policy 2020 and as per Government Resolution 2022.

## Structure of Programme B.A (Sports) Under Graduate (Four Years) is given below:

## Syllabus for B.A (Sports) Under Graduate (Four Years)

## Department of Sports & Physical Education, Shivaji University, Kolhapur

- (1) B.A (Sports) I (Semester-I & II) introduced w. e. f. June 2023
- (2) B.A (Sports) II (Semester-III & IV)
- (3) B.A (Sports) III (Semester-V & VI)

## **Credit Distribution structure**

Leve l	semeste r	Ma	jor	Minor	OE	VE, SEC	AEC, VEC,	OJT, FP,	CU M.	Degree Cum. Cr.
		Mandator y	Electives	-		(VSEC)	IKS	CEP, CC, RP	Cr./ Sem.	
4.5	Ι	4-6(4+2)			2+2	VSC:2 SEC:2	AEC:2 VEC:2 IKS:2	CC:2	20-22	UG
	II	4-6(4+2)		2	2+2	VSC:2 SEC:2	AEC:2 VEC:2	CC:2	20-22	Certificate 80
	Cum. Cr.	8-12		2	8	4+4	4+4+2	4	40-44	
5.0	III	6(4+2) 8(2*4)		4	2	VSC:2	AEC:2	FP:2 CC:2	20-22	
	IV	6(4+2) 8(2*4)		4	2	SEC:2	AEC:2	CEP:2 CC:2	20-22	UG Diploma
	Cum. Cr.	20-28		10	12	6+6	8+4+2	8+4	80-88	
5.5	V	8(2*4) 10(2*4+2)	4	4-6		VSC:2 2-4		FP/CEP : 2	20-22	
	VI	8(2*4) 10(2*4+2)	4	4				OJT:4	20-22	UG Degree
	Cum. Cr.	36-48	8	18-20	12	8-+10+6	8+4+2	8+6+4	120- 132	 

VSC-Vocational Skill Courses

SEC-Skill Enhancement Course

AEC-Ability Enhancement Courses

IKS- Indian Knowledge System

VAC-Value Education Courses

CC-Co-Curricular Course

**OE-** Open Elective

FP- Field Project

CEP- Community Engagement & Service

OJT- On-The-Job-Training

Semester-I				
Paper	Course	Category	Credit	Marks
Major	Sports	Theory/Practical	4	100
Mandatory:4	-			
Major	Physical Education	Theory	2	50
Mandatory:2				
OE:2	Practicals Track & Field	Practical	2	50
OE:2	Practicals Yoga	Practical	2	50
VSC:2	Computer Application	Theory /Practical	2	50
SEC:2	Parctical's Adventure	Practical	2	50
	Soprts			
AEC:2	English	Theory	2	50
VEC:2	Social Moral Edu.	Theory	2	50
IKS:2	Indian Philosophy of	Theory	2	50
	Physical Education.			
CC:2	Communication Skill	Theory	2	50
	Total		22	550
Semester-II			·	
Paper	Course	Category	Credit	Marks
Major	Sports	Theory/Practical	4	100
Mandatory:4				
Major	Physical Education	Theory	2	50
Mandatory:2				
Minor:2	Basic Physical Fitness	Theory/Practical	2	50
	Training			
OE:2	Practicals Track & field	Practical	2	50
OE:2	Practicals Yoga	Theory /Practical	2	50
VSC:2	Sports Journalism/	Theory /Practical	2	50
	Sports Psychology			
SEC:2	Parctical's Adventure	Theory	2	50
	Soprts			
AEC:2	Personality Development	Theory	2	50
VAC:2	Moral Education	Theory /Practical	2	50
CC:2	Social Education	Theory /Practical	2	50
	Total		22	550

#### SEMESTER I

#### PAPER-I

#### **TITLE: SPORTS EDUCATION - 1**

## Credit: 04 Max.Marks:100 Seasonal Marks: 10+10

End semester exam marks: 40+40

#### Learning outcomes:

1. The Student will be oriented with the basic Knowledge of Sports & Games.

2. The pass out would be able to compare the relationship between general education and Sports education.

3. He would be able to relate to the history of chosen Sports & Games.

4. He would be able to comprehend the relationship between training & learning Sports.

5. He would know recent developments and the academic foundation of Sports & Games.

#### Module – I

- 1.1 Meaning, Definition and Scope of Sports.
- 1.2 History of chosen sports & Games
- 1.3 Importance of Sports in present era.
- 1.4 Development of the game at National &International level.

#### Module – II

- 2.1 Types of Sports & Games.
- 2.2 Misconceptions about Sports & Games.
- 2.3 Meaning & Importance of Warming up & Cooling down Exercises.
- 2.4 Related & Minor Skills for Sports & Games.

**Teaching Learning Strategies:** The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts, and presentations method.

Virtual instructional platforms such as online lectures, webcasts, etc. are to be used. Students can participate in coursework through instant messages, emails, and video conferencing. Google class room, Cisco WebEx Meeting, OERS, Swayam Platform(www.swayam.gov.in), Swayam Prabha (www.swayamprabha.gov.in) (available on Doordarshan (free dish TV), E-Yantra (www.e-yantra.org),Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spoken tutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronic journals (www.ess.infibnet.ac.in)etc. are to be used. Courses may also integrate DVD videos as part of the training process. Students may examine current topics in the field through the use of e-text books and e-physical education journals. Students can complete some portion of the education at approved testing sites for the practical components wherever necessary.

**Initiating Brain-based learning-** A stress-free environment will be created. Constant feedback regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged. Break-in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Presentations/Study etc. Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations

#### **Suggested Readings:**

1. Dick W. Frank, (2002) Sports Training Principles, 4thed. London: A&C Black Ltd.

2. Harre, D. (1982) Principles of Sports Training, Berlin: Sport Veulag.

3. K. Chandra Shekar, (2004) Sports Training, Khel Sahitya Kendra.

4. Matveyev, L.P. (1977) Fundamentals of Sports Training, Moscow: Progress Publishers

5. Singh, Hardayal. (1991) Science of Sports Training, New Delhi: DVS Publications.

6. Tuder B. Bompa&Mihal C. Carera, (2005) Periodization Training for Sports, Human Kinetics,

(II nd Edition).

7. Uppal, A.K. (2001) Principles of Sports Training, Delhi: Friends Publication.

8. Yograj Thani, (2003) Sports Training, Sports Publication.

9. William E. Amonette, Kirk L. English and William J. Kraemer, Evidence-Based Practice in Exercise Science, Human Kinetics, 2016.

10. Essentials of Exercise Science, by American Council on Exercise; 4th edition (January 1, 2010)

#### **References:-**

- <a href="http://www.unesco.org/education/pdf/SPORT\_E.PDF">http://www.unesco.org/education/pdf/SPORT\_E.PDF</a>
- <u>http://theviewspaper.net/the-sports-culture-in-india/</u>
- <u>http://www.sports.indiapress.org/</u>
- https://www.expat.com/en/guide/asia/india/13129-sports-in-india.html

## PRACTICAL

1. Major Game which should be from the list of AIU/IOA)

Credit: 02 Max.Marks:50 SeasonalMarks: 10 End semester exam marks: 40

- 1. Warming up Skills of the games.
- 2. Cooling down Skills of the games.
- 3. Related Games.
- 4. Minor Games.

Sports simulation laboratory-

Sports simulation laboratory is to be established to provide the students with a feasible environment where they will learn and practice sports skills using animated videos with continuous rectification of errors till the exact simulation of the skill is attained. Help may be taken from YouTube Streaming, Swayam Platform(www.swayam.gov.in), SwayamPrabha (www.swayamprabha.gov.in) (available on Doordarshan) (freedishTV), E-Yantra(www.e-yantra.org).

#### **References:-**

https://olympic.ind.in

https://www.aiu.ac.in AIU on Twitter @AIUIndia

## PAPER-I TITLE: INTRODUCTION PHYSICAL EDUCATION

#### Credit: 02

Max.Marks:05

Seasonal Marks: 10

End semester exam marks: 40

#### Learning outcomes:

- 1. The pass out would be able to compare the relationship between general education and physical education.
- 2. He would be able to identify and relate to the History of Physical Education.
- 3. He would be able to comprehend the relationship between Philosophy, Education, and physical education.
- 4. He would be able to identify the Philosophy of Education and Physical Education.
- 5. He would know recent developments and the academic foundation of Physical Education.

#### Module – I

- 1.1 Meaning and Definition of Significance Physical Education.
- 1.2 Scope of Physical Education.
- 1.3 Aims and Objectives of Physical Education.
- 1.4 Indian History of Physical Education.

#### Module – II

- 2.1 Relationship of Physical Education with General Education.
- 2.2 Physical Education is an Art and Science.
- 2.3 Misconceptions about Physical Education.
- 2.4 Foundation of Physical Education.

#### **Teaching Learning Strategies:**

The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts, and presentations method.

Virtual instructional platforms such as online lectures, webcasts, etc. are to be used. Students can participate in coursework through instant messages, emails, and video conferencing. Google Classroom, Cisco WebEx Meeting, OERS, Swayam Platform (www.swayam.gov.in), SwayamPrabha (www.swayamprabha.gov.in) (available on Doordarshan (free dishTV), E-Yantra (www.e-yantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spoken tutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronic journals (www.ess.infibnet.ac.in), etc. are to be used. Courses may also integrate DVD videos as part of the training process. Students may examine current topics in the field through the use of e-textbooks and e-physical education journals. Students can complete some portion of the education at approved testing sites for the practical components wherever necessary.

**Initiating Brain-based learning-** A stress-free environment will be created. Constant feedback regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged. Break-in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Presentations/Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations.

#### **Books Recommended:**

- 1. Principles of Physical Education: J.F. Williams, W.B. Sanders Company, Philadelphia, London.
- 2. Scientific Foundations of Physical Education: C.C. Cowell, Harper and Brothers, New York.
- 3. Foundation of Physical Education: C.A. Bucher, W.B. Sanders Company, Philadelphia, London.
- 4. Recreation and Physical Fitness for Youths and Men: Board of Education, London.
- 5. Physical Education: Interpretations and objectives -J.B. Nash, the Ronald Press Company, New York.
- 6. Introduction to Physical Education: L.R. Sharman, A.S. Barnes and Company, New York.
- 7. शारीरिक शिक्षण: तत्त्वे आणि स्वरूप भा.रा.गोगटे, अखिल महाराष्ट्र शारीरिक शिक्षण मंडळ प्रकाशन, पूर्ण.
- 8. शारीरिक शिक्षण: तत्त्वे व व्यवस्था, हिराजी पाटील,ठोकळ प्रकाशन, पुणे.
- 9. शारीरिक शिक्षणाचे स्वरूप: प्रो. श्रीपाल जरदे व सौ.स्नीता जरदे, चंद्रमा प्रकाशन, कोल्हापूर.
- 10. शारीरिक शिक्षणाचा ओनामा: भा. रा. गोगटे,व्हिनस प्रकाशन, पुणे.
- 11. क्रीडामानसशास्त्र: डॉ. प. म.आलेगावकर, श्री.गजाननब्कडेपो, पुणे 30
- 12. शारीरिक शिक्षणाचे आधुनिक स्वरूप व अध्यायन: दि.गो.वाखारकर नीलकंठ प्रकाशन, पुणे, 1969
- 13. व्यायामज्ञानकोश, खंड1, 2, 3, 4 व10, संपा. करंदीकर (म्जुमदार), द. चिं. बडोदे, 1936 ते 1949.

#### 1. Athletics (Track & Field Events) (Sprints, Shot-put, Long Jump)

Credit: 02

Max.Marks:50

Seasonal Marks: 10

End semester exam marks: 40

- 1. Basic skills.
- 2. Dimensions and preparation of playing area.
- 3. Drills for skill development.
- 4. Skill tests, their administration, and scoring.
- 5. Rules of the game and their interpretations.
- 6. Care & Maintenance of equipment Sports.

Sports simulation laboratory - Sports simulation laboratory is to be established to provide the students with a feasible environment where they will learn and practice sports skills using animated videos with continuous rectification of errors till the exact simulation of the skill is attained. Help maybe taken from YouTube Streaming, Swayam Platform (www.swayam.gov.in), Swayam Prabha (www.swayamprabha.gov.in) (available on Doordarshan (free dish TV), E-Yantra(www.e-yantra.org).

#### **Suggested Readings:**

- 1. Brewer, Clive, Athletic Movement Skills, Human Kinetics, USA, 2017.
- 2. Cartwright, L.A. Fundamentals of Athletics Training, Human Kinetics, 2011.
- 3. David H. Perrin, Athletic Tapping and Bracing, Third Edition, Human Kinetics, 2012.
- 4. Freeman, W. Track and Field Coaching Essentials, AADI Books, Delhi, 2015
- 5. Gupta, U.C. Athletic- Skills & Techniques, Human Kinetics, 2016.
- 6. Schneider, R. C. (2009). Ethics of Sport and Athletics: Theory, Issues, and Application.
- 7. Wolters Kluwer Health/Lippincott Williams & Wilkins
- 8. USA Track & Field, Track & Field Coaching Essentials, Human Kinetics, 2017

## **PRACTICAL**

1. Yoga

Credit: 02 Max.Marks:50

Seasonal Marks: 10

End semester exam marks: 40

- 1. Basic skills of Yoga.
- 2. Protocols of Yoga.
- 3 Drills for skill development.
- 4. Skill tests, administration, and scoring.
- 5. Rules of the game and their interpretations.
- 6. Care & Maintenance of equipment of Yoga.

Yoga simulation laboratory–The yoga simulation laboratory is to be established to provide the students with a feasible environment where they will learn and practice yogic asanas and kriyas using animated videos with continuous rectification of errors and still exact simulation of skills attained. Help may be taken from YouTube Streaming, Swayam Platform (www.swayam.gov.in), Swayam Prabha (www.swayamprabha.gov.in) (available on Doordarshan(free dish TV), E-Yantra(www.e-yantra.org).

## PRACTICAL

#### 1. Adventure sports

Credit: 02

Max.Marks:50

Seasonal Marks: 10

End semester exam marks: 40

1. Basic skills of the Game.

2. Dimensions and preparation of playing area.

3. Drills for skill development.

4. Skill tests, administration, and scoring.

5. Rules of the game and their interpretations.

6. Maintenance of equipment of the Game.

#### Sports simulation laboratory -

Sports simulation laboratory is to be established to provide the students with a feasible environment where they will learn and practice sports skills using animated videos with continuous rectification of errors till the exact simulation of the skill is attained. Help may be taken from YouTube Streaming, Swayam Platform (www.swayam.gov.in), Swayam Prabha (www.swayamprabha.gov.in) (available on Doordarshan (free dish TV), E-Yantra (www.e-yantra.org)

## PAPER-I TITLE: INDIAN PHILOSOPHY OF PHYSICAL EDUCATION

Credit: 02

Max. Marks: 50

Seasonal Marks: 10

End semester exam marks: 40

#### Learning outcomes:

- 1. Pass outs would be able to compare the relationship between general education and physical education.
- 2. He would be able to identify and relate to the history of Physical Education.
- 3. He would be able to comprehend the relationship between Philosophy, Education, and Physical Education.
- 4. He would be able to identify the works of Philosophers of Education and Physical Education.
- 5. He would know recent developments and the academic foundation of Physical Education

#### Module – I

- 1.1 Meaning and Definition Philosophy.
- 1.2 Origin & Development of Indian Philosophy.
- 1.3 Physical Education & Indian Philosophy and its Relation.
- 1.4 Indian Philosophy and Culture.

#### Module – II

- 2.1 Vedic Period (2500BC–600BC), Early Hindu Period (600BC–320AD) and Later Hindu Period (320 AD–1000 AD), Medieval period.
- 2.2 Basic Philosophical Foundations.

1. Idealism 2. Realism 3. Pragmatism 4. Naturalism .

2.3 Fit India movement.

Sports for all and their role in maintaining and promoting fitness

**Teaching Learning Strategies:** The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts, and presentations method.

Virtual instructional platforms such as online lectures, webcasts, etc. are to be used. Students can participate in coursework through instant messages, emails, and video conferencing. Google Classroom, CiscoWebeX Meeting, OERS, Swayam Platform (www.swayam.gov.in), Swayam Prabha (www.swayamprabha.gov.in) (available on Doordarshan (freedishTV), E-Yantra (www.e-yantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spoken tutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronic journals (www.ess.infibnet.ac.in), etc. are to be used. Courses may also integrate DVD videos as part of the training process. Students may examine current topics in the field through the use of e-textbooks ande-physical education journals. Students can complete some portion of the education at approved testing sites for the practical components wherever necessary.

**Initiating Brain-based learning-** A stress-free environment will be created. Constant feedback regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged. Break-in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Presentations/Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations

#### **References:**

- Aggarwal, J. C., Great Philosophers and Thinkers on Education, (2006), Shipra Publications, Delhi.
- Dr. Hussain Zakir, Educational Reconstruction in India, (1969), Director, Publications Division, Government of India Press, Faridabad.
- Singh, R. P., Zakir Hussain: Dynamics of Indigenous Education,(1968), Sterling Publishers (P) Ltd. Delhi.
- Chakraborty A. K.(2003)." Principles and Practices of Education."Meerut, Lal Book Depot.
- Gupta S. (2005). " Education in Emerging India. Teachers' Role in Society." New Delhi, Shipra Publication.
- Seetharamu, A. S. (1989). Philosophy of Education. New Delhi, Ashish Publishing House.

#### **References: On-line Sources:**

- Encyclopedia of Philosophy of Ed.
- www.educao.pro.br/;links.htm
- The Center for Dewey Studies:
- <u>www.siu.edu/~dewyctr/</u>
- Stanford Encyclopedia of Philosophy:
- <u>www.plato.stanford.edu/</u>
- <u>http://www.objectivistcenter.org/cth--409-FAQ\_Philosophy.aspx</u>
- <u>https://www.slideshare.net/arnieariasvalera/postmodernism-ineducation.</u>

#### SEMESTER II

#### PAPER-II

#### **TITLE: SPORTS EDUCATION -2**

## Credit: 04 Max. Marks: 100 Seasonal Marks: 10+10

#### End semester exam marks: 40+40

#### Learning outcomes:

- 1. The Course will develop fundamental Knowledge of Sports fundamental skills.
- The Student would be able to understand the type of basic skill requirements for the Sports & Games.
- 3. Students would be able to devise effective basic skills programs as par the Sports & Games.
- 4. He would be able to identify and relate with the Work/Activities /Movement of chosen Sports.
- 5. The students would be able to Practice & learn the skills of the Game.

#### Module – I

- 3.1 Role of Sports in Maintenance and Promotion of Fitness.
- 3.2 Types of playing arenas.
- 3.3 Meaning of Work/Activities /Movement.
- 3.4 Introduction to Skills of Sports & Games.

#### Module – II

- 4.1 Fundamental basic skills
- 4.2 Meaning & Importance of Defensive Skills.
- 4.3 Meaning & Importance of Offensive Skills.
- 4.4 Meaning & Importance of Advance training & Strategy in Sports.

**Teaching Learning Strategies:** The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts, and presentations method.

Virtual instructional platforms such as online lectures, webcasts, etc. are to be used. Students can participate in coursework through instant messages, emails, and video conferencing. Google Classroom, Cisco WebEx Meeting, OERS, Swayam Platform (www.swayam.gov.in), Swayam Prabha (www.swayamprabha.gov.in) available on Doordarshan (freedishTV), E-Yantra (www.e-yantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spoken tutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronic journals (www.ess.infibnet.ac.in), etc. are to be used. Courses may also integrate DVD videos as part of the training process. Students may examine current topics in the field through the use of e-textbooks and e-physical education journals. Students can complete some portion of the education at approved testing sites for the practical components wherever necessary.

**Initiating Brain-based learning-** A stress-free environment will be created. Constant feedback regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged. Break-in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Presentations/Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations

#### **Suggested Readings:**

1. Dick W. Frank, (2002) Sports Training Principles, 4thed. London: A&C BlackLtd...

2. Harre, D. (1982) Principles of Sports Training, Berlin: Sport Veulag.

3. K. Chandra Shekar, (2004) Sports Training, Khel Sahitya Kendra.

4. Matveyev, L.P. (1977) Fundamentals of Sports Training, Moscow: Progress Publishers

5. Singh, Hardayal. (1991) Science of Sports Training, New Delhi: DVS Publications.

6. Tuder B. Bompa&Mihal C. Carera, (2005) Periodization Training for Sports, Human Kinetics,

(II nd Edition).

7. Uppal, A.K. (2001) Principles of Sports Training, Delhi: Friends Publication.

8. Yograj Thani, (2003) Sports Training, Sports Publication.

9. William E. Amonette, Kirk L. English and William J. Kraemer, Evidence-Based Practice in Exercise Science, Human Kinetics, 2016.

10. Essentials of Exercise Science, by American Council on Exercise; 4th edition (January 1, 2010)

#### **References:-**

- <u>http://www.unesco.org/education/pdf/SPORT\_E.PDF</u>
- http://theviewspaper.net/the-sports-culture-in-india/
- <u>http://www.sports.indiapress.org/</u>

https://www.expat.com/en/guide/asia/india/13129-sports-in-india.html

## **PRACTICAL**

#### 1. Major Game which should be from the list of AIU/IOA)

Credit: 02

Max. Marks: 50

Seasonal Marks: 10

End semester exam marks: 40

- 1. Skills related to defense.
- 2. The fundamentals of basic skills.

Sports simulation laboratory-

Sports simulation laboratory is to be established to provide the students with a feasible environment where they will learn and practice sports skills using animated videos with continuous rectification of errors till the exact simulation of the skill is attained. Help may be taken from YouTube Streaming, Swayam Platform(www.swayam.gov.in), SwayamPrabha (www.swayamprabha.gov.in) (available on Doordarshan) (free dish TV), E-Yantra (www.e-yantra.org).

## PAPER-II TITLE: FOUNDATION OF PHYSICAL EDUCATION

Credit: 02

Max. Marks: 50

Seasonal Marks: 10

End semester exam marks: 40

#### Learning outcomes:

- 1. The pass out would be able to compare the relationship between general education and physical education.
- 2. He would be able to identify and relate to the History of Physical Education.
- 3. He would be able to compare the relationship between Philosophy, Education, and Physical Education.
- 4. He would be able to identify the works of the Philosophers of Education and Physical Education.
- 5. He would know recent developments and the academic foundation of Physical Education.

#### Module – I

- 1.1 Sports for all and its role in the maintenance and promotion of fitness.
- 1.2 Physical Education in India (After 1947)
- 1.3 The early history and significant stages in the revival and development of the modern Olympic movement
- 1.4 Educational and cultural values of the Olympic Movement

#### Module – II

- 2.1 Biological Growth and Development
- 2.2 Biological Age and gender characteristics
- 2.3 Biological Body Types
- 2.4 Psychological Aspects of Physical Education.
- Attitude, interest.
- Cognition, emotions, and sentiments.

**Teaching Learning Strategies:** The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts, and presentations method.

Virtual instructional platforms such as online lectures, webcasts, etc. are to be used. Students can participate in coursework through instant messages, emails, and video conferencing. Google Classroom, Cisco WebEx Meeting, OERS, Swayam Platform (www.swayam.gov.in), Swayam Prabha (www.swayamprabha.gov.in) available on Doordarshan (free dish TV), E-Yantra (www.e-yantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spoken tutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronic journals (www.ess.infibnet.ac.in), etc. are to be used. Courses may also integrate DVD videos as part of the training process. Students may examine current topics in the field through the use of e-textbooks and e-physical education journals. Students can complete some portion of the education at approved testing sites for the practical components wherever necessary.

**Initiating Brain-based learning-** A stress-free environment will be created. Constant feedback regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged. Break-in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Presentations/Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations

#### **References:**

1. Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co.

2. Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.

- 3. Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep.
- 4. Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.
- 5. Obertuffer, (1970). Delbert physical education. New York: Harper & Brothers Publisher.
- 6. Sharman, J. R. (1964). Introduction to physical education. New York: A.S. Barnes & Co.
- 7. William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunders Co.

#### Paper-II

#### Title: BASIC PHYSICAL FITNESS TRAINING

Credit: 02

Max. Marks: 50

Seasonal Marks: 10

End semester exam marks: 40

#### Learning outcomes:

- 1. Will develop skills to establish daily Fitness requirements and to design the Fitness plan.
- 2. Will acquaint students with principles of sports Fitness training.
- 3. Will orient the student to the role of Physical Fitness & performance.
- 4. Would make the student understand and prepare Fitness management plans.

#### Module – I

- 1.1 Meaning & Principles of Physical Fitness Training.
- 1.2 Various Physical Components
- 1.3 Health-related physical Fitness (HRPF)
- 1.4 Skills Related Physical Fitness (SRPF)

#### Module – II

- 2.1 Objectives of Physical Fitness Training.
- 2.2 Characteristics of Physical Fitness Training.
- 2.3 Training Methods of Fitness
- 1. Interval Training
- 2. Fartlek Training
- 2.4 Training Methods for Fitness
- 1. Circuit Training
- 2. Weight Training
- 3. Plyornetric Training

**Teaching Learning Strategies:** The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts, and presentations method.

Virtual instructional platforms such as online lectures, webcasts, etc. are to be used. Students can participate in coursework through instant messages, emails, and video conferencing. Google Classroom, Cisco WebEx Meeting, OERS, Swayam Platform (www.swayam.gov.in), Swayam Prabha (www.swayamprabha.gov.in) available on Doordarshan (free dish TV), E-Yantra (www.e-yantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spoken tutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronic journals (www.ess.infibnet.ac.in), etc. are to be used. Courses may also integrate DVD videos as part of the training process. Students may examine current topics in the field through the use of e-textbooks and e-physical education journals. Students can complete some portion of the education at approved testing sites for the practical components wherever necessary.

**Initiating Brain-based learning-** A stress-free environment will be created. Constant feedback regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged. Break-in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Presentations/Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations.

#### **Suggested Readings:**

1. Agrawal, M. (2016). Aerobics Fitness & Style. Friends Publications.

2. Corbin, C. (2011). Concepts of Physical Fitness. McGraw-Hill Higher Education.

3. Fahey D. Thomas (2005). Weight Training Basis, a Complete Guide for Men and Women. Mcgraw-Hill Companies.

4. Greenberg, J., Dintiman, G., & Myers Oakes, B. (2004). Physical Fitness and Wellness. Champaign, IL: Human Kinetics.

5. Hoeger, W., & Hoeger, S. (2013). Fitness & Wellness. Wadsworth, Cengage Learning.

6. Prabha, S. (2015). Basic Fitness Assessment. Friends Publications.

7. Rath S. S. (2017). Physical Fitness and Wellness, Sports Publications.

8. Robert Malt. (2001). 90-Day Fitness Plan. D.K. Publishing, Inc. 95, Madison Avenue.

9. Exercise Technique Manual for Resistance Training Author: National Strength and Conditioning Association Publisher: Human Kinetics Year: 2016 Edition: 3rd

10. Uppal, A.K. (2016). Physical Fitness and Wellness. Friends Publications.

## PRACTICAL

#### 1. Athletics (Track & Field Events) (Middle & Long distance run, Discus throw, High jump)

Credit: 02

Max. Marks: 50

Seasonal Marks: 10

End semester exam marks: 40

- 1. Basic skills of the game.
- 2. Dimensions and preparation of playing area.
- 3. Drills for skill development.
- 4. Skill tests, administration, and scoring.
- 5. Rules of the game and their interpretations.
- 6. Maintenance of equipment of the game.

#### Sports simulation laboratory-

Sports simulation laboratory is to be established to provide the students with a feasible environment where they will learn and practice sports skills using animated videos with continuous rectification of errors till the exact simulation of the skill is attained. Help may be taken from YouTube Streaming, Swayam Platform(www.swayam.gov.in), SwayamPrabha (www.swayamprabha.gov.in) (available on Doordarshan) (free dish TV), E-Yantra (www.e-yantra.org).

## **PRACTICAL**

1. Yoga

Credit: 02

Max. Marks: 50

Seasonal Marks: 10

End semester exam marks: 40

- 1. Basic skills of Yoga.
- 2. Dimensions and preparation of playing area.
- 3 Drills for skill development.
- 4. Skill tests, administration, and scoring.
- 5. Rules of the game and their interpretations.
- 6. The maintenance of yoga equipment.

#### Yoga simulation laboratory:

The yoga simulation laboratory is to be established to provide the students with a feasible environment where they will learn and practice yogic asanas and kriyas using animated videos with continuous rectification of errors and still exact simulation of skills attained. Help may be taken from YouTube Streaming, Swayam Platform (www.swayam.gov.in), Swayam Prabha (www.swayamprabha.gov.in) (available on Doordarshan (free dish TV), E-Yantra (www.e-yantra.org).

References:-

- 1. M.L.Gharote Yogik Prakriya Margadarshan
- 2. P.D.Sharma Yogasana Navneet Prakashan
- 3. Swami Kuvalyananda Yogasana kaivalyadhama
- 4. M.L.Gharote Yogik Prakriya
- 5. M.L.Gharote Pranayama Swasache shastra
- 6. B.K.S. Iyengar Light on Yoga
- 7. भारतीय मानसशास्त्र अर्थात सार्थ व सविवरण पातंजल योग दर्शन
- लेखक कृष्णाजी केशव कोल्हटकर
- 8. शारीरिक व मानसिक आरोग्याची गुरुकिल्ली योगासन: लेखक: अरुण देशमुख
- प्रकाशक: मनोरमा प्रकाशन, मुंबई आवृत्ती: 2018
- 9. प्राणायामः लेखकः अरुण जी. देशम्ख प्रकाशकः मनोरमा प्रकाशन, मुंबई आवृत्तीः २०१६

## PAPER-II TITLE: SPORTS JOURNALISM

Credit: 02

Max. Marks: 50

Seasonal Marks: 10

End semester exam marks: 40

#### Learning outcomes:

1. The students will be oriented in the basic art of mass communication and reporting of sports events through various mediums.

- 2. The students will be provided adequate coverage of sporting events for print, broadcast, and online media
- 3. The students will write extended- and short-form sports features
- 4. The students will develop quality sports coverage plans for broadcast and online media
- 5. The students will Use social media to build an audience
- 6. The students will Discuss and debate ethical considerations in covering sports

#### Module – I

- 1.1 Meaning and Definition of Journalism
- 1.2 Ethics of Journalism
- 1.3 Sports Ethics and Sportsmanship
- 1.4 Reporting Sports Events

#### Module – II

- 2.1 Concept of Sports Bulletin
- 2.2 Types of Bulletin
- 2.3 Journalism and sports education
- 2.4 Structure of sports bulletin Compiling a bulletin

**Teaching Learning Strategies:** The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts, and presentations method.

Virtual instructional platforms such as online lectures, webcasts, etc. are to be used. Students can participate in coursework through instant messages, emails, and video conferencing. Google Classroom, Cisco WebEx Meeting, OERS, Swayam Platform (www.swayam.gov.in), Swayam Prabha (www.swayamprabha.gov.in) available on Doordarshan (free dish TV), E-Yantra (www.e-yantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spoken tutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronic journals (www.ess.infibnet.ac.in), etc. are to be used. Courses may also integrate DVD videos as part of the training process. Students may examine current topics in the field through the use of e-textbooks and e-physical education journals. Students can complete some portion of the education at approved testing sites for the practical components wherever necessary.

**Initiating Brain-based learning-** A stress-free environment will be created. Constant feedback regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged. Break-in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Presentations/Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations.

#### **Reference Books:**

- 1. B. N. Ahuja and S. S. Chhabra: News Reporting.
- 2. D. D. Mach Dougal: Interpretive Reporting.
- 3. F. Fedler: Reporting for the Print Media.
- 4. G. G. Mirchandani: Reporting India 1973, 1974.
- 5. G. K. Puri: Journalism.
- 6. James Glen Stevall: Writing for the Mass Media.
- 7. K. M. Srivastava: News Reporting and Editing.
- 8. Mitchell V Charnley: Reporting.
- 9. Neal Copple: Depth Reporting.
- 10. P. N. Williams: Investigative Reporting and Editing.
- 11. Abraham Aamidor: Real Sports Reporting.
- 12. K. C. Thakur: Sports Journalism; Delhi.
- 13. Kathryn T Stofe: Sports Journalism: An Introduction to Reporting and Writing.
- 14. L Jones Robyn, Robyn L Jones, Mike Hughes: An Introduction to Sports
- 15. Phil Andrews: Sports Journalism: A Practical Introduction; Sage Publications.
- 16. Prasidh Kumar Mishra: Sports Journalism.

## **PRACTICAL**

#### 1. Adventure sports

Credit: 02 Max. Marks: 50 Seasonal Marks: 10 End semester exam marks: 40

- 1. Basic skills of the Game.
- 2. Dimensions and preparation of playing area.
- 3. Drills for skill development.
- 4. Skill tests, administration, and scoring.
- 5. Rules of the game and their interpretations.
- 6. Maintenance of equipment of the Game.

#### Sports simulation laboratory -

Sports simulation laboratory is to be established to provide the students with a feasible environment where they will learn and practice sports skills using animated videos with continuous rectification of errors till the exact simulation of the skill is attained. Help may be taken from YouTube Streaming, Swayam Platform (www.swayam.gov.in), SwayamPrabha (www.swayamprabha.gov.in) (available on Doordarshan (free dish TV), E-Yantra(www.e-yantra.org)

#### PAPER-II

#### TITLE: PERSONALITY DEVELOPMENT

Credit: 02

Max. Marks: 50

Seasonal Marks: 10

End semester exam marks: 40

#### Learning outcomes:

- 1. The study would orient the student in basic concepts of psychology.
- 2. The student would be oriented in identifying factors determining one's overall personality.
- 3. He would understand various laws of learning and their relevance in the teaching-learning process.
- 4. The study would orient him in getting through the psychology of a sportsperson.

#### Module – I

- 1.1 Meaning and Nature of Personality.
- 1.2 Factor affecting Personality
- 1.3 Types of Personality
- 1.4 Development of personality

#### Module – II

- 2.1 Body Language
- 2.2 Problem-solving Management
- 2.3 Decision-Making Skills.
- 2.4 Good Manners and Etiquette

#### **Teaching Learning Strategies:**

The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts, and presentations method.

Virtual instructional platforms such as online lectures, webcasts, etc. are to be used. Students can participate in coursework through instant messages, emails, and video conferencing. Google Classroom, Cisco WebEx Meeting, OERS, Swayam Platform (www.swayam.gov.in), Swayam Prabha (www.swayamprabha.gov.in) available on Doordarshan (free dish TV), E-Yantra (www.e-yantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spoken tutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronic journals (www.ess.infibnet.ac.in), etc. are to be used. Courses may also integrate DVD videos as part of the training process. Students may examine current topics in the field through the use of e-textbooks and e-physical education journals. Students can complete some portion of the education at approved testing sites for the practical components wherever necessary.

**Initiating Brain-based learning-** A stress-free environment will be created. Constant feedback regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged. Break-in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Presentations/Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations.

#### **Text Books:**

- 1. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
- 2. Stephen P. Robbins and Timothy A. Judge(2014), Organizational Behavior 16th Edition: Prentice Hall.

#### **Reference Books:**

- 1. Andrews, Sudhir. How to Succeed at Interviews. 21st (rep.) New Delhi.Tata McGraw-Hill 1988.
- 2. Heller, Robert.Effective leadership. Essential Manager series. DK Publishing, 2002
- 3. Hindle, Tim. Reducing Stress. Essential Manager series. DK Publishing, 2003
- 4. Lucas, Stephen. Art of Public Speaking. New Delhi. Tata McGraw Hill. 2001
- 5. Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).
- 6. Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005.
- 7. Smith, B. Body Language. Delhi: Rohan Book Company. 2004

## PAPER-II TITLE: MORAL EDUCATION

Credit: 02

Max. Marks: 50

Seasonal Marks: 10

End semester exam marks: 40

#### Learning outcomes:

- 1. To Sensitize students to the need for morally upright character in the present time.
- 2. The pass-out would be able to compare the relationship between general education and Moral Education
- 3. The pass-out will develop skills to establish good relations in society.
- 4. The pass-out will acquaint students with the principles of Moral education.
- 5. The pass-out will orient the student to develop a sense of nation-building.

#### Module – I

- 1.1 Introduction to Moral Education.
- 1.2 Definition of Moral Education.
- 1.3 Aims & Objectives of Moral Education.
- 1.4 Character Building.

#### Module – II

- 2.1 Social responsibility.
- 2.2 Rights & Duties.
- 2.3 Gender Sensitivity.
- 2.4 Drug abuse.

**Teaching Learning Strategies:** The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts, and presentations method.

Virtual instructional platforms such as online lectures, webcasts, etc. are to be used. Students can participate in coursework through instant messages, emails, and video conferencing. Google Classroom, Cisco WebEx Meeting, OERS, Swayam Platform (www.swayam.gov.in), Swayam Prabha (www.swayamprabha.gov.in) available on Doordarshan (free dish TV), E-Yantra (www.e-yantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spoken tutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronic journals (www.ess.infibnet.ac.in), etc. are to be used. Courses may also integrate DVD videos as part of the training process. Students may examine current topics in the field through the use of e-textbooks and e-physical education journals. Students can complete some portion of the education at approved testing sites for the practical components wherever necessary.

**Initiating Brain-based learning-** A stress-free environment will be created. Constant feedback regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged. Break-in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Presentations/Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations.

#### **Reference Books:**

1. MORAL EDUCATION: A Study in the Theory & Application of the Sociology of Education Emile Durkheim: A New Introduction by Everett K. Wilson, FREE PRESS PAPERBACK Fp: MACHELAL PUBLISHING CO.

2. Moral Education- A Practical Approach: K. RAMA RAO, RAMAKRISHNA ASHRAMA: 2009

3. Living in Harmony 6 (Value Education Book): Mini Krishnan & Et Al.: Oxford University Press

4. Discovering Myself 6 (Value Education Book): Bruylants & D' Silva Joseph: Oxford University Press

5. नैतिक शिक्षा: Moral Education (Set of Two Parts), YASHPAL JAIN, SASTA SAHITYA MANDAL PRAKASHAN: 2005

#### Paper-II

#### **Title: SOCIAL EDUCATION**

Credit: 02

Max. Marks: 50

Seasonal Marks: 10

End semester exam marks: 40

#### Learning outcomes:

- 1. Students will be Imbibes the values of Indian Culture & its Significance in everyday life.
- 2. Students will be Gains a sense of responsibility in society.
- 3. Students will develop a healthy attitude towards society.
- 4. Students will contribute to nation-building.

#### Module – I

- 1.1 Introduction to Social Education.
- 1.2 Introduction of Social Education India.
- 1.3 Objectives of Social Education.
- 1.4 Characteristics of Social Education.

#### Module – II

- 2.1 Attitude.
- 2.2 Interest
- 2.3 Social Acceptance
- 2.4 Social Recognition.

**Teaching Learning Strategies:** The class will be taught by using lectures and demonstrations, seminars, classroom discussions, videos, charts, and presentations method.

Virtual instructional platforms such as online lectures, webcasts, etc. are to be used. Students can participate in coursework through instant messages, emails, and video conferencing. Google Classroom, Cisco WebEx Meeting, OERS, Swayam Platform (www.swayam.gov.in), Swayam Prabha (www.swayamprabha.gov.in) available on Doordarshan (free dish TV), E-Yantra (www.e-yantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spoken tutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronic journals (www.ess.infibnet.ac.in), etc. are to be used. Courses may also integrate DVD videos as part of the training process. Students may examine current topics in the field through the use of e-textbooks and e-physical education journals. Students can complete some portion of the education at approved testing sites for the practical components wherever necessary.

**Initiating Brain-based learning-** A stress-free environment will be created. Constant feedback regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged. Break-in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/Project Work/ Seminars/Term Papers/Assignments/Presentations/Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations.

#### **Selected References:**

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