

**Semester – I**  
**Theory Courses**

**22BPed101 HISTORY, PRINCIPLES AND FOUNDATIONS OF  
PHYSICAL EDUCATION**

**Unit – 1: Introduction**

- Meaning, Definition and Scope of Physical Education
- Aims and Objectives of Physical Education
- Importance of Physical Education in present era.
- Misconceptions about Physical Education.
- Relationship of Physical Education with General Education.
- Physical Education as an Art and Science.

**Unit- 2 – Historical Development of Physical Education in India**

- Indus Valley Civilization Period. (3250 BC – 2500 BC)
- Vedic Period (2500 BC – 600 BC)
- Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)
- Medieval Period (1000 AD – 1757 AD)
- British Period (Before 1947)
- Physical Education in India (After 1947)
- Contribution of Akhadas and Vyayamshals
- Y.M.C.A. and its contributions.

**Unit- 3- Foundation of Physical Education**

- Philosophical foundation – Meaning and definition of Philosophy
- Meaning, Aims, Objectives of Idealism, Pragmatism, Naturalism, Realism, Physical Education curriculum according to Idealism, Pragmatism, Naturalism and Realism.
- Fitness and wellness movement in the contemporary perspectives
- Sports for all and its role in the maintenance and promotion of fitness.

**Unit-4- Principles of Physical Education**

- Biological Principle
  - Growth and Development
  - Age and Gender characteristics
  - Body Types
  - Anthropometric differences
- Psychological Principle
  - Importance of Psychology in Sports
  - Emotion, Commitment and consistency
  - Critical thinking and memory recall

- Sociological Principle
- Sports, Society and Culture
- Social interaction and Sports

### References:

- Bucher, C. A. (n.d.) *Foundation of Physical Education*. St. Louis: The C.V. Mosby Co.
- Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of Physical Education.(Maharashtra)
- Mohan, V. M. (1969). *Principles of Physical Education*. Delhi: Metropolitan Book Dep.
- Nixon, E. E. & Cozen, F.W. (1969). *An introduction to Physical Education*. Philadelphia: W.B. Saunders Co.
- Obertuffer, Delbert (1970) *Physical Education*. New York: Harper & Brothers Publisher.
- Sharman, J. R. (1964). *Introduction to Physical Education*. New York: A.S. Barnes & Co.
- William, J. F. (1964). *The Principles of Physical Education*. Philadelphia: W.B. Saunders Co.
- Sanjay A. Rawat ( 2018) History, Principles and Foundation of Physical Education

## Semester I Theory Courses

### 22BPED102 ANATOMY AND PHYSIOLOGY OF EXERCISE

#### Unit – 1 Introduction

- Meaning, Need & Importance of Anatomy, Physiology and Exercise Physiology
- Cell and Tissue- Structure, types & functions.
- Different systems
- Muscular System- types and functions
- Skeletal system – types and functions
- Effect of Exercise on Muscular and Skeletal System.

#### Unit – II Cardio – respiratory system & Digestive System

- Structure, Functions and mechanism of Circulatory system.
- Blood- Constituent, Functions and Blood Groups.
- Respiratory Systems- Organs and mechanism, Various Respiratory Capacities.
- Effect of exercise on Cardio-respiratory System.
- Digestive System – Anatomy and Physiology of Digestive system .

#### Unit – III Nervous, Endocrine and Excretory System

- Central Nervous System
- Peripheral Nervous System
- Structure and Functions of Autonomic Nervous System
- Endocrine Glands- Classification and functions of hormones.
- Excretory system- Anatomy of Urinary system, Functions of Kidney

- Effect of Exercise on Nervous, Endocrine and Excretory systems

#### **Unit – IV Athletic Care and Rehabilitation**

- Muscular Fatigue- Physiological Causes, Symptoms and recuperation.
- Oxygen Debt- defining and parts
- Second wind - meaning and physiology
- Doping – meaning, methods of Blood doping, various agents
- Glycogen loading – purpose and methods
- High Altitude training – Merits & demerits
- Thermo regulatory mechanism

#### **References:**

- D. (1979). A Christine, M. D., (1999). *Physiology of Sports and Exercise*. USA: Human Kinetics.
- Conley, M. (2000). *Bioenergetics of Exercise Training*. In T.R. Baechle, & R.W. Earle, (Eds.), *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.
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- Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition. Philadelphia: W.B. Saunders.
- Hunter, M. *dictionary for physical educators*. In H. M. Borrow & R. McGee, (Eds.), *A Practical approach to measurement in Physical Education* (pp. 573-74). Philadelphia: Lea &Febiger.
- Karpovich, P. V. (n.d.). *Physiology of Muscular Activity*. London: W.B. Saunders Co.
- Lamb, G. S. (1982). *Essentials of Exercise Physiology*. Delhi: Surjeet Publication.
- Moorthy, A. M. (2014). *Anatomy, Physiology and Health Education*. Karaikudi: Madalayam Publications.
- Morehouse, L. E. & Miller, J. (1967). *Physiology of Exercise*. St. Louis: The C.V. Mosby Co.
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- Sharma, R. D. (1979). *Health and Physical Education*, Gupta Prakashan.
- Singh, S. (1979). *Anatomy and Physiology and Health Education*. Ropar: Jeet Publications.

**Semester I**  
**Theory courses**

**22BPED103 HEALTH EDUCATION, FIRST AID AND REHABILITATION  
OF SPORTS INJURIES**

**Unit – I Health Education**

- Concept, Dimensions, Spectrum and Determinants of Health
- Definition of Health, Health Education, Health Instruction, Health Supervision
- Aim, objectives and Principles of Health Education
- Health Service and Guidance, Instruction in Personal Hygiene

**Unit – II Health Problems in India**

- Communicable and Non Communicable Diseases
- Obesity, Malnutrition, Adulteration in food, Environmental Pollution, Population Explosion
- Personal and Environmental hygiene in schools
- Objectives of School Health Service, Role of Health Education in schools
- Health Services - Care of Skin, Nails, Eye, Nutritional Service, Health Appraisal, Health Record, Healthful School Environment.

**Unit – III First Aid and Sports Injuries**

- Need and importance of First Aid, First Aid Kit.
- Quality and Qualification of First Aider.
- Principles of First Aid.
- Sports Injuries - Types, Symptoms and Treatment.
- Emergency care
- Measures of injury prevention in Sports

**Unit – IV Rehabilitation of Sports Injuries**

- Rehabilitation - meaning, definition and scope.
- Rehabilitation of athletic injuries.
- Passive exercise: meaning, types, effects
- Active exercise: meaning, types, effects
- Assisted exercise: meaning, types, effects
- Resisted exercise: meaning, types, effects
- Stretching exercise: meaning, types, effects

**References:**

- Frank, H. & Walter, H., (1976). *Turners school health education*. Saint Louis: The C.V. Mosby Company.
- Nemir, A. (n.d.). *The school health education*. New York: Harper and Brothers.
- Hirlekar, P., Swastha Vidnyan? (Details needed.)

**Semester – I**  
**Theory Courses**

**22BPed104 MANAGEMENT IN PHYSICAL EDUCATION AND SPORTS**

**Unit – I: Introduction**

- Brief introduction of Sports Management (Meaning, Definition, Purpose and Scope)
- Meaning and importance of Organization and Administration in Physical Education
- Essential Skills of Sports Management
- Qualification and Responsibilities of Physical Education Teacher and Pupil Leader
- Program Planning: Time table Management, Meaning, Importance, Principles of Program Planning in Physical Education.
- Factors affecting Time Table

**Unit- II: Office Management, Record, Register & Budget**

- Office Management: Meaning, definition, functions and kinds of office management
- Records and Registers: Maintenance of Attendance Register, Stock Register, Cash Register, Physical Efficiency Record, Medical Examination Record.
- Budget- Meaning and Importance
- Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.
- Principles and Steps of Budgeting and its monitoring

**Unit-III: Facilities & Supervision**

- Facilities and equipment management: Types of facilities: Infrastructure-indoor, outdoor, academic & administrative blocks, research wing, library etc
- Care of school building, Gymnasium, swimming pool, Play fields, Play grounds
- Equipment: Need, importance, purchase, care and maintenance.
- Sports Management System in Schools, Colleges and Universities
- Track and Field – Characteristics, Layout- Marking of Track and Field

**Unit-IV: Competition Organization**

- Importance of Tournament
- Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and Challenge Tournament.
- Organization structure of Athletic Meet
- Sports Event- Intramurals & Extramural Tournament planning
- Common Problems in School Sports and their remedies

**References:**

- Broyles, F. J. & Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.
- Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*. St. Louis: The C.V. Mosby Co.
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- Pandey, L.K. (1977). *Methods in Physical Education*. Delhi: Metropolitan Book Depot.
- Voltmer, E. F. & Esslinger, A. A. (1979). *The organization and administration of Physical Education*. New York: Prentice Hall Inc.

**22BPED105**

**ONLINE EDUCATION / MOOC**

**Part – B  
Practical Courses  
Semester – I**

**22BPED– 106**

**ATHLETIC FIELD EVENT**

**Athletics:      Jumping Events, Throwing Events and Combined Events**

**Jumps**

**Long Jump ( Hang, Running in the Air / Hitch-Kick Style)**

**Basic Techniques -**

- The Start
- Sprint-run
- Overall Approach
- Drive Phase
- Transition Phase
- Attack Phase
- Take- off
- Flight
- Landing
- Rules, Marking and officiating

**High Jump ( Straddle Role, Fosbury Flop Style)**

**Basic Techniques -**

- Determining the take off test
- Approach, its importance and problems, eyeline during the approach
- The Plant
- Arm Action
- Take-off
- The Flight
- The Landing
- Rules, Marking and officiating

**Tripple Jump**

**Basic Techniques -**

- The Approach

- Take-off ( HopI<sup>st</sup> Jump)
- Step ( 2<sup>nd</sup> Jump)
- Jump ( 3<sup>rd</sup> Jump)
- The Landing
- Rules, Marking and officiating

## **Throws**

### **Shot Put (Perry – O Brien, Discoput)**

- The Grip
- The Stance
- The Leg-Swing
- The Shift
- The Delivery
- The Release
- The Recovery
- Rules, Marking and officiating

### **Discuss Throw ( Quartile Technique)**

- The Grip
- The Initial Stance
- The Preliminary Swing
- The Pivot on the Foot
- The Pivot
- The Delivery
- The Release
- The Recovery
- Rules, Marking and officiating

## **Javelin Throw**

- The Grip
  - Finish Hold
  - American Grip
  - Hungarian Form
  - Clearing the Javelin



- Carrying the Javelin
- The Approach
- The Delivery- Release
- Rules, Marking and officiating

### **Combined Events-**

Decathlon / Heptathlon Events, Rules & Officiating

## **22BPED– 107( Any one)**

### **Gymnastics: Floor Exercise**

- Forward & Back Rolls in different positions
- Dive & Roll, Back Bend.
- Cartwheel.
- Balance:-V Balance, Frog balance, Aeroplane balance T balance

### **Vaulting Horse / Box**

- Jump on Jump off
- Knees on Jumpoff
- Through vault
- Split vault
- Side vault
- Handspring
- Approach Run, Take off from the SpringBoard, Flight & Support on Box, Body position and Landing.

## **22BPED- 107**

### **Mallakhamb**

- **Mallakhamb:** Salaami, Saadiudi, Kamaniudi, Bandarudi, AkarnaDhanurasana, Parvatasana, Straddle hold, Bajrang, Dashrangudi, Bagliudi, Suidora, Phirki, Padmasana, Landing, Nakikas
- Rope Mallakhamb- Climbing up and down, Straddle hold, Padmasana, Cross Y lever, Gourai, Bajrang, Gurupakad, Rikab, Paschimottanasana, Landing

**Internal 30 Marks**

Roll No.	Demonstration of any five skills							
	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Total Marks	Marks obtained out of
	Marks	5M	5M	5M	5M	5M	30	30

**External 70 Marks**

Roll No.			Demonstration of any five skills					
	Record Book	Viva & Rules and Regulations	Skill 1	Skill 2	Skill 3	Skill 4	Total Marks	Marks obtained out of
	Marks	5M	5M	5M	5M	5M	70	70

**22BPed– 108****INDIAN GAMES:****Kabaddi:-**

- Introduction, Origin, History and development of Kabaddi
- Rules and regulations and there execution in the game
- The play field measurement and side of the ground
- The basic fundamental skill of Raider ( Offensive) and Anti Raider ( Defensive)
- Rules of play, rules of matches and technical official, signal and whistle
- Tie in league/knock out, golden raid rule, warning card, duties of umpire.
- Awards, score sheet, technical, tactics and strategies and new rules of the game.

**22BPed- 108****Kho -Kho:**

- General skills of the game-Running, chasing, Dodging, Faking etc.
- Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgement in giving Kho, Rectification of Foul.

- Skills in Running-Zig zag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills.
- Ground Marking
- Rules of the Game and their interpretations, duties of officials.

## **22BPEd- 109**

### **INDIGENOUS ACTIVITY**

#### **Mass Demonstration Activities and Band**

##### **Lathi / Lazium/ Mass PT/ Marching:**

##### **Fundamental skills**

##### **Lathi**

- Lathi-Sidhi Bel, Ulti Bel, Do Rukh, Beliya, BeliyaChoumukhi, Bagalwar, Jung war, Age Falang, PichheFalang

##### **Lazium**

- GhatiLezuim-Char Awaz, AthAwaz, Age Pav, Pav Chakkar, AdhaChakkar, Adhi Baithak, PuriBaithak, Corner
- Hindustani (Sadha) Lezuim-Char Awaaz, AthAwaaz, Edi lagav, Pavitra, Age Phalang, Piche Phalang, Do Rukh

##### **Mass P.T.**

- Seating and standing tables' exercises.

##### **Marching**

- Marching – Savdhan, Vishram, Daine Mood, Baye Mood, Pichhe Mood, Kadam Tal, TejChal, Thumb, Dahine Salute, Samne Salute, Dahinedekh, Samnedekh, Khuli line chal, Nikat line chal, Kadambadal, DhireChal, DaudkeChal
- Mass drills with apparatus (Dumbell / Wands / Jodi)

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

##### **Band:**

- Drum, Side Drum, Flute playing with Valses, and Marches, National Anthem, General Salute.

**B.P.Ed. ( Two year)  
Semester – I  
Scheme of Practical Examination**

**Table No. 1****22BPED – 106 Athletic Field Event****Athletics: Jumping, Throwing and Combined Events****Internal – 30 Marks ( Any two)**

<b>Roll No.</b>	<b>Events</b>	<b>Performance</b>	<b>Marks (20M )</b>	<b>Demonstration Any one x 10 M</b>	<b>Total (30 M)</b>
	1	1	1		
	2	2	2		

**External – 70 Marks**

<b>Roll No.</b>	<b>Record Book (10M)</b>	<b>Viva on Rules &amp; Regulation (20M)</b>	<b>Performance any three events</b>		<b>Track Marking (10M)</b>	<b>Total (70M)</b>
				<b>Marks (30 M)</b>		
			1			
			2			
			3			

**22BPED – 107 Gymnastics/ Mallakhamb (Any one)****Internal – 30 Marks**

<b>Roll No.</b>	<b>Demonstration of any Five Skills</b>					<b>Total (30M)</b>
	<b>Skill I (6M)</b>	<b>Skill 2 (6M)</b>	<b>Skill 3 (6M)</b>	<b>Skill – 4 (6M)</b>	<b>Skill – 5 (6M)</b>	

**External – 70 Marks**

<b>Roll No.</b>	<b>Record Book ( 10M)</b>	<b>Viva on Officiating and Rules (20M)</b>	<b>Skill Demo</b>				<b>Total (70M)</b>
			<b>Skill-1 (10M)</b>	<b>Skill-2 (10M)</b>	<b>Skill-3 (10M)</b>	<b>Skill-4 (10M)</b>	

**22BPED – 108 Indian Game****Kabaddi/ Kho-Kho (Any one)****Internal – 30 Marks**

Roll No.	Court Marking (10M)	Playing Efficiency (20M)	Total (30M)
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**External – 70 Marks**

Roll No.	Record Book  ( 10M)	Viva on Rules & Regulation (20M)	Demonstration of skills				Total (70M)
			Raider skill		Anti Rider Skill		
			Skill-1 (10M)	Skill-2 (10M)	Skill-1 (10M)	Skill-2 (10M)	

**22BPED – 109 Mass Demonstration Activities and Band****(A) Mass Demonstration****Internal – 20 Marks**

Roll No.	Group Demonstration				Total (20M)
	Activity 1 (5M)	Activity 2 (5M)	Activity 3 (5M)	Activity 4 (5M)	

**External – 40 Marks**

Roll No.	Group Demonstration (Any Four activities)				Total (40M)
	Activity 1 (10M)	Activity 2 (10M)	Activity 3 (10M)	Activity 4 (10M)	

**(B) Band****Internal – 10 Marks**

Roll No.	All Rhythms of		Total
	Drum and Side Drum (5M)	Flute (5M)	

**External – 30 Marks**

Roll No.	Flute (10M)	Drum (10M)	Side Drum (10M)	Total (30M)
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**Semester – II**  
**Theory Courses**

**22BPED 110 YOGA EDUCATION**

**Unit – I Introduction and History**

- Meaning, Definition and Concept and misconception about Yoga
- Aims and Objectives of Yoga
- Need and Importance of Yoga in Physical Education and Sports
- Historical Background of Yoga in brief

**Unit – II Ancient Texts on Yoga**

- Patanjali Yoga Sutra: General Consideration  
Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi
- Introduction to Hathayogic Texts: Hatapradipika and Gherand Samhita
- Bhagwad-Gita : Gnyana Yoga, Karma Yoga and Bhakti Yoga (Only central ideas)

**Unit – III Yogic Practices**

- Objectives, Principles and Mechanism of Asanas and effects of their practices on various systems of the body.
- Objectives Principles and Mechanism of Shatkriyas and effects of their practices on various system of the body
- Objectives Principles and Mechanism of Bandhas & Mudras and their effects describe in Hathayogic Texts
- Objectives Principles and Mechanism of Pranayama and effects of their practices on various systems of the body and on mind

**Unit – IV Yoga and Health**

- Meaning and Definition of health
- Concept of health in Yoga
- Characteristics of healthy individual, factors influencing health
- Role of Yoga in maintaining good health
- Yoga for prevention, cure and Rehabilitation
- Mental Health - Meaning and importance
- Yoga for Stress Management
- Research in Yoga with special reference to health

## References:

- A.N. Khodaskar -Yoga SwasthyaKunji (Brihan Maharashtra Yoga Parishad), 2006
- N. V. Karbelkar–Patanjal Yoga Bhashya (Hanuman VyayamPrasarak Mandal, Amravati)
- P. V. Karambelkar-Patanjala Yoga Sutra,Kaivalyadhama , Lonavala
- M. L. Gharote-Hathapradipika,Yoga Institute, Lonavala
- Swami Digambarji& M.L..Gharote-Gherand Samhita,Lonavala
- Swami Kuvalayanand-Asana,Kaivalyadhama ,Lonavala
- Swami Kuvalayanand-Pranayama, Kaivalyadhama, Lonavala
- Jayadeo Singh - Shiva Sutra, Motilal Banarasidas , Delhi
- Swami SatyanandSarswati-Asana Pranayama Bandha Mudra, Bihar School of Yoga, Munger
- Ronghe Prafulla N. - Physiology of Yoga, Amravati
- A.N. Khodaskar, V. A. Khodaskar- Yoga ArogyamSukhaSampada, Amravati
- H. R. Nagendra and Nagarathna- New perspective in stress management, Bangaluru
- L. S. Chawla- Pranayam, Amravati
- R. H. Tiwari – Prachin Bharat Main Sharirik Shiksha Darshan, Amravati
- M. L. Gharote – Applied Yoga, Lonavala
- R. S. Bhogal- Yoga and Mental health and beyond, Kaivalyadhama, Lonavala, 2010
- M. M. Gore- Anatomy and Physiology of Yogic Practices, Lonavala,1990
- Swami Kuvalyanand and Dr. Vinekar–Yoga Therapy : its basic principles and method, Central health education and bureau, Govt. of India, New Delhi, 1963
- Yoga periodicals and journals

**Semester – II**  
**Theory Courses**

**22BPed- 111 EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING  
IN PHYSICAL EDUCATION**

**Unit – I Introduction**

- Education and Education Technology- Meaning and Definitions
- Types of Education- Formal, Informal and Non- Formal Education.
- Educative Process
- Importance of Devices and Methods of Teaching.

**Unit – II Teaching Techniques**

- Teaching Techniques – Lecture method, Command method, Demonstration method, Imitation method, Project method.
- Teaching Procedure – Whole method, Whole – Part – Whole method, Part – Whole method.
- Presentation Technique – Personal and Technical preparation
- Command- Meaning, Types and its uses in different situations.

**Unit – III Teaching Aids**

- Teaching Aids – Meaning, Importance and Criteria for selecting teaching aids.
- Types of Teaching aids – Audio aids, Visual aids, Audio – Visual aids, Verbal, Chalk Board, Charts, Model, Slide& LCD projector, Motion pictures, Computers, Laptops,etc
- Team Teaching – Meaning, Principles and advantage of team teaching.
- Difference between Teaching Methods and Teaching Aids.

**Unit – IV Lesson Planning and Teaching Innovations**

- Lesson Planning – Meaning, Type and Principles of Lesson Plan.
- General and specific lesson plan.
- Micro Teaching – Meaning, Types and Steps of Micro Teaching.
- Simulation Teaching - Meaning, Types and Steps of Simulation Teaching.
- Use of teaching aids in class room and outdoor lessons.
- Factors affecting execution of teaching per lesson



## Reference:

- Bhardwaj, A. (2003). *New media of educational planning*. New Delhi: Sarup and Sons.
- Bhatia, & Bhatia, (1959). *The principles and methods of teaching*. New Delhi: Doaba House.
- Kochar, S.K. (1982). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- R. H. Tiwari – *Prachin Bharat Me Sharirik Shikshan Darshan*, Amravati
- R. H. Tiwari – *Saphal Path Niyojan*, H.V.P. Mandal Publication, Amravati
- Sampath, K. Pannirselvam, A. & Santhanam, S. (1981). *Introduction to educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Walia, J.S. (1999). *Principles and methods of education*. Jullandhar: Paul Publishers.

## Semester – II

### Theory Courses

#### 22BPED-112 EDUCATIONAL AND SPORTS PSYCHOLOGY

#### Unit - I: Introduction

- Meaning, Importance and Scope of Educational and Sports Psychology
- General characteristics of Various Stages of Growth and Development
- Types and nature of Individual Differences; Factors responsible - Heredity and Environment

#### Unit - II: Learning and Personality

- Meaning, types, nature and importance of Learning
- Theories of Learning ( Behaviorist, Cognitive and Constructivist)
- Laws of Learning
- Learning Curve, Plateau in Learning
- Meaning and types of Transfer of Training

#### Unit –III: Personality and Sports

- Meaning and definition of Personality, Characteristics of Personality
- Importance and Dimension of Personality
- Factors of affecting Personality, Personality and Sports Performance
- Theories of Personality
- Personality and Sports

#### **Unit – IV :Motivation, Agression, Anxiety and Stress, Self imaging, Self Talk**

- Meaning, Nature, Importance of Motivation in Learning.
- Types of Motivation, Factors influencing Motivation.
- Motivational Techniques and its impact on Sports Performance.
- Aggression and its impact on Sports Performance.
- Meaning types and nature of anxiety and stress and their effects on Sports Performance.
- Meaning and Importance of Attitude, Emotion, Self-Imagery, Self-Talk, Mental Toughness, Goal Settings

#### **References:**

- Ball, D. W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport*. London: Addison Wesley Publishing Co., Inc.
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- William, F. O. & Meyer, F. N. (1979). *A handbook of sociology*. New Delhi: Eurasia Publishing House Pvt Ltd.
- P.D. Pathak, 2000 *Shiksha Manovidnyan*, Agra, Vinod Pustak Mandir
- S. K. Mangal (2005) *Shiksha Manovidnyan*, Ludhiana, Tandan Publication books markets.
- Dr. M. L. Kamlesh (2012) *Psychology in Physical Education and Sports*. Khel Sahitya Kenda

#### **Semester - II Theory Courses**

#### **22BPEd– 113 ELECTIVE SUBJECT**

#### **A. FITNESS MANAGEMENT**

#### **Unit – I Concept of Physical Education and Fitness**

- Definition, Physiological, Psychological and Sociological objectives of Fitness and Wellness
- Fitness – Types of Fitness and Components of Fitness
- Importance and Scope of Fitness and Wellness
- Physical Activity and Health Benefits

- Role of Exercise in Fitness and Wellness

## **Unit – II Principles of Exercise Program**

- Meaning of Fitness Development – Aerobic and Anaerobic Exercises
- Exercises and Heart rate Zones for various Aerobic Exercise Intensities
- Concept of free weight Vs Machine, Sets and Repetition etc
- Concept of designing different Fitness Training Program for different age groups

## **Unit – III Introduction to Sports Nutrition**

- Meaning and Definition of Sports Nutrition
- Role of nutrition in sports, Recommended Dietary Allowances for Sports persons.
- Carbohydrates, Protein, Fat, Vitamins, Minerals, Water – Meaning, Classification and their Functions, Components of Balanced diet.
- Role of Hydration during Exercise, Water Balance, Nutrition – during exercise daily caloric requirement and expenditure.

## **Unit – IV Nutrition and Weight Management**

- Concept of BMI (Body Mass Index), Obesity and its hazard, Dieting versus Exercise for weight control, Common Myths about Weight Loss
- Health Risks Associated with Obesity, Causes and Solutions for Overcoming Obesity.
- Nutrition - Daily calorie intake and expenditure, Determination of desirable Body Weight

## **References:**

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- Nutrition and dietetics with Indian case studies :Shubhangini A. Joshi, Mc-Grow Hill Publication

## **22BPed – 113 ELECTIVE SUBJECT**

### **B. KABADDI THEORY PAPER**

#### **Unit – I Introduction and Training Aid's**

- Origin froms of Kabaddi
- History and development
- Surface of the ground
- Age and weight category
- Players Uniform

#### **Unit – II Rules and Regulation**

- Rules of Play
- Rules of match
- Pro Kabaddi rules
- New rules and changes of kabaddi
- Game on the bulk line

#### **Unit – III Technical Official**

- How many Official in Kabaddi
- Official Uniform
- Mechanism of Officiating
- Score Sheet
- Signal and Whistling

#### **Unit – IV Teaching and Training Aids**

- Equipment
- Injuries and precautions
- Head up game
- Techniques and tactics
- Strategy of the game

#### **Unit – V Training of Kabaddi Players**

- Tie in knockout
- Tie in League
- System of play
- Selection of a team
- Handling of the player

#### **References:**

- A. K. F. I. Rules Book
- E. Prasad Rao ( 1991) Modern Coaches in Kabaddi
- Reddy B. A. ( 1971) Scientific Kabaddi, Madhar Raman's Printing Press

- Meenu S. ( 2001) Teach yourself Kabaddi
- 22BPed – 113 ELECTIVE SUBJECT**

### **C. Kho- Kho**

#### **Unit- 1. Introduction and History of Game**

- Ground Measurement of Field
- Specification & Preparation of Field
- Equipment and Materials of the games

#### **Unit -2. Fundamental Skills of Player's**

- Chasers Skills and Runners Skills
- Lead up games
- Techniques, Strategies and Planning of Playing

#### **Unit- 3. Rules of Games**

- Rules and Regulation of Games
- Tournaments
- Records and Awards of Games

#### **Unit -4. Methods of Coaching**

- Short and Long-term training
- Duties of Officials and signals
- Knowledge of Score Sheet

#### **Reference:**

- A. K. F. I. Rules Book
- E. Prasad Rao Modern Coaches in Kabaddi

### **22 BPed – 113 ELECTIVE SUBJECT**

### **C. Kho- Kho**

#### **Unit- 1. Introduction**

- History of Kho-Kho game
- Ground measurement and marking
- Technology with Diagram
- Equipment of the games

#### **Unit -2.**

- Skills of chaser's Sitting position, Giving Kho-Kho, Kinds of Kho, Cvering position, Tapping-kinds and Ple tapping, Dive- Front / Side / Running
- Skills of Runners- a) Chain- Single, Tripple  
1-3-4, 1-3-1-1-2, 1-5-2  
b) Oval-Long, Short, Middle  
c) Dodse- Face / Back

#### **Unit- 3.**

- Rules of match a) Judgement – Sudden death method b) Replay c) follow on
- Rules of game

- Lead-up Games

**Unit -4.**

- Officiating a) symbols of official b) Rhythms of whistle
- Awards- Chatrapati / Arjun / Eklavya / Rani Laxmi, Janki, Veer Bharat, Veer Bala
- Score Sheet

## **PRACTICAL**

### **22BPed- 114**

#### **Track Events**

##### **Running (Events-100M, 200M, 400M, 800M, 200M, Hurdle)**

- Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks.
- Finishing Techniques: Runthrough, Forward lunging, Shoulder Shrug
- Track Marking, Rules and Officiating
- Hurdles: Fundamental Skills- Starting, Clearance and Landing Techniques.
- Types of Hurdles

##### **Relays: ( 4 x 100 m and 4 x 400 m)**

- Various patterns of Baton Exchange
- Understanding of Relay Zones- Stagger marking
- Interpretation of Rules and Officiating in Relay Races

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

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

### **22BPed– 115**

## **Gymnastic and Yoga**

#### **Gymnastics:**

##### **Parallel Bar**

- Mounting on the Bars & its types.(Any 3)
- Marching on the Bars & its types
- Swinging –Straight arm, Bent arm, Under arm swing
- Simple dips, Swinging dips.
- Balancing poses \_ ‘L’ balance, Shoulder balance, Bent arm Hand stand, Full-arm Hand-stand
- Forward and Backward Roll in Straddle Position
- Up start with swing to ‘L’ balance.
- Dismounts (Any 3)
- Simple combination of skills.

## **Pommeled Horse (For Men)**

### **Fundamental Skill:**

- Position over the horse
- One leg half circle from both side
- One leg full circle
- Scissors
- Back scissors
- Shifting over the pommel horse
  - Rhythmic Gymnastics ( For Women)
  - Fundamentals Exercise of Rhythmic Gymnastics & Body Difficulties ( BD)
- **Rotation**
  - Two turn
  - Horizontal turn
- **Jump**
  - Stag Jump
  - Stag Jump 180
- **Balance**
  - Scale ( Aeroplane Balance)
  - Horizontal balance apparatus handling and apparatus difficulty  
(AD) 1) Hoop 2) Ball 3) Clubs 4) Ribbon
  - Preparation for risks elements turn and apparatus throw

### **Theory –**

- Definition of Rhythmic Gymnastics
- Definition of Body Difficulty
- Definition of Apparatus Difficulty
- Definition of Risks Elements
- Dance Step
- Knowledge about code of point

## **Balance Beam( Women / Men)**

- Walk on Toe, Novelty walk
- V Balance and other balancing poses



- Split Jump
- 180<sup>0</sup> Turn
- Simple Dismounts
- Simple Jump
- Knee Balance, Aeroplane Balance

## **Yoga**

### **Suryanamskara – ( 12 counts)**

#### **Shatkarma**

- Neti – Jala and Sutra
- Douthi – Vamana, Danda / Vastra
- Nouthi – Vama, Dakshina and Madhya ( NouthiChalana)
- Kapalbhathi – Jala and Vata
- Trataka – Samipa and Sudure( Indoor and Outdoor)

#### **Asana**

**Standing :** -Tadasana, Ardhakatichakrasana, Ardhashakrasana, Trikonasana, Gurudasana, Utkatasana, Padahasthasana, Vrikshasana, Vatayanasana

**Sitting :** - Vajrasana, Padmasana, Bhadrasana, Swastikasana, Siddhasana, Gomukhasana, Paschimottanasana, Shashankasana, Ardhamatsyendrasana, Simhasana, Akarnadhanurasana, Ustrasana

**Lying Spine Position :** - Shavasana, Setubandhasana, Chakrasana, Sarvangasana, Halasana, Karnapidasana, Naukasana, Matsyasana

**Lying Prone Position** -Makarasana, Bhujangasana, Ardhashalabhasana, Dhanurasana, Shalabhasana, Naukasana

#### **Pranayama**

Nadishodhana, Suryabhedana, Ujjai, Shitali, Sitkari, Bhastrika, Bhramari

#### **Bandh & Mudra**

Jalandharabandha, Uddiyanbandha, Moolabandha, Yogamudra, Viparitkarnimudra, Shambhavamudra, Yonimudra, Mahavedhamudra

## **22BPEd– 116**

### **Swimming / Aerobics ( Any One)**

#### **A. Swimming**

##### **Fundamental Skills**

- Entry into the pool.
- Developing water balance and confidence
- Water fear removing drills.

- Floating-Mushroom and Jelly fish etc.
- Gliding with and without kickboard.
- Introduction of various strokes
- Body Position, Leg, Kick, Arm pull, Breathing and Co ordination.
- Start and turns of the concerned strokes.
- Introduction of Various Strokes.
- Water Treading and Simple Jumping.
- Starts and turns of concerned strokes.
- Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.

## 22 BPed – 116

### **Aerobics:**

#### **Introduction of Aerobics**

- Rhythmic Aerobics - dance
- Low impact aerobics
- High impact aerobics
- Aerobics kick boxing
- Postures – Warm up and cool down

## 22 BPed – 117

### **TEACHING PRACTICE LESSON:**

Teaching Practice- (5 Class Room Teaching on Theory subject of Physical Education + 5 Outdoor Teaching on Practical Activities)

**Internal** – 5 Specific Teaching Lesson ( Track and Field) (5 x 3) + 5 General Lesson Teaching on Practical Activities - (5 x 3) = Total 30 Marks

### **Indiginious activities**

**External** - One Lesson on Specific lessons ( Track& field) Teaching (35 Marks) + One Lesson on Outdoor Teaching (35Marks) = 70 Marks

Personal Preparation ( 22 Marks) + Technical Preparation ( 22 Marks) + Total Effect ( 5 Marks) = Total 35 Marks

**Semester – II****22BPED – 114 TrackEvents ( Running and Walking Events)****Internal – 30 Marks****(Events-100M, 200M, 400M, 800M, 1500M, Hurdle, Relay, Walking)****(Any two)**

<b>Roll No.</b>	<b>Events</b>	<b>Performance</b>	<b>Marks (20M )</b>	<b>Demonstration Any one x 10 M</b>	<b>Total (30 M)</b>
	1	1	1		
	2	2	2		

**External – 70 Marks**

<b>Roll No.</b>	<b>Record Book (10M)</b>	<b>Viva on Rules &amp; Regulation (20M)</b>	<b>Performance any three events</b>		<b>Track Marking (10M)</b>	<b>Total (70M)</b>
				<b>Marks (30 M)</b>		
			1			
			2			
			3			

**22BPED – 115 Gymnastic and Yoga****Yoga****Internal – 15 Marks**

Roll No.	Demonstration					Total (15M)	
	Surynamskar (5M)	Asanas					Kriya (5M)
		A-1 (1M)	A-2 (1M)	A-3 (1M)	A-4 (1M)		

**External – 35 Marks**

Roll No.	Record Book (10M)	Viva (10M)	Demonstration						Total (35M)
			Asanas		Kriyas		Bandh / Mudra (2M)	Prana yams (3M)	
			A-1 (2.5M)	A-2 (2.5M)	With Equip ment (3M)	Without Equipment (2M)			

**Gymnastics-115**  
**Internal – 15 Marks**

Roll No.	Demonstration of any Five Skills					Total (22M)	Marks obtd. out of (22M)
	Skill I (3M)	Skill 2 (3M)	Skill 3 (3M)	Skill – 4 (3M)	Skill – 5 (3M)		

**External – 35 Marks**

Roll No.	Record Book ( 10M)	Viva on Officiating and Rules (5M)	Skill Demo				Total (35M)	Marks obtd. Out of (35 M)
			Skill-1 (5M)	Skill-2 (5M)	Skill-3 (5M)	Skill-4 (5M)		

**22BPED – 116 Swimming / Aerobic ( Any One)**

**Internal – 30 Marks**

Roll No.	Demonstration of any one stroke and any one exercise (15M)	Performance on any one Event (15M)	Total (30M)
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**External – 70 Marks**

Roll No.	Record Book	Viva on Officiating and Rules	Skill Demonstration Any two		Perform ance any one	Total
			Stroke-1	Stroke-2		
	(10M)	(10M)	(15M)	(15M)	(20 M)	(70M)

**22BPED – 117 Teaching Practice ( General and Methods Lessons)**

**Internal – 30 Marks**

Roll No.	5 Class Room Teaching (Theory Subjects of Phy. Edu.) (15 M)					5 Formal Practical Activities (15 M)					Total (30M)
	L1 (3M)	L2 (3M)	L3 (3M)	L4 (3M)	L5 (3M)	L-1 (3M)	L2 (3M)	L3 (3M)	L4 (3M)	L5 (3M)	

**External – 70 Marks**

(Classroom Teaching – (35M) + Outdoor Teaching = (35M)

Roll No.	Personal Preparation (15M)	Technical Preparation (15M)	Total Effect (5M)	Total (35M)
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**Semester – III**  
**Theory Courses**

**22BPed-201**  
**SPORTS TRAINING**

**Unit – I Introduction to Sports Training**

- Meaning and Definition of Sports Training
- Aim and Objectives of Sports Training
- Principles of Sports Training
- System of Sports Training - Basic Performance, Good Performance and High Performance Training
- Talent Identification and Nurturing.

**Unit – II Methods of Training for the development of Fitness components**

- Strength- Means and Methods of Strength Development
- Speed - Means and Methods of Speed Development
- Endurance - Means and Methods of Endurance Development
- Coordination - Means and Methods of Coordination Development
- Flexibility - Means and Methods of Flexibility Development

**Unit – III Training Process**

- Training Load- Definition and Types of Training Load
- Principles of Intensity and Volume of Stimulus
- Meaning of the terms; Skill, Technique, Style, Strategy and Tactics.
- Technical Training - Meaning and Methods of Technical Training
- Tactical Training - Meaning and Methods of Tactical Training
- Overtraining- Its Causes and Symptoms

**Unit – IV Training Programming and Planning**

- Periodization - Meaning and types of Periodization
- Aim and Contents of Periodization- Preparatory, Competition, Transitional etc.
- Training Plan- Micro, Meso, Macro
- Factors influencing Training Programme
- Climatic condition, Diet, Level of Sports Skills, Facilities, Age, Sex etc.
- Prepare report Six weeks Strength and conditioning training for Ball game / Competitive / Combative

**Reference:**

- Dick, W. F. (1980). *Sports Training Principles*. London: Lepus Books.
- Jensen, R. C. & Fisher, A.G. (1979). *Scientific Basis of Athletic Conditioning*. Philadelphia: Lea and Febiger, 2<sup>nd</sup> Edn.
- Matvyew, L.P. (1981). *Fundamental of Sports Training*. Moscow: Progress Publishers.
- Singh, H. (1984). *Sports Training, General Theory and Methods*. Patial: NSNIS.
- Uppal, A.K., (1999). *Sports Training*. New Delhi: Friends Publication.

- Sharma R. K. (2000) Khel Training KeVaigyanikSiddhant, KridaSahityaPrakashan, New Delhi
- Mukesh Solanki & Vinay Pawar( 2018). Sports Training A Book for Physical Education Student.
- V. Satyanarayan( 2019) Sports Training, Sports Publication

## **22BPED- 202**

### **Information and Communication Technology (ICT)**

#### **Unit – I: Introduction to Computer**

- 1.1 History & the development of computer systems.
- 1.2 Operating system and services.
- 1.3 Communication system and devices.
- 1.4 Types of software.

#### **Unit – II: Introduction to Information and Communication Technology**

- 2.1 Data types and representation.
- 2.2 Data Communication and Networking.
- 2.3 Networking devices.
- 2.4 Need of Information and Communication Technology in Physical Education.
- 2.5 Scope of ICT in Education and Physical Education
- 2.6 Teaching-Learning Process, Publication, Evaluation, Research Administration

#### **Unit – III: Introduction to Windows**

- 3.1 Basic Components of a Window: Desktop, Frame, Title Bar, Menu Bar, Status Bar, Scroll Bars, Using Right Button of the Mouse Creating Shortcut, Basic Windows Accessories: Power-point Presentation, Notepad, Paint, Calculator, Word Pad, Using Clipboard.
- 3.2 Introduction to MS-office and Word Processor, Creating and Saving Documents, Editing and Formatting Document Including Changing Colour, Size, Font, and Alignment of Text.
- 3.3 Formatting Paragraphs with Line or Paragraph Spacing Adding Headers and Footers, Numbering Pages.
- 3.4 Using Grammar and Spell Check Utilities, etc. Printing Document

#### **Unit – IV: Introduction to Internet Browsing**

- 4.1 Internet: Evolution.
- 4.2 Internet Vs Intranet, Growth of the Internet, ISP
- 4.3 Connectivity Dial-up, Leased line, USAT, etc. URLs' Domains Names
- 4.4 Application, E-mail, Concepts, POP and WEB-Based E-mail, Merits Address, Basics of Sending and Receiving, E-mail, Protocols, Mailing List Free E-mail Services.

#### **REFERENCES:**

- ITL Education solution ltd. Introduction to information technology research and development wing -2006
- Douglas E. Comer, The Internet Book, Purdue University, West Lafayette in 2005.

- V. Rajarman, fundamentals of computers, prentice Hall of India, New Delhi 2000.
- B. Ram, Computer fundamentals, New age international publishers 2006.
- B. Ram, New Age international publication, computer fundamental, 3<sup>rd</sup> edition – 2006
- Sanjay Saxena, Vikas publication house, Pvt. Ltd. Microsoft Office forever one, second edition – 2006
- Brain under DG book, India(p) Ltd. Teach Yourself Office 2000, fourth edition 2001.
- Heidi Steel Low Prince Edition, Microsoft Office, Word 2003-2004
- Rebecca Bringes Altman Peachpit Press. PowerPoint for Windows 1999.
- Douglas E Corner low prince edition. The Internet Book, Third Edition 2005
- Tom Badyet IDB book, India, Microsoft Power Point 2000.

## 22BPEd– 203

### ELECTIVE 2 METHODOLOGY OF SPECIAL SUBJECT

#### SECTION- II

#### Special Teaching Methods

### 1. \_amR>r

#### Unit I. \_amR>rMo \_mV¥^mfmañhUyZ \_hĒd d ñWmZ

\_mV¥^mfmd i`{°\$ {dH\$mg, \_mV¥^mfmd gm\_m{OH\$ {dH\$mg, \_mV¥^mfmd BVa ^mfmd `m\$Mm g\$~\$Y, BVaembo` {df`m\$er g\$~\$Y, \_mV¥^mfoMo di`{°\$H\$, gm\_m{OH\$, amĩ>r` d gm\$ñH¥\$ {VH\$ OrdZmVrbñWmZ, {ejUmMo \_mÜ` \_ ãhUyZ \_amR>rMo \_hĒd.

#### Unit II. \_mV¥^mfoÀ`mAÜ`mnZmMrC{Xĩ>o

\_mÜ`{ \_H\$ emim\$VyZ \_mV¥^mfoÀ`mAÜ`mnZmMrgm\_mY` Ü`o` d C{Xĩ>o d ñni>rH\$aU {ejUmÀ`mamĩ>r` C{Ôĩ>m\$er d \_mÜ`{ \_H\$ ñVamdarbC{Ôĩ>m\$MrĒ`mMm g\$~\$Y

#### \_mV¥^mfoÀ`mAä`mgmMr \_wbVĒdo d {d{dYA\$Jo :

^mfmi`dhmamMr {d{dYA\$Jo - ldU, H\$WZ, dmMZ, boIZ d nmR>m\$Va,Ē`m\$Mo \_hĒd, d AÝ`moY` g\$~\$Y ^mfmdUmaoAmH\$bZ d A{dĩH\$mamMo {d{dY \_mJ©, \_wbVĒdokmZJ«hZAmĒ\_m{dĩH\$ma, gmag\$H\$bZ.

#### Unit III. \_mV¥^mfmmAä`mgH«\$ \_ :

\_mÜ`{ \_H\$ emioVrb \_mV¥^mfoÀ`m Aä`mgH«\$\_mMo \_w»` KQ>H\$, CnKQ>H\$ d nmR>çKQ>H\$ {ZpĩMVH\$aĒ`mMrVĒdo, ^mfmd Aä`mgH«\$\_mÀ`mXmoZloUrgm\_mY` d àññVa, Aä`mgH«\$\_ - aMZoVrbZdrZàdmh, \_mV¥^mfoÀ`mAä`mgH«\$\_ aMZogmR>r Ē`m\$MmCn`moJ, Aä`mgmMmñVa d XOm© C\$MmdĒ`mgmR>r Aä`mgH«\$\_mV H\$amd`mÀ`mVaVwXr.

#### AÜ`mnZ d V\$jo

JÚ, nÔbolZ d ì`mH\$SaU `m\$MoC{Ôi>m{Y{i>V-AÜ``Z  
 AZw^dàg\$JmMr {Z{\_©Vr, È`mVrb H¥\$Vr d È`mMo Q>ßno, ì`m»`mZ, H\$WZ,  
 MMm©, àiZmoîmao,g\_Ýd`, ñdmÜ`m` àH\$ën, {Z`moOrVAä`mg `m  
 {deofAÜ`mnZV\$ìmMm \_mV¥^mfogmR>r Cn`moJ, ì`{°\$JV d gm\_wXm{`H\$  
 V\$ìmMmg\_Ýd`, AÜ`mnZ gm{hÈ` {Z{\_©Vr, g\$J«h d Cn`moJ.AÜ`mnZ  
 gm{hÈ`mMoàH\$ma, È`mMm \_mV¥^mfoÀ`mAÜ`mnZmVCn`moJ, J«m\_mo\ \$moZ,  
 ao{S>`mo,Q>onaoH\$m°S>©, V°o\$, AmamIS>o, \\$bH\$ BÈ`m{XMmCn`moJ,  
 \_mV¥^mfoMr H«\$\$\_H\$ nwpñVH\$mAdm\$VadmMZ gm{hÈ`,`dÚmWudmS>\_`.

#### Unit IV. Aä`mgmÝVJ©VCnH«\$\_

Aä`mgm\$VJ©VCnH«\$\_ d gmd©^mi\_ ^mf m {dH\$mg, \_mÜ`\_H\$ emimVCn`w°\$  
 AgUmao ^m{fH\$ d dmS>\_`rZCnH«\$\_ {d{dY \_\$S>i d È`m\$ModmS>\_`rZCnH«\$\_ d  
 àH\$ën, ì`{°\$JV d gm\_whrH\$ Aä`mggd`rgmR>r CnH«\$\_m\$MoAm`moOZ.

\_mV¥^mfoÀ`m {ejH\$m\$Mo ì`{°\$\_Èd  
 àJVrMo \_wë`\_mnZ -  
 \_wë`\_mnZV\$ìmZwgmaMm\$XÈ`mV`maH\$SaUo.

#### g\$X^© J«\$W:

1. Ryburn W.M. Suggestion for the Teaching of mother Tongue Oxford University Press
2. AH\$mobH\$Sa d nmQ>UH\$Sa \_amR>rMoAÜ`mnZihrZgàH\$meZnwUo - 2
3. \\$mQ>H\$, \_{d. \_amR>r H\${dVoMoAÜ`mnZ \_m°S>Z© ~wH\$ S>onmo, nwUo-2
4. S>m\$Jo, M\$ÐHw\$\_ma \_mV¥^mfoMoAÜ`mnZà{V^m \_wÐUmb`, {Q>iH\$ añVm, nwUo-2

## 2. {hÝXr

#### Unit I. ^maVr` OrdZ \_| {hÝXrH\$mñWmZ-

^maVr` g\$KamÁ` H\$s {d{dY ^mf mE°ÿ& g\${dYmZ \_| {hÝXrH\$mo {X`mhþAmñWmZÿ&  
 {hÝXr ~Zm\_ A\$J«oOrÿ& {hÝXrH\$m gm\$ñH¥\$ {VH\$ \_hÈdÿ& ^mf mAmjag\$ñH¥\$ {Vÿ&

#### {hÝXr {ejmH\$mCÔoe

(A) ì`mnH\$ CÔoe-gm\$ñH¥\$ {VH\$, gm{hpÈ`H\$ Amjaì`mdhm[aH\$ CÔoe

(Am) {d{eì>CÔoi`

Ano{jVñVa-^mfU `mo½`Vm A{^ì`{°\$ j\_Vm, AZwdmXj\_VmAmjaAmH\$bZj\_Vm-A{^é{M  
 H\$m\$g\$ dY©Z.

#### Unit II.^mf m {dH\$mgH\$m \_Zmo{dkmZ

~mbH\$ ^mf m Hj\$go grIvo hi? IdUH\$m \_hÈdÿ&AZwH\$SaUAmjaCfmaUÿ&Aä`mg  
 \_|dmVmdaUH\$mñWmZ.

#### nmR>çH«\$\_ AmjanmR>ç nwñVHo\$-

nmR>çH«\$\_ H\$mñdénAmja {ejm Ho\$ CÔoi`m | H\$s ny{V©, AÀN>o nmR>ç  
 nwñVH\$mo Ho\$ bjU

{ejmàUm{b`m°



g\$^mfUmĚ\_H\$ àUm{b, ì`mH\$aU-AZwdmXàUm{b, g\$dmXn«Um{b, nR>Z  
àUm{b,àUm{b`m| H\$mg\_Ýd`Ý&

### Unit III.nmR>ç nwñVH\$m| H\$mg\$nmXZ

{ejU{df`H\$ gm{hĚ` H\$mCn`moJAmjaàH\$ma Ý&

nmR>àH\$maAmjanmR> {Z`moOZ

àma\$^{^H\$ nmR>, ~mV{MV Ho\$ nmR>nmR>ç gm{hĚ`, JÔ

nÔnmR>aMZmnmmR>Amja`mH\$aU, nmR>aMZm `m A{đH\$mamo Ho\$

{d{dYàH\$maVWmCZgo g\$~\$YV nmR>Ý&

### Unit IV.ghmæ`H\$ CnH«\$

g\$^mfUg^m, dH\$ÝĚdg^m, hñV{b{IV n{ĬH\$m, dmMZmb`, ZmQ>H\$, lobZm, nwñVH\$  
àXe©ZàH\$ën

{hÝXr {ejm \_| Ñ`\$lmi` gmYZmoH\$mñWmZAmjaCn`moJ

\_yē`\_mnZ \_yē`\_mnZ V\$Ĭ Ho\$ AZwgmaH\$gmi{Q>`m\$ V`maH\$aZmÝ&

{hÝXrAÜ`mnH\$ H\$m ì`°\$VĚd

g\$X^©, gyMr :

1. b,mme\$H\$a Pm. ^mfmm{ejUnÜX{V, { \_l~\$Y H\$m`m©b`, O~bnwa
2. gmR>o, J.Z.: amĩ`>^mfmmH\$m AÜ`Z, \_hmamĩ`>amĩ`>^mfmm, nwUo
3. grVmam\_ MVwd©oXr :AÜ`mnZH\$bm, Z\$X{H\$emoa E°ÝS>gÝg, MmiH\$,  
dmamUmer
4. grVmam\_ MVwd©oXr : ^mfmm H\$s {ejm, {hÝXr gm{hĚ` Hw\$Q>ra, dmamUmer
5. ^mB© `moJoÝĐ{OV : {hÝXr ^mfmm {ejU, {dZmoXnwñVH\$ \_\$Xa, AmJam
6. aOZrH\$m\$Vbhamo : {hÝXr {ejU, am\_M\$Đ E°ÝS>gÝg, AmJam

## 3. ENGLISH

**Unit I.** The Place of English in the curriculum of Secondary schools,  
Aims and objectives of teaching the subject as a compulsory language.The stage  
at which to begin study and the time to be devoted.

Different aspects of the teaching of English.

- (a) Types of reading.Oral and silent reading, their objective and how to improve reading.
- (b) Poetry, place of poetry teaching, choice of poems, method of teaching recitation  
chorus reading.
- (c) Composition Oral, Written, Comprehension, Methods correction, teaching, spelling
- (d) Grammar, Place of Grammar in the technique of English Method of teaching in  
Grammar, formal and functional grammar, the difficulties of English Word order.  
Sentences patterns, the usage, language exercise.
- (e) Supplementary reading , intensive and extensive readers use of library.
- (f) Dictation its objectives, planning a dictation lesson
- (g) Translation, paraphrase, precise writing.

**Unit II.**Critical study of the English Syllabus at the higher and lower levels.Essentials of a good text book.

Methods of teaching: The direct method .Dr. West's Method, The Grammar translation method.New Direct (Structural) approach the comprehensive method.

**Unit III.**Lesson planning with reference to different types of lessons.

The teaching of handwriting.

Teaching aids and devices.Pictures, Charts, Models, Film Strips, the Grammophone.Radio,Cinema, Tape Recorder, Linguaphone.Flash cards, Dictionary Dramatization Debates, Story telling, Pen-Friendship, Language games.B.B.Work, Dialogues. Celebration of Festivals.

**Unit IV.**Co-curricular activities.Excursions.Class Magazines.

Evaluation procedure in English. Preparation of New type tests in English.

The qualities and qualifications of the teaching of English.

Phonetics, English speech sounds,accent and intonation. Difficulties of pronunciation.

**Books Recommended:**

1. T.K.N. Menon and Patel : The teaching of English as a Foreign language , Acharya Book Depot. Baroda.
2. Gurry: Teaching of English as Foreign language, Orient Longman.
3. Frisby: The teaching of English .Oxford University Press.
4. French : Teaching of English Abroad.

## **4. MATHEMATICS**

**Unit I.** Importance and place of Mathematics in the schoolcurriculum.

Aims, objectives and specifications of instructions Mathematics.

**Unit II.**Criteria of a good syllabus and text books in Mathematics study of the prescribed courses in Mathematics for High School classes in the Maharashtra State.

Lesson planning in Mathematics.

Methods of teaching Mathematics.

Inductive, Deductive, Analytical, synthetical, Heuristic laboratory.

**Unit III.**Special problems and method of teaching Arithmetic, Algebra Geometry and Trigonometry including concepts in modern Mathematics.

- a) Importance of concepts in Mathematics, How to build concepts

- b) Correlation of different branches of Mathematics with one another and with other school subjects.  
Oral work, class work, Home work and Drill work and Correction work in Mathematics.

**Unit IV.** Aids to teaching Mathematics, Film Projector, Epidiascope, Model, Charts and Blackboard work in Mathematics.  
Qualities of Mathematics teacher.  
Evaluation, preparation of test items.

**Books Recommended:**

1. Dharmveer and Agrawal: Teaching of Mathematics, Papu Publication, Nabha.
2. Potter. P.P. The Teaching of Arithmetics, Sir Issac Pitman and Sons Ltd., London.
3. Derrell: The Teaching of Algebra, Macmillan and Co.
4. Mathematics Association Report: The Teaching of Arithmetics, Algebra and Geometry in School. C.Bell and sons Ltd., London.
5. Siddhu: Teaching of Mathematics, Arya Book Depot., Delhi.

## **5. SCIENCE**

**Unit I.** Importance and place of Science in the school curriculum.  
Aims; objectives and specifications of teaching Science.

**Unit II.** Criteria of good syllabus and text books in Science. Study of the prescribed course in Science for High School Classes in Maharashtra State.  
Lesson planning in Science. Method of teaching science. Lecture, Historical, Demonstration, Laboratory, Heuristic and problem methods. Contribution of the Dalton Plan and the project method to the teaching of the Science.

**Unit III.** (a) Special problems and methods of Nature. Study and General Science.  
(b) Correlation of various branches of Science with one another and with other School subjects.  
Laboratory and its equipment, Improvised apparatus.  
Co-curricular Activities:  
(a) Visits to workshops, factories and other places of Scientific interest.  
(b) School Museum.  
(c) Science clubs and science fairs.

**Unit IV.** Aids of teaching science- Charts, Models, Specimens, Film Projector, Epidiascope, Radio and Tape Recorder.  
Qualities and qualification of the Science Teacher.  
Evaluation-Preparation of test items.

**Books Recommended:**

1. H.N. Sanders (UNESCO) : Teaching of General Science in Tropic Secondary Schools, Oxford University press, London.
2. Ghanshyamdas: The Teaching of Physics and Chemistry in India Oxford University Press, London.
3. T.S. Nagpal: The Teaching of Science, Krishna Brothers, Amritsar Ludhiana.
4. D.R. Dawing: Introduction of Teaching of Science. Halt Richnai and Wisston Terouts.
5. Teaching of Science, Sharma and Sharma S. Chand, New Delhi.

## **6. HISTORY**

**Unit I.** Meaning and scope of History, The place of History in the school curriculum.  
Aims, objectives and specification of teaching History.

**Unit II.** Criteria of good syllabus.

- (a) Chronological
  - (b) Periodical
  - (c) Concentric.
  - (d) Lines development.
  - (e) Local History
  - (f) World History
  - (g) Current Events- Essential of a good Text book in History- Study of the prescribed course in History for High School classes in Maharashtra.,
- Different methods of teaching history-
- (a) Story telling method.
  - (b) Discussion method.
  - (c) Text Book method.
  - (d) Lecture method.
  - (e) Project method.
  - (f) Dalton Plan.
  - (g) Source method.

- (h) Problem method.
- (i) Biographical method.

**Unit III. Teaching aids and devices-** Charts , Maps, Graphs, Models, Discussions, Questions, Poems, Novels, Ballads, Picture, Inscriptions, Historical documents and time line.

**Co-curricular activities-** Visit of places of historical importance, Lectures , Note making, Note taking and parallel reading, Dramatisation.

Correlation of History with other school subjects.

**Unit IV.** Education for National integration and international understanding through teaching of history.

**Evaluation-** Preparation of text items.

Qualities and qualifications of the History Teacher.

#### **Books Recommended:**

1. V. D. Ghatge : The Teaching of History - Oxford University Press.
2. Johnson: The teaching of History - Macmillan Co. Bombay.
3. Ghosh K.D.: Creative Teaching of History. Oxford University Press.
4. Kochhar : Teaching of History - Sterling Publishers, Jalunder.
5. Miss Majreshwari : Teaching of History: Allied Publishers, Bombay- 1
6. Yman H\$anmagZrg : B{VhmgmMoAÜ`mnZ, ihrZgàH\$meZ, nwUo-3
7. d.^m. {Za\$Va : B{VhmgmMoAÜ`mnZ, \_m°S>Z© ~wH\$ S>onmo, ~mOramdañVm, nwUo
8. {MVio {d. B{VhmgH\$bm {eH\$dmdm, AZmW {dÚmWuJ¥hàH\$meZ, nwUo
9. {d.nm. dmoH\$sb : B{VhmgmMoAÜ`mnZ, {M}emimàH\$meZ, nwUo

## **7. GEOGRAPHY**

**Unit I.** Meaning and Scope of Geography : The place of Geography in school curriculum  
Aims, objectives and specification of teaching Geography with special emphasis on National integration and international understanding.

**Unit II.** Criteria of a good syllabus and text book in Geography. Grammar of Geography, Study of local and regional Geography. Study of the prescribed course in Geography in schools of Maharashtra State.

Different methods of teaching Geography.

(a) Observation method (b) Story telling method (c) Journey method

- (d) Excursion method (e) Laboratory method (f) Regional method
- (g) Project method

**Unit III.** Map reading and map making.

Teaching aids and devices. Maps, Charts, Diagrams, Model Globe, Epidiascope, Films, Pictures Specimens, Atlases and School Broadcast.

Co-curricular activities, Excursions, Lectures, Notemaking, Note taking and parallel reading, Preparing albums, Stamp collection and Geography clubs.

**Unit IV.** Correlation of Geography with other school subjects.

Evaluation- preparation of test items.

Qualities and qualifications of the Geography Teacher.

**Books Recommended:**

1. Principles and Practice of Geography Teaching, Bernard University Tutorial Press Ltd., London.
2. Teaching of Geography, Gospel University Press, London.
3. Teaching of Geography in India, Verma, University Publication, Jalunder.
4. Suggestions for Teaching Geography, Maonee, Oxford University Press.
5. UNESCO: Source Book of Teaching Geography ( UNESCO Longman).
6. ^m.Jmo.~mnQ> ^yJmob AÜ``Z Am{U AÜ`mnZ, ìhrZgàH\$meZ, nwUo - 30
7. Zm. ìhr. nmQ>UH\$a: ^yJmobmMoAÜ`mnZ, \_m°S>Z© ~wH\$ S>onmo, ~mOramdañVm, nwUo

## 8. CIVICS

**Unit I.** (a) The place of Civics in Education: Objectives of teaching Civics in Secondary schools.

(b) Importance and place of Civics in Secondary Schools and relation of the same with other subjects.

**Unit II.** Methods of teaching Civics: Story, lecture, Discussion, Project, Dalton, Supervised study method, Text - book.

Audio- visual aids used in Civics:- Teaching models, charts, maps, diagrams, films, radio, pictures, graphs.

**Unit III.** Preparation and criteria of framing syllabus in Civics at different levels. Criteria of a good Text - book in the subject, study of present syllabus and Text-book.  
Preparation of the year's plan, unit plans and daily lesson plans objectives, learning, experiences, teaching points, methods used.

**Unit IV.** Civics room and museum, necessary, equipment.  
Qualities and qualification of a good Civics Teacher.  
Evaluation and testing procedures in the teaching of Civics, Knowledge of achievement tests and preparation of unit tests.

**Reference Books :**

1. gmi. {Z\_@bmnmQ>rb :ZmJ[aH\$emómMoAÜ`mnZ
2. gËg\$Jr :ZmJ[aH\$emó {ejU
3. Ë`mJr :ZmJ[aH\$emó Ed\$ AÜ``Z H\$S {ejm

## **9. SPORTS COACHING**

- Unit-I Nature of the coaching profession**
- Aims, Objectives and Specifications of Coaching,SportsSkills and Techniques.
  - Different methods of Coaching.
  - Principles of Coaching.
  - Stages of Skill Teaching.
  - Class Organization
  - Preparation for Coaching Sports
  - Qualities and qualifications of good coach

**Unit – II Planning, Facilities, Equipments and Assistants in Coaching**

- Planning of Coaching - Long Term, Short Term.
- Recreational game and Lead up-games.
- The Training Room, Trainers equipment, Stock Room, Practice area
- Assistant coaches

**Unit – III Coaching Lesson Plan and Team Selection**

- Preparation of Sport Coaching Lesson
- Various parts of Lesson
- Basic requirements for Lesson.
- Prerequisites of Team and Squad selection

- Eligibility, Medical Fitness, Parents consent
- Skill level
- Experienced Coaches opinion

#### **Unit-IV Coaching Aids and Devices**

- Charts, Models, Filmstrips, Posters, Motion films, Gadgets, Flannelograph, Slide Projector, Overhead Projector, L.C. D. Projector.
- Principles of the Selection and use of A.V. Aids in Coaching Sports Skills.

#### **Books Recommended:**

1. Scientific Principles of Coaching, John Bunn
2. The Mechanics of Athletics, Geoffrey Dyson
3. Psychology of Coaching, Lawther J.D
4. How to be a Successful Coach, Bounder, J.B
5. Physical Education Lessons, J.P. Thomas
6. Methods in Physical education, Kozman, Gassidy Jackson
7. Method of Coaching, Prof. A. K. Karmarkar

### **22BPed- 204**

#### **PROFESSIONAL PREPARATION AND CURRICULUM DESIGN**

##### **UNIT-I Modern Concept of the Curriculum**

- Need and importance of Curriculum
- Need and importance of Curriculum Development
- Role of Teachers in Curriculum Development.
- Factors affecting Curriculum - Social Factors - Personnel Qualifications - Climatic Consideration - Equipment and Facilities -Time Suitability
- National and Professional Policies, Research Findings

##### **UNIT-II Basic Guidelines For Curriculum Construction**

- Focalization
- Socialization
- Individualization
- Sequence and Operation
- Steps in Curriculum Construction
- Types of Curriculum
- Evaluation of Curriculum

##### **UNIT-III Curriculum-Old And New Concepts, Mechanics of Curriculum Planning.**

- Basic Principles of Curriculum Construction.



- New Trends in Curriculum Development
- Role of Teachers in Curriculum Development
- Curriculum of Physical Education in School and Colleges

#### **UNIT-IV Under-Graduate Level of Professional Preparation.**

- Introduction to Professional Preparation: Meaning and Explanation of Profession.
- Nature and objectives of profession preparation in Physical Education and Sports.
- Teaching Practice
- Aims, objectives and significance of professional preparation in Physical Education.
- Internship- Meaning and importance in Physical Education.

#### **Reference:**

- Barrow, H. M. (1983). *Man and movement: principles of physical education*. Philadelphia: Lea and Febiger.
- Bucher, C. A. (1986). *Foundation of physical education*: St. Louis: The C. V. Mosby & Company.
- Cassidy, R. (1986). *Curriculum development in physical education*. New York: Harper & Company.
- Cowell, C.C. & Hazelton, H.W. (1965). *Curriculum designs in physical education*. Englewood Cliffs: N.J. prentice Hall Inc.
- Larson, L.A. (n.d.). *Curriculum foundation in physical education*. Englewood Cliffs: N.J. Prentice Hall Inc.
- Underwood, G. L. (1983). *The physical education curriculum in secondary school: planning and implementation*. England: Taylor and Francis Ltd.
- Willgoose, C.E. (1979). *Curriculum in physical education*. 3<sup>rd</sup> Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.
- Wakharkar, D. G., *Physical Education and Sports in India*

**Semester – III  
PRACTICALS**

**22BPed–205**

**INTERNSHIP**

1. The intern shall at least conduct three assembly for the students of whole school / organization.
2. The intern shall conduct classroom theory lessons on, at least any three lessons pertaining to any topics learned in the course.
3. The intern shall conduct practical lessons on, at least any three lessons related to any learned physical activities from the course.
4. The intern further shall conduct sports coaching lesson practically, at least one lesson pertaining to his or her individual game specialization.
5. The interns shall show their sincerity and dedication, discipline, while carrying out the concerned work. The efficiency as a whole of the intern should be placed on record thoroughly.
6. Schools, organization like Sports schools, Ashramshala other recognized and registered local schools shall either be adopted or hour wise classes be conducted.
7. The duration of internship shall be of 15 days, one hour every day. A group of 5 student- teachers individually shall conduct teaching lessons one each from the theory course, physical activity practically and sports coaching for students of different classes in the school / organization every day.
8. A file has to be prepared and maintained with an index of all three lessons along with a brief note on three conduct of assembly of the whole school / organization. The sincerity, discipline and overall efficiency of student-teacher shall be mentioned in the note and be submitted to supervisor after duly signed by the school personnel / administrator of the school/ organization countersigned by the supervisor / house advisor / counselor.

**Note:** A compiled filed with an index, having recorded the duty discharged by the intern be maintained accordingly which shall be signed by the physical education personal / administrator of the school, followed by counter signed by the house advisor / counselor / of the programme. Ultimately it has to endorsed by head of the department of the programme.

**COMBATIVES SORTS ( ANY TWO)**

**Boxing: Fundamental Skills**

- Stance - Right hand stance, left hand stance.
- Footwork – Attack
- Punches – Jab, Cross, Hook, Upper cut, Combinations.
- Defense slip – bob and weave, parry/block, cover up, clinch, counter attack
- Tactics – Toe to toe, Counter Attack, Fighting in Close, Feinting
- Rules and their interpretations and duties of officials.

**22BPed–206**

**Taekwondo Fundamental Skills**

- Player Stances – Walking, Extending Walking, L Stance, Cat Stance.
- Fundamental Skills – Sitting Stance Punch, Single Punch, Double Punch, Triple Punch.
- Punching Skill from Sparring Position – Front-fistPunch, Rear Fist Punch, Double Punch, and four Combination Punch.
- Foot Tenchniques (Balgisul) – Standing Kick (soseochagi), Front kick (AP chagi), Arc kick (BandalChagi), Side kick, (YeopChagi), Turning kick (DollyoChagi), Back kick (Twit Chagi), Reverse Turning Kick (BandaeDollyoChagi), Jump kick (TwimyoChagi),
- Poomsae (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jang, Yook Jang, Chil Jang, Pal Jang (Fundamental Movement – eye control, concentration of spirit, speed control, strength control, flexibility, balance, variety in techniques)
- Sparring (Kyorugi) – One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring.
- Board Breaking (Kyokpa) – Eye control, Balance, Power control, Speed, Point of Attack.
- Rules and their interpretations and duties of officials

**22BPed–206**

**Judo: Fundamental skills**

- Rei (Salutation)-Ritsurei(Salutation in standing position), Zarai (Salutation in the sitting position)
- Shisei (Posture in Judo)
- Kumi kata (Methods of holding judo costume)
- Ukemi (Break Fall)-UrhiroUkemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front Break Fall), Mae mawariUkemi (Front Rolling break fall)

- Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps).
- Kuzushi (Act of disturbing the opponent posture)
- Tai Sabaki (Management of the body)
- Tsukuri and kake (Preparatory action for attack)
- NageWaze (Throwing techniques)-HizaGuruma (Knee wheel), SesaeTwurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major loinm), SeoiNage (Shoulder throw).
- Katamawaze(Grappling techniques)-Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kami shihogatama (Locking of upper four quarters), Method of escaping from each hold.
- ShimeWaza( Choking Tech.) Hadaka Gimie ( Neck Choak) o Kuriarigimie ( sliding LapeChoak)
- KansetsuWaza( Locking Tech. ) UdeGaramie. ( Bent Arm Lock)

## **22BPed–206**

### **Wrestling: Fundamental Skills**

#### **History of Wrestling**

- Ancient Wrestling
- Indian Style Wrestling
- Modern Wrestling
  - Free Style Wrestling
  - Greco Roman style wrestling
  - Sumo Style Wrestling
  - Women Wrestling
- Rule and regulation of Modern Wrestling

#### **Stance**

- Cross Stance
  - Right Cross Stance
  - Left Cross Stance
- Square Stance
- Wrestling Grip
- Technique
  - Standing technique
    - Dasti
    - Sar-Zir a bagal dub
    - Arm Bar
    - Fane Kamar
    - One arm throw
    - Khur Zin takan

### Sitting technique

- Nelson
- Bangdi
- Fitile
- KastanaLatna
- Bharandaj
- Kunde

**22BPed–207**

### **TEAM GAMES (ANY TWO)**

#### **Cricket: Fundamental Skills**

- Batting-Forward and backward defensive stroke
- Bowling-Simple bowling techniques
- Fielding-Defensive and offensive fielding
- Catching-High catching and Slip catching
- Stopping and throwing techniques
- Wicket keeping techniques

#### **Football: Fundamental Skills**

- Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick
- Trapping-trapping rolling the ball, trapping bouncing ball with sole
- Dribbling-With instep, inside and outer instep of the foot.
- Heading-From standing, running and jumping.
- Throw in
- Feinting-With the lower limb and upper part of the body.
- Tackling-Simple tackling, Slide tackling.
- Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting.

#### **Hockey:**

##### **Fundamental Skills**

- Hitting : Straight hit, Hit on wrong foot, Reverse hit, Turn around and hit.
- Stopping : Straight stop, Stop on right side, Stop on left side, Reverse stopping, Stopping in air,
- Push : Straight push, Reverse push, Push on wrong foot.
- Flick : Straight flick, Reverse flick, Flick on wrong foot.
- Scoop : Straight scoop, push scoop
- Dribbling :
- Passing : Parallel pass, Through pass, Return pass, Over head pass
- Trackling : Shadow Trackling, Lunge & tackle, Tackling from reverse side
- Goal keeping :

- Rules and their interpretations
- Umpiring skills

### **Softball: Fundamental Skills**

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

### **Volleyball: Fundamental Skills**

- Basic Stance
  1. The Volley (Over head pass),
  2. The Dig(Under hand pass).
- Service
  - Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service.
- Spiking
  1. Approach run
  2. Take off
  3. Body in the air
  4. Contact with the ball
  5. Landing
- Types of spiking
  1. Straight arm spike
  2. Body turn spike
  3. Wrist turn spike
- Construction and layout of the Volley ball court
- Marking of Volleyball court
- System of play
- Officiating – 1. Hand signal 2. Whistling
- Rules and regulation of the game
- Duties of officials – before, during and after the game

### **Hand Ball: Fundamental Skills-**

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

### **Basket ball: Fundamental Skills**

1. Player stance and ball handling
2. Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass.
3. Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.
4. Dribbling-How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble.
5. Shooting-Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw.
6. Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization.
7. Individual Defensive-Guarding the man with the ball and without the ball.
8. Pivoting.
9. Rules and their interpretations and duties of the officials.

### **22BPEd-208**

#### **Activities of National Importance**

1. Conduct assembly in College
2. Reporting to Guest of Honour in National Assembly
3. Flag bearing ceremony
4. Flag hosting and lowering ceremony
5. Record Book

### **22BPEd – 209**

#### **RACKET GAMES (Any One)**

##### **Teaching practices:**

10 Teaching Practice lessons out of which 5 lessons in class-room situation and 5 lessons for out-door activities within premises on the students of B.P.Ed course.

##### **Teaching practices:**

Teaching Lesson plans for Racket Sport out of which  
5 Lessons Internal and 1 lessons external

## **Racket Sports (Any One)**

### **Badminton**

#### **Fundamental Skills**

- **Grip** – Forehand and Backhand
- **Service** – Forehand and Backhand
- **Stroke** – Forehand and Backhand Toss, Forehand and Backhand Drop, Forehand and Backhand Smash, Forehand and Backhand Dribble
- **Types of Game-** Single, Double and Mixed Double
- Rules and their interpretations and Duties of Officials

### **Table Tennis**

#### **Fundamental Skills**

- The Grip-The Tennis Grip, Pen Holder Grip.
- Service-Forehand, Backhand, Side Spin, High Toss.
- Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shot, Loop Drive.
- Stance and Body position and Foot Work.
- Rules and their interpretations and Duties of Officials.

### **Tennis**

#### **Fundamental Skills -**

- Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.
- Stance and Footwork.
- Basic Ground strokes-Forehand drive, Backhand drive.
- Basic Service.
- Basic Volley.
- Over-head Volley.
- Chop
- Tactics – Defensive, Attacking
- Rules and their interpretations and Duties of Officials.

## **Semester – III**

### **22BPED – 205 Internship**

**( One hour everyday for 15 days in a school by a student teacher)**

#### **Internal –30 Marks**

#### **Duty discharge recording**

<b>Conduct of Assembly</b>	<b>Teaching (Any one )</b>	<b>Coaching (Any</b>	<b>Sincerity</b>	<b>Discipline</b>	<b>Efficiency</b>	<b>Total</b>
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(3Assembly x 2 M. = (6 M)	Theory (3 M)	Practical (3M)	one) (6 M)	(4M)	(4M)	(4M)	(30 M)
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**External – 70 Marks**

**Objective types questions based report including viva.**

Presentation of report of Internship		Viva	Total
Personal Preparation	(20 M)Technical Preparation		
25 M	25 M	20 M	70 M

**22BPED – 206 Combative Sports**

**Judo, Boxing, Tae-Kwondo, Wrestling (Any two)**

**Internal (15 + 15) = 30 Marks**

Roll No.	Demonstration			Total
	Skill / Tech I (5M)	Skill / Tech-2 (5M)	Skill / Tech-3 (5M)	(15M)

**External (35 + 35 )= 70 Marks**

Roll No.	Viva on Rules & Regulation (10M)	Demonstration			Performance (Any one) (10 M)	Total (35 M)
		Skill- 1 (5M)	Skill -2 (5M)	Skill -3 (5M)		

**22BPED – 207 Team Games (Any Two)**

**Cricket, Football, Hockey, Softball, Volleyball, Handball, Basketball**

**Internal -( 15 +15 = 30 Marks) 15 Marks for each game**

Roll No.	Playing Efficiency (10M)	Field Marking (5M)	Total (15 M)
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**External - ( 35 + 35 = 70) 35 Marks for each game**

Roll No.	Record Book (10M)	Viva on Rules & Regulation (20M)	Demonstration of Skills		Playing Efficiency (5M)	Total (35M)
			Skill (1) (5M)	Skill- (2) (5M)		

**22BPED-208****Activities of National Importance**

6. Conduct assembly in College
7. Reporting to Guest of Honour in National Assembly
8. Flag bearing ceremony
9. Flag hosting and lowering ceremony
10. Record Book

**Internal - 50 Marks**

Roll No.	Conduct assembly in college (10 M)	Reporting to Guest of Honour in National Assembly (10 M)	Flag bearing ceremony (10 M)	Flag hosting and lowering ceremony ( 10 M)	Record Book (10 M)	Total (50 M )
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**22BPED-209****Practice Teaching on Special Subject and Racket Games****Five Lesson on Special subject ( Methods)****Five lesson on Sports Coaching (Racket Game)****Internal - 30 Marks**

Roll No.	Lessons										Total
	Internal					External					
	L1 (3M)	L2 (3M)	L3 (3M)	L4 (3M)	L5 (3M)	L-1 (3M)	L2 (3M)	L3 (3M)	L4 (3M)	L5 (3M)	(30M)

**External – 70 Marks**

Roll No.	Personal Preparation (30 M)	Technical Preparation (30 M)	Lesson Observation Notebook ( 10 M)	Total Marks (70 M)
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**Semester – IV**  
**Theory Courses**

**22BPed – 210**

**MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**

**Unit- I Introduction to Test, Measurement & Evaluation**

- Meaning of Test, Measurement & Evaluation in Physical Education
- Need & Importance of Test, Measurement & Evaluation in Physical Education
- Principles of Evaluation
- Inter Relationship among Test, Measurement and Evaluation

**Unit- II Criteria; Classification and Administration of test**

- Criteria of good Test
- Scientific Authenticity (Validity, Reliability, Objectivity, Standard Norms)
- Type and classification of Test
- Steps in the Administration of Test -
- Advance preparation, Duties during testing, Duties after testing.

**Unit- III Motor and Physical Fitness Tests**

- AAHPER Youth Fitness Test
- National Physical Fitness Programme
- Indiana Motor Fitness Test
- JCR Test
- Harvard Step Test

**Unit- IV Sports Skill Tests**

- Lockhart and McPherson Badminton Test
- Johnson Basketball Test
- McDonald Soccer test
- S.A.I Volleyball Test
- S.A.I Hockey Test

**References:**

- Barrow, H. M., &Mcgee, R. (1997). *A practical Approach to Measurement in Physical education*. Philadelphia: Lea and Febiger.
- Kansal, D.K. (1996). *Test and Measurement in Sports and Physical Education*. New Delhi: D.V.S. Publications.
- Mathews, D.K., (1973). *Measurement in Physical Education*, Philadelphia: W.B.Sounders Company.
- Phillips, D. A., &Hornak, J. E. (1979). *Measurement and Evaluation in Physical Education*. New York: John Willey and Sons.

**22BPED - 211**  
**KINESIOLOGY**

**Unit – I Introduction to Kinesiology and Sports Biomechanics**

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

**Unit – II Fundamental Concept of Anatomy and Physiology**

- Classification of Joints and Muscles
- Types of Muscle Contractions
- Posture – Meaning, Types, Postural Deformities and Importance of Good Posture.
- Fundamental Concepts of following Terms- Angle of Pull, All or None Law, Reciprocal Innervation, Neuro-Muscular Coordination

**Unit – III Mechanical Concepts**

- Force - Meaning, Definition, Types and its Application to Sports Activities
- Lever - Meaning, Definition, Types and its Application to Human body.
- Newton's Laws of Motion – Meaning, Definition and its Application to Sports Activities.
- Projectile – Factors Influencing Projectile Trajectory.

**Unit – IV Movement and Principles**

- What is Efficient Movement? Factors causing Efficient Movement.
- Environmental Factors Influencing Force & Movement
- Principles of Inertia and Equilibrium.
- Principles of Giving & Receiving Impetus to External Objects.

**Reference:**

- Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood Cliffs, N.J.: Prentice Hall Inc.
- Hay, J. G. & Reid, J. G. (1982). *The anatomical and mechanical basis of human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
- Hay, J. G. & Reid, J. G. (1988). *Anatomy, mechanics and human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
- Hay, J. G. (1970). *The biomechanics of sports techniques*. Englewood Cliffs, N.J.: Prentice Hall, Inc.
- Simonian, C. (1911). *Fundamentals of sport biomechanics*. Englewood Cliffs, N.J.: Prentice Hall Inc.
- Deshpande, S.H. ((1995) *Manav Kriya Vigyan (Hindi)*, H.V.P. Mandal, Amravati.
- Kathryn Luttgens, Holge Deutsch, Nancy Hamilton- *Kinesiology-Scientific basis of human motion* (8<sup>th</sup> Edition)
- Cooper Adrion, Glasson- *Kinesiology*
- Ellen K, Katherine M.B. *Biomechanics, A qualitative approach for studying human movement*, Second Edition, Mc Milan Company, New York.

**22BPED - 212**  
**RESEARCH AND STATISTICS IN PHYSICAL EDUCATION**

**Unit-I Introduction to Research**

- Definition of Research
- Need and Importance of Research in Physical Education and Sports.
- Scope of Research in Physical Education & Sports.
- Classification of Research
- Research Problem, Meaning of the Terms, Location and Criteria of Selection of Problem
- Formulation of a Research Problem
- Limitations, Delimitations, Hypothesis and Operational Definitions of the terms

**Unit-II Survey of Related Literature**

- Need for Surveying Related Literature.
- Literature Sources, Library Reading
- Meaning and types of Variables
- Meaning and types of data
- Scale of Measurement

**Unit-III Basics of Statistical Analysis**

- Statistics: Meaning, Definition, Nature and Importance
- Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables
- Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram
- Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Grouped and Ungrouped Data
- Measures of Variability: Standard Deviation, Quartile Deviation, Mean Deviation and Range, Meaning, importance, computing from grouped and ungrouped Data
- Percentiles and Quartiles: Meaning, Definition, Importance, Computation from grouped and ungrouped Data

**Unit-IV Statistical Models in Physical Education and Sports**

- Research Proposal, Meaning and Significance of Research Proposal
- Preparation of Research Proposal / Project
- Research Report : A group project is to be undertaken by a small batch of students under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment programme evaluation, fitness status of the students, staff and other stakeholders etc. and submit the report to the institution.

**References:**

- Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.
- Clark, H. H., & Clark, D. H. (1975). *Research Process in Physical Education*. Englewood cliffs, New Jersey: Prentice Hall, Inc.
- Garrett, H.E. (1981). *Statistics in Psychology and Education*. New York: VakilsFeffer and Simon Ltd.
- Oyster, C. K., Hanten, W. P., &Llorens, L. A. (1987). *Introduction to Research: A Guide for the Health Science Professional*. London: J.B. Lippincott Company.
- Thomas, J.R., & Nelson J.K. (2005). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
- Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research Method in Physical Activity*. U.S.A: Champaign, IL: Human Kinetics Books.
- Verma, J. P. (2000). *A Text Book on Sports Statistics*. Gwalior: Venus Publications.
- C. R. Kothari – *Research Methodology Methods and Techniques* – New Age Publications ( Academic) (2009)

**22BPed– 213**  
**OFFICIATING AND COACHING IN SPORTS AND GAMES**

**Unit- I: Introduction to Officiating and Coaching**

- Concept, Importance and principles of officiating and coaching
- Philosophy of Officiating and Coaching
- Duties of Coach- Pre, During and Post Competition
- Responsibilities of a Coach on and off the Field

**Unit- II: Qualities and Qualifications of Coach and Official**

- Qualities and Qualifications of Coach and Official
- General rules of games and sports
- Eligibility rules of Intercollegiate and Inter-university Tournaments, Preparation of TA, DA bills
- Integrity and values of sports

**UNIT-III Theory of Sports and Games**

- General Introduction of specialization games and sports  
(Athletics, Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Handball, Kabaddi, Kho-Kho, Tennis, Volleyball and Yoga)  
Each game or sports to be dealt under the following heads
- Ground Preparation, Dimensions and Marking
- Standard Equipments and their Specifications
- Ethics of sports and sportsmanship

**UNIT-IV Advance Training (for particular specialized Games or Sports).**

- Concept of Conditioning and warming up.
- Role of weight training in games and sports.
- Teaching of fundamental Skill & their Mastery (Technique, Tactic and Different Phases of Skill Acquisition).
- Strategy – Offence and defense, Principles of offence and defense.

**References:**

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

**Semester – IV**  
**Practical Courses**

**22BPEd- 214**  
**Track & Field (Ground marking)**

**Track & Field**

**Internal – 30 Marks**

Roll No.	Performance		Track and Field Marking		Total
	Event-1 (10M)	Event-2 (10M)	Event-1 (5M)	Event-2 (5M)	(30M)

**External – 70 Marks**

Roll No.	Record Book	Viva on Rules & Regulations	Performance		Track and Field Marking		Total
			Event-1	Event-2	Event-1	Event-2	
	(10M)	(20M)	(10M)	(10M)	(10M)	(10M)	(70M)

**22 BPEd - 215**  
**Laboratory, Field Test and report writing on Project work**

**Internal – 30 Marks**

**Group Project (Individual during test work)**

Roll No.	Notebook	Project Submission	Skill Test (Any two)	Total
	(10M)	(10M)	(10M)	(30M)

**External – 70 Marks**

Roll No.	Project Report	Skill Test Presentation (Any four)	Presentation submission (Any two)	Viva	Total
	(10M)	(20M)	(30M)	(10M)	(70M)

**1. Motor and Physical Fitness Test**

- AAHPER Youth Fitness Test
- National Physical Fitness Programs
- J. C. R. Test
- Harvard Step Test



## 2. Sport Skill Test

- Lockhart and Mcpherson Badminton Test
- Johnson Basketball Test
- McDonald Soccer Test
- S.A.I. Volleyball Test
- S.A.I. Hockey Test
- Russell- Lange Volleyball Skill Test
- Barrow general Moto ability Test
- Kraw-Weber Strength Test
- Roger Strength Test
- Scott Motor Ability Test
- Lawn Tennis Test
- Knox Basketball Test
- Miller – Volleyball Test
- Chapman ball Control Test (Hockey Test)
- S.A.I. Hockey Skill Test
- S.A.I. Football Test (1992)

**22BPed – 216**

### **Sports and Game specialization**

#### **Teaching Practice ( Advance Sport Coaching)**

**Badminton, Basketball, Football, Handball, Hockey, Kabaddi, Kho-Kho, Volleyball ( Any one lesson)**

**Internal – 30 Marks**

<b>Roll No.</b>	<b>Track and Field</b>			<b>Games Specialization</b>			<b>Total 30</b>
	<b>L-1</b>	<b>L-2</b>	<b>L-3</b>	<b>L-1</b>	<b>L-2</b>	<b>L-3</b>	
	<b>(5M)</b>	<b>(5M)</b>	<b>(5M)</b>	<b>(5M)</b>	<b>(5M)</b>	<b>(5M)</b>	<b>(30M)</b>

<b>Roll No.</b>	<b>Lesson Plan</b>	<b>Teaching Ability</b>	<b>Correction of Mistakes</b>	<b>Self Confidence &amp; Initiative</b>	<b>Perso nality</b>	<b>Total Effect</b>	<b>Lesson observation Notebook</b>	<b>Total</b>
	<b>10 M</b>	<b>10 M</b>	<b>10 M</b>	<b>10 M</b>	<b>10 M</b>	<b>10 M</b>	<b>10 M</b>	<b>70 M</b>

**Folk Dance and Song Competitions (Group and Solo)**

**Internal - 30 Marks**

**Group Song - 10 M**

<b>Group Preparation</b>	<b>Group Coordination</b>	<b>Overall Performance effect</b>
5 M	5M	10M

**Group Dance – 20 M**

<b>Group Costume</b>	<b>Group Coordination</b>	<b>Group Performance</b>	<b>Overall Performance Effect</b>
5 M	5M	10 M	20M

**External 70 M**

**Group Song - 20 M**

<b>Group Coordination</b>	<b>Group Performance</b>	<b>Total Impact</b>	<b>Total Marks</b>
5 M	5 M	10 M	20 M

**Group Dance – 50 M**

<b>Song and Music</b>	<b>Costume</b>	<b>Group Coordination</b>	<b>Group Performance</b>	<b>Group Expression</b>	<b>Total Impact</b>	<b>Total Marks</b>
5 M	10 M	10 M	10 M	5 M	10 M	50M

**Each Group minimum 10 & maximum 16 participants**

**Timing to perform: 5 to 7 minutes**

**Uniformity of Dress**

## APPENDIX-I

## Athletic Performance Conversion Scoring Table (Men) Running Events

<b>Marks</b>	<b>100 Mtrs. in Seconds</b>	<b>200 Mtrs. in Seconds</b>	<b>400 Mtrs in Minutes &amp; Seconds</b>	<b>800 Mtrs in Minutes &amp; Seconds</b>	<b>1500 Mtrs. in Minutes &amp; Seconds</b>	<b>110 Mtrs &amp; Hurdle in Seconds</b>
10	14.0	28.0	1.20	3.00	6.10	21.0
9.5	14.2	28.2	1.21	3.02	6.13	21.2
9	14.4	28.4	1.22	3.04	6.15	21.4
8.5	14.6	28.6	1.23	3.06	6.17	21.6
8	14.8	28.8	1.24	3.08	6.19	21.8
7.5	15.0	29.0	1.25	3.10	6.21	21.10
7	15.2	29.2	1.26	3.12	6.23	21.12
6.5	15.4	29.4	1.27	3.14	6.25	21.14
6	15.6	29.6	1.28	3.16	6.27	21.16
5.5	15.8	29.8	1.29	3.18	6.29	22.18
5	16.0	30.0	1.30	3.20	6.31	22.20
4.5	16.2	30.2	1.31	3.22	6.33	22.22
4	16.4	30.4	1.32	3.24	6.35	22.24
3.5	16.6	30.6	1.33	3.26	6.37	22.26
3	16.8	30.8	1.34	3.28	6.39	22.28
2.5	17.0	31.0	1.35	3.30	6.41	22.30
2	17.2	31.2	1.36	3.32	6.43	22.32
1.5	17.4	31.4	1.37	3.34	6.45	22.34
1	17.6	31.6	1.38	3.36	6.47	23.36
0.5	17.8	31.8	1.39	3.38	6.49	24.38
0	18.0	32.0	1.40	3.40	6.52	24.40

**Athletic Performance Conversion Scoring Table (Women) Running Events**

Marks	100 Mtrs. in Seconds	200 Mtrs. in Seconds	400 Mtrs. in Min.& seconds	800 Mtrs. in Min.& seconds	100 Mtrs. Hurdle in Seconds
10	16.0	33.05	1.29	3.00	20.00
9.5	16.2	33.10	1.30	3.05	20.60
9	16.4	33.15	1.31	3.10	21.20
8.5	16.6	33.20	1.32	3.15	21.60
8	16.8	33.25	1.33	3.20	22.20
7.5	17.0	33.30	1.34	3.25	22.60
7	17.2	33.35	1.35	3.30	23.20
6.5	17.4	33.40	1.36	3.35	23.60
6	17.6	33.45	1.37	3.40	24.20
5.5	17.8	33.50	1.38	3.45	24.60
5	18.0	33.55	1.39	3.50	25.20
4.5	18.2	34.00	1.40	3.55	25.60
4	18.3	34.05	1.41	4.00	26.20
3.5	18.4	34.10	1.42	4.05	26.60
3	18.5	34.15	1.43	4.10	27.20
2.5	19.0	34.20	1.44	4.15	27.60
2	19.2	34.25	1.45	4.20	28.20
1.5	19.4	34.30	1.46	4.25	28.60
1	19.6	34.35	1.47	4.30	29.20
0.5	19.8	34.40	1.48	4.35	29.60
0	20.0	34.45	1.50	4.40	30.20

### Athletic Performance Conversion Scoring Table (Men) Throwing Events

Marks	Shot Put (7Kg. 260 Gram) in Meters	Hammer Throw in Meters	Discus Throw in Meters	Javelin Throw Mtrs in Meters
10	8.00	25.00	30.00	35.00
9.5	7.50	24.50	29.50	34.50
9	7.25	24.00	29.00	34.00
8.5	7.00	23.50	28.50	33.50
8	6.75	23.00	28.00	33.00
7.5	6.50	22.50	27.50	32.50
7	6.25	22.00	27.00	32.00
6.5	6.00	21.50	26.50	31.50
6	5.75	21.00	26.00	30.00
5.5	5.50	20.50	25.50	29.50
5	5.25	20.00	25.00	29.00
4.5	5.00	19.50	24.50	28.50
4	4.75	19.00	24.00	28.00
3.5	4.50	18.50	23.50	27.50
3	4.25	18.00	23.00	27.00
2.5	4.00	17.50	22.50	26.50
2	3.75	17.00	22.00	26.00
1.5	3.50	16.50	21.50	25.50
1	3.25	16.00	21.00	25.00
0.5	3.00	15.50	20.50	24.50
0	2.75	15.00	20.00	24.00

**Athletic Performance Conversion Scoring Table (Women)**  
**Throwing and Jumping Events**

<b>Marks</b>	<b>Shotput (4Kg) in Meters</b>	<b>Discus in Meters</b>	<b>Javelin in Meters</b>	<b>Long Jump in meters</b>	<b>High jump in Meters</b>	<b>Hop Step Jump</b>
10	7.00	21.00	25.00	3.00	1.30	9.00
9.5	6.75	20.50	24.50	2.95	1.26	8.90
9	6.50	20.00	24.00	2.90	1.23	8.80
8.5	6.25	19.50	23.50	2.85	1.20	8.70
8	6.00	19.00	23.00	2.80	1.15	8.60
7.5	5.75	18.50	22.50	2.75	1.10	8.50
7	5.50	18.00	22.00	2.70	1.05	8.40
6.5	5.25	17.50	21.50	2.65	1.00	8.30
6	5.00	17.00	21.00	2.60	0.95	8.20
5.5	4.75	16.50	20.50	2.55	0.90	8.10
5	4.50	16.00	20.00	2.50	0.85	8.00
4.5	4.25	15.50	19.50	2.45	0.80	7.90
4	4.00	15.00	19.00	2.40	0.75	7.80
3.5	3.75	14.50	18.50	2.35	0.70	7.70
3	3.50	14.00	18.00	2.30	0.65	7.60
2.5	3.25	13.50	17.50	2.25	0.60	7.50
1.5	3.00	13.00	17.00	2.20	0.55	7.40
1	2.75	12.50	16.50	2.15	0.50	7.30
0.5	2.50	12.00	16.00	2.10	0.45	7.20
0	2.25	11.50	15.50	2.00	0.40	7.10

### Athletic Performance Conversion Scoring Table (Men) Jumping Events

<b>Marks</b>	<b>Long Jump</b>	<b>Hop Step Jump</b>	<b>High Jump</b>	<b>Pole Vault</b>
10	5.20	11.00	1.40	2.70
9.5	5.10	10.90	1.38	2.65
9	5.00	10.80	1.36	2.60
8.5	4.95	10.70	1.34	2.55
8	4.90	10.60	1.32	2.50
7.5	4.85	10.50	1.30	2.45
7	4.80	10.40	1.28	2.40
6.5	4.75	10.30	1.26	2.35
6	4.70	10.20	1.24	2.30
5.5	4.65	10.10	1.22	2.25
5	4.60	10.00	1.20	2.20
4.5	4.55	9.90	1.18	2.15
4	4.50	9.80	1.16	2.10
3.5	4.45	9.70	1.14	2.05
3	4.40	9.60	1.12	2.00
2.5	4.35	9.50	1.10	1.95
2	4.30	9.40	1.08	1.90
1.5	4.25	9.30	1.06	1.85
1	4.20	9.20	1.04	1.80
0.5	4.15	9.10	1.00	1.75
0	4.10	9.00	0.95	1.70

## APPENDIX-II

### Swimming Performance Conversion Scoring Table (Men)

<b>Marks</b>	<b>50 Mtrs free Style In Minutes &amp; Seconds</b>	<b>50 Mtrs. Back Stroke In Minutes &amp; Seconds</b>	<b>50 Mtrs. Breast Stroke In Minutes &amp; Seconds</b>	<b>50 Mtrs. Butterfly In Minutes &amp; Seconds</b>
10	0:35	0:40	0:50	0:45
9.5	0:36	0:41	0:51	0:46
9	0:37	0:42	0:52	0:47
8.5	0:38	0:43	0:53	0:48
8	0:39	0:44	0:54	0:49
7.5	0:40	0:45	0:55	0:50
7	0:41	0:46	0:56	0:51
6.5	0:42	0:47	0:57	0:52
6	0:43	0:48	0:58	0:53
5.5	0:44	0:49	0:59	0:54
5	0:45	0:50	1:00	0:55
4.5	0:47	0:52	1:02	0:57
4	0:49	0:54	1:04	0:59
3.5	0:51	0:56	1:06	1:01
3	0:53	0:58	1:08	1:03
2.5	0:55	1:00	1:10	1:05
2	0:57	1:02	1:12	1:07
1.5	0:59	1:04	1:14	1:3
1	0:01	1:06	1:16	1:11
0.5	0:03	1:08	1:18	1:13
0	0:05	1:10	1:20	1:22



**Swimming Performance Conversion Scoring Table (Men)**

<b>Marks</b>	<b>100 Mtrs free style in minutes &amp; Seconds</b>	<b>100 Mtrs. Back Stroke In Minutes &amp; Seconds</b>	<b>100 Mtrs. Breast Stroke In Minutes &amp; Seconds</b>	<b>100 Mtrs. Butterfly Minutes &amp; Seconds</b>
10	1:20	1:25	1:30	1:25
9.5	1:21	1:26	1:31	1:26
9	1:22	1:27	1:32	1:27
8.5	1:23	1:28	1:33	1:28
8	1:24	1:29	1:34	1:29
7.5	1:25	1:30	1:35	1:30
7	1:26	1:32	1:36	1:32
6.5	1:27	1:34	1:37	1:34
6	1:28	1:36	1:38	1:36
5.5	1:29	1:38	1:39	1:38
5	1:30	1:40	1:40	1:40
4.5	1:31	1:42	1:42	1:42
4	1:32	1:44	1:44	1:44
3.5	1:33	1:46	1:46	1:46
3	1:34	1:48	1:48	1:48
2.5	1:35	1:50	1:50	1:50
2	1:36	1:51	1:52	1:51
1.5	1:37	1:52	1:54	1:52
1	1:38	1:53	1:56	1:53
0.5	1:39	1:54	1:58	1:54
0	1:40	1:55	2:00	1:55

### APPENDIX-III

#### Weight Lifting Body Weight Category Table

Weight Group in Kilograms	Weight (in KILOGRAMS) & Technique	
	Snatch	Clean & jerk
54	40	45
59	45	50
64	50	55
70	55	60
76	60	65
83	65	<b>75</b>
91	70	<b>80</b>
99	75	<b>85</b>
108	80	<b>90</b>
108 & above	90	<b>95</b>

**Note :-** Score sheets to be used for examination and their models are given below.