**B. P. E. Ist Year**

**Part-A (Theory)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Paper** | **Subject** | **Sessional** | **Final** | **Max.** | **Min.** |
| 1st | Foundation CourseEnglishHindi | ------ | ------- | 7575 | 2525 |
|  |
| 2nd | Introduction to Physical Education | 20 | 80 | 100 | 33 |
| 3th | Applied Anatomy | 20 | 80 | 100 | 33 |
| 4th | Health Education, First AID & Safety Education  | 20 | 80 | 100 | 33 |
| 5th | Sociology  | 20 | 80 | 100 | 33 |
| 6th | Movement Education | 20 | 80 | 100 | 33 |
|  |  Total | 100 | 400 | 650 |  |

**Part-B (Practical Skills)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S. No.** | **Activities** | **Sessional** | **Final** |  | **Min.** | **Max.** |
| 1. | Athletics | 20 | 80 |  | 33 | 100 |
| 2. | Gymnastics | 10 | 40 |  | 17 | 50 |
| 3. | Football | 10 | 40 |  | 17 | 50 |
| 4. | Basket ball | 10 | 40 |  | 17 | 50 |
| 5. | Light Apparatus | 10 | 40 |  | 17 | 50 |
| 6. | Weight Training | 10 | 40 |  | 17 | 50 |
| 7. | Wrestling/Rhythmic | 10 | 40 |  | 17 | 50 |
| 8. | Swimming- I SessionalJudo-II Sessional | To be continued in II year |  |
|  Total | 400 |

 **BPE I**

**PAPER-1**

**I-FOUNDATION COURSE**

**HINDI LANGNAGE**

**B.P.E.-1 YEAR**

**fgUnh Hkk"kk**

**ikB~; fo"k;%&**

**bdkbZ&1 iYyou]i=kpkj rFkk vuqokn ,oa ikfjHkkf’kr 'kCnkoyh-**

**bdkbZ&2 eqgkojs&yksdksfDr;kWaa] 'kCn cqf)]'kCn Kku&i;kZ;okph] foykse] vusdkFkhZ] leJqr ¼lekukspfjr½ vusd 'kCnksa ds fy, ,d 'kCnA**

**bdkbZ&3 nsoukxjh fyfi dh fof’k"Vrk]nsoukxjh fyfi ,oa orZuh dk ekud :i**

**bZdkbZ&4 dEI;wVj esa fgUnh dk vuqiz;ksx]fgUnh ds inuke**

**bZdkbZ&5 fgUnh vifBr] la{ksi.k] fgUnh esa laf{kIrhdj.k**

**ikB~;Øe ds fy, iqLrdsa%&**

1. **Hkkjrh;rk ds Loj lk/ku t; oekZ&e-iz-xzaFk vdkneh**
2. **Ukxjh fyfi vkSj fgUnh&vuar pkS/kjh&xazFk vdkneh] iVuk**
3. **dEI;wVj vkSj fgUnh&gfjeksgu r{kf’kyk izdk’ku] fnYyh**

  **I-FOUNDATION COURSE**

**ENGLISH LANGUAGE**

UNIT-I Basic Language skills: Grammar and Usage

The ability to fill in the blanks , Correct errors , Choose correct forms out of alternative choices, join clauses, rewrite sentences as directed, replace indicated sections with single words/opposites/Synonyms etc.

To be assessed by Objective/multiple choice tests.

UNIT-II **Comprehension of an unseen passage:**

This should simply not only (a) an understanding of the passage in question but also (b) a grasp of general language skills and issues with reference to words and usage within the passage and (c)the power of short independent composition based on themes and issues raised in the passage.

To be assessed by both objective/multiple choice and short answer type test.

**UNIT-III** **Composition: Paragraph Writing.**

**UNIT-IV** **Precise/Summary Writing**

 There should be formal training in composition and precisc/ Summary.

 Writing through instruction, instruction, discussion and written work. The students should not be left to continue those exercises on the strength of their general reading and understanding of the language.

**UNIT-V Texts**

Short prose pieces (fiction and non-fiction) and (if desired) short poems, the pieces should conform to the practice of simple modern English, whatever their actual date. They should cover a range of authors, subjects and contexts. With poetry it may sometimes be advisable to include pieces from earlier periods, which are often simpler than modern examples. In all cases, the language should be accessible (with a medium of explanation and reference to standard dictionaries) to the general body of students schooled in the medium of an Indian language. Students should be able to grasp the content of each piece, explain specific words, phrases and allusions, and comment on general points, of narrative or argument, formal principles of literary criticism should not be taken up at this stage.

**BOOK PRESCRIBED:**

English Language and Indian Culture published by M.P. Hindi Granth Academy, Bhopal.

**PAPER –A-II**

**INRODUCTION TO EDUCATION AND PHYSICAL EDUCATION**

**UNIT-I** **Introduction:**

1. Meaning and Definition of the term education.
2. Aims and Objectives of education.
3. Meaning and Definition of the term Physical Education.
4. Aims and Objectives of Education through Physical Education.

**UNIT-II** **Maxims of Teaching and Methods of Teaching:**

1. Maxims of Teaching Methods – Lecture – cum- Demonstration Method and Application to Physical Education.
2. Various Teaching Methods - Lecture – cum – Demonstration Method and Application to Physical Education.
3. Hebartian Steps and Lesson Planning.
4. Uses of Teaching Aids.
5. Characteristics of Good Teaching.

**UNIT-III** **The School and the community:**

1. School and Community Relation.
2. Structure and role of the school with reference to games infrastructure.
3. Staff, Time-Table, Students Classification and Promotion of Physical and Educational Activities.
4. Rewards and Discipline, Steps to check Indiscipline.
5. Principles of Time- Table Construction.

**UNIT-IV** **Philosophy and Education:**

1. Meaning of Philosophy.
2. Relationship between Philosophy, Education and Physical Education.
3. Different Schools of Philosophy viz. Naturalism, Idealism and Pragmatism and their application to Physical Education.
4. Function of philosophy of Education.
5. Educational Philosophers namely, John Dewey, Jean Jacques Rousseau, Friedrich Augustus Froebel, Maria Montessori, M.K. Gandhi, Swami Vivekananda and R.N. Tagore.

**UNIT-V** **Physical Aspects of School Organization**

1. Art of Questioning and Answering.
2. Proper Techniques of Asking Questions.
3. Principles of dealing with answers.
4. Importance of Physical Aspects of School Organization.
5. Principles for Determining the Building.

**REFERENCES:**

1. Krishna Murthy V. and Ram Parameswara: Educational

 Dimension of Physical Education (New Delhi: Sterling Publishers, 19890)

1. Bucher, A. Charles, Foundations of Physical Education,

 St. Louis: The C.V. Mosby Company, 1986.

1. Nixon Eugene D. & Couson V. An Introduction of

 Physical Education, Philadelphia London: W.B. Saunder Co.

 4. Sherman Jackson R., Introduction to Physical Education, New York:

A.B. Banes and Company, 1964.

 5. Williams Jeses Feiring : The Principle of Physical Education, Philadelphia:

 W.B. Saunders Company, 1964.

 6. Bhatia B.D. Theory and Principle of Education, New Delhi:

 Daobu I Louse Book Sellers & Publishers, Revised Edition.

 7. Drenda and Coles, Education Thought. An Introduction, MecMillan Co. 1972, Revised Edition.

 8. Brabacher, John S. Modern Philosophies of Education, New York:

 MaGraw Hill Book Co. Inc. 1962 Revised Edition.

 9. Seatharam, A.S. Philosophies of Education, New Delhi: Ashish Publishing House, 1978. Singh, Ajmer and Gangopadhyay, S.R. (Edited):

 10. Trends and Practices in Physical Education in India, 1991, Friends Publications (India) Delhi

Gangopadhyay, S. R. (Eidted): Physical Education Today and Tomorrow, 1993 Friends Publications, Delhi.

 **BPE I**

**PAPER –A-III**

**APPLIED ANATOMY**

**UNIT-I** **Introduction to the Human Body:**

1. Origin of Life:

Evolutionary adaptations of Man, Cells, Tissues, Organs and the Systems.

1. Skeletal System:

Bones of the Skeleton, Structure & Types, Spine-Structure and Function, Joints & Joint Movement, Posture – Good Posture, Defects, Knock Knee etc.

**UNIT-II**

1. Muscular System:

Structure of Muscles – Properties and development, Effect, of Exercise on Muscles, Trunk, Arms & Legs – Their action, Physical Conditioning Fatigue, Muscle Pull, Spasm.

1. Nervous Systems:

Organs – Location and Functions, Brain and its parts, Centre’s of Localizations, Spinal Cord. Reflex Action, autonomous Nervous System, Neuro-Muscular Co-ordination.

**UNIT-III**

1. Circulatory System:

Structure of the Heart, Blood Vessels – Arteries, Veins and Capillaries, Blood Circulation, Blood Pressure, Blood Constituents & Functions, Effect of Exercise on the Circulatory System, Hemorrhage, Transfusion & Blood Clotting, Immunities, Lymphatic Systems.

1. Respiratory System:

Organs of Respiration – Structure & Functions, Physiology of Respiration, Mechanism of Respiration, Control of Respiration, Effect of Exercise on Respiratory System, Oxygen Debt, Endurance, Second Wind.

**UNIT-IV**

1. Digestive System:

Organs of Digestion – Structure & Functions, Enzymes Digestion in the Stomach and the intestine, Absorption and Assimilation of Food, Metabolism.

Effect of Exercise on Digestion, Digestion in the Stomach and Intestine, Absorption and assimilation of Food, Metabolism, Effect of Exercise on Digestion.

1. Excretory System:

Organs of Excretion – Structure & Function, Composition of Normal Urine-Fluid Balance, Acid – Base Balance, Skin-Structure and Functions, Sweat Glands, Temperature Regulation, Effect of Exercise on the excretory Organs.

**UNIT-V**

1. Reproductive System:

Male, Female – Structure and Function.

1. Endocrines:

Important Endocrine Glands-Location & Functions, Role in Growth, Health Development and Functions.

 **BPE I**

**PAPER –A-IV**

**HEALTH EDUCATION, FIRST AID & SAFTY EDUCATION**

**UNIT-I**

1. Water:

Sources of Water, Importance of Pure Water, Pure fiction of water, Supply of Pure Drinking Water in Schools.

1. Air and Ventilation:

Methods of providing good Ventilation, Importance of Fresh air, Effect of poor Ventilation.

1. Waste and Refuse:

Method of collection and disposal of dry refuse, Dumping, Incineration, Collection and disposal of human excreta, Water carriage system.

**UNIT-II**

1. School Hygiene:

School Building, Ventilation and Light, Seating Arrangements, Posture Water Supply, Urinals and Latrines, Play grounds, Sanitation and Sanitary Facilities.

1. Health Education:

Definition of health education, heath instruction, health supervision, Healthy service and guidance, Instruction in personal hygiene, Detection of defects of common ailments, Medical Examination, Follow - up work.

1. Family Welfare:

Sex Education and family planning, Narcotics and drugs- their effects.

**UNIT-III**

1. Infectious Diseases:

Their causes and Prevention, Names of Diseases- Cholera, Intern Fever, Dysentery, Malaria, Plague, Diphtheria, Small pox, Measles, Whooping Cough, Tetanus, Narcotics & Addiction to drugs.

1. Dietetics:

Food-its constituents, Principles of Nutrition, Caloric Value of Food, Balanced diet, Special diet, Special diets for Children/athletes, Under Weight /Over Weight.

**UNIT-IV**

1. Meaning and Importance of safety Education in Physical Education and Sports.
2. Scope of Safety Education in Physical Education and Sports.
* During Teaching.
* During Training.
* During Competition.
* During Individual Practice.

**UNIT-V**

 1. Principles of Safety Education.

* Safety in Sports.
* Gymnasium Safety.
* Play Ground Safety.
* Swimming Pool Safety.

2. Safety appliances in sports and there uses.

3. Provision of safety in Competitive Sports.

**REFERENCE BOOKS RECOMMENDED:**

1. Borozne, Josepth & Pechar Stanley: Safety in team sports, Washington, Aahper Pub. 1977.
2. Borozne , Josepth & Pechar Stanley : Safety in Aquatic Activities, Washington, Aahper Pub. 1977.
3. Borozne, Josepth & Pechar Stanley: Safety in Individual & Dual Sports, Washington, Aahper Pub. 1977.
4. Yost Charles Peter: Teaching Safety in the Elementary School, Washington. Aahper Pub. 1972.
5. Aahper Publication: Professional preparation in Dance Physical Education Recreation Education Safety Education and School Heath Education Washington, Aaphper Pub. 1997.
6. Borozne, Josepth & Pechar Stanley: Administration & Supervision for Safety in sports, Washington, Aahper Pub. 1977.

 **BPE I**

**PAPER –A-V**

**SOCIOLOGY**

**UNIT –I Sociology and its basic concepts**

1. Nature, Scope and method of sociology, relationship of sociology with other social science.
2. Society, community association, Institution customs, Folkways Values and norms.
3. Man is social animal, attitudes and interest in social life.
4. Difference of heredity and environment of personality development.

**UNIT-II** **Social Structure, Organization & Institutions:**

1. Socialization, Social codes and social control Groups (Primary and Secondary, Crowds and publics, family, kinship and marriage.)
2. Social stratification, social mobility.
3. Economic and Political institutes for society.
4. Cultural and Religious institution.

**UNIT-III Main Features of Indian Society:**

1. Demographic profile, Social elements.
2. Religion Pluralism – Hindu, Muslim, Christian and Tribal.
3. Linguistic Pluralism
4. Indian Policy – Secularism, democracy, social justice.

**UNIT-IV** **Rural India:**

1. Indian village, rural people, Rural Family, Rural education, changing rural scene.
2. Indian village community, Rural Stratification.
3. Community Development Projects and Panchayat Raj.
4. Trends in Rural Change.

**UNIT-V Culture:**

1. Origin and growth of culture, culture and civilization.
2. Individual and culture.
3. Concept, factors and process of social cultural change.
4. Sports as a social phenomenon and a cultural produce, sport and socialization process and objective.

**REFERENCE BOOK:**

1. Lver, Mac. R.M. and Page Charles H. Society, (London: Mc Millan & Co 1974)
2. Ogburn, William F. and Nimkoff, Meyer F. Hand Book of Socioligy (New Delhi: Eurasia Publishing House Ltd. 1972)
3. Loy. John W.Jr. and Kenyon, Gerald. S. Sports Culture and Society (Philadelphia the Mac Millan Co. 1969)

**BPE-1**

**PAPER-A-VI**

**MOVEMENT EDUCATION**

 **UNIT-I** Introduction

* 1. Importance of Physical Education.
	2. Meaning and concept of the term Movement Education.
	3. History of Movement Education.
	4. Principles of Growth & Development.
	5. Traditional Approach in Movement Education.
	6. Process of skill acquisition.

**UNIT-II**

 **Understanding Movement**

* 1. Movement concepts
	2. Body Awareness
	3. Quality of Movement
	4. Spatial Awareness
	5. Relationships

**Activities of the Body**

* 1. Locomotors Activities.
	2. Non- Locomotors Activities.
	3. Manipulative Activities.

**Spatial Concepts**

1. General Space
2. Personal Space

**Effort Concepts**

* 1. Exploring time
	2. Using different speeds in self space
	3. Moving at different speeds.

**UNIT-III**

 **Motor Skill Learning**

* 1. Motor Skills Concept
	2. Levels of motor skill learning.
		1. Exploration
		2. Discovery

**Motor learning principles**

1. Facilitating Exploration
2. Facilitating Discovery
3. Facilitating Combinations

**UNIT-IV**

* 1. Fundamental Locomotion skill Themes
	2. Fundamental Manipulative Skill Themes
	3. Fundamental Stability Skill Themes
	4. Movement Education Program me for Nursery School Child
	5. Movement Education Program me for Handicapped Children

**UNIT-V**

* 1. Meaning and Importance of Evaluation
	2. Evaluation of Pupil
	3. Movement skill checklist
	4. Evaluation of Pupil
	5. Evaluation of Program me