

14

SCHEME OF EXAMINATION

B.P.E.

I-YEAR

PART A THEORY

- I. Foundation Course (Hindi & English Language)
- II. Introduction to Physical Education
- III. Applied Anatomy
- IV. Health Education, First Aid & Safety Education
- V. Sociology
- VI. Movement Education
- VII. Environmental studies.

PART B PRACTICAL

1. All Activities will continue through out the year, that is, from second week of July to last week of March, except Swimming and Judo.
2. The teacher concerned should submit the syllabus of the activity well in advance.

S.No.	Activities	Batches	Periods Per Group Per Week	Total Periods for Activity	Marks
1.	Athletics	3	2	6	100
2.	Gymnastics	3	2	6	50
3.	Football	3	2	6	50
4.	Basketball	3	2	6	50
5.	Light Apparatus	3	2	6	50
6.	Weight Training	3	2	6	50
7.	Wrestling/Rhythmics	2 + 1	1	2 + 1	50
8.	Swimming First Session Judo Second Session	3	2	6	To be continued in Second Year
				TOTAL	400

I- FOUNDATION COURSE
HINDI LANGUAGE)
PAPER - I

हिन्दी भाषा

पाठ्य विषय :-

- इकाई-1 पल्लवन, पत्राचार तथा अनुवाद एवं पारिभाषिक शब्दावली.
- इकाई-2 मुहावरे-लोकोक्तियाँ, शब्द शुद्धि, वाक्य शुद्धि, शब्द ज्ञान-पर्यायवाची, विलोम, अनेकार्थी, समश्रुत (समानोचरित) अनेक शब्दों के लिये एक शब्द।
- इकाई-3 देवनागरी लिपि की विशेषता, देवनागरी लिपि एवं वर्तनी का मानक रूप
- इकाई-4 कम्प्यूटर में हिन्दी का अनुप्रयोग, हिन्दी में पदनाम
- इकाई-5 हिन्दी अपठित, संक्षेपण, हिन्दी में संक्षिप्तीकरण

पाठ्यक्रम के लिये पुस्तकें :-

1. भारतीयता के स्वर साधन जय वर्मा - म.प्र. ग्रंथ अकादमी
2. नागरी लिपि और हिन्दी- अनंत चौधरी - ग्रंथ अकादमी, पटना
3. कम्प्यूटर और हिन्दी - हरिमोहन तक्षशिला प्रकाशन, दिल्ली

PAPER - II
ENGLISH LANGUAGE

UNIT - I

Basic Language skills : Grammer and Usage

The ability to fill in the blanks ,Correct cerrors, 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 imply 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 withing the passage and (c) the power of short independent composition based on themed and issues reised in the passage.

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

UNIT- III

Composition : Paragraph Writing.

UNIT - IV

Precis/Summary Writing

There saould be formal training in composition and precis/ Summary Writing through instruction, discussion and written work. The students should not be left to conduct 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, subjecgs and contexts. With poetry it may some times 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.

To be assessed by objective/ multiple choice tests short answers.

BOOK PRESCRIBED :

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

II INRODUCATION 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 Physical Education.
5. Attainment of Objectives of Education through physical education.

UNIT - II Maxims of Teaching and Methods of Teaching :

1. Maxims of Teaching and their 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. Functions of philosophy of Education.

5. Educational Philosophers namely, John Dewey, Jean Jacques Rousseau, Friedrich Augustus Froebel, Maria Montessori, M.K. Gnadhi, Swami Vivekananda and R.N. Tagore.

UNIT - V Physical Aspects of School Organisation

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 Organisation.
5. Principles for Determining the Building.

REFERENCES :

Krishna Murthy V. and Ram parameswara : Educational
Dimension of Physical Education (New Delhi : Sterling Publishers, 1980)

Bucher, A. Charles, Foundations of Physical Education,
St. Louis : The C.V. Mosby Company, 1986.

Nixon Eugene D. & Couson V. An Introduction of
Physical Education, Philadelphia London : W.B. Saunder Co.

Sherman Jackson R., Introduction to Physical Education, New York :
A.B. Barnes and Company, 1964.

Williams Jese Feiring : The Principle of Physical Education, Philadelphia :
W.B. Saunders Company, 1964.

Bhatia B.D. Theory and Principle of Education, New Delhi :
Daoba House Book Sellers & Publishers, Revised Edition.

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

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

MaGraw Hill Book Co. Inc. 1962, Revised Edition.

Scatharam, A.S. Philosophies of Education, New Delhi : Ashish Publishing House, 1978.

Singh, Ajmer and Gangopadhyay, S.R. (Edited) :

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

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

III - APPLIED ANATOMY

UNIT - I Introduction to the Human Body :

Origin of Life.

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

UNIT - II Skeletal System :

Bones of the Skeleton, Structure & Types, Spine - Structure and Functions, Joints & Joint Movement, Posture - Good Posture, Postural Defects, knowk Knee etc.

UNIT - III Muscular System :

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

UNIT - IV 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, Haemorrhage, Transfusion & Blood Clotting, Immunities, Lymphatic Systems.

UNIT - V Respiratory System :

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

UNIT - VI 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.

UNIT - VII Excretory System :

Organs of Excretion - Structure & Functions, 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 - VIII Nervous Systems :

Organs - Location and Functions, Brain and its parts, Centres of
Localisations, Spinal Cord. Reflex Action, autonomous Nervous System,
Neuro - Muscular Co-ordination.

UNIT - IX Reporductive System :

Male, Female - Structure and Function.

UNIT - X Endocrines :

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

IV-HEALTH EDUCATION, FIRST AID & SEFTY EDUCATION

UNIT - I **Water :**

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

UNIT - II **Air and Ventilation :**

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

UNIT - III **School Hygience :**

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

UNIT - IV **Waste and Refuse :**

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

UNIT - V **Infectious Diseases :**

Their causes and Prevention, Names of Diseases- Cholera, Interm Fever, Dysentery, Fuima Worm, Malaria, Plague, Diptheria, Small pox, Measles, Whooping Cough, Titanus, Narations & Addiction to drugs.

UNIT - VI **Health Education :**

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

UNIT - VII **Family Welfare :**

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

UNIT - VIII Dietetics :

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

UNIT - IX Safety Education :

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.
3. Principal's of Safty Education.
 - * Sefty in Sports.
 - * Gymnasium Safety.
 - * Play Ground Safety.
 - * Swimming Pool Safety.
4. Safety appliances in sports and there usess.
5. Provision of safety in compctive Sports.

REFERENCE BOOKS RECOMMENDED :

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

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, Institutions customs, Folkways values and norms.
3. Man is social animal, attitudes and interest in social life.
4. Difference of heredity and environment on personality development.

UNIT - II Social Structure, Organisation & Institutions :

1. Socialization, Social codes and social control Groups (Primary and Secondary, Crowds and publics, family, kinship and marriage.)
2. Social stratification, social class and caste 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. Religious 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 BOOKS :

1. Iyer, Mac. R.M. and Page Charles H. Society, (London : Mc Millan & Co. 1974)
2. Ogburn, William F. and Ninkoff, Meyer F. Hand Book of Sociology (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-I
MOVEMENT EDUCATION
PAPER-A-I/6

UNIT-I

1. Introduction

- 1.1 Importance of Physical Education.
- 1.2 Meaning and concept of the term Movement Education.
- 1.3 History of Movement Education.
- 1.4 Principles of Growth & Development.
- 1.5 Traditional Approach in Movement Education.
- 1.6 Process of skill acquisition.

UNIT-II

1. Understanding Movement

- 1.1 Movement concepts
- 1.2 Body Awareness
- 1.3 Quality of Movement
- 1.4 Spatial Awareness
- 1.5 Relationships

2. Activities of the Body

- 2.1 Locomotor Activities
- 2.2 Non-Locomotor Activities
- 2.4 Manipulative Activities

3. Spatial Concepts

- 3.1 General Space
- 3.2 Personal Space

4. Effort Concepts

- 4.1 Exploring time
- 4.2 Using different speeds in self space
- 4.3 Moving at different speeds.

UNIT-III

1. Motor Skill Learning

- 1.1 Motor Skills Concept
- 1.2 Levels of motor skill learning
 - 1.2.1 Exploration
 - 1.2.2 Discovery

2. Motor learning principles

- 2.1 Facilitating Exploration
- 2.2 ~~Facilitating Discovery~~
- 2.3 Facilitating Combinations

UNIT-IV

1. Fundamental

- 1.1 Fundamental Locomotion Skill Themes
- 1.2 Fundamental Manipulative Skill Themes
- 1.3 Fundamental Stability Skill Themes
- 1.4 Movement Education Programme for Nursery School Child
- 1.5 Movement Education Programme for Handicapped Children

UNIT-V

1. Evaluation

- 1.1 Meaning and Importance of Evaluation
- 1.2 Evaluating motor skills
- 1.3 Movement skill checklist
- 1.4 Evaluation of Pupil
- 1.5 Evaluation of Programme

PART - I

SYLLABUS FOR ENVIRONMENTAL STUDIES FOR
UNDER GRADUATE PART - I COURSES

M. M. 75

1. इन्व्हायरमेन्टल साइंसेस के पाठ्यक्रम को स्नातक स्तर भाग-एक की कक्षाओं में विश्वविद्यालय अनुदान आयोग के निर्देशानुसार अनिवार्य रूप से शिक्षा सत्र 2003-2004 (परीक्षा - 2004) से प्रभावशील किया जाता है। स्वशासी महाविद्यालय द्वारा भी अनिवार्य रूप से अंगीकृत किया जाएगा।
2. पाठ्यक्रम 100 अंकों का होगा, जिसमें से 75 अंक सैद्धांतिक प्रश्नों पर होंगे एवं 25 अंक क्षेत्रीय कार्य (Field Work) पर होंगे।
3. सैद्धांतिक प्रश्नों पर अंक - 75 (सभी प्रश्न इकाई आधार पर रहेंगे आंतरिक विकल्प रहेगा)
(A) लघु प्रश्नों पर - 25 अंक
(B) निबंधात्मक - 50 अंक
4. Field Work - 25 अंकों का मूल्यांकन आंतरिक मूल्यांकन पद्धति से कर विश्वविद्यालय को प्रेषित किया जावेगा। अभिलेखों की प्रायोगिक उत्तर पुस्तिकाओं के समान संबंधित महाविद्यालयों द्वारा सुरक्षित रखेंगे।
5. उपरोक्त पाठ्यक्रम से संबंधित परीक्षा का आयोजन वार्षिक परीक्षा के साथ किया जाएगा।
6. संरक्षित : केन्द्रीय अध्ययन बोर्ड का सुझाव है कि उपरोक्त पाठ्यक्रम को सुचारु रूप से अध्यापन करने हेतु विश्वविद्यालयों द्वारा एक कार्यशाला आयोजित किए जाने की अनुशंसा की जाती है।

PART - I

SYLLABUS FOR ENVIRONMENTAL STUDIES FOR
UNDER GRADUATE PART - I COURSES

M.M. 75-

Unit - I

The Multi disciplinary nature of environmental studies :-

Definition, scope and importance

Natural for public awareness

Natural Resources :

Renewable and nonrenewable resources :

Natural resources and associated problems.

- (a) forest resources : Use and over-exploitation, deforestation, case studies, Timber extraction, mining, dams and their effects on forests and tribal people

- (b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems.

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- (c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
 - (d) Food resources : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
 - (e) energy resources: Growing energy need: renewable and non renewable energy sources, use of alternate energy sources. Case studies
 - (f) Land resources, Land as a resources, land degradation, man induced landslides, soil erosion and desertification.
 - Role of an individual in conservation of natural resources.
 - Equitable use of resources for sustainable life-styles.
- (9 lecture)

Unit - II ECO-SYSTEMS

Concept of an ecosystem

Structure and function of an ecosystem.

- Producers, consumers and decomposer
 - Energy flow in the ecosystem.
 - Ecological succession.
 - Food chains, food webs and ecological pyramids.
 - Introduction, types, characteristic features, structure and function of the following ecosystem :
 - a. Forest ecosystem
 - b. Grassland ecosystem
 - c. Desert ecosystem
 - d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)
- (9 lecture)

Unit - III

Biodiversity and its conservation

- Introduction - Definition : genetic, species and ecosystem diversity
 - Biogeographical classification of India
 - Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values
 - Biodiversity at global, National and local levels.
 - India as mega - diversity nation.
 - Hot - spots of biodiversity.
 - Threats to biodiversity : habitat loss, poaching of wildlife, man/wildlife conflicts
 - Endangered and endemic species of India
 - Conservation of biodiversity : In - situ and Ex - situ conservation of biodiversity
- (9 lecture)

UNIT - IV Environmental Pollution

Definition

- Causes, effects and control measures of :-
 - a Air pollution.
 - b Water pollution
 - c Soil pollution
 - d Marine pollution
 - e Noise pollution
 - f Thermal pollution.
 - g Nuclear hazards.
- Solid Waste Management : Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution.
- Pollution case studies.
- Disaster management : floods, earthquake, cyclone and landslides

Human population and the Environment

- Population growth, variation among nations.
- Population explosion - Family Welfare Programme
- Environment and human health
- Human Rights.

(9 lecture)

UNIT - V Social Issues and the Environment

- From Unsustainable to Sustainable development.
- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people, its problems and concerns
- Case studies.
- Environmental ethics, Issues and possible solutions
- Climate change, global warming, ozone layer depletion, nuclear accidents and holocaust Case studies
- Wasteland reclamation.
- Consumerism and waste products
- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and Control of Pollution) act
- Wildlife Protection Act
- Forest Conservation Act.
- Issues involved in enforcement of environmental legislation.
- Public awareness
- Value Education.
- HIV/AIDS
- Women and Child Welfare
- Role of Information Technology in Environment and human health
- Case Studies.

(9 lecture)

Field Work

- Visit to a local area to document environmental assets - river /