

M.P.Ed.(First Semester) Examination ,2013
Professional Preparation and Curriculum Design
AS-2587

Max. Mark: 60

Paper: First

MODEL ANSWER

Part- 'A'

1. Shorts Answer-

(i) "A Profession is a practice of discipline to the service of mankind"

(ii) **Forces and Factors effecting Educational Policy are:**

- 1) Social Factors
- 2) Religious Factors
- 3) Political Factors
- 4) Geographical Factors
- 5) Economic Factors

(iii) **Professional Areas of Health Education**

- 1) Personal Health Advisor
 - 2) Health Counsellor
 - 3) Director of Health club
 - 4) Health Educationists
 - 5) Physiology of Exercise
 - 6) Physiotherapist
 - 7) School Health Advisor
 - 8) Lab Attendant
 - 9) Medical assistant
- Health club Trainer

(iv) **Purpose of Undergraduate Preparation**

1. To Provide Graduate level Professional to society.
2. To provide the specific knowledge on theoretical aspect at graduate level.
3. To provide the knowledge to teach sports skills. Which are required up to secondary level?
4. To provide an experience to conduct various physical education and sports activities in reference to teaching and sports managing.

5. To provide the knowledge about various heads of the budget, allocation under relevant heads.
6. To provide the professional status to the individual.
7. To achieve the aims and objectives of physical education and sports as well as education

(v) Curriculum may be defined as “Curriculum is a Process, which includes all the academic activities known as syllabi contents and co-curriculum activities and experiences to influence the development of individual”

(vi). The following are some of the important factors, which may influence the Physical Education curriculum.

1. Age
2. Sex and its Ratio
3. Priority Sequence of the Central and State Governments
4. Availability of Infrastructure and related facilities
5. Social Custom and Traditions
6. Professional Capability
7. Geographical conditions
8. National and State Education Policies
9. Norms and Standards of NCTE
- 10.Regulation and direction issued by UGC

(vii) The following are development programme for kindergarten Schools.

1. Circle Running
2. Music Thrills
3. Dance
4. Ball Throw
5. Rolling of the ball
6. Detection and identification of Shape and Movements
7. Non- Contact Game
8. Team Task
9. Pushing
- 10.Pulling

(viii) The following are development programme for kindergarten Schools.

1. Athletics
2. Individual and Team games
3. Folk Dance
4. Gymnastics
5. Self-Defensive Game

6. Aquatics
7. Traditional exercise
8. Intramural Programme
9. Extramural Programme
10. Fitness and Recreational Programme

(ix) Co-Education

Co-education ordinarily means the studying of boys and girls together in the same institution. For its success, however the existence of cordial relations between boys and girls and of an atmosphere of mutual confidence and faith is essential. Under this system boys and girls freely mix together and share the excitement as well as the boredom of the intellectual adventure.

(X) The following are inter-relating Programme for Boys and Girls.

1. Mix Games/ sports
2. Art
3. Dance
4. Intramural
5. Excursion
6. Yoga
7. Combination

PART-B

UNIT -I

Ans-2: India is a world largest democracrac nation with diversity. It has unique feature which are ideals for everyone. Indian democracy has always provided and motivated the development activities in the field of Physical education and sports. We can explain under following headings.

Ideals of Indian Democracy

1. Secularism
2. Socialism
3. Liberty and equality
4. Fundamental Right
5. Fundamental Duties

As a Whole, the total Indian scenario may be divided into two Era for describing contribution of Physical Educationist in development aspect of Indian democracy.

1- Pre Independence Era: During Pre-independence, the people were engaged generally in their daily life activities for the survival. People just select light and recreational nature of activities. Health and Fitness are prime movers for the people. The rulers and some other educationist then played a role as Physical Educationist. They try to setup a democratic atmosphere in sports arena. Some leaders are:

- H.C.Buck
- Sir Dorabji Tata
- Dr. A.G. Neoheren

2- Post-Independence Era: After independence, the Indian democracy supported view of systematic developments for education, Physical Education and Sports. Various committees, commissions, Plan and policies were initiated to recommend on certain issues through which democratic motto can be realize. In the series of development, various sports federations were came into existence. These are

- Marshal K.M. Karripa
- S.H.Shondi

Or

Historical review of Professional preparation of Physical Education in United Kingdom:

The interest of British Game and Sports, and outdoor activities is world known.it is said that British were the first people to evolve the idea that games can develop in a man's characters and lay a sound foundation of human relationships.

“Battle of Waterloo was won on the play field of Eton”.

- Henery I Period
- Henery II Period
 - Archibald Mclarian
 - 20th Century (Development of Physical Education and Sports)

UNIT-II

Ans-3: Objectives of Graduate level Professional Preparation may be explain under following headings:

- To provide an experience to tabulate and compile the proper results and records of various physical education and sports activities.
- To provide an experience to maintain the various types of stock and issue registers and other records in a systematic manner to provide a professional output.
- To provide the knowledge about various heads of the budget, allocation under relevant heads.
- To provide the professional status to the individual.
- To achieve the aims and objectives of physical education and sports as well as education
- To develop the understanding about the 'National Sports Policy' its 'Plan of Action' to achieve the goal systematically.
- To provide an experience to tabulate and compile the proper results and records of various physical education and sports activities.
- To provide an experience to maintain the various types of stock and issue registers and other records in a systematic manner to provide a professional output.
- To provide the knowledge about various heads of the budget, allocation under relevant heads.
- To provide the professional status to the individual.
- To achieve the aims and objectives of physical education and sports as well as education
- To develop the understanding about the 'National Sports Policy' its 'Plan of Action' to achieve the goal systematically.

Or

Norms and Standard for admission to Bachelor of Physical Education According to (NCTE)

- Bachelor's Degree in Physical Education with fifty percent marks.
Or
- Bachelor's Degree with Physical Education as an elective subject with fifty percent marks.
Or
- Bachelor's Degree in Physical education with forty five percent marks
or

Bachelor's Degree with physical education as an elective subject with forty five percent marks and participation in National / All India Inter-university/ Inter-university competitions in sports recognized by AIU or IOA.

Or

- For deputed (in-service candidates i.e trained physical education teachers / coaches) Graduate with forty five percent marks, and at least three years of teaching experience.

2- The reservation in seats and relaxation in the qualifying marks for SC/ST/OBC and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

Admission Procedure:

Admission shall be made on merit on the basis of marks obtained in the entrance test (written test, sports proficiency test, physical fitness test and marks obtained in the qualifying examination) or any other selection process as per the policy of the University/ State Government with due weightage for physical fitness/ proficiency, as per the policy of the University/State Government.

UNIT-III

4-Nature and Importance of Curriculum Development in Physical Education

Curriculum is a way to provide the education in different angles for specific group of students. The Curriculum Development in Physical Education provides tools for realization of the broad goals.

The nature and importance may be explained under following headings:

- To develop the Physical, Mental, Social Areas
- To develop the psychological, philosophical area
- To develop the professional competencies and confidence
- To understand the feeling, problem and potential of the Profession
- To understand the professional protocol and ethics
- To provide research and library experiences
- To provide education based on gender

Or

Concept of Physical Education Curriculum in General Education

Arnold has outlined a framework that may be useful for the arising the form and contents of physical Education in relationship to its educational status in

schools. He suggested that movement can be a modern form of education in three dimensions.

- 1. Dimension-I : Education “about” Movement**
 - 2. Dimension-II: Education “through” Movement**
 - 3. Dimension-III : Education “in” Movement**
- Conceptual, Empirical and information objectives of Physical education in General Education**

UNIT-IV

5-Teaching Methods of Physical Education in Non-School System

Explaining

Explaining, or lecturing, is the process of teaching by giving spoken explanations of the subject that is to be learned. Lecturing is often accompanied by visual aids to help students visualize an object or problem.

Demonstrating

Demonstrating is the process of teaching through examples or experiments. For example, a science teacher may teach an idea by performing an experiment for students. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning.

Demonstrations are similar to written storytelling and examples in that they allow students to personally relate to the presented information. Memorization of a list of facts is a detached and impersonal experience, whereas the same information, conveyed through demonstration, becomes personally relatable. Demonstrations help to raise student interest and reinforce memory retention because they provide connections between facts and real-world applications of those facts. Lectures, on the other hand, are often geared more towards factual presentation than connective learning.

Collaborating]

Collaboration allows students to actively participate in the learning process by talking with each other and listening to other points of view. Collaboration establishes a personal connection between students and the topic of study and it helps students think in a less personally biased way. Group projects and discussions are examples of this teaching method. Teachers may employ collaboration to assess student's abilities to work as a team, leadership skills, or presentation abilities. Collaborative discussions can take a variety of forms, such as fishbowl discussions. After some preparation and with clearly defined

roles, a discussion may constitute most of a lesson, with the teacher only giving short feedback at the end or in the following lesson.

Or

Development Programme for Medical and Engineering College Students

Development programme for medical and engineering college students can explain under following heading:

- i. Sports for Health
- ii. Sports for Fun
- iii. Sports for Run
- iv. Sports for awareness
- v. Sports for Unity

UNIT-V

6-Co-Education System in Physical Education and Sports

Co-education is not a modern experiment in India. Thousands of years ago, in the Vedic Bharat the sons and daughters of Mother India acquired an ideal system of education in an ideal way, sitting together in the sacred temples of lore and art-the 'Tapovanas'. Sisters and brothers, as they were known, being pupils of the same Guru, developed a sweet relation far from anything of sex-passion. These boys and girls had made our ancient India an envy of the world. But with the advent of the Moghuls in India, the freedom of the women was curbed and they were confined to the four-walls of the house. The concept of co-education was almost totally suppressed. But then came the Britishers with their enlightened views and progressive culture. They opened a new world of freedom for boys and girls to study together. The system of coeducation proved to be so successful that Indian leaders adopted it after the independence of India.

Many are the advantages of Co-education in Physical education. It creates a wide-ness of outlook and a breadth of vision amongst the students studying together in Physical education. It takes them out of the world of narrow thinking and makes them feel the whole rhythm in Physical education. Physical education must take into account the whole of the unfolding personality, the complete development of the individual, his intellect no less than his emotions, awakening and feeding every kind of interest; Therefore, co-education is necessary to provide a meeting "ground between boys and girls and to save them from a one-sided development in Physical education Which would create in them a distorted vision of sports.

Co-education helps boys to shed some of their roughness and coarseness of behavior and movement in dealing with their girl fellow-students. Girls also get

over their feelings of shyness and false modesty and breathe a wholesome air of freedom in which the evils of repression to which they are liable cannot flourish.

Co-education enables the boys and girls to come into contact with one another on various occasions. They receive their sports lessons together, they play on the field jointly, they participate in the extra-curricular activities like debates and cultural programmes together, it is a psychological truth that the segregation of sexes creates several complexes. The barrier between boys and girls only excites in them keener ties to know each-other.

Co-education provides a platform to boys and girls to study each other's habits, inclinations, hobbies and ways of talking.

Co-education also creates a healthy rivalry between the boys and girls.

Both try their best to surpass and outstrip one another in matters of academic distinction. Both boys and girls become more serious devotees in the temple of learning. Both are urged and inspired to a more fruitful intellectual exertion than is the case in separate institutions for boys and girls.

But co-education is not all roses. Where there are roses, there are thorns too. There are dangers as well inherent in the system of co-education. When girls are around, boys cannot concentrate upon their studies. They prefer to feed their eyes on the object of beauty rather than listen to the dull lecture of the professor. A pretty face is too much of a temptation to a boy to pay his attention to the lecture. And why the boys alone? The young lecturers are likely to be disturbed in the train of their thought by a pair of smiling blue eyes. Rightly did Stephen Leacock say. "Men can't study when women are around. If women are let into a college, they are likely to get round some of the professors and marry them and then good bye to research and higher thoughts."

Moreover, the free mixing of boys and girls may lead to greater intimacy and the inexperience of life coupled with the fire burning in their hearts may lead them on the path of pre-marital sex-relations. This will create an atmosphere of moral degeneration. It will create real problems for both boys and girls. Colleges tend to turn into marriage marts.

Besides this, boys and girls need different types of education. There is no point in attending the same lectures when the needs of boys and girls are really different. Boys have to fight on the front of life and have to secure a livelihood. Girls have to sweeten the home life by their skill in the domestic management. As such they should be kept in separate institutions and should be given what they require. There is also the danger in the co-educational system of boys becoming girlish and girls becoming boyish.

The dreams of a golden India can only be realized when boys and girls make joint efforts to contribute their full quota of energy and knowledge to build a united India. The healthy and invigorating relationship between them will be of immense value to the making of a new India. Co-education in itself is not bad at all.

Or

UGC recommendation on Curriculum for College and Universities

The curriculum is made to fulfil the objectives of physical education containing theory papers, practical research and project work with clinical experience.

- Promoting positive health, prevention of stress related health
- Problems and rehabilitation through Physical Exercise
- Integral approach of sports to common people Health.
- Imparting skills in them to introduce Physical Education for health to general
- Physical Education programme for total personality development of students in Colleges and Universities.
- Invoke scientific attitude and team spirit to channelise their energies in to creative and constructive endeavours.
- To enable them to establish technique and skills in the service of Sportsmen.

For learning and teaching following part must be plan:

- **Specialization**
- **Syllabus**
- **Physical Education and Sports Center of the University.**
- **Mass Participation**
- **Project Work**
- **Scheme of Evaluation**
- **Professional Growth**

As this is a course with the objectives mentioned, the assessment will be based on attendance in theory and practical classes, assignments in the form of worksheets for practical, synopsis of lectures for theory, report of the team work, personality changes of students as they go through the course as assessed and evaluated by teachers.