

Scheme of Examination

AND

Course of Study

in

(B.P.Ed)

BACHELOR OF PHYSICAL EDUCATION

(B.P.Ed.)

(Two Years Programme)

Department of Physical Education & Sports

MAY 2022

Revised Syllabus w. e. f. JULY 2022

GURUKUL KANGRI (deemed to be) UNIVERSITY

(Uttarakhand)

Bachelor of Physical Education (B.P.Ed., 2 Years course)

Programme Outcomes:

- Bachelor of Physical Education (B. P. Ed.) two years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of Physical Education in classes VI to X and for conducting Physical Education and sports activities in classes XI and XII.
- The course prepares the leaders in Physical Education who act as Mentors and Motivators for Schoolchildren in inculcating healthy and hygienic habits.
- To prepare recreational leaders who will motivate and guide the students in adopting healthy recreational habits.
- To identify hidden sports talent in the school going children and guiding them future sports carrier.
- The program content will make the students to get the detailed knowledge about at least six games.
- The students will be able to learn about the role of administration for smooth functioning in Physical Education.
- The student will be able to know about Public relation and its significance in successful organization of sports events.
- The course provides the students an understanding of Human body structure and its functions.
- The course provides the students valuable knowledge about the Health, related issues various communicable disease, its preventive measures, Nutrition, its role in weight management and healthy life.
- Program content provides opportunity to the students for learning about important methods used for teaching in Physical Education.
- This program will enable the student to understand the concept of organisation, administration, management (office and class) and Budgeting in Physical Education.
- The program provides opportunity to understand the concept of Rehabilitation and Athlete's Care and its importance in modern days of Sports performance.
- The students will be provided understanding of various aspects- Biological, Philosophical and Psychological foundations of Physical Education, Kinesiology and its application in Sports.
- The course prepares the students who can become Teacher/ Instructor, Umpire/ Referee, Gym/ Personal Trainer, Sport/ Athletic Trainer, Yoga Trainer, Sports and Leisure Club Manager.

Programme Specific Outcomes (PSOs)

The learning and abilities or skills that a student would have developed by the end of two-year **B.P.Ed. (Two Year Degree Program)**:

PSO-1	Remembering and Understanding the concepts, theories, functions, structures, terminology and skills of physical education and sports sciences.
PSO-2	Applying and demonstrating various concepts, theories, procedures and skills in different sports situations.
PSO-3	Analysing and relating various tests and skills.
PSO-4	Evaluating and measuring health and fitness issues.
PSO-5	Creating and designing research problem, training sessions, diet plans, lessons plans and periodization's.

**GUIDELINES OF REGULATIONS AND SYLLABUS FOR B. P. ED. TWO YEARS
(FOUR SEMESTERS) PROGRAMME
CHOICE BASED CREDIT SYSTEM(CBCS)**

Preamble: Bachelor of Physical Education (B. P. Ed.) two years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of physical education in classes VI to X and for conducting physical education and sports activities in classes XI and XII.

B. P. Ed. programme designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprises of compulsory and optional theory as well as practical courses and compulsory school internship.

Eligibility: The Intake, Eligibility and Admission procedure as per the NCTE norms and standards.

Admission procedure: The Advertisement for admission in B.P.Ed. two years programme will be given in the national newspaper. Admission shall be made on merit on the basis of marks obtained in the entrance examination consisting of 100 marks based on the following.

(i) Physical fitness test (NPFP)	50 marks
(ii) Written test	30 marks
(iii) Interview	10 marks
(iv) Sports achievement	10 marks

The above entrance test/ interview will be conducted in two days and could be extended, if needed and it will be conducted at Main Campus GKV, Haridwar.

The Physical Fitness Test will be conducted by External Examiner as well as Internal Examiners of Department of Physical Education, GKV, Haridwar. Following events will be conducted in the National Physical Fitness Programme (NPFP) test: -

- (i) 100meter race**
- (ii) Long Jump**
- (iii) High Jump**
- (iv) Shot Put**
- (v) 800-meter run**

(i) 100 Meters Race

S.NO.	TIME	SCORE
1.	12.00 Second	10
2.	12.5 Second	09
3.	12.8 Second	08
4.	13.0 Second	07
5.	13.3 Second	06
6.	13.6 Second	05
7.	13.8 Second	04
8.	14.0 Second	03
9.	14.3 Second	02
10.	14.6 Second	01

(ii) Long Jump

S.NO.	DISTANCE	SCORE
1.	5.5 meter	10
2.	5.25 meter	09
3.	5 meter	08
4.	4.75 meter	07
5.	4.5. meter	06
6.	4.25 meter	05
7.	4 meter	04
8.	3.75 meter	03
9.	3.50 meter	02
10.	3.25 meter	01

(iii) High Jump

S.NO.	HEIGHT	SCORE
1.	5 Feet	10
2.	4.9 Feet	09
3.	4.6 Feet	08
4.	4.3 Feet	07
5.	4 Feet	06
6.	3.9 Feet	05
7.	3.6 Feet	04
8.	3.3 Feet	03
9.	3 Feet	02
10.	2.9 Feet	01

(iv) Shot Put

S.NO.	DISTANCE	SCORE
1.	40 Feet	10
2.	38 Feet	09
3.	36 Feet	08
4.	34 Feet	07
5.	32 Feet	06
6.	30 Feet	05
7.	28 Feet	04
8.	26 Feet	03
9.	24 Feet	02
10.	22 Feet	01

(v) 800 Meter Run

S.NO.	TIME	SCORE
1.	2.20 Second	10
2.	2.25 Second	09
3.	2.30 Second	08
4.	2.35 Second	07
5.	2.40 Second	06
6.	2.45 Second	05
7.	2.50 Second	04
8.	2.55 Second	03
9.	3.05 Second	02
10.	3.10 Second	01

- (A) Question Paper of the entrance examination shall comprise of 30 multiple-choice questions (MCQ) of 30 minutes' duration carrying 30 marks. Questions shall be based on Current Affairs and General Knowledge about sports. Question paper will be set by the external examiner appointed for the entrance exam.
- (B) Interview comprising of 10 marks shall be conducted by External & Internal Examiners.
- (C) **Sports Participation Weightage:** -Candidate shall be given maximum 10 marks weightage on the basis of their sports participation in any one of the following level:

Participation	Marks
➤ International:	10
➤ Senior National championship/ National Games:	
1st Place:	10
2nd Place:	08
3rd Place:	07
Participation:	05
➤ All India Inter-Zonal Inter University Competitions:	
1st Place:	08
2nd Place:	07
3rd Place:	06
Participation:	05
➤ All India Inter University/Zonal Inter University Competitions/Junior National Competitions:	
1st Place:	07
2nd Place:	06
3rd Place:	05
Participation:	04
➤ Senior State Championship/Rural national games/Women festival:	
1st Place:	05
2nd Place:	04
3rd Place:	03
Participation:	02

Note: -

1.The marks will be given in only those games/sports, which are in the competition list of Association of Indian Universities (AIU) and IOA/ School Games Federation of India (SGFI)/ Recognized by the Govt. Of India.

2. If the seat remains vacant the Second Entrance Test will be conducted before Closure date of admission of the university.

Medical examination: -Qualified candidates will have to submit medical certificate/ fitness certificate and blood group certificate to the concern office.

Course fee:-The course fee Rs33355/- first year & 32455/- second year shall be deposited

Duration: -The B.P.Ed. programme shall be of duration of two academic years (four semesters).

The CBCS System: -B.P.Ed. programmes shall run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students, to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

Course: -The term course usually referred to, as 'papers' is a component of a B.P.Ed. programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise Lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

Courses of Programme: - The B.P.Ed. Programme consists of a number of courses, the term 'Course' applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of courses suggested for the B.P.Ed. Programme.

Programme of Study & Evaluation Scheme	
Institute Name	Department of Physical Education & Sports, Gurukul Kangri (deemed to be) University
Programme	B.P.Ed. (Bachelor of Physical Education)
Duration	Two year (Four Semester)
Medium	Hindi/English
Minimum Required Attendance	75 %
Maximum Credits	132
Minimum Credits Required for Degree	98
Eligibility	As per NCTE norms and standard

Assessment				
Evaluation		Internal	External	Total
Theory		30	70	100
Practical/ Dissertations/ Project Reports/ Viva-Voce		30	70	100
Sessional I	Sessional II	Assignment	Attendance	
Best one out of two				
20	20	05	05	30
Duration of Examination		External	Internal	
		3 Hours	1 Hours	

Minimum Passing Standard

The minimum passing standard for CIA (Continuous Internal Assessment) and External Examinations shall be 40%, i.e. 12 marks out of 30 marks and 28 marks out of 70 marks respectively for theory courses.

Grading

Once the marks of the CIA (Continues Internal Assessment) and ESE (End Semester Examination) for each of the courses are available, both (CIA and ESE) will be added. The marks thus obtained for each of the courses will then be graded as per details provided in Letter Grades and Grade Points table from the first semester onwards the average performance within any semester from the first semester is indicated by Semester Grade Point Average (SGPA) while continuous performance (including the performance of the previous semesters also) starting from the first semester is indicated by Cumulative Grade Point Average (CGPA).

Note: For internal assessment purpose, there will be three Class Tests in a semester and best two tests will be considered for the final result.

Successful completion of B.P.Ed. BKT-A401 would be mandatory to the award of degree.

Question Paper Structure	
1	Question paper shall have two sections and examiner shall set questions specific to respective section. Section wise details shall be as mentioned under;
2	Section-1: It shall consist of short type questions. This section will essentially assess COs related to Remembering & Understanding. This section will contain ten questions and student may Attempt any 5 question out of them, each question shall have equal weightage of 6 Marks and total weightage of this section shall be 30 Marks.
3	Section-2: It shall consist of long answer type questions. This section will also contain four questions and every question should assess a specific CO. This section will contain eight questions and student may Attempt any 4 question out of them, each question shall have equal weightage of 10 Marks and total weightage of this section shall be 40 Marks
IMPORTANT NOTES	
1	There must be at least one question from the entire syllabus to assess he specific element of the Higher Level of Learning (Thinking). Every question in this section must essentially assess at least one of the following aspects of learning: Applying, Analysing, Evaluating and Creating/ Designing/ Developing.
2	The question paper must be designed in such a way that it assesses the concerned CO in entirety. It means a question paper could have multiple parts depending upon the requirement of the Specific Course Outcome.

Provision of Bonus Credits Maximum 04 Credits in a Programme

Sr. No.	Special Credits for Extra/ Co-curricular Activities (During Programme)	Credit	Marks
1	Sports participation International Level Competition (IOC/ BCCI recognized competitions Only) One time during the programme Two times during the programme Three times during the programme Four times during the programme/Medallist	4	85 90 95 100
2	Sports Achievement National level Competition (IOA/ BCCI recognized competitions Only)	3	Gold 85 Silver 80 Bronze 75 Participation 70
3	Sports Achievement at State level Competition (State Olympic Association recognized competitions Only)	2	Gold 75 Silver 70 Bronze 65 Participation 60
4	Sports Achievement at Inter University Competition (Any one game AIU recognized Sports) All India/ Inter Zonal Inter university	2	Gold 70 Silver 65 Bronze 60 Participation 55
5	Inter Faculty Participation (min. two times)	2	50
6	National Cadet Corps / National Service Scheme (100 hours min.) One Camp Two Camps	2	50 60
7	Worked as volunteer in an activity/s organised by the University Blood donation / Cleanliness drive Mountaineering – Basic Camp, Advance Camp / Adventure Activities Organization / Officiating (Referee, Umpire, Judge) – State / National level or any other activity	2	25 marks for each activity maximum four in one year
8	MOOCs (Massive Open Online Course)	As per the clause no. 15 of Pedagogy & Unique practices adopted	

Note: Student can earn maximum 04 bonus credits during programme by his/her participation in the above mentioned activities duly certified by the Head of the Institution/department. These bonus credits will awarded on the choice of the candidate as COC (Credit of choice) in addition to his/her credit earn during the course of the study / loss of credits in academic activities.

Program Structure-B.P.Ed.

A. Introduction: Bachelor of Physical Education (B. P. Ed.) two years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of physical education in classes VI to X and for conducting physical education and sports activities in classes XI and XII. B. P. Ed. programme shall be designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprises of compulsory and optional theory as well as practical courses and compulsory school internship.

B.P.Ed. : Two-Years (4-Semester) CBCS Programme			
Basic Structure: Distribution of Courses			
Sr. No.	Type of Course	Credit Hours	Total Credits
1	Core Course (CC)	15 Courses	48
2	Ability-Enhancement Compulsory Course (AECC)	04 Courses	09
3	Skill-Enhancement Elective Course (SEC)	05 Courses	11
4	Discipline Specific Elective Course (DSEC)	11 Courses	26
5	Value Added Course (VAC)	02 Courses	00
6	Project	02 Courses	04
Total Credits			98

B. Choice Based Credit System (CBCS)

Choice Based Credit System (CBCS) is a versatile and flexible option for each student to achieve his target number of credits as specified by the NCTE &UGC and adopted by our University.

The following is the course module designed for the B.P.Ed. program:

Core Course (CC): Core courses of B.P.Ed. program will provide a holistic approach to physical education, giving students an overview of the field, a basis to build and specialize upon. These core courses are the strong foundation to establish physical education knowledge and provide broad multi-disciplined knowledge can be studied further in depth during the elective phase.

The core courses will provide more practical-based knowledge, case-based lessons and collaborative learning models. It will train the students to analyse, decide, and lead-rather than merely know-while creating a common student experience that can foster deep understanding, develop decision-making ability, teaching and coaching skills and contribute to the community at large.

The integrated foundation is important for students because it will not only allow them to build upon existing skills, but they can also explore career options in a range of institutes etc., and expand their understanding of various related fields.

We offer core courses in all the semester during the B.P.Ed. program.

Ability Enhancement Compulsory Course (AECC): As per the guidelines of Choice Based Credit System (CBCS) for all Universities, including the private Universities, the Ability Enhancement Compulsory Course (AECC) is a course designed to develop the ability of students in communication and other related courses where they might find it difficult to communicate at a higher level in their prospective job at a later stage due to lack of practice and exposure in the language, etc. Students are motivated to learn the theories, fundamentals and tools of communication which can help them develop and sustain in the corporate environment and culture. We offer two AECCs in Semester I& one in Semester II of the program.

Skill Enhancement Course: These courses are specially designed to develop and enhance the professional skill related to physical education and sports. After the completion of these courses students feel highly motivated and the feeling of fresher will be disappeared.

Open/Generic Elective Course (GEC): Open/Generic Elective is an interdisciplinary additional subject the score of Generic Elective is counted in your overall aggregate marks under Choice Based Credit System (CBCS). Core / Discipline Specific Electives will not be offered as Generic Electives.

Value Added Course (VAC): A value added course is a non-credit course which is basically meant to enhance general ability of students in soft skills for the overall development of a student and at the same time crucial for future professional demands and requirements. The student possessing these skills will definitely develop acumen to perform well during the recruitment process of any premier organization and will have the desired confidence to face the interview. Moreover, these skills are also essential in day-to-day life of the professional world. The aim is to nurture every student for making effective communication, developing aptitude ability for a better performance, as desired in professional world. There shall be one course each in Semester III & Semester IV and will carry no credit, however, it will be compulsory for every student to pass these courses with minimum 45% marks to be eligible for the certificate. These marks will not be included in the calculation of CGPI. Students have to specifically be registered in the specific course of the respective semesters.

Discipline Specific Elective Course (DSEC): The discipline specific elective course is chosen to make students specialist or having specialized knowledge of a specific domain like team games/ combative sports/ racquet sports, etc.

C. Pedagogy & Unique practices adopted: “Pedagogy is the method and practice of teaching, especially for teaching an academic subject or theoretical concept”. In addition to conventional time-tested lecture method, the institute will emphasize on experiential learning:

- 1. Concept-based Learning:** Concept-based learning lays emphasis on helping students understand the core concept rather than just sharing a layer of important information of the concept. The end-motive is to help students to understand and retain what they are taught rather than made to mug up.
- 2. Problem Base Learning (PBL):** PBL is probably the simplest extension to a traditional lecture that can improve learning. PBL is presenting concepts, information etc., in the context of solving a problem. A guided discovery mode is turned on, which makes learning interesting.
- 3. Imitation Method of Teaching:** The imitation method of teaching focuses on breaking apart skills into components, providing the learner with a model of the target behaviour, and rewarding the learner for demonstrating the response immediately after the model.
- 4. Observation Method of Teaching:** By this method student himself make observation and acquire permanent & true knowledge. Teacher only encourages making observations and student act accordingly. This method helps students to see, things give logic and to convey their thoughts independently.
- 5. Command Method of Teaching:** The Command teaching style is for those students whose learning characteristics require formal instruction and a specific assignment for the practice to be appropriate for the student to master the objective. Command method use to achieve accuracy and precision of performance as well as to achieve immediate results & achieve a synchronized performance.
- 6. Project Based Learning:** In Project Based Learning, teachers make learning come alive for students. Students work on a project over an extended period of time from a week up to a semester that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience. Project based learning is an instructional methodology that encourages students to learn and apply knowledge and skills through an engaging experience. PBL presents Page 8 opportunities for deeper learning in-context and for the development of important skills tied to college and career readiness.
- 7. Discovery Based Learning:** Discovery learning takes place in problem solving situations where the learner draws on his own experience and prior knowledge and is a method of instruction through which students interact with their sports environment by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments. According to skinner “you can teach anybody anything provided you know how to teach.
- 8. Phenomenon-Based Learning:** The goal of phenomenon-based learning is to prepare learners to solve problems in real life. In Phenomenon Based Learning and teaching, holistic real-world phenomena provide the starting point for learning. The phenomena are studied as complete entities, in their real context, and the information and skills related to them are studied by crossing the boundaries between subjects. In phenomena based learning we can use the following methods like experimental activities, teacher demonstrations, engaging & relevant videos, audio experience and picture or image.
- 9. Guest Lectures:** Some topics/concepts need extra attention and efforts as they either may be high in difficulty level or requires experts from specific industry/domain to make things/concepts clear for a better understanding from the perspective of the industry. Hence, to cater to the present needs of industry we organize such lectures, as part of lecture-series and invite prominent personalities from academia and industry from time to time to deliver their vital inputs and insights.
- 10. Special Assistance Program for Slow Learners & Fast Learners:** The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom. For solving this problem, we used Remedial classes for slow learners & fast learners.
- 11. Orientation Program:** Colleges instituted orientation for incoming students to ease the transition into college. Freshman orientation is a way for students to meet other students, become familiar with campus services, and register for fall classes.
- 12. Mentoring Scheme & Personal Counselling:** A mentor is a person who has professional & life experience and who voluntarily agrees to help a mentee to develop skills, competencies or goals. A mentor is an advisor who is willing to invest in the mentee’s personal growth and professional development. The

purpose of the mentorship programme is twofold. It intends both to create a good environment for studying in the department and to develop knowledge of the subject for all involved. The mentorship programme is intended to enhance the quality of your education. There is mentor – mentee system for B.P.Ed., & M.P.Ed., students. The system is updated time to time. Each allotted faculty takes care of students, asks questions about their problems, difficulty in studies or other personal issues. The mentor handbooks are updated timely and grievances/complaints of students are noted and tried to be sort out and informed to the concerned authority. Page 9 At the end of each session mentor-mentee handbooks are handed over to the coordinator mentor-mentee program after duly signed by Principal. The coordinator checks all the essentials, ensures that student's grievances are met and transfers the mentor-mentee handbooks to the next allotted faculties. The whole data is filed in a format present with the coordinator and record is maintained. Periodic meetings are held among mentor-mentee and between mentors and coordinator for smooth functioning of the program.

13. Competitive Exam Preparation: Our highly experienced and committed faculty members always motivate and guide the students for their competitive exam preparations. After this degree students are eligible to participate in various government and non-government examinations i.e., TGT, PGT, KVS, NVS, DSSSB etc.

14. Extracurricular Activities: Organizing & participation in extracurricular activities will be mandatory to help students develop confidence & face audience with care.

15. MOOCs (Massive Open Online Course): The Academic Review Committee (ARC) will approve the list of MOOC courses/platforms before the commencement of the academic year and if any student(s) want to peruse MOOC course(s) during his/her program, they must select the same from the approved list.

Semester-I

Part- A Theoretical Course							
Course Type	Course Code	Title of the papers	Total Hours	Credits	Internal Marks	External marks	Total
Core Course							
CC	BPD-C101	History, Principles and foundation of Physical Education	4	4	30	70	100
	BPD-C102	Anatomy and Physiology	4	4	30	70	100
AECC	BPD-C103	Health Education and Environmental Studies	4	4	30	70	100
Elective course(Anyone)							
DSEC	BPD-E104	Olympic Movement	4	4	30	70	100
	BPD-E105	Officiating and Coaching					
Part – B Practical Course							
CC	BPD-C151	Track and Field(Running Events)	6	4	30	70	100
	BPD-C152	Gymnastic	6	4	30	70	100
DSEC	BPD-C153	*Indigenous Activity	6	4	30	70	100
	BPD-C154	**Mass Demonstration Activities	6	4	30	70	100
Total			40	32	240	560	800

*Indigenous Sports: Lezium/March Past/ Flag hoisting

**Mass Demonstration Activities: Dumbbells/Free Hand Exercise/ Indian Club/ Hoops

Semester-II

Part- A Theoretical Course							
Course Type	Course Code	Title of the papers	Total Hours	Credits	Internal Marks	External marks	Total
	Core Course						
CC	BPD-C201	Yoga Education	4	4	30	70	100
	BPD-C202	Educational Technology and Methods of Teaching in Physical Education	4	4	30	70	100
	BPD-C203	Organization and Administration	4	4	30	70	100
Elective course(Anyone)							
DSEC	BPD-E204	Contemporary issues in physical education, fitness and wellness	4	4	30	70	100
	BPD-E205	Sports Nutrition and Weight Management					
Part – B Practical Course							
CC	BPD-C251	Track and Field (Jumping Events)	6	4	30	70	100
DSEC	BPD-C252	Yoga	6	4	30	70	100
CC	BPD-C253	Racket Sports- Badminton/ TT/Squash/Tennis	6	4	30	70	100
Part – C Teaching Practices							
SEC	BPD-T254	Teaching Practices: (05 lessons) in Class room teaching	6	4	30	70	100
Total			40	32	240	560	800

Semester-III

Part- A Theoretical Course							
Course Type	Course Code	Title of the papers	Total Hours	Credits	Internal Marks	External marks	Total
Core Course							
CC	BPD-C301	Sports Training	4	4	30	70	100
SEC	BPD-C302	Computer Application in Physical Education	4	4	30	70	100
CC	BPD-C303	Sports Psychology and Sociology	4	4	30	70	100
Elective Course (Anyone)							
DSEC	BPD-E304	Sports Medicine Physiotherapy and Rehabilitation	4	4	30	70	100
	BPD-E305	Curriculum Design					
Part – B Practical Course							
CC	BPD-C351	Track and Field (Throwing Events)	6	4	30	70	100
DSEC	BPD-C352	Combative Sports: Judo/Wrestling	6	4	30	70	100
	BPD-C353	Team Games: Hockey/Basketball	6	4	30	70	100
Part – C Teaching Practices							
SEC	BPD-T354	Teaching Practice: (Teaching lesson plan for Racket Sports) (out of 10 Lesson 5 internal 5 external at practicing school)	6	4	30	70	100
Total			40	32	240	560	800

Semester-IV

Part- A Theoretical Course							
Course Type	Course Code	Title of the papers	Total Hours	Credits	Internal Marks	External marks	Total
Core Course							
CC	BPD-C401	Measurement and Evaluation in Physical Education	4	4	30	70	100
	BPD-C402	Kinesiology and Biomechanics	4	4	30	70	100
	BPD-C403	Research and Statistics in Physical Education	4	4	30	70	100
Elective Course (Anyone)							
DSEC	BPD-E404	Theory of Sports and Game	4	4	30	70	100
	BPD-E405	Sports Management					
AECC	BKT-A401	Bhartiya Gyan Parampara	4	4	30	70	100
Part – B Practical Course							
CC	BPD-C453	Track and Field marking/ Gym Training/Aerobics(Any 1)	6	4	30	70	100
DSEC	BPD-C452	Games specialization (any one)	6	4	30	70	100
Part – C Teaching Practices (Coaching Lesson)							
SEC	BPD-T451	Teaching Practice Class room	6	4	30	70	100
	BPD-T454	Teaching Practice Games:- (Teaching lesson plan for Games and Sports) (out of 06 Lesson 5 at practicing school and 1 in front of external Examiner)	6	4	30	70	100
PROJ	BPD-C461	Leadership Camp – (Project)		2	100		100
Total			44	38	370	630	1000
Grand Total			164	134	1090	2310	3400

B. P. Ed. – Outline of Syllabus
Semester – I BPD-C101 Theory Courses
HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Telling the concepts, history, principles and foundation of physical education.

CO-2. Recognizing the concepts of biological and sociological aspect of physical education and sports.

CO-3. Describing different body types based on both psychological and physiological parameters.

CO-4. Discussing the different kinds of Society, Culture and leadership in physical education.

CO-5. Determining the different philosophies of physical education and laws of learning in teaching learning situations.

Unit – 1: Introduction

(10 Hrs.)

Meaning, Definition and Scope of Physical Education

Aims and Objective 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

(15 Hrs.)

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 Vyayamshala

Y.M.C.A. and its contributions.

Unit- 3- Foundation of Physical Education

(15 Hrs.)

Philosophical foundation:

Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism and Indian Philosophy and Culture.

Play: Meaning and Definition of Play, play & work, Importance of games, Theories of play.

Physical Education as profession: Physical Education and profession, Meaning & types of

Leadership in Physical Education, Future development of Physical Education Profession.

Unit-4- Principles of Physical Education

(15 Hrs.)

Biological

Meaning of Growth and development

Principles of Growth and development

Structural & Physiological Characteristics (age & sex differences)

Age and gender characteristics

Body Types

Sociological Aspects

Society and culture

Social acceptance and recognition

Leadership

Social integration and cohesiveness

Changing trends in modern era.

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.
- 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, (1970). *Delbert 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.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	2	1	1	1
CO 2	3	1	1	1	2
CO 3	1	3	2	1	1
CO 4	3	2	1	1	1

Semester I BPD-C102Theory Courses
ANATOMY AND PHYSIOLOGY

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Memorizing the concepts of anatomy and physiology.

CO-2. Estimating the concepts of human body systems, fuel for muscular work, neuromuscular junction and hormones.

CO-3. Identifying the effects of exercises on various body systems.

CO-4. Explaining the functions of various body organs and systems.

CO-5. Establishing the concept of diet for performance enhancement and recovery of the body.

UNIT-I Anatomical and Physiological Basis

(10 Hrs.)

Brief Introduction of Anatomy and physiology in the field of Physical Education.

Introduction of Cell and Tissue.

The arrangement of the skeleton – Function - of the skeleton – Ribs and Vertebral column and the extremities – joints of the body and their types

Gender differences in the skeleton.

Types of muscles.

UNIT-II Anatomical and Physiological Basis

(15 Hrs.)

Blood and circulatory system: Constituents of blood and their function –Blood groups and blood transfusion, clotting of blood, the structure of the heart-properties of the heart muscle, circulation of blood, cardiac cycle, blood pressure, Lymph and Lymphatic, circulation. Cardiac output.

The Respiratory system: The Respiratory passage – the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume.

The Digestive system: structure and functions of the digestive system, Digestive organs, Metabolism

UNIT-III Excretory & Nervous Systems, Endocrine glands & Sense Organs

(15 Hrs.)

The Excretory system: Structure and functions of the kidneys and the skin.

The Endocrine glands: Functions of glands pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands.

Nervous systems: Function of the Autonomic nervous system and Central nervous system. Reflex Action,

Sense organs: A brief account of the structure and functions of the Eye and Ear
Neuromuscular junction

Transmission of nerve impulse across it.

Fuel for muscular activity

UNIT-IV Musculo-Physiological Concepts

(15 Hrs.)

Effect of exercise and training on cardiovascular system.

Effect of exercise and training on respiratory system.

Effect of exercise and training on muscular system

Role of oxygen- physical training, oxygen debt, second wind, vital capacity.

References:

Gupta, A. P. (2010). *Anatomy and physiology*. Agra: SumitPrakashan.

Gupta, M. and Gupta, M. C. (1980). *Body and anatomical science*. Delhi: Swaran Printing Press.

Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition. Philadelphia: W.B. Saunders.

Karpovich, P. V. (n.d.). *Philosophy of muscular activity*. London: W.B. Saunders Co.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	2	1	2	1
CO 2	3	2	1	2	1
CO 3	3	2	1	2	1
CO 4	2	2	2	1	3

Semester I Theory courses
BPD-C103 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Identifying the concepts of health education and environmental studies.

CO-2. Observing the issues related to Health & environment.

CO-3. Practicing various tools for measuring health services.

CO-4. Analysing & evaluating health records for creating health awareness.

CO-5. Creating healthy, hygienic and environmental friendly environment.

Unit – I Health Education

(10 Hrs.)

Concept, Dimensions, Spectrum and Determinants of Health

Definition of Health, Health Education, Health Instruction, Health Supervision

Aim, objective and Principles of Health Education

Health Service and guidance instruction in personal hygiene

Unit – II Health Problems in India

(15 Hrs.)

Communicable and Non Communicable Diseases

Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population

Personal and Environmental Hygiene for schools

Objective of school health service, Role of health education in schools

Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health

appraisal, Health record, Healthful school environment, first- aid and emergency care etc.

Unit – III Environmental Science

(15 Hrs.)

Definition, Scope, Need and Importance of environmental studies.

Concept of environmental education, Historical background of environmental education,

Celebration of various days in relation with environment.

Plastic recycling & probation of plastic bag / cover.

Role of school in environmental conservation and sustainable development.

Unit – IV Natural Resources and related environmental issues:

(15 Hrs.)

Water resources, food resources and Land resources

Definition, effects and control measures of: Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution

Management of environment and Govt. policies , Role of pollution control board.

References:

Agrawal, K.C. (2001). *Environmental biology*. Bikaner: Nidhi publishers Ltd.

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: Harber and Brothers.

Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	2	3	2	3
CO 2	1	2	1	2	3
CO 3	2	2	1	1	2
CO 4	3	2	1	3	
CO 5					

Semester – I Theory courses
BPD-E104 OLYMPIC MOVEMENT (ELECTIVE)

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Reciting the historical development of Olympic movement.

CO-2. Identifying the different kinds of Olympic Games.

CO-3. Differentiating the concept of various Olympic Games.

CO-4. Correlating the philosophies and protocols of various Olympic Game.

CO-5. Estimating the role and responsibilities of various committees to conduct Olympic Games.

Unit – I Origin of Olympic Movement

(10 Hrs.)

Philosophy of Olympic movement

The early history of the Olympic movement

The significant stages in the development of the modern Olympic movement

Educational and cultural values of Olympic movement

Unit – II Modern Olympic Games

(15 Hrs.)

Significance of Olympic Ideals, Olympic Rings, Olympic Flag

Olympic Protocol for member countries

Olympic Code of Ethics

Olympism in action

Sports for All

Unit – III Different Olympic Games

(15 Hrs.)

Para Olympic Games

Summer Olympics

Winter Olympics

Youth Olympic Games

Unit – IV Committees of Olympic Games

(15 Hrs.)

International Olympic Committee - Structure and Functions

National Olympic committees and their role in Olympic movement

Olympic commission and their functions

Olympic medal winners of India

Reference:

Osborne, M. P. (2004). *Magictree house fact tracker: ancient greece and the olympics: a nonfiction companion to magic tree house: hour of the Olympics*. New York: Random House Books for Young Readers.

Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001). *Olympic dreams: the impact of mega-events on local politics*: Lynne Rienner

	PO1	PO2	PO3	PO4	PO5
CO 1	3	1	2	2	2
CO 2	1	2	2	1	2
CO 3	2	2	1	2	2
CO 4	3	2	1	1	2

Semester – I Theory courses
BPD-E105 OFFICIATING AND COACHING (Elective)

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Locating the philosophies and concepts of coaching and officiating.

CO-2. Stating the duties of coach and managers.

CO-3. Applying and performing the duties as a coach and officials in different games and sports.

CO-4. Preparing the budget and claim bills for different sports events.

CO-5. Determining the various eligibility requirements/Performa for sports competitions.

Unit- I: Introduction of Officiating and coaching

(10 Hrs.)

Concept of officiating and coaching

Importance and principles of officiating

Relation of official and coach with management, players and spectators

Measures of improving the standards of officiating and coaching

Unit- II: Coach as a Mentor

(15 Hrs.)

Duties of coach in general, pre, during and post game.

Philosophy of coaching

Responsibilities of a coach on and off the field

Psychology of competition and coaching

Unit- III: Duties of Official

(15 Hrs.)

Duties of official in general, pre, during and post game.

Philosophy of officiating

Mechanics of officiating – position, singles and movement etc.

Ethics of officiating

Unit- IV: Qualities and Qualifications of Coach and Official

(15 Hrs.)

Qualities and qualification 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

Reference Books:

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.

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.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	2	1	2	2
CO 2	2	2	1	1	2
CO 3	2	2	1	1	2
CO 4	1	2	2	1	2
CO 5	1	2	2	1	3

Part – B
Practical Courses
Semester – I

BPD-C151 Track and Field:

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Reciting the concepts of running events.

CO-2. Describing the concepts of relays race.

CO-3. Interpreting various running techniques.

CO-4. Practicing the knowledge of running during hurdles clearance.

CO-5. Analyzing the various techniques and skills.

Running Event

Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks.

Finishing Techniques: Run, Through, forward lunging, Shoulder Shrug

Ground Marking, Rules and Officiating

Hurdles: Fundamental Skills- Starting, Clearance and Landing Techniques.

Types of Hurdles, Ground Marking and Officiating.

Relays: Fundamental Skills

Various patterns of Baton Exchange, Understanding of Relay Zones, Ground Marking, Interpretation of Rules and Officiating, Standing Exercise, Jumping Exercise. Moving Exercise and Combination of above all

	PO1	PO2	PO3	PO4	PO5
CO 1	2	2	1	2	3
CO 2	3	2	2	1	2
CO 3	2	3	1	2	1
CO 4	3	2	1	2	2
CO 5	2	2	1	2	2

BPD-C152 Gymnastics:

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Reciting the concepts of Gymnastic events.

CO-2. Describing concepts of Gymnastic.

CO-3. Interpreting various Gymnastic techniques.

CO-4. Practicing the knowledge of Gymnastic.

CO-5. Analyzing the various techniques and skills of Gymnastic.

Floor Exercise

Contents

Unit - 1 Gymnastics: Floor Exercise

1.1 Roll:- Forward Roll, Backward Roll, Sideward Roll, Different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap and Scissors leap

1.2 Vaulting Horse:-Approach Run, Take off from the beat board, Cat Vault, Squat Vault

	PO1	PO2	PO3	PO4	PO5
CO 1	2	2	1	2	3
CO 2	3	2	2	1	2
CO 3	2	3	1	2	1
CO 4	3	2	1	2	2
CO 5	2	2	1	2	2

BPD-C153 Indigenous sports:
(Any one out of three)

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Reciting the concepts of indigenous sports.

CO-2. Describing concepts of indigenous sports.

CO-3. Interpreting various methods of indigenous sports.

CO-4. Practicing the of indigenous sports activities.

CO-5. Analyzing the various commands of indigenous sports.

Light Apparatus:

Lathi-Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.

Ghati Lezuim-Aath Aawaaz, Bethakawaaz, AagePaon, Aagekadam, Do pherawaaz, Chau pherawaaz, Kadamtaal, Pavitra, Uchhakpavitra, Kadampavitra.

Mass P.T. Exercises-Two count, four count and eight count exercises.

Hindustani Lezuim-Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh,

Chau rukhbethak, Momiya.

Drill and Marching

	PO1	PO2	PO3	PO4	PO5
CO 1	2	2	1	2	3
CO 2	3	2	2	1	2
CO 3	2	3	1	2	1
CO 4	3	2	1	2	2
CO 5	2	2	1	2	2

BPD-C154

Mass demonstration

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Reciting the concepts of mass demonstration activities.

CO-2. Describing concepts of mass demonstration activities.

CO-3. Interpreting various methods of mass demonstration activities.

CO-4. Practicing the knowledge of mass demonstration activities.

CO-5. Analyzing the various commands of mass demonstration activities.

Standing Exercise, Jumping Exercise, Moving Exercise & Combination of above all

Dumbbells/ Wands/ Hoop/ Umbrella/ Tipri: Fundamentals skills

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 Exercise, Jumping Exercise, Moving Exercise & Combination of above all

	PO1	PO2	PO3	PO4	PO5
CO 1	2	2	1	2	3
CO 2	3	2	2	1	2
CO 3	2	3	1	2	1
CO 4	3	2	1	2	2
CO 5	2	2	1	2	2

Semester – II Theory Courses
BPD-C201 YOGA EDUCATION

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Locating the concepts of yoga education.

CO-2. Stating various asanas, pranayama, kriyas, Mudras and Bandhas.

CO-3. Applying various types of meditations.

CO-4. Practicing of kiriyas, asanas, pranayams, mudras, bandhas and Meditations.

CO-5. Organizing yoga competitions.

Unit – I: Introduction

(10 Hrs.)

Meaning and Definition of Yoga

Aims and Objectives of Yoga

Yoga in Indian Ancient Culture

Need and Importance of Yoga in Physical Education and Sports

Unit - II: Foundation of Yoga

(15 Hrs.)

The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi

Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

Meaning and types of meditation.

Unit - III Asanas

(15 Hrs.)

Effect of Asanas and Pranayama on various system of the body

Classification of asanas with special reference to physical education and sports

Influences of relaxative, meditative posture on various system of the body

Types of Bandhas and mudras

Unit – IV Yoga Education

(15 Hrs.)

Type of kriyas

Difference between yogic practices and physical exercises

Yoga education centers in India and abroad

Competitions in Yogasanas

References:

Brown, F. Y.(2000). *How to use yoga*. Delhi:Sports Publication.

Gharote, M. L. &Ganguly, H. (1988). *Teaching methods for yogic practices*.Lonawala: Kaixydahmoe.

Rajjan, S. M. (1985). *Yoga strentheningofrelexation for sports man*. New Delhi:Allied Publishers.

Shankar,G.(1998). *Holistic approach of yoga*. New Delhi:Aditya Publishers.

Shekar,K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.

	PO1	PO2	PO3	PO4	PO5
CO 1	2	2	3	2	2
CO 2	3	2	2	2	3
CO 3	2	2	2	1	1
CO 4	3	2	1	1	1
CO 5	1	2	2	1	1

Semester – II BPD-C202Theory Courses
EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN
PHYSICAL EDUCATION

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Identifying the concepts of educational technology and methods of teaching in physical education

CO-2. Discussing the various teaching techniques that used in the field of physical education and sports.

CO-3. Observing the various teaching aids.

CO-4. Establishing the knowledge of teaching techniques in preparing general and specific lessons.

CO-5. Testing the various teaching aids and techniques.

Unit – I Introduction

(10 Hrs.)

Education and Education Technology- Meaning and Definitions

Types of Education- Formal, Informal and Non- Formal education.

Educative Process

Unit – II Teaching Technique

(15 Hrs.)

Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, project method etc.

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

(15 Hrs.)

Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.

Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board,

Charts, Model, Slide projector, Motion picture, Smart classroom and Virtual classroom.

Team Teaching – Meaning, Principles and advantage of team teaching.

Difference between Teaching Methods and Teaching Aid.

Unit – IV Lesson Planning and Teaching Innovations

(15 Hrs.)

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.

Reference:

Bhardwaj, A. (2003). *New media of educational planning*. New Delhi: Sarup of 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.

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.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	2	2	2	1
CO 2	2	3	1	2	2
CO 3	3	2	1	1	2
CO 4	3	2	2	1	3
CO 5	1	2	3	3	2

Semester – II Theory Courses
BPD-C203 ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Defining the concepts of organization and administration in physical education.

CO-2. Estimating the needs and importance of office management, record, register & budget.

CO-3. Explaining the office management, facilities and equipment management.

CO-4. Preparing various fixtures.

CO-5. Measuring the knowledge to form time-table and to plan various intramural and extramural tournaments

Unit – I: Organization and administration

(10 Hrs.)

Meaning and importance of Organization and Administration in physical education

Qualification and Responsibilities of Physical Education teacher and pupil leader

Planning and their basic principles,

Program planning: Meaning, Importance.

Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.

Unit- II: Office Management, Record & Register

(15 Hrs.)

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.

Unit-III: Facilities, & Time-Table Management

(15 Hrs.)

Facilities and equipment management: Types of facilities Infrastructure-indoor, out door.

Care of school building, Gymnasium, swimming pool, Play fields, Play grounds

Equipment: Need, importance, purchase, care and maintenance.

Time Table Management: Meaning, Need, Importance and Factor affecting time table.

Unit-IV: Competition Organization

(15 Hrs.)

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

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.

Kozman, H.C. Cassidy, R. & Jackson, C. (1960). *Methods in Physical Education*. London: W.B. Saunders Co.

Pandy, L.K. (1977). *Methods in Physical Education*. Delhi: Metropolitan Book Depot.

Sharma, V.M. & Tiwari, R.H.: (1979). *Teaching Methods in Physical Education*. Amaravati: Shakti Publication.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	3	1	1	2
CO 2	2	3	2	1	2
CO 3	2	2	1	1	3
CO 4	2	2	1	3	1
CO 5	1	1	2	2	3

Semester – II BPD-E204 Theory Courses
CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND
WELLNESS (ELECTIVE)

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Describing the concepts of various exercise program and safety.

CO-2. Reading the concepts of physical education, fitness and wellness.

CO-3. Generalizing different principles of exercise program.

CO-4. Reviewing the safety education and fitness promotion.

CO-5. Categorizing common injuries, first aid and emergency care.

Unit – I Concept of Physical Education and Fitness

(10 Hrs.)

Definition, Aims and Objectives of Physical Education, fitness and Wellness

Importance and Scope of fitness and wellness

Modern concept of Physical fitness and Wellness

Physical Education and its Relevance in Inter Disciplinary Context.

Unit – II Fitness, Wellness and Lifestyle

(15 Hrs.)

Fitness – Types of Fitness and Components of Fitness

Understanding of Wellness

Modern Lifestyle and Hypokinetic Diseases – Prevention and Management

Physical Activity and Health Benefits

Unit – III Principles of Exercise Program

(15 Hrs.)

Means 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 group.

Unit – IV Safety Education and Fitness Promotion

(15 Hrs.)

Health and Safety in Daily Life

First Aid and Emergency Care

Common Injuries and their Management

References:

Difiore, J.(1998). *Complete guide to postnatal fitness*. London: A & C Black,.

Giam, C.K & The, K.C. (1994). *Sport medicine exercise and fitness*. Singapore: P.G. Medical Book.

Mcglynn, G., (1993). *Dynamics of fitness*. Madison: W.C.B Brown.

Sharkey, B. J.(1990). *Physiology of fitness*, Human Kinetics Book.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	3	1	3	2
CO 2	2	2	1	3	3
CO 3	2	2	3	3	2
CO 4	2	2	2	3	3
CO 5	1	2	2	1	1

Semester II Theory courses
BPD-E205 SPORTS NUTRITION AND WEIGHT MANAGEMENT (ELECTIVE)

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Identifying the concepts of sports nutrition.

CO-2. Describing the concepts of weight management and energy metabolism.

CO-3. Estimating the concepts of diet plan and exercise schedule.

CO-4. Calculating the tool of BMI.

CO-5. Testing different weight categories through BMI and suggest the solutions for body weight management.

Unit – I Introduction to Sports Nutrition

(10 Hrs.)

Meaning and Definition of Sports Nutrition

Basic Nutrition guidelines

Role of nutrition in sports

Factor to consider for developing nutrition plan

Unit – II Nutrients: Ingestion to energy metabolism

(15 Hrs.)

Carbohydrates, Protein, Fat – Meaning, classification and its function

Role of carbohydrates, Fat and protein during exercise

Vitamins, Minerals, Water – Meaning, classification and its function

Role of hydration during exercise, water balance

Unit – III Nutrition and Weight Management

(15 Hrs.)

Meaning of weight management Concept of weight management in modern era Factor affecting weight management and values of weight management

Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction,

Dieting versus exercise for weight control, Common Myths about Weight Loss

Obesity – Definition, meaning and types of obesity,

Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.

Unit – IV Steps of planning of Weight Management

(15 Hrs.)

Nutrition – Daily calorie intake and expenditure, Determination of desirable body weight

Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle

Weight management program for sporty child

Role of diet and exercise in weight management

Design diet plan and exercise schedule for weight gain and loss

References:

Bessesen, D. H. (2008). Update on obesity. *J ClinEndocrinolMetab.* 93(6), 2027-2034.

Butryn, M.L., Phelan, S., & Hill, J. O. (2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity (Silver Spring)*. 15(12), 3091-3096.

Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. *Am J ObstetGynecol*, 197(3), 223-228.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	3	1	2	2
CO 2	2	2	1	3	3
CO 3	2	2	3	3	2
CO 4	2	2	2	3	3
CO 5	1	2	1	3	3

Practical Courses
Semester – II

BPD-C251Track and Field

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Reciting the different techniques of jumps (high, long & triple).

CO-2. Describing the concepts of various jumping techniques.

CO-3. Interpreting the various phases of jumping events.

CO-4. Practicing and demonstrating of different jumping techniques.

CO-5. Analysing the different techniques of jumping.

Athletics: Jumping Events

High Jump: - Approach Run, Take off, Clearance over the bar & Landing

Long Jump: - Approach Run, Take off & Landing

Triple Jump: - Approach Run, Take off, Hop, Step & Landing

	PO1	PO2	PO3	PO4	PO5
CO 1	2	2	1	2	3
CO 2	3	2	2	1	2
CO 3	2	3	1	2	1
CO 4	3	2	1	2	2
CO 5	2	2	1	2	2

BPD-C252Yoga:

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Reciting the various concepts of yoga.

CO-2. Describing the various Mudras and Pindasth Meditation.

CO-3. Interpreting the various postures in yoga asanas and process of performing kriyas, pranayama, mudras and meditations.

CO-4. Practicing the various asanas in sitting, standing and laying position.

CO-5. Applying and demonstrating of various yoga asanas.

Surya Namaskara,

Pranayams

Corrective Asanas

Kriyas

Asanas:-Sitting, Standing, Laying Prone Position, Laying Spine Position

	PO1	PO2	PO3	PO4	PO5
CO 1	2	2	3	2	2
CO 2	3	2	2	2	3
CO 3	2	2	2	1	1
CO 4	3	2	1	1	1
CO 5	1	1	2	2	1

BPD-C253 Badminton:

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Reciting the techniques of badminton.

CO-2. Describing specific court movements.

CO-3. Interpreting various techniques of badminton.

CO-4. Practicing the knowledge of badminton during officiating.

CO-5. Constructing new badminton courts.

Badminton: Fundamental Skills

Racket parts, Racket grips, Shuttle Grips., The basic stances.

The basic Strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm

Drills and lead up games., Types of Games-Singles, doubles, including mixed doubles.

Rules and their interpretations and duties of officials.

	PO1	PO2	PO3	PO4	PO5
CO 1	2	2	1	1	1
CO 2	1	3	2	1	1
CO 3	2	3	2	1	1
CO 4	2	3	3	2	2
CO 5	2	2	1	3	2

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Reciting the various commands and teaching methods.

CO-2. Describing the terms used to plan and teach general lesson.

CO-3. Interpreting the callisthenic and rhythmic exercises.

CO-4. Practicing and demonstrating the callisthenic/ rhythmic activities.

CO-5. Creating lesson plans for neuro-muscular development.

Classroom teaching lesson: Six Classroom teaching lessons on any topic related to any subject of I and II semester (five internal and one external). The first five lessons will be supervised by the faculty members who were discussed the merits and demerits of the concerned lessons and guide them for the future. In these lessons plans duration should slowly increase (30-45 minutes) and all parts of the lessons covered progressively. After the completion of this internal process students will have discussed with his class mentor/lesson supervisor and they will allot him for final (sixth) lesson for external examination.

(A) Evaluation criteria for teaching lesson (Internal)

Sr. No	Areas/Aspect Of Evaluation	Marks Allotted
1	Preparation of lesson plan	2
2	Entrance, appearance, appropriate dress-up, grooming, Use of apparatus, Music, Drum etc.	2
3	Command, Voice & Confidence	2
4	Detection & Correction of faults	1
5	5 Discipline & control of class 1	1

	PO1	PO2	PO3	PO4	PO5
CO 1	2	3	1	1	1
CO 2	1	3	2	1	3
CO 3	2	3	2	3	1
CO 4	2	3	3	2	2
CO 5	3	3	1	1	2

Semester – III Theory Courses
BPD-C301 SPORTS TRAINING

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Describing the concept of sports training.

CO-2. Associating various training components & training process.

CO-3. Generalizing the training process.

CO-4. Establishing the talent identification in sports.

CO-5. Creating the new periodization and training session.

Unit – I Introduction to Sports Training

(10 Hrs.)

Meaning and Definition of Sports Training

Aim and Objective of Sports Training

Principles of Sports Training

System of Sports Training – Basic Performance, Good Performance and High Performance Training

Unit – II Training Components

(15 Hrs.)

Strength – Mean and Methods of Strength Development

Speed – Mean and Methods of Speed Development

Endurance - Mean and Methods of Endurance Development

Coordination – Mean and Methods of coordination Development

Flexibility – Mean and Methods of Flexibility Development

Unit – III Training Process

(15 Hrs.)

Training Load- Definition and Types of Training Load

Principles of Intensity and Volume of stimulus

Technical Training – Meaning and Methods of Technique Training

Tactical Training – Meaning and Methods of Tactical Training

Unit – IV Training programming and planning

(15 Hrs.)

Periodization – Meaning and types of Periodization

Aim and Content of Periods – Preparatory, Competition, Transitional etc.

Planning – Training session

Talent Identification and Development

Reference:

Dick, W. F. (1980). *Sports training principles*. London: Lepus Books.

Harre, D. (1982). *Principles of sports training*. Berlin: Sporulated.

Jensen, R. C. & Fisher, A.G. (1979). *Scientific basis of athletic conditioning*. Philadelphia:

Lea and Fibiger, 2nd Edn.

Matvyew, L.P. (1981). *Fundamental of sports training*. Moscow: Progress Publishers.

Singh, H. (1984). *Sports training, general theory and methods*. Patials: NSNIS.

Uppal, A.K., (1999). *Sports Training*. New Delhi: Friends Publication.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	2	1	2	1
CO 2	3	2	1	2	1
CO 3	3	2	1	2	1
CO 4	2	2	2	1	3
CO 5	2	2	2	1	3

Semester III Theory Courses
BPD-C302 COMPUTER APPLICATIONS IN PHYSICAL EDUCATION

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Recognizing the various concepts of computer applications in physical education & sports.

CO-2. Classifying input and output devices.

CO-3. Administering the compose, format and edit the word documents.

CO-4. Administering the knowledge of using MS Excel and MS Power-point.

CO-5. Assessing the formation of slide show presentation.

Unit – I: Introduction to Computer

(10 Hrs.)

Meaning, need and importance of information and communication technology (ICT).

Application of Computers in Physical Education

Components of computer, input and output device

Application software used in Physical Education and sports

Unit – II: MS Word

(15 Hrs.)

Introduction to MS Word

Creating, saving and opening a document

Formatting Editing Features Drawing table, page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes

Unit – III: MS Excel

(15 Hrs.)

Introduction to MS Excel

Creating, saving and opening spreadsheet

Format and editing features adjusting columns width and row height understanding charts.

Unit – IV: MS Power Point

(15 Hrs.)

Introduction to MS Power Point

Creating, saving and opening a ppt. file format and editing features slide show, design, inserting slide number picture, graph, table

Preparation of Power point presentations

Referances:

Irtegov, D. (2004). *Operating system fundamentals*. Firewall Media.

Marilyn, M.& Roberta, B.(n.d.).*Computers in your future*. 2nd edition, India: Prentice Hall.

Milke, M.(2007). *Absolute beginner's guide to computer basics*. Pearson Education Asia.

Sinha, P. K. & Sinha, P. (n.d.).*Computer fundamentals*. 4th edition, BPB Publication.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	3	2	1	2
CO 2	2	2	2	3	2
CO 3	1	2	2	3	2
CO 4	2	2	3	3	2
CO 5	2	2	3	3	2

Semester – III Theory Courses
BPD-C303 SPORTS PSYCHOLOGY AND SOCIOLOGY

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Identifying the concepts of educational psychology and sociology.

CO-2. Reading the fundamental concepts of sports psychology and sports-sociology.

CO-3. Calculating the effects of various psychological variables on sports performance.

CO-4. Estimating different methods of studying of behaviour of sports person.

CO-5. Judging the various social problems and their effect on sports performance

Unit -I: introduction

(10 Hrs.)

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

Psycho-sociological aspects of Human behaviour in relation to physical education and sports

Unit-II: Sports Psychology

(15 Hrs.)

Nature of learning, theories of learning, Laws of learning, Plateau in Learning; & transfer of training

Meaning and definition of personality, characteristics of personality, Dimension of personality, Personality and Sports performance

Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance.

Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imaginary.

Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety

Meaning and nature of stress; Types of stress.

Anxiety, Stress, Arousal and their effects on sports performance

Unit-III: Relation between Social Science and Physical Education.

(15 Hrs.)

Orthodoxy, customs, Tradition and Physical Education.

Festivals and Physical Education.

Socialization through Physical Education.

Social Group life, Social conglomeration and Social group, Primary group and Remote group.

Unit-IV Culture: Meaning and Importance.

(15 Hrs.)

Features of culture, Importance of culture.

Effects of culture on people life style.

Different methods of studying Observation/ Inspection method, Questionnaire method, Interview method

References:

Ball, D. W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport*. London: Addison Wesley Publishing Co., Inc.

Blair, J.& Simpson, R.(1962). *Educational psychology*, New York:McMillan Co.

Cratty, B. J.(1968). *Psychology and physical activity*. Eaglewood Cliffs. Prentice Hall.

Kamlesh, M.L. (1998). *Psychology in physical education and sport*. New Delhi:Metropolitan Book Co.

Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). *Sport and social system*. London: Addison Wesley Publishing Company Inc.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	3	2	1	2
CO 2	2	2	2	3	2
CO 3	1	2	2	3	3
CO 4	2	2	3	3	2
CO 5	2	2	3	3	2

Semester – III BPD-E304 Theory Courses
SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION (ELECTIVE)

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Defining the meaning, definition, aim, objectives, concept of sports medicine, principle, importance of physiotherapy.

CO-2. Describing the prevention from sports injuries.

CO-3. Establishing the first aid treatment, and various physiological effects of massage.

CO-4. Categorizing the correct therapeutic exercises, massage technique and therapeutic modalities.

CO-5. Judging various therapeutic exercises.

Unit-I: - Sports Medicine

(10 Hrs.)

Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance.

Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.

Need and Importance of the study of sports injuries in the field of Physical Education

Prevention of injuries in sports – Common sports injuries – Diagnosis –

Unit-II: Physiotherapy

(15 Hrs.)

Definition – Guiding principles of physiotherapy, Importance of physiotherapy,

Introduction and demonstration of treatments - Electrotherapy – infrared rays –

Ultraviolet rays –short wave diathermy – ultrasonic rays.

Unit-III: Hydrotherapy:

(15 Hrs.)

Introduction and demonstration of treatments of Cry therapy, Thermo therapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation –

Massage: History of Massage – Classification of Manipulation (Swedish System) physiological Effect of Massage.

Unit-IV: Therapeutic Exercise:

(15 Hrs.)

Definition and Scope – Principles of Therapeutic Exercise – Classification, Effects and uses of Therapeutic exercise – passive Movements (Relaxed, Forced and passive - stretching) – active movements (concentric, Eccentric and static) application of the therapeutic exercise: Free Mobility Exercise – Shoulder, Elbow – Wrist and Finger Joints:- Hips, Knee, ankle and Foot joints – Trunk. Head and Neck exercises.

References:

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.

Hunter, M. D. (1979). *A 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.

Philadelphial: Lea &Febiger.

Jeyaprakash, C. S., *Sports Medicine*, J.P. Brothers Pub., New Delhi, 2003.

Khanna, G.L., (1990). *Exercise physiology & sports medicine*. Delhi:Lucky Enterprises.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	3	2	1	2
CO 2	2	2	2	3	2
CO 3	1	2	2	3	3
CO 4	2	2	3	3	2
CO 5	2	2	3	3	2

Semester – III Theory Courses
BPD-E305 CURRICULUM DESIGN (Elective)

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Memorizing the modern concept of the curriculum.

CO-2. Estimating the basic Guide lines for curriculum construction.

CO-3. Identifying Curriculum-Old and new concepts, Mechanics of curriculum planning.

CO-4. Explaining the Under-graduate preparation of professional preparation.

CO-5. Establishing various steps in curriculum construction.

UNIT-I Modern Concept of the Curriculum

(10 Hrs.)

Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.

Factors affecting curriculum - Social factors - Personnel qualifications – Climatic consideration - Equipment and facilities -Time suitability of hours.

UNIT-II Basic Guide line for curriculum construction; contest (selection and expansion).

(15 Hrs.)

Focalization

Socialization

Individualization

Sequence and operation

Steps in curriculum construction.

UNIT-III Curriculum-Old and new concepts, Mechanics of curriculum planning. (15 Hrs.)

Basic principles of curriculum construction.

Curriculum Design, Meaning, Importance and factors affecting curriculum design.

Principles of Curriculum design according to the needs of the students and state and national level policies.

Role of Teachers

UNIT-IV Under-graduate preparation of professional preparation.

(15 Hrs.)

Areas of Health education, Physical education and Recreation.

Curriculum design- Experience of Education, Field and Laboratory.

Teaching practice.

Professional Competencies to be developed- Facilities and special resources for library, laboratory and other facilities.

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.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	3	2	1	2
CO 2	2	2	2	2	2
CO 3	3	3	2	2	3
CO 4	2	2	2	2	3
CO 5	1	1	1	1	3

Part – B Practical Courses

Semester – III

BPD-C351 Track and Field's (Throwing Events)

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Reciting the concepts of throwing events.

CO-2. Describing the various types of grip and stance.

CO-3. Interpreting the various throwing techniques.

CO-4. Practicing the knowledge throwing during competition.

CO-5. Estimating the various throwing techniques.

Contents: -

Discus Throw, Javelin, Hammer throw, shot-put, Basic Skills and techniques of the Throwing events, Ground Marking / Sector Marking, Interpretation of Rules and Officiating, Grip, Stance, Release, Reserve/ (Follow through action), Rules and their interpretations and duties of officials.

	PO1	PO2	PO3	PO4	PO5
CO 1	2	2	1	2	3
CO 2	3	2	2	1	2
CO 3	2	3	1	2	1
CO 4	3	2	1	2	2
CO 5	2	2	1	2	2

BPD-C352 Combative Sports:

Judo: Fundamental skills

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Reciting the fundamentals and rules of Judo.

CO-2. Describing the various techniques of Judo.

CO-3. Interpreting and applying various offensive and defensive techniques.

CO-4. Practicing various techniques that used in Judo.

CO-5. Focusing on the rules and regulation of Judo.

Rei (Salutation)-Ritsurei (Salutation in standing position), Zarai (Salutation in the sitting position)

Kumi kata (Methods of holding judo costume)

Shisei (Posture in Judo)

Kuzushi (Act of disturbing the opponent posture)

Tsukuri and kake (Preparatory action for attack)

Ukemi (Break Fall)-Urhiro Ukemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae

Ukemi (Front Break Fall), Mae mawari Ukemi (Front Rolling break fall)

Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps).

Tai Sabaki (Management of the body)

Nage Waze (Throwing techniques)-Hiza Guruma (Knee wheel), Sesae Twurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major loinm),

Seoi Nage (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.

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Reciting the fundamentals and rules of wrestling.

CO-2. Describing the various techniques of wrestling.

CO-3. Interpreting and applying various offensive and defensive techniques.

CO-4. Practicing various techniques that used in wrestling.

CO-5. Focusing on the knowledge of rules and regulation of wrestling.

Wrestling: Fundamental Skills

Take downs, Leg tackles, Arm drag.

Counters for take downs, Cross face, Whizzer series.

Escapes from under-sit-out turn in tripped.

Counters for escapes from under-Basic control back drop, Counters for stand up.

Pinning combination-Nelson series(Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson.

Escapes from pinning: Wing lock series, Double arm lock roll, Cridge.

Standing Wrestling-Head under arm series, whizzer series

Referees positions.

	PO1	PO2	PO3	PO4	PO5
CO 1	2	2	1	2	3
CO 2	3	2	2	1	2
CO 3	2	3	1	2	1
CO 4	3	2	1	2	2
CO 5	2	2	1	2	2

BPD-C353 Team Games: Hockey/Basketball:

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Reciting the fundamentals and rules of hockey.

CO-2. Describing the various techniques of hockey.

CO-3. Interpreting and applying various offensive and defensive techniques.

CO-4. Practicing various techniques that used in hockey.

CO-5. Focusing the knowledge of rules and regulation of hockey.

Hockey: Fundamental Skills

Player stance & Grip, Rolling the ball, Dribbling, Push, Stopping, Hit, Flick, Scoop

Passing – Forward pass, square pass, triangular pass, diagonal pass, return pass,

Reverse hit, Dodging

Goal keeping – Hand defence, foot defence

Positional play in attack and defence.

Rules and their interpretations and duties of officials.

Rules and their interpretations and duties of officials.

Ground Marking.

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Reciting the fundamentals and rules of basketball.

CO-2. Describing the various techniques of basketball.

CO-3. Interpreting and applying various offensive and defensive techniques.

CO-4. Practicing various techniques that used in basketball.

CO-5. Focusing the knowledge of rules and regulation of basketball.

Basketball:

Fundamental Skills

Player stance and ball handling

Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Baseball pass, Side Arm Pass, Over Head pass, Hook Pass.

Receiving-Two Hand receiving, one hand receiving, receiving in stationary position, receiving while jumping, receiving while running.

Dribbling-How to start dribble, how to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble.

Shooting-Layup shot and its variations, one hand set shot, one hand jump shot, Hook shot, Free throw.

Rebounding-Defensive rebound, Offensive rebound, knock out, Rebound Organization.

Individual Defensive-Guarding the man with the ball and without the ball.

Pivoting.

Rules and their interpretations and duties of the officials.

	PO1	PO2	PO3	PO4	PO5
CO 1	2	2	1	2	3
CO 2	3	2	2	1	2
CO 3	2	3	1	2	1
CO 4	3	2	1	2	2
CO 5	2	2	1	2	2

BPD-T354 Teaching practices:(Internship)

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Describing the various teaching/coaching/officiating errors.

CO-2. Interpreting the various concepts of teaching methods.

CO-3. Interpreting his experience to take lectures in class room situation.

CO-4. Practicing and demonstrating the various skills of game and sports.

CO-5. Creating lesson plans.

10 teaching lesson plans for Racket Sport out of which 5 lessons internal and 5 lessons external at school.

The B.P.Ed., program provides for sustained field work with learners and the school, thereby creating congenial atmosphere. The program includes teaching basic skills in games and sports and indigenous activities given exposure to teachers in the teaching-learning process. School internship/teaching practice includes community engagement. The school internship teaching practice program shall have the following components. A minimum of 10 lessons out of which 05 shall be in schools and 05 lessons shall be coaching lessons in the college/Institution/Departments itself.

For External: For Teaching Practice/Internship, School and participating college shall setup a mutually agreed mechanism for mentoring, supervising, tracking & accessing the student-teachers. After the completion of Internship student will report to his/her principal/class mentor, then they will form committee for the concern student presentation.

This Course is compulsory and successful completion of the same with due documentation would be essential and a pre-requisite for award of the degree.

	PO1	PO2	PO3	PO4	PO5
CO 1	2	2	3	1	2
CO 2	3	3	2	1	2
CO 3	2	2	2	1	3
CO 4	1	1	3	1	2
CO 5	2	2	1	1	3

Semester – IV Theory Courses
BPD-C401 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Describing the concepts of measurement and evaluation in physical education.

CO-2. Memorizing the Classification and Administration of test.

CO-3. Identifying the concept of Physical Fitness Tests.

CO-4. Measuring various physical fitness test & sports skill test in the field of physical education.

CO-5. Establishing the physical fitness and sports skill test.

Unit- I Introduction to Test & Measurement & Evaluation

(10 Hrs.)

Meaning of Test & Measurement & Evaluation in Physical Education

Need & Importance of Test & Measurement & Evaluation in Physical Education

Principles of Evaluation

Unit- II Criteria; Classification and Administration of test

(15 Hrs.)

Criteria of good Test

Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms)

Type and classification of Test

Administration of test, advance preparation – Duties during testing – Duties after testing.

Knowledge based test: Snell Sports Knowledge test

Unit- III Physical Fitness Tests

(15 Hrs.)

AAHPER youth fitness test, National physical Fitness Test, Indiana Motor Fitness Test, JCR test

U.S Army Physical Fitness Test.

Unit- IV Sports Skill Tests

(15 Hrs.)

Lockhart and McPherson badminton test, Johnson basketball test, McDonald soccer test, S.A.I volleyball test, S.A.I Hockey test

References:

Bangsbo, J. (1994). *Fitness training in football: A scientific approach*. Bagsvaerd, Denmark: Ho-Storm.

Barron, H. M., & Mchee, R. (1997). *A practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.

Barron, H.M. & Mchee, 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 Compnay.

Pheasant, S. (1996). *Body space: anthropometry, ergonomics and design of work*. Taylor & Francis, New York.

Phillips, D. A., & Hornak, J. E. (1979). *Measurement and evaluation in physical education*. New York: John Willey and Sons.

	PO1	PO2	PO3	PO4	PO5
CO 1	2	2	3	1	2
CO 2	3	3	2	1	2
CO 3	2	2	2	1	3
CO 4	1	1	3	1	2
CO 5	2	2	1	1	3

Semester – IV Theory Courses
BPD-C402 KINESIOLOGY AND BIOMECHANICS

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Memorizing the fundamental concepts of anatomy, physiology, kinesiology and biomechanics.

CO-2. Describing the fundamental concepts of Kinematics and Kinetics of Human Movement.

CO-3. Explaining the fundamentals of Mechanical Concepts.

CO-4. Describing the fundamentals of Kinematics and Kinetics of Human Movement.

CO-5. Establishing the concept of leverage, Newton's laws of motion and projectile during performing sports skills.

Unit – I Introduction to Kinesiology and Sports Biomechanics (10 Hrs.)

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, Equilibrium, Line of Gravity

Unit – II Fundamental Concept of Anatomy and Physiology (15 Hrs.)

Classification of Joints and Muscles

Types of Muscle Contractions

Posture – Meaning, Types and Importance of good posture.

Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal Innervation

Unit – III Mechanical Concepts (15 Hrs.)

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 Kinematics and Kinetics of Human Movement (15 Hrs.)

Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration

Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.

Linear Kinetics – Inertia, Mass, Momentum, Friction.

Angular Kinetics – Moment of inertia, Couple, Stability.

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.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	2	1	2	1
CO 2	3	2	1	2	1
CO 3	3	2	1	2	1
CO 4	2	2	2	1	3
CO 5					

Semester – IV Theory Courses
BPD-C403 RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Memorizing the fundamental concepts of research and statistics.

CO-2. Reviewing the survey of related literature.

CO-3. Estimating the statistical models in physical education and sports.

CO-4. Identifying the basics of statistical analysis.

CO-5. Establishing the statistical problems and preparing research report.

Unit-I Introduction to Research

(10 Hrs.)

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 term, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations.

Unit-II Survey of Related Literature

(15 Hrs.)

Need for surveying related literature.

Literature Sources, Library Reading

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.

Unit-III Basics of Statistical Analysis

(15 Hrs.)

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

Unit- IV Statistical Models in Physical Education and Sports

(15 Hrs.)

Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data

Measures of Variability: Meaning, importance, computing from group and ungroup data

Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data

References:Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.

Bompa, T. O. &Haff, G. G. (2009). *Periodization: theory and methodology of training*, 5th ed.Champaign, IL: Human Kinetics.

Brown, L. E., &Ferrigno, V. A. (2005). *Training for speed, agility and quickness*, 2nd ed. Champaign, IL: Human Kinetics.

Brown, L.E. & Miller, J., (2005). *How the training work*. In: Training Speed, Agility, and

Quickness. Brown, L.E. &Ferrigno, V.A &Ferrigno, V.A., eds. Champaign, IL: Human Kinetics.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	3	2	1	2
CO 2	2	2	1	1	2
CO 3	2	2	2	1	2
CO 4	2	2	2	1	2
CO 5	2	2	3	2	2

Semester – IV Theory Courses
BPD-E404 THEORY OF SPORTS AND GAMES (ELECTIVE)

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Defining the fundamental concepts of various games and sports.

CO-2. Memorizing the layout of various games and sports.

CO-3. Explaining the concepts of General rules and regulations of various games and sports.

CO-4. Explaining the concepts of skills and equipment's of various games and sports.

CO-5. Establishing various scientific principles for ground marking of various games and sports.

UNIT-I INTRODUCTION

General Introduction of specialized games and sports– (15 Hrs.)

Athletics: Layout of Track and Field, General rules, Basic Skills, Equipment's, major Tournaments and major Awards

Badminton: Layout of Badminton Court, General rules, Basic Skills, Equipment's, major Tournaments and major Awards

Basketball: Layout of Basketball Court, General rules, Basic Skills, Equipment's, major Tournaments and major Awards

Cricket: Layout of Cricket ground, General rules, Basic Skills, Equipment's, major Tournaments and major Awards

UNIT- II (15 Hrs.)

Football: Layout of Football field, General rules, Basic Skills, Equipment's, major Tournaments and major Awards

Gymnastic Layout of Gymnastic floor, General rules, Basic Skills, Equipment's, major Tournaments and major Awards

Hockey: Layout of Hockey field, General rules, Basic Skills, Equipment's, major Tournaments and major Awards

Handball: Layout of Handball court, General rules, Basic Skills, Equipment's, major Tournaments and major Awards

Kabaddi: Layout of Kabaddi court, General rules, Basic Skills, Equipment's, major Tournaments and major Awards

Kho-Kho: Layout of Kho-kho court, General rules, Basic Skills, Equipment's, major Tournaments and major Awards

UNIT-III (15 Hrs.)

Squash: Layout of Squash court, General rules, Basic Skills, Equipment's, major Tournaments and major Awards

Softball: Layout of Softball diamond, General rules, Basic Skills, Equipment's, major Tournaments and major Awards

Tennis: Layout of Tennis court, General rules, Basic Skills, Equipment's, major Tournaments and major Awards

Volleyball: Layout of Volleyball court, General rules, Basic Skills, Equipment's, major Tournaments and major Awards

Wrestling: Layout of Wrestling arena, General rules, Basic Skills, Equipment's, major Tournaments and major Awards

UNIT-IV

Each game or sports to be deal under the following heads

History and development of the Game and Sports

Ground preparation, dimensions and marking

Standard equipment and their specifications

Ethics of sports and sportsmanship

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.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	2	1	2	1
CO 2	3	2	1	2	1
CO 3	3	2	1	2	1
CO 4	2	2	2	1	3
CO 5	3	3	2	1	3

Semester – IV Theory Courses
BPD-E405 SPORTS MANAGEMENT

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/performance the following.....

CO-1. Memorizing the concepts of Sports Management.

CO-2. Estimating the concepts of Leadership.

CO-3. Identifying the effects of Planning in Sports.

CO-4. Identifying the effects of Management in Sports.

CO-5. Establishing the concept of Budget in Financial Management.

Unit-I Sports Management

(10 Hrs.)

Nature and Concept of Sports Management.

Progressive concept of Sports management.

The purpose and scope of Sports Management.

Essential skills of Sports Management.

Qualities and competencies required for the Sports Manager.

Event Management in physical education and sports.

Unit-II Leadership

(15 Hrs.)

Meaning and Definition of leadership

Leadership style and method.

Elements of leadership.

Forms of Leadership: - Autocratic, Laissez-faire, Democratic & Benevolent Dictator

Qualities of administrative leader.

Preparation of administrative leader.

Leadership and Organizational performance.

Unit-III Planning and Management

(15 Hrs.)

Sports Management in Schools, colleges and Universities.

Factors affecting planning

Planning a school or college sports programme.

Directing of school or college sports programme.

Controlling a school, college and university sports programme:- Developing performance standard,

Establishing a reporting system, Evaluation and The reward/punishment system

Unit-IV Budget

(15 Hrs.)

Financial management in Physical Education & sports in schools, Colleges and Universities.

Budget – Importance, Criteria of good budget, Steps of Budget making, Principles of budgeting

REFERENCES:

Ashton, D. (1968). *Administration of physical education for women*. New York: The Ronald Press Co.

Bucher, C.A. *Administration of physical education and athletic programme*. 7th Edition, St.

Louis: The C.V. Mosby Co.

Daughtrey, G. & Woods, J.B. (1976). *Physical education and intramural programmes, organisation and administration*. Philadelphia U.S.A. : W.B. Saunders Co.

Earl, F. Z., & Gary, W. B. (1963). *Management competency development in sports and physical education*. Philadelphia: W. Lea and Febiger.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	2	1	2	1
CO 2	3	2	1	2	1
CO 3	3	2	1	2	1
CO 4	2	2	2	1	3
CO 5	3	3	2	1	3

Part – B
Practical Courses

Semester – IV

BPD-C453

Sports Specialization: Track and field Marking / Gym Training / Aerobics (Any One)

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Reciting the concepts of track marking.

CO-2. Describing the various types of aerobics exercises and exercises.

CO-3. Interpreting the various dancing techniques in aerobics.

CO-4. Practicing the knowledge during track marking.

CO-5. Focusing the various training techniques.

(The students will perform the skills, a Scrape file based on Specialization and Viva-voce)

	PO1	PO2	PO3	PO4	PO5
CO 1	2	2	1	2	3
CO 2	3	2	2	1	2
CO 3	2	3	1	2	1
CO 4	3	2	1	2	2
CO 5	2	2	1	2	2

BPD-C452

Games Specialization: Kabaddi, Kho-Kho, Baseball, cricket, Football, Hockey, Softball Volleyball, Handball, Basketball, Netball, Badminton, Table Tennis, Squash, Tennis (Any One)

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Reciting the fundamentals and rules of Game specialization.

CO-2. Describing the various techniques of Game specialization.

CO-3. Interpreting various offensive and defensive techniques.

CO-4. Practicing various techniques that used in Game specialization.

CO-5. Focusing the knowledge of rules and regulation of Game specialization.

(The students will perform the skills, a Scrape file based on Specialization and Viva-voce)

	PO1	PO2	PO3	PO4	PO5
CO 1	3	2	1	2	3
CO 2	3	2	2	1	2
CO 3	2	3	1	2	1
CO 4	3	2	1	2	2
CO 5	2	2	1	2	2

BPD-T451 Teaching Practice Class room

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Remembering the various teaching methods.

CO-2. Developing his experience to take lectures in class room situation.

CO-3. Associating the various concepts of teaching methods.

CO-4. Practicing on various teaching techniques and teaching aids.

CO-5. Composing lesson plans.

Teaching lesson plan (Theory): Six teaching lesson plans for subject matter from the syllabus of B.P.Ed. (five internal and one external). The first five lessons will be supervised by the faculty members who were discussed the merits and demerits of the concerned lessons and guide them for the future. In these lessons plans duration should slowly increase (30-45 minutes) and all parts of the lessons covered progressively. After the completion of this internal process students will have discussed with his class mentor / lesson supervisor and they will allot him the final (sixth) lesson for external examination.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	3	2	1	2
CO 2	3	3	2	1	2
CO 3	2	2	2	1	3
CO 4	1	1	3	1	2
CO 5	2	2	1	1	3

BPD-T454 Teaching Practice Games:-

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Remembering the various teaching skill errors.

CO-2. Developing his experience to take lectures in class room situation.

CO-3. Associating the various concepts of teaching methods.

CO-4. Practicing various teaching techniques and teaching aids.

CO-5. Composing lesson plans.

Teaching lesson plan (Theory): Six teaching lesson plans for Game/ Sport (five internal and one external). The first five lessons will be supervised by the faculty members who were discussed the merits and demerits of the concerned lessons and guide them for the future. In these lessons plans duration will be 45 minutes and all parts of the lessons covered progressively. After the completion of this internal process students will have discussed with his class mentor / lesson supervisor and they will allot him the final (sixth) lesson for external examination.

	PO1	PO2	PO3	PO4	PO5
CO 1	3	3	2	1	2
CO 2	3	3	2	1	2
CO 3	2	2	2	1	3
CO 4	1	1	3	1	2
CO 5	2	2	1	1	3

BPD-C461 Leadership Camp – (Project)

The Course learning outcomes (COs): On completion of the two years B.P.Ed., program, the students will be learning and able to do/perform the following.....

CO-1. Examining the concepts of leadership camp.

CO-2. Identifying the history and importance of other places.

CO-3. Tracing the importance/parameters/checklist for tour/camps.

CO-4. Establishing leadership quality and group-cohesion.

CO-5. Developing his creativity to perform minor games and activities.

A five days camping

At least 3 days Camping program will be organized at any spot for the student trainee and 100 marks will be awarded on the basis of criteria given in

The charges for the camp will be revised due to inflation rates. The minimum charges of the camp are Rs. 2000/ and it will be mandate for all students.

Annexure-B

Sr. No.	Activity Max.	Marks
1	Task Given in camping	10
2	Interest in Extracurricular activities on altitude training	10
3	Organizing ability	10
4	Participation in altitude training	10
5	Task Performance	05
6	Personal behaviour in a group	05
7	Observing leadership ability	05
8	Cooperation in a group	05
9	Discipline	10
10	Tour report	30
Total		100

	PO1	PO2	PO3	PO4	PO5
CO 1	3	3	2	1	2
CO 2	3	3	1	1	2
CO 3	2	2	3	1	3
CO 4	1	1	3	1	2
CO 5	2	2	3	1	3