

**GURUKULA KANGRI
VISHWAVIDYALAYA, HARIDWAR
(UTTARAKHAND)**

ORDINANCE



**Bachelor of Arts
(Physical Education) as an elective subject**

FOUR YEARS PROGRAMME (EIGHT SEMESTERS)

**ACCORDING TO NEP 2020
CHOICE BASED CREDIT SYSTEM(CBCS)**

(NEP-2020)

May 2022

Revised Syllabus w. e. f. July 2022

DEPARTMENT OF PHYSICAL EDUCATION& SPORTS

FACULTY OF YOGA AND PHYSICAL EDUCATION

CURRICULUM FRAMEWORK

Bachelor of Arts with Physical Education as an Elective subject (B.A. 4 Years course, Eight semester)

Programme Outcomes: At the end of the programme students will be prepare to: -

- Understand the nature of physical education through enriched experiences.
- Understand the conceptual knowledge of Physical Education.
- To prepare the Healthy persons for the society.
- To develop the Personal and Community Hygiene habits among the society through Physical Education activities.
- Motivate and Prepare the leaders who will motivate and guide the students and society.
- Identify the sports talent in the school going children and guiding them future sports carrier.
- The student will be able to know and develop Public relation and its significance in successful organization of sports events.

Programme Specific Outcomes (PSOs)

The learning and abilities or skills that a student would have developed by the end of two-year

B.A. (Four 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	Analyzing and relating the valuable knowledge about the Health, related issues various communicable disease, its preventive measures, Nutrition, its role in weight management and healthy life..
PSO-4	Evaluating and measuring the important methods used for teaching in Physical Education.
PSO-5	Creating and designing research problem, training sessions, diet plans.

Bachelor of Arts with Physical Education as an Elective subject (B.A. 4 Years course, Eight semester) Programme Outcomes:

- Bachelor of Arts with Physical Education (B. A.) four years (Eight Semesters Choice Based Credit System) programme is meant for preparing eligibility to take admission in Teachers training programme of Physical Education.
- The course prepares the leaders in Physical Education who act as Mentors and Motivators for Society children in inculcating healthy and hygienic habits.
- The course prepares the students who can become Umpire/ Referee, Gym/ Personal Trainer, Sport/ Athletic Trainer, Yoga Trainer, Sports and Leisure Club Manager and also prepare to undergo in Physical Education TEP's.

Aims of Bachelor's Degree Programme as an elective subject-Physical Education. The specific aims of learning outcomes-based curriculum framework (LOCF) in Physical Education are:

- To enable students to understand history, philosophy, values, ethics and functions of Physical Education profession, and its linkages with other social science & science disciplines;

- To equip students with knowledge on core and ancillary methods of professional work, and its practice base;
- To inculcate in the student's values of enquiry and research; and thereby develop problem solving and decision making abilities;
- To prepare professionals to practice in diverse field settings and also address contemporary issues and concerns such as of games and sports;
- To make learners- the young professionals sensitive to the needs of the people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context;
- To develop young professionals with good communication skills and quest for a self-motivated life-long learning, focusing on skilling and re-skilling in their respective field of Physical Education;
- To develop in the graduates a perspective on understanding planning and development at the national and international levels; and also thrust on national policies directed towards achieving sustainable development h. To imbibe in the learners, the values of sports justice, empathy, hard and honest work- thereby developing in them the vision to work towards an egalitarian society.

Graduate Attributes The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The graduate attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are transferable beyond study of a particular subject area and programme contexts in which they have been developed. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. Some of the characteristic attributes that a Physical Education graduate should demonstrate are as follows:

Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

Communication Skills: Ability to express thoughts and ideas effectively, demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups. Develop skills in verbal and non-verbal communication, preparation and presentation of documents/reports/PPTs. Skills of interpersonal communication, use of IEC and programme media in working with diverse population groups. Able to use ICT in 12 a variety of learning situations.

Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of problems by stepping out of comfort zones and taking up challenges in unforeseen challenges.

Analytical Reasoning: Ability to access secondary information as a consumer, identify right resources/ data banks. Analyze and synthesize data from a variety of sources and draw valid conclusions.

Research-related Skills: As a producer of research develop basic skills and a scientific attitude, problem identification and formulation of research design; ability to plan, execute and report a research investigation; develop skills to prepare case studies and best practice documentation, learn to use appropriate software for analyzing data and work towards generation of indigenous knowledge.

Cooperation and Team Work: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group and or a team in the interests of a common cause and work efficiently as a player.

Reflective Thinking: Awareness of and ability to use one's professional skills and behavioral competencies that meet the need of the situation.

Self-motivated Learning: Ability to identify needs and mobilize resources independently, monitor and evaluate programmes. Ability to guide and lead clientele in the community/work setting in the right direction.

Diversity Management and Inclusive Approach: Able to understand and appreciate diversity (caste, ethnicity, gender and marginalization), values and beliefs of multiple cultures in a global perspective, managing diversity, use of an inclusive approach to the extent possible.

Moral and Ethical Awareness/Reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of Physical Education and Sports.

Lifelong Learning: Capable of self-paced and self-directed continuous learning aimed at personal/professional development and for improving knowledge, attitude and skills as also reskilling in diverse areas

Ordinance

1. Degree Title: Bachelor of Arts (Physical Education as an elective subject) (B.A.)
2. Name of the Faculty: Faculty of yoga and Physical Education
3. Name of the Faculty from which B.A. is associated: Faculty of Humanities
4. Duration:

1 Year (Two Semesters)	Undergraduate Certificate
2 Years (Four Semesters)	Undergraduate Diploma
3 Years (Six Semesters)	Bachelor's Degree
4 Years (Eight Semesters)	Bachelor's Degree (Honors/Research)

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential

employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. Elective Course: Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

GUIDELINES OF REGULATIONS AND SYLLABUS STRUCTURE FOR B.A. FOUR YEARS PROGRAMME as an Elective Physical Education Subject (EIGHT SEMESTERS) (CBCS)

Preamble: The Bachelor of Arts, as an elective Physical Education subject (B.A.) Four years (Eight Semesters, Choice Based Credit System) programme is a regular programme meant for preparing a base to undergo through Physical Education.

The B.A. Programme is designed to integrate the study of childhood, social context of Physical Education, subject knowledge, aim of Physical Education.

Intake, Eligibility and Admission Procedure: As devised by the Faculty of Humanities and University rules.

Eligibility: - As decided by the University.

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

Number of seats: As approved by University AC for B.A. Course.

B.A. (ELECTIVE) IN PHYSICAL EDUCATION

S. N	Subject Type	Subject Code	Subject Title	Credits	Evaluation Scheme				Subject Total
					Sessional			ESE	
					CT	TA	Total		
B.A. I Year									
Semester – I (core)									
1	CC	BPE-C101	Psycho-Developmental Aspects of Physical Education	4	25	15	40	60	100
2	VAC	BPE-V101	Value Education, Ethics and Fitness in Sports	4	25	15	40	60	100
3	CC	BPE-C151	Lab/Practical Course - I	2	25	15	40	60	100
Semester – II (core)									
1	CC	BPE-C201	Psycho-Philosophical Foundation of Physical Education	4	25	15	40	60	100
2	CC	BPE-C251	Lab /Practical Course – II	2	25	15	40	60	100
3	VAC	BPE-V201	Value Education, Ethics and Fitness in Sports	4	25	15	40	60	100
Total									600
B.A. II Year									
Semester – III (core)									
1		BPE-C301	Scientific Basis of Physical Education	4	25	15	40	60	100
2	Skill Enhancement Course (elect Any One)			4	25	15	40	60	100
		BPE-S301	BHMDR (Badminton, Hockey & Middle Distance Races)						
		BPE-S302	FSJ(Football, Squash & Jumps)						
3		BPE-C351	Lab / Practical Course – III	2	25	15	40	60	100
Semester – IV (core)									
1		BPE-C401	General Coaching and Fitness in Physical Education	4	25	15	40	60	100
2	Skill Enhancement Course (elect Any One)			4	25	15	40	60	100
		BPE-S401	CTTSDR (Cricket, Table Tennis & Short Distance Races)						
		BPE-S402	VWLT (Volleyball, Weight Lifting & Throws)						
3		BPE-C451	Lab / Practical Course – IV	2	25	15	40	60	100
Total									600
B.A. III Year									
Semester – V									
1	Discipline Specific Elective (elect Any One)			4	25	15	40	60	100
		BPE-E501	Health education and personal hygiene						
		BPE-E502	Managerial aspect of Officiating in physical education						
2	Skill Enhancement Course (elect Any One)			4	25	15	40	60	100
		BPE-S501	BPLDDR (Basketball, Power Lifting & Long Distance Races)						
		BPE-S502	HKS (Handball, Kho-Kho & Shooting)						
3		BPE-E551	Lab/Practical Course – V	2	25	15	40	60	100
4	GENERIC ELECTIVE COURSE			4	25	15	40	60	100
		BPE-G501	INTRODUCTION OF PHYSICAL EDUCATION						
		BPE-G502	OLYMPIC MOVEMENT						
Semester – VI									
1	Discipline Specific Elective (elect Any One)			4	25	15	40	60	100
		BPE-E601	General Coaching and Training in Physical Education						
		BPE-E602	Conditioning Methods of Physical Education						
2	Skill Enhancement Course (elect Any One)			4	25	15	40	60	100
		BPE-S601	LTWG (Lawn Tennis, Wrestling & Gymnastic)						
		BPE-S602	SKMR (Softball, Kabaddi & Miscellaneous Races (Relay, Hurdles & Stipple Chase))						
3		BPE-E651	Lab/ Practical Course – VI	2	25	15	40	60	100
4	GENERIC ELECTIVE COURSE			4					
		BPE-G601	HEALTH EDUCATION AND ATHLETIC CARE		25	15	40	60	100
		BPE-G602	OFFICIATING AND COACHING						
Total Credits				60					
								Total	800
								G Total	2000

SKILL ENHANCEMENT COURSE (SEC) (ELECTIVE)

1. BHMDR (Badminton, Hockey & Middle Distance Races)
2. FSJ (Football, Squash & Jumps)
3. CTTSDR (Cricket, Table Tennis & Short Distance Races)
4. VWLT (Volleyball, Weight Lifting & Throws)
5. BPLLDR (Basketball, Power Lifting & Long Distance Races)
6. HKS (Handball, Kho-Kho & Shooting)
7. LTWG (Lawn Tennis, Wrestling & Gymnastic)
8. SKMR (Softball, Kabaddi & Miscellaneous Races
(Relay, Hurdles & Stipple Chase))

Discipline Specific Elective (DSE) (ELECTIVE)

1. Health education and personal hygiene
2. Managerial aspect of Officiating in physical education
3. General Coaching and Training in Physical Education
4. Conditioning Methods of Physical Education

Semester-I

BPE-C101

PSYCHO-DEVELOPMENTAL ASPECTS OF PHYSICAL EDUCATION

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

CO-1. Telling the Meaning, Concept and Objectives of Education and physical education.

CO-2. Recognizing the historical background of physical education.

CO-3. Describing the Objectives and Functions of the various coaching schemes.

CO-4. Discussing the Meaning and Definitions of Psychology and learning.

CO-5. Determining the Historical background of Ancient Olympic Games.

UNIT – I

Meaning, Concept and Objectives of Education.

Meaning, Definitions and Objectives of Physical Education.

Modern Trends and Scopes in Physical Education and sports.

UNIT – II

Historical background of Physical education in India.

Pre and Post-Independence, Development of Physical Education in India

UNIT – III

Objectives and Functions of the Following –

Raj Kumari Amrit Kaur Coaching Scheme, NS NIS, SAI, LNIPE and YMCA

UNIT – IV

Meaning and Definitions of Psychology.

Meaning and Definitions of Sports Psychology.

Learning-Meaning and Definitions.

Types of learning.

Historical background of Ancient Olympic Games

Text books and References:

1. Barrow, Harold, “Man and Movement: Principles of Physical Education” Philadelphia, Lea and febiger, 1983, 3rd edition.
2. Bucher, Charles A, “Foundations of Physical Education” 8th edition, 1979; St. Louis C.V. Mosby Company.
3. Chauhan, S.S. “Advanced Educational Psychology”, 1985 edition: New Print India Pvt. Ltd., Sahibabad, U.P.
4. Indian Olympic Association, Jan., 1976.
- 5.

	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
VALUE EDUCATION, ETHICS AND FITNESS IN SPORTS
BPE-V101

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

CO-1. Telling the concepts, Need and Importance of human value and ethics in sports.

CO-2. Identifying the concepts of Fitness.

CO-3. Discussing the different kinds of Ethics and Values in Sports.

CO-4. Understanding the concepts of Women & Sports.

CO-5. Determining the specific problems related to female athletes.

UNIT – 1

Introduction

Meaning & Definition of Ethics & Values in Sports.

Need, Importance of value education in Sports.

Need, Importance of Ethics in Sports.

Objectives of value education in Sports.

Objectives of Ethics in Sports.

UNIT- 2

Meaning and Definition of Fitness

Value of fitness at different level of age.

Need and Importance of fitness in present scenario.

Introduction of gross and fine motor skills.

Behavior, gestures & communication during the fitness session.

UNIT- 3

Ethics & Values in sports

Major Ethical Issues in Sports

Code of Ethics in IOC, IOA and AIU

Code of Ethics for Coaches and Athletes

Code of Ethics for Organizers and Promoters

Code of Ethics for Audience.

UNIT- 4

Women & Sports

Sports participation of women in India

Special consideration (Menarche & Menstrual Dysfunctions)

Managerial aspects of Osteoporosis, Anemia)

Physiological aspects of sports participation

Psychological aspects of women athlete

Sociological aspects of sports participation

Text and Reference book:

1. Ilse H.T. & Gertrud P. (2003). Sport and Women: Social Issues in International Perspective. New York.
2. Zeigler, E.F. (2008). Applied ethics for sports & physical activity professionals. New Delhi: Sports Education Technologies.
3. Govindarajula, N. (2009). Equality excellence & ethics in sports. New Delhi: Sports Education Technologies.
4. Kumar, A. & Singh, B. (2018). Value and environmental education. New Delhi: Friends Publications.
5. Quareshi, S.S., Sethi, P.K. & Verma, H. (2015). UGC- NET Physical Education. New Delhi:

Sports Publication.

6. Anand, Sh. (2015). UGC- NET Physical Education. New Delhi: Upkar Prakashan.

	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

BPE-C151

Lab Course

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

CO-1. Reciting the concepts of Cricket and TT.

CO-2. Describing the concepts of Short distance races.

CO-3. Practicing the Skills of Cricket, TT and Start, finishing techniques of Sprints.

History of cricket and TT.

Marking, measurements skills and equipment's

Types of Races (Short distance, Athletics)

LIST OF EXPERIMENTS

Teaching of skills and marking of grounds

1. Team game Cricket
2. Individual game T.T.

NOTE:

1. Each experiment shall carry 10 marks and 15 marks shall be assigned for viva-voce examination 15 marks shall be reserved for practical record.
2. In practical examination the student shall be required to perform 02 experiments
3. A teacher shall be assigned student for daily practical work in laboratory.
4. No batch for practical class shall consist of more than student.
5. The numbers of students in a batch allotted to an examiner for practical examination shall not exceed students.
6. Addition/deletion in above list may be made in accordance with the facilities available with the approval of H.O.D./Dean.

	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

Semester-II
BPE-C201

PSYCHO-PHILOSOPHICAL FOUNDATION OF PHYSICAL EDUCATION

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

CO-1. Telling the Meaning, Concept and Objectives of Growth & Development.

CO-2. Recognizing the concept of Motivation and Sociological aspects.

CO-3. Describing the concepts of Personality and Emotions.

CO-4. Discussing about the Communicable Disease.

CO-5. Determining the Historical background of Modern Olympic Games.

UNIT-I

Growth & Development

Differences between Growth and Development

Factors affecting Growth & Development.

Age and Sex Differences.

UNIT-II

Meaning and Definitions of Motivation.

Types and Nature of Motivations.

Meaning of sociology & Importance of Sociology in Physical Education.

Games and Sports as Man's Cultural Heritage.

UNIT-III

Role of physical education in promotion of social values

Meaning and Definition of Personality.

Factors Affecting Development of Personality.

Meaning and Definitions of Emotions.

UNIT-IV

Meaning of Communicable Disease and its effects on the Society.

Give Detail Notes on- AIDS, Rabies, Tetanus, Malaria, Tuberculosis and Hepatitis.

Role of WHO in irradiation of communicable disease.

Modern Olympic Games.

Objectives, Charter, Olympic Torch, Motto and Olympic Flag.

Text books and References:

1. Singh, Ajmer et.al. "Modern Text Book of Physical Education, Health and Sports", Kalyani Publishers, Ludhiana, 2000
2. Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana, 2000
3. Dagar, R.K.S. et. al., "Psycho-Historical bases of Physical Education" friends publications, New Delhi 2005.

	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
VALUE EDUCATION, ETHICS AND FITNESS IN SPORTS
BPE-V201

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

CO-1. Telling the concepts, Need and Importance of human value and ethics in sports.

CO-2. Identifying the concepts of Fitness.

CO-3. Discussing the different kinds of Ethics and Values in Sports.

CO-4. Understanding the concepts of Women & Sports.

CO-5. Determining the specific problems related to female athletes.

UNIT – 1

Introduction

Meaning & Definition of Ethics & Values in Sports.

Need, Importance of value education in Sports.

Need, Importance of Ethics in Sports.

Objectives of value education in Sports.

Objectives of Ethics in Sports.

UNIT- 2

Meaning and Definition of Fitness

Value of fitness at different level of age.

Need and Importance of fitness in present scenario.

Introduction of gross and fine motor skills.

Behavior, gestures & communication during the fitness session.

UNIT- 3

Ethics & Values in sports

Major Ethical Issues in Sports

Code of Ethics in IOC, IOA and AIU

Code of Ethics for Coaches and Athletes

Code of Ethics for Organizers and Promoters

Code of Ethics for Audience.

UNIT- 4

Women & Sports

Sports participation of women in India

Special consideration (Menarche & Menstrual Dysfunctions)

Managerial aspects of Osteoporosis, Anemia)

Physiological aspects of sports participation

Psychological aspects of women athlete

Sociological aspects of sports participation

Text and Reference book:

1. Ilse H.T. & Gertrud P. (2003). Sport and Women: Social Issues in International Perspective. New York.
2. Zeigler, E.F. (2008). Applied ethics for sports & physical activity professionals. New Delhi: Sports Education Technologies.
3. Govindarajula, N. (2009). Equality excellence & ethics in sports. New Delhi: Sports Education Technologies.
4. Kumar, A. & Singh, B. (2018). Value and environmental education. New Delhi: Friends Publications.
5. Quareshi, S.S., Sethi, P.K. & Verma, H. (2015). UGC- NET Physical Education. New Delhi:

Sports Publication.

6. Anand, Sh. (2015). UGC- NET Physical Education. New Delhi: Upkar Prakashan.

	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

BPE-C251

Lab Course

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

CO-1. Reciting the concepts of Football and Squash.

CO-2. Describing the concepts of Jumps.

CO-3. Practicing the Skills of Football, Squash and techniques of Sprints.

History of Football and Squash.

Marking, measurements, basic skills and equipment's.

Types of Jumps (Athletics)

LIST OF EXPERIMENTS

Teaching of skills and marking of grounds

1. Team Game Football
2. Individual Game Squash

NOTE:

1. Each experiment shall carrymarks andmarks shall be assigned for viva-voce examination.marks shall be reserved for practical record.
2. In practical examination the student shall be required to perform.....experiments
3. A teacher shall be assigned student for daily practical work in laboratory.
4. No batch for practical class shall consist of more than student.
5. The numbers of students in a batch allotted to an examiner for practical examination shall not exceed students.
6. Addition/deletion in above list may be made in accordance with the facilities available with the approval of H.O.D./Dean.

	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

Semester-III
BPE-C301
SCIENTIFIC BASIS OF PHYSICAL EDUCATION

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

CO-1. Telling the Concept and Significance of Warming up and Cooling down.

CO-2. Describing the concepts of Anatomy and Physiology.

CO-3. Discussing about the Bones and Muscles.

CO-4. Describing the concept of Health.

UNIT-I

Definition of Warming up and cooling down

Significances of Warming up and cooling down in Sports.

Principles of Physical Fitness Developments.

General Fitness Programme-Aerobics, Jogging, Cycling.

UNIT-II

Meaning and Definitions of Anatomy.

Meaning and Definitions of Physiology.

Structure and Function of Cell.

Meaning and Definitions of Tissue, Organs and systems.

UNIT-III

Types of Bone.

Types of Joints and their Classification.

Muscles and types of muscles.

UNIT-IV

Meaning and Definitions of Health.

Role of WHO in promoting health services.

Meaning, Aims and Objectives of School/College Health Programme.

Variations in Temperature

Exercise in Heat and Cold

Text books and References:

1. Wilmore, Jack H. "Athletic Training and Physical Fitness", 1977, Allyn and Bacon, Inc., 470, Atlantic Avenue, Boston, Massachusetts.
2. Singh, Ajmer et.al. "Modern Text Book of Physical Education, Health and Sports", Kalyani Publishers, Ludhiana, 2000
3. Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana, 2000
4. Dagar, RKS & Chauhan, SK "Kinesiology in Physical Education" friends publications, New Delhi 2007

	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-III
BPE-S301

SKILL ENHANCEMENT COURSE (SEC) (ELECTIVE)

BHMDR (Badminton, Hockey & Middle Distance Races)

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

CO-1. Telling the Concept of origin, Development and History of Badminton.

CO-2. Interpreting the Rules of Badminton.

CO-3. Telling the Concept of origin, Development and History of Hockey.

CO-4. Interpreting the Rules of Hockey.

CO-5. Determining the concepts of Middle Distance Races.

Unit-I

Historical background of Badminton

Origin and development

Equipment's and rules

Unit-II

Marking

Measurements/ Dimensions

Strokes

Governing bodies

Competitions

Unit – III

Historical background of Hockey

Origin and development

Equipment's and rules

Unit – IV

Marking

Measurements/ Dimensions

Skills

Governing bodies

Competitions

Athletics- introduction

Middle distance races

Types of start and finish

Rules and Equipment's

Text books and References:

	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

BPE-S302
SKILL ENHANCEMENT COURSE (SEC) (ELECTIVE)
FSJ (Football, Squash & Jumps)

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

CO-1. Telling the Concept of origin, Development and History of Football.

CO-2. Interpreting the Rules of Football.

CO-3. Telling the Concept of origin, Development and History of Squash.

CO-4. Interpreting the Rules of Squash.

CO-5. Determining the concepts of Jumps in Athletics.

Unit-I

Historical background of Football

Origin and development

Equipment's and Rules

Unit-II

Marking

Measurements/ Dimensions

Skills

Governing bodies

competitions

Unit – III

Historical background of Squash

Origin and development

Equipment's and Rules

Unit – IV

Measurements/ Dimensions

Strokes

Governing bodies

Competitions

Athletics- introduction

Types of jumps

Rules and Equipment's

Text books and References:

	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

BPE-C351

Lab Course

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

CO-1. Reciting the concepts of Badminton and Hockey.

CO-2. Describing the concepts of Middle distance races.

CO-3. Practicing the Skills of Badminton, Hockey and techniques of Running.

History of Badminton and Hockey.

Marking, measurements, basic skills and equipment's

Types of Races (Middle distance, Athletics)

LIST OF EXPERIMENTS

Teaching of skills and marking of the ground

1. Team Game Hockey
2. Individual Game Badminton

NOTE:

1. Each experiment shall carrymarks andmarks shall be assigned for viva-voce examination.marks shall be reserved for practical record.
2. In practical examination the student shall be required to perform.....experiments
3. A teacher shall be assigned student for daily practical work in laboratory.
4. No batch for practical class shall consist of more than student.
5. The numbers of students in a batch allotted to an examiner for practical examination shall not exceed students.
6. Addition/deletion in above list may be made in accordance with the facilities available with the approval of H.O.D./Dean.

	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

BPE-C401

GENERAL COACHING AND FITNESS IN PHYSICAL EDUCATION

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

CO-1. Telling the Meaning, Definition, Need, methods, role and Importance of sports coaching.

CO-2. Identifying the Principles of coaching.

CO-3. Discussing the concept of Athletic care.

CO-4. Understanding the concepts and Role of AIU.

CO-5. Determining the concept of Fixtures.

UNIT-I

Meaning and definition of sports coaching.

Need and Role of sports coaching.

Various methods of sports coaching.

UNIT-II

Principles of coaching.

Role of a coach.

Importance of coaching.

UNIT-III

Meaning and concept of Athletic care.

Introduction of common sports injuries i.e. Contusion, Strain, Sprain and Abrasion.

Prevention and management of common sports injuries.

UNIT-IV

Role of A.I.U. in promotion games and Sports.

Eligibility of participants in A.I.U. Games.

List of A.I.U. Games.

Meaning and definition of Fixture.

Draw of Fixture

Knock out, League, Combination

Text books and References:

1. Singh, Shamsher, "Anatomy and Physiology".
2. Pears, Elwin C., "Anatomy and Physiology for Nurses", London, 1972.
3. Singh, Ajmer et.al. "Modern Text Book of Physical Education, Health and Sports", Kalyani Publishers, Ludhiana, 2000.
4. Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana, 2000.

	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-IV
BPE-S401

SKILL ENHANCEMENT COURSE (SEC) (ELECTIVE)
CTTSDR (Cricket, Table Tennis & Short Distance Races)

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

CO-1. Telling the Concept of origin, Development of Cricket and Table Tennis.

CO-2. Interpreting the Rules of Cricket.

CO-3. Telling the Concept of origin, Development and History of Table Tennis.

CO-4. Interpreting the Rules of Table Tennis.

CO-5. Determining the concept of Sprints.

Unit-I

Historical background of Cricket
Origin and development
Equipment's and rules

Unit-II

Marking
Measurements/ Dimensions
Skills
Governing bodies
competitions

Unit – III

Historical background of Table Tennis
Origin and development
Equipment's and rules

Unit – IV

Measurements/ Dimensions
Strokes
Governing bodies
competitions
Athletics- introduction
Short distance races
Types start and finish
Rules and Equipment's

Text books and References:

	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

BPE-S402
SKILL ENHANCEMENT COURSE (SEC) (ELECTIVE)
VWLT(Volleyball, Weight Lifting & Throws)

VWLT

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

CO-1. Telling the Concept of origin, Development of Volleyball and Weight lifting.

CO-2. Interpreting the Rules of Volleyball.

CO-3. Telling the Concept of origin, Development and History of Weight lifting.

CO-4. Interpreting the Rules of Weight lifting.

CO-5. Determining the concept of Throws.

Unit-I

Historical background of Volleyball
Origin and development
Equipment's and Rules

Unit-II

Marking
Measurements/ Dimensions
Skills
Governing bodies
Competitions

Unit – III

Historical background of Weight lifting
Origin and development
Equipment's and Rules

Unit – IV

Measurements/ Dimensions
Techniques
Governing bodies
Competitions
Athletics- introduction
Types of Throws
Rules and Equipment's

Text books and References:

	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

BPE-C451

Lab Course

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

CO-1. Reciting the concepts of Volleyball and Weight Lifting.

CO-2. Describing the concepts of Throwing.

CO-3. Practicing the Skills of Volleyball, Weight Lifting and techniques of Throwing.

History of Volleyball and Weight lifting.

Marking, measurements, basic skills and equipment's

Types of Throws (Athletics)

LIST OF EXPERIMENTS

Teaching of skills and marking of Grounds

1. Team Game Volleyball
2. Individual game Weight lifting

NOTE:

1. Each experiment shall carrymarks andmarks shall be assigned for viva-voce examination.marks shall be reserved for practical record.
2. In practical examination the student shall be required to perform.....experiments
3. A teacher shall be assigned student for daily practical work in laboratory.
4. No batch for practical class shall consist of more than student.
5. The numbers of students in a batch allotted to an examiner for practical examination shall not exceed students.
6. Addition/deletion in above list may be made in accordance with the facilities available with the approval of H.O.D./Dean.

	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

Semester- V
DISCIPLINE SPECIFIC ELECTIVE
HEALTH EDUCATION AND PERSONNEL HYGIENE (BPE-E501)

CO-1. Memorizing the Meaning, Need, concept and Importance of Health Education.

CO-2. Identifying the Components of healthful health services.

CO-3. Discussing the concept of Health instructions.

CO-4. Classifying the concepts of Digestive System.

CO-5. Determining the concept of Family.

Unit-I

Meaning and need of health education.

Meaning and concept of school/ college health programme.

Importance of school/ college health programme-

Unit - II

Components of school/ college health programme and their inter- relationship with healthful health services.

Components of school/ college health programme and their inter- relationship with healthful living.

Components of school/ college health programme and their inter- relationship with comprehensive school/ college health education (Health instructions).

Unit -III

Introduction of digestive System.

Organs of digestive System.

Functioning of digestive System.

Effect of exercises on digestive System.

Unit –IV

Meaning, functions and Importance of family,

Importance of family as a social institution.

Problems of Adolescence and their management.

Preparation for marriage and parenthood.

Role of parents in child care, Role of individual as a citizen.

Text books and References:

1. Singh, Ajmer et.al. “Modern Text Book of Physical Education, Health and Sports”, Kalyani Publishers, Ludhiana,2000
2. Singh, Ajmer et.al. “Olympic Movement” Kalyani Publishers, Ludhiana,2000
3. Sharma,Vyas Dev. “introduction to physical and health education”, avichal publishing company, new delhi.
4. Sharma,V.K.,& Sharma, Bindu, “Health and physical education”, lakshmi publishing house,Rohtak,2011

	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- V
DISCIPLINE SPECIFIC ELECTIVE
BPE-E502
**MANAGERIAL ASPECT OF OFFICIATING IN PHYSICAL
EDUCATION**

- CO-1.** Memorizing the Meaning, Principles, Legal and Financial aspects of Officiating.
CO-2. Discussing the Qualities, Qualifications and Duties of an Official.
CO-3. Identifying the Ingredients of Officiating.
CO-4. Classifying the concepts of Relations of Officials.
CO-5. Determining the standards of Officiating.

Unit-I

Meaning and general principles of officiating
Financial aspects of officiating.
Legal aspects of officiating.

Unit- II

Qualifications of an official.
Qualities of an official.
Duties of an official.

Unit – III

Meaning & definition of ingredients of officiating.
Rules of enforcement.
Facilities, Arrangement and environment for officiating.

Unit –IV

Relations of officials-
Management
Players, Coaches, Captains, Spectators, Fans
Pre-game preparation of an official.
During game preparation of an official.
After game preparation of an official.
Duties of an officials (pre, during and post games).
Dresses, signals and equipment's for officials
Improving the standards of officiating.

Text books and References:

1. Singh, Ajmer et.al. "Modern Text Book of Physical Education, Health and Sports", Kalyani Publishers, Ludhiana, 2000
2. Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana, 2000
Sharma, Vyas Dev. "introduction to physical and health education", avichal publishing company, new delhi.
3. Dagar, R.K.S. & Chauhan, S.K "Psycho-Historical bases of Physical Education" friends publications, New Delhi 2005.

	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

SKILL ENHANCEMENT COURSE
BPLDR (Basketball, Power lifting & Long Distance Races)
BPE-S501
BPLDR

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

CO-1. Telling the Concept of origin, Development of Basketball and Power lifting.

CO-2. Interpreting the Rules of Basketball.

CO-3. Telling the Concept of origin, Development and History of Power lifting.

CO-4. Interpreting the Rules of Power lifting.

CO-5. Determining the concept of Long Distance Races.

Unit-I

Historical background of Basketball

Origin and development

Equipment's and Rules

Unit-II

Marking

Measurements/ Dimensions

Skills

Governing bodies

Competitions

Unit – III

Historical background of Power Lifting

Origin and development

Equipment's and Rules

Unit – IV

Marking

Measurements/ Dimensions

Techniques

Governing bodies

Competitions

Athletics- introduction

Long distance races

Rules and Equipment's

Text books and References:

	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

SKILL ENHANCEMENT COURSE
HKS (Handball, Kho-Kho Shooting)
BPE-S502
HKS

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

CO-1. Telling the Concept of origin, Development of Handball and Kho-Kho.

CO-2. Interpreting the Rules of Handball.

CO-3. Telling the Concept of origin, Development and History of Kho-Kho.

CO-4. Interpreting the Rules of Kho-Kho.

CO-5. Determining the concept of Shooting (Pistol & Rifle).

Unit-I

Historical background of Handball

Origin and development

Equipment's and rules

Unit-II

Marking

Measurements/ Dimensions

Skills

Governing bodies

Competitions

Unit – III

Historical background of Kho-Kho

Origin and development

Equipment's and Rules

Unit – IV

Marking

Measurements/ Dimensions

Techniques

Governing bodies

Competitions

Shooting- introduction

Rules and Equipment's

Types of Shooting

Scoring and marks

Text books and References:

	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

BPE-E551

Lab Course

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

CO-1. Reciting the concepts of Basketball and Power Lifting.

CO-2. Describing the concepts of Long Distance Races.

CO-3. Practicing the Skills of Basketball, Power Lifting and techniques of Long Distance Races.

History of Basketball and Power lifting.

Marking, measurements, basic skills and equipment's

Types of Races (Long distance, Athletics)

LIST OF EXPERIMENTS

Teaching of skills and marking of grounds

1. Team Game Basketball
2. Individual Game Power lifting

NOTE:

1. Each experiment shall carrymarks andmarks shall be assigned for viva-voce examination.marks shall be reserved for practical record.
2. In practical examination the student shall be required to perform.....experiments
3. A teacher shall be assigned student for daily practical work in laboratory.
4. No batch for practical class shall consist of more than student.
5. The numbers of students in a batch allotted to an examiner for practical examination shall not exceed students.
6. Addition/deletion in above list may be made in accordance with the facilities available with the approval of H.O.D./Dean.

	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

GENERIC ELECTIVE COURSE
INTRODUCTION OF PHYSICAL EDUCATION
BPE-G501 PAPER-I

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

CO-1. Telling the Concept of Physical Education.

CO-2. Describing the Modern and Ancient Historical perspectives of Physical Education.

CO-3. Telling the Concept of Physical Fitness and Wellness.

CO-4. Interpreting the Role of Professional Preparation.

CO-5. Categorizing the National Sports Awards.

UNIT-I

Meaning, Definitions, and Objectives of Physical Education.

Foundations of Physical, Education: -

Biological foundation – Introduction, Growth and Development and Body types.

Psychological Foundation – Introduction, Learning process and theories.

Sociological Foundation – Introduction, Socialization process.

UNIT-II

Modern and Ancient Historical perspectives: USA

Modern and Ancient Historical perspectives: UK

Modern and Ancient Historical perspectives: Greece

Modern and Ancient Historical perspectives: Rome

Modern and Ancient Historical perspectives: India.

UNIT-III

Physical Fitness and Wellness: - meaning, Importance and Components

Factors Affecting Physical Fitness and Wellness

Principles of Physical Fitness

UNIT-IV

Professional preparation in Physical education.

National Sports awards and Honors.

	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

GENERIC ELECTIVE COURSE

OLYMPIC MOVEMENT

BPE-G502 PAPER-II

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

CO-1. Telling the Concept of ancient Olympics.

CO-2. Describing the significance of Modern Olympics.

CO-3. Telling the Concept of various Olympics.

CO-4. Interpreting the Role of IOC, IOA and other Olympic commission.

UNIT – I Origin of Olympic Movement

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

Introduction of Modern Olympic Games

Significance of Olympic Ideals

Significance of Olympic Rings

Significance of Olympic Flag

Olympic Protocol for member countries

Sports for All

Unit – III Different Olympic Games

Para Olympic Games

Summer Olympics

Winter Olympics

Youth Olympic Games

Unit – IV Committees of Olympic Games

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	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- VI
DISCIPLINE SPECIFIC ELECTIVE
GENERAL COACHING AND TRAINING IN PHYSICAL EDUCATION
BPE-E601

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

CO-1. Telling the Concept of Coaching.

CO-2. Describing the Aims and Objectives of training and Coaching.

CO-3. Telling the Qualities and Qualification of a good Coach.

CO-4. Explaining about the Excretory system.

CO-5. Categorizing the National Sports Awards.

Unit-I

Meaning and purpose of coaching.

Meaning and purpose of training.

Meaning and purpose of teaching.

Unit-II

Difference between coaching & training.

Aims and Objectives of coaching.

Aims and Objectives of training.

.

Unit-III

Qualities of a good coach.

Qualification of a good coach.

Significance of the scientific training.

Duties of a trainer.

Unit – IV

Meaning and Definitions Excretory System.

Structure of skin and kidney (Excretory System).

Effect of exercises on Excretory System.

Qualifications of a P.E.T(PRT, TGT & PGT), Coach and college lecturer.

Awards-

Bharat ratan

Rajiv Gandhi khel ratn award

Dronacharya

Arjuna

Maulana abul kalam azad trophy.

Introduction of Major trophy in games and sports in India.

HOCKEY-Aga khan cup, Begam Rasul Trophy (woman's), Maharaja Ranjit Singh Gold Cup, Lady Ratan Tata Trophy(woman's national championship), Dhyanchand Trophy, Nehru Trophy, Sindhia Gold Cup, Murugappa Gold Cup, Wellington Cup betten cup(national championship).

FOOTBALL- Beghum Hazrat Mahal Cup, BILT Cup, Bordoloi Trophy Colombo Cup, Confederation Cup, Durand Cup, Rovers Cup, B.C. Raj Trophy (National Championship), Santosh Trophy (National Championship), Subroto mukherjee Cup.

CRICKET-Ashes, Asia Cup, Benson and Hedges cup, C.K. Naidu trophy, Deodhar trophy, G.D. Birla trophy, Irani Trophy, Merchant cup, Rani Jhansi trophy, Ranji trophy, Sheesh Mahal Trophy, Vijay Hazare Trophy, Vijay Merchant Trophy, Vizzy Trophy.

BADMINTON-Aggrawal cup, Amrit Diwan Cup, Chaddha cup, Thomas cup, Uber cup, Yonex cup.

BASKETBALL- Basalat Jha Trophy, B.C. Gupta Trophy, Federation Cup, Todd memorial trophy, Nehru cup.

ATHLETICS- Charminar Trophy, Fedration cup.

VOLLEYBALL- Centennial cup, Fedration cup, Indira Predhan trophy, Shivanthi gold cup.

Text books and References:

1. Singh, Ajmer et.al. "Modern Text Book of Physical Education, Health and Sports", Kalyani Publishers, Ludhiana,2000
2. Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000
Sharma,Vyas Dev. "introduction to physical and health education", avichal publishing company, new delhi.

	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- VI
DISCIPLINE SPECIFIC ELECTIVE
CONDITIONING METHODS OF PHYSICAL EDUCATION
BPE-E602

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

CO-1. Telling the Concept of Sports Training.

CO-2. Describing the Scientific Principles of Coaching.

CO-3. Telling the Principles of training.

CO-4. Explaining the concept of warming up and cooling down.

CO-5. Categorizing the concept of training methods.

Unit-I

Meaning of sports training and physical detraining.

Scientific principles of coaching.

Types of motion, Newton's laws of motion, Forces Centripetal & centrifugal

Unit -II

Kinds of equilibrium.

Centre of gravity & line of gravity.

Lever and its application in games and sport.

Unit -III

Principles of training

Training period.

Warming up exercises (general & specific)

Importance & Advantages of warming up

Unit – IV

Cooling down (importance, causes & methods)

Conditioning.

Principles of conditions.

Periodization of conditioning.

Types of exercises (isometric, isotonic & isokinetic)

Training methods

Circuit training

Fartlek training

Interval training

Text books and References:

1. Singh, Ajmer et.al. "Modern Text Book of Physical Education, Health and Sports", Kalyani Publishers, Ludhiana, 2000
2. Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana, 2000
Sharma, Vyas Dev. "introduction to physical and health education", avichal publishing company, New Delhi.
3. Dagar, RKS & Chauhan, SK "Kinesiology in Physical Education" friends publications, New Delhi 2007

	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

SKILL ENHANCEMENT COURSE
LTWG (Lawn Tennis, Wrestling & Gymnastic)
BPE-S601

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

CO-1. Telling the Historical background of Lawn Tennis.

CO-2. Describing the marking, measurement and Governing bodies of Lawn Tennis.

CO-3. Telling the Historical background of Wrestling.

CO-4. Explaining the origin and development of Wrestling.

CO-5. Discussing the concept of Gymnastics.

Unit-I

Historical background of Lawn Tennis

Origin and development

Equipment's and rules

Unit-II

Marking

Measurements/ Dimensions

Skills

Governing bodies

Competitions

Unit – III

Historical background of Wrestling

Origin and development

Equipment's and Rules

Unit – IV

Platform-Measurements/ Dimensions

Techniques

Governing bodies

Competitions

Gymnastic- introduction

Events-Men/Women

Rules and Equipment's

	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

SKMR SKILL ENHANCEMENT COURSE
SKMR (Softball, Kabaddi & Miscellaneous Races)
BPE-S602
SKMR

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

CO-1. Telling the Historical background of Lawn Tennis.

CO-2. Describing the marking, measurement and Governing bodies of Lawn Tennis.

CO-3. Telling the Historical background of Wrestling.

CO-4. Explaining the origin and development of Wrestling.

CO-5. Discussing the concept of Gymnastics.

Unit-I

Historical background of Softball

Origin and development

Equipment's and rules

Unit-II

Marking

Measurements/ Dimensions

Skills

Governing bodies

Competitions

Unit – III

Historical background of Kabaddi

Origin and development

Equipment's and Rules

Unit – IV

Marking

Measurements/ Dimensions

Skills and Techniques

Governing bodies

Competitions

Athletics- introduction

Miscellaneous Races (Relay, Hurdles and stipple chase)

Rules and Equipment's

	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-VI

BPE-E651

Lab Course

Practical= 70 Marks External+ 30 Marks Internal = 100 Marks Pass Marks : 40%

Credits-2

History of Softball and Kabaddi.

Marking, measurements, basic skills and equipment's

Types of Miscellaneous Races (Relay, Hurdles and stipple chase, Athletics)

LIST OF EXPERIMENTS

Teaching of skills and marking of grounds

1. Team Game Softball/ Kabaddi
2. Individual Game Best Physique/ Lawn Tennis

NOTE:

1. Each experiment shall carrymarks andmarks shall be assigned for viva-voce examination.marks shall be reserved for practical record.
2. In practical examination the student shall be required to perform.....experiments
3. A teacher shall be assigned student for daily practical work in laboratory.
4. No batch for practical class shall consist of more than student.
5. The numbers of students in a batch allotted to an examiner for practical examination shall not exceed students.
6. Addition/deletion in above list may be made in accordance with the facilities available with the approval of H.O.D./Dean.

**GENERIC ELECTIVE COURSE
HEALTH EDUCATION AND ATHLETIC CARE
BPE-G601 PAPER-I**

MM : 100
Time : 3 hrs
Credits-4

Sessional : 30
ESE : 70
Pass Marks : 28

UNIT-I: HEALTH EDUCATION

Meaning, Definition & Concepts of Health
Definition of Health Education, Health Instruction, Health Supervision
Aim and objectives of Health Education
Principles of Health Education

UNIT-II HEALTH PROBLEMS IN INDIA

Communicable and Non Communicable Diseases
Obesity, Malnutrition, Adulteration in food, Environmental sanitation.
Personal and Environmental Hygiene for schools
Objective of school health service, Role of health education in schools

UNIT-III HEALTH SERVICES

Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment
Health Service and guidance instruction in personal hygiene

UNIT-IV ATHLETIC CARE

Health and Safety in Daily Life
Concept of RICE
First Aid and Emergency Care
Common Injuries and their Management

	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

GENERIC ELECTIVE COURSE OFFICIATING AND COACHING

BPE-G602 PAPER-II

MM : 100
Time : 3 hrs
Credits-4

Sessional : 30
ESE : 70
Pass Marks : 28

UNIT-I

Meaning and Definition of Officiating
General principles of Officiating
Financial and Legal aspects of Officiating
Qualities of an Official.

UNIT-II

Essential Ingredients of Officiating
Relations of the Officials
Personal preparation of an official
Duties of an Official

UNIT-III

Meaning and definition of Teaching, Training and Coaching
Aims and Objectives of Coaching
Qualities of a good Coach
Philosophy of Coaching

UNIT-IV

Rules, Regulations, laws and Governing bodies of below said games
Athletics, Badminton, Basketball, Cricket, Football and Hockey

	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