

JASPAL RANA INSTITUTE OF EDUCATION & TECHNOLOGY

(Approved by NCTE & Affiliated from Uttarakhand Technical University)

DEHRADUN UTTARAKHAND



CURRICULAM FRAME WORK TWO YEAR BACHELOR OF PHYSICAL EDUCATION (B.P.Ed) PROGRAMME

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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 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.

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

Eligibility

(a) Bachelor's degree in any discipline with 50% marks and having at least participation in the Inter-College/Inter-Zonal/District/School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India. (Sports participation in last 05 years.)

Or

(b) Bachelor's degree in physical education with 45%marks.

Or

(c) Bachelor's degree in any discipline with 45%marks and studied physical education as compulsory/elective subject.

Or

(d) Bachelor's degree with 45%marks and having participated in national/Inter University/State competitions or secured 1st, 2nd or 3rd position in Inter College/Inter- Zonal/District/School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India. (Sports participation in last 05 years.)

Or

(e) Bachelor's degree with participation in International competition or secured 1st ,2nd or 3rd position in National/Inter-University competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India. (Sports participation in last 05 years.)

Or

(f) Graduation with 45%marks and at least three years of teaching experience (for deputed in-service candidates i.e. trained physical education teachers/coaches).

The relaxation in the percentage of marks in the qualifying examination and in the reservation of seats 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:-

50 (Fifty) seats are approved by NCTE Jaipur for B.P.Ed. course.

Duration: The B.P.Ed programme shall be of duration of two academic years, that is, four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme. The student, who discontinue the programme after one year or more semesters due to extraordinary circumstances, are allowed to continue and complete the programme with due approval from the registrar.

The CBCS System: B.P.EdProgrammes 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.

Theory:

Core Course

Elective Course

Practicum

Teaching Practices

Semesters: An academic year is divided into two semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The odd semester may be scheduled from May/June to November/December and even semester from November / December to May/June. The institution shall work for a minimum of 36 working hours in a week (five or six days a week).

Working days: There shall be at least 200 working days per year exclusive of admission and examination processes etc.

Credits: The term 'Credit' refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half hours of practical work/field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a B.P.Ed. Programme is 90 credits and for each semester 20 credits. Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course.

Condonation: Student must have 75% of attendance in each course for appearing the examination. Students who have 74% to 65% of attendance shall apply for condonation in the prescribed form along with the Medical Certificate or proof of participation in intercollege or inter university competitions. Students who have 64% to 50% of attendance shall apply for condonation in prescribed form along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination.

Provision of Bonus Credits Maximum 06 Credits in each Semester

S.No	Special Credits for Extra Co-curricular Activities	Credit
1.	Sports Achievement at Stale level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation International level Competition	4
2.	Inter Uni. Participation (Any one game)	2
3.	Inter College Participation (min. two game)	1
4.	National Cadet Corps / National Service Scheme	2
5.	Blood donation / Cleanliness drive / Community services	2
6.	Mountaineering – Basic Camp, Advance Camp / Adventure Activities	2
7.	Organization / Officiating – State / National level in any two game	2
8.	News Reposting / Article Writing / book writing / progress report writing	1
9.	Research Project	4

Students can earn maximum **06 Bonus credits** in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution / Department. This Bonus credit will be used only to compensate loss of credits in academic activities.

Examinations:

1. There shall be examinations at the end of each semester, for first semester in the month of November /December: for second semester in the month of May / June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations (supplementary examinations) to be held in November/December or May / June.

2. If the student again fails in the supplementary examination, he/she will not be allowed to continue the programme.

3. A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

Examiners: For a semester examination, there must be 2 internal and 2 external examiners in practical and teaching practice.

Pattern of Question Papers: Question Papers shall have five questions corresponding to four units of each theory course. B.P.Ed.: Format of Question Paper for 4 Units.

Each question paper shall have five questions. The pattern will be as follows:

Question No.	Description	Marks
1.	(From Unit 1) Answer in detail (Long Question) Or Answer in detail (Long Question)	15
2.	(From Unit 2) Answer in detail (Long Question) Or Answer in detail (Long Question)	15
3.	(From Unit 3) Answer in detail (Long Question) Or Answer in detail (Long Question)	15
4.	(From Unit 4) Answer in detail (Long Question) Or Answer in detail (Long Question)	15
5.	Short answer Type Questions (Answer 4 out of 8 Questions.) (2 Questions. from each unit)	10
Total		70

Evaluation:-The performance of a student in each course is evaluated through continuous internal assessment (CIA), one test of 15 marks and of one to two hours duration is to be conducted around 10-14weeks of academic work from the start of each semester; evaluation is to be done in terms of percentage of marks with a provision for conversion to grade point. If, any student is not

able to give the internal test due to Medical reason or participation in intercollege or inter university competitions, the concerned course teacher must conduct the student examination within a month time (there is no provision for seeking improvement of internal assessment). The marks obtain in CIA is added with end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

One Test	15 Marks
Seminar / Viva / presentations	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	30 Marks

Attendance shall be taken as a component of continuous assessment, although the students should have minimum 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

Attendance in percentage	Marks
Above 95	5
95-90	4
89-85	3
84-80	2
79-75	1
Below 75	0

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. The minimum passing for both CIA & external examination shall be 50%, i.e. 15 marks out of 30 and 35 marks out of 70 marks for the practical courses.

Educational Tour/Camp: In addition to the above rules the student must fulfil the following requirements to acquire the degree which is mandatory. Educational Tour or Leadership Camp organized by the Department of Physical Education of at least 05 days. The students shall contribute separately for these activities.

The student will have to attend Educational tour or Leadership camp in II semester, if any student due to extraordinary circumstances not able to attend tour/camp, are allowed to attend in IV semester with the permission of Head of the department. The students will have to submit tour/camp report within ten days after arrival from tour/camp compulsorily in the Department of Physical Education, H.N.B.G.U. failing which the result will not be declared.

(*) 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**). These two are calculated by the following formula:

(i) **SGPA (Si)** $S_i = \sum (C_i \times G_i) / \sum C_i$

Where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

(ii) The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e. $CGPA = \sum (C_i \times S_i) / \sum C_i$

Where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

(iii) The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcript or certificate or mark sheet.

Classification of Final Results

For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Physical Education in the First class / Second class / Pass class or First class with Distinction, the marks and the corresponding CGPA earned by the candidate in Core Courses will be the criterion. It is further provided that the candidate should have scored the First / Second Class separately in both the grand total and end Semester (External) examinations.

Award of the B.P.Ed. Degree:- A candidate shall be eligible for the award of the degree of the B.P.Ed. only if he/she has earned the minimum required credit including Bonus Credits of the programme prescribed above.

Letter Grades and Grade Points

- Two methods-relative grading or absolute grading– have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students in the course and the grades are awarded based on a cut-off mark or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods
- The grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:

Percentage	Grade Point	Letter Grade	Description	Classification of final result
85 & above	8.5-10.0	O	Outstanding	First class with Distinction
70-84.99	7.0-8.49	A+	Excellent	
60-69.99	6.0-6.99	A	Very Good	First Class
55-59.99	5.5-5.99	B+	Good	Higher Second Class
50-54.99	5.0-5.49	B	Above Average	Second Class
40-49.99	4.0-4.99	C	Average	Pass Class
Below 40	0.0	F	Fail/ Dropped	Dropped
	0.0	AB	Absent	Absent

Grade Point Calculation: Calculation of Semester Grade Point Average (SGPA) and Credit Grade Point (CGP) and declaration of class for B. P. Ed. Programme.

The credit grade points are to be calculated on the following basis:

Example – I

Marks obtained by Student in course CC101 = 65/100

Percentage of marks = 65 %

Grade from the conversion table is = A

Grade Point = $6.0 + 5 (0.99/9.99)$

$= 6.0 + 5 \times 0.1$

$6.0 + 0.5$

$= 6.5$

The Course Credits = 04

Credits Grade Point (CGP) = $6.5 \times 04 = 26$

The semester grade point average (**SGPA**) will be calculated as a weighted average of all the grade point of the semester courses. That is Semester grade point average (**SGPA**) = (sum of grade points of all eight courses of the semester) / total credit of the semester as per example given below:

Semester-1

Course No.	Credit	Marks out of 100(%)	Grade	Grade Point	Credit Grade Point
CC-101	4	65	A	6.5	26
CC-102	4	60	A	6	24
CC-103	4	62	A	6.2	24.8
EC-101/ EC-102	4	57	B+	5.7	22.8
PC-101	4	55	B+	5.5	22
PC-102	4	72	A+	7.2	28.8
PC-103	4	66	A	6.6	26.4
PC-104	4	72	A+	7.2	28.8
	32				203.6

Examples: Conversion of marks into grade points

CC-101 65 = $60 + 5 = 6.0 + 5 \times (0.99 / 9.99) = 6.0 + 5 \times 0.1 = 6.0 + 0.5 = 6.5$

CC-102 60 = 6.0

CC-103 62 = $60 + 2 = 6.0 + 2 \times (0.99/9.99) = 6.0 + 2 \times 0.1 = 6.0 + 0.2 = 6.2$

EC-101/EC-102 57 = $55 + 2 = 5.5 + 2 \times (0.49 / 4.99) = 5.5 + 2 \times 0.1 = 5.5 + 0.2 = 5.7$

PC-101 55 = 5.5

PC-102 72 = $70 + 2 = 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$

PC-103 66 = $60 + 6 = 6.0 + 6 \times (0.99 / 9.99) = 6.0 + 6 \times 0.1 = 6.0 + 0.6 = 6.6$

PC – 104 72 = $70 + 2 = 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$

SEMESTER GRADE POINT AVERAGE (SGPA) = Total Credit Grade Points = $203.6 / 32 = 6.3625$, SGPA Sem. I = 6.3625, at the end of Semester-1
Total SGPA = 6.3625, Cumulative Grade Point Average (CGPA) = $6.3625/1 = 6.3625$, CGPA = 6.666875, Grade = A, Class = First Class

Semester-2

Course No.	Credit	Marks out of 100(%)	Grade	Grade Point	Credit Grade Point
CC-201	4	76	A+	7.6	30.4
CC-202	4	64	A	6.4	25.6
CC-203	4	59	B+	5.9	23.6
EC-201/ EC-202	4	80	A+	8	32
PC-201	4	49	C	4.9	19.6
PC-202	4	64	A	6.4	25.6
PC-203	4	55	B+	5.5	22
TP-201	4	72	A+	7.2	28.8
	32				207.6

SGPA Sem. II = 6.4875

At the end of Semester-2

Total SGPA for two Semesters = 12.85

Cumulative Grade Point Average (CGPA) = $12.85/2 = 6.425$

CGPA = 6.66875, Grade = A, Class = First Class

Semester-3

Course No.	Credit	Marks out of 100(%)	Grade	Grade Point	Credit Grade Point
CC-301	4	64	A	6.4	25.6
CC-302	4	64	A	6.4	25.6
CC-303	4	59	B+	5.9	23.6
EC-301/ EC-302	4	81	A+	8.1	32.4
PC-301	4	49	C	4.9	19.6
PC-302	4	64	A	6.4	25.6
PC-303	4	68	A	6.8	27.2
TP-301	4	75	A+	7.5	30
	32				209.6

SGPA Sem. III = 6.55

At the end of Semester-3

Total SGPA for three Semesters = 19.4

Cumulative Grade Point Average (CGPA) = $19.4/3 = 6.466667$

CGPA = 6.66875, Grade = A, Class = First Class

Semester-4

Course No.	Credit	Marks out of 100(%)	Grade	Grade Point	Credit Grade Point
CC-401	4	83	A+	8.3	33.2
CC-402	4	76	A+	7.6	30.4
CC-403	4	59	B+	5.9	23.6
EC-401/ EC-402	4	81	A+	8.1	32.4
PC-401	4	49	C	4.9	19.6
PC-402	4	78	A+	7.8	31.2
TP-401	4	81	A+	8.1	32.4
TP-402	4	75	A+	7.5	30
	32				232.8

SGPA Sem. IV = 7.275

At the end of Semester-4

Total SGPA for all the four semesters = 26.675

Cumulative Grade Point Average (CGPA) = $26.675 / 4 = 6.66875$

CGPA = 6.66875, Grade = **A**, Class = **First Class**

Note:

1. SGPA is calculated only if the candidate passes in all the courses i.e. get minimum C grade in all the courses.
2. CGPA is calculated only when the candidate passes in all the courses of all the previous and current semesters.
3. The cumulative grade point average will be calculated as the average of the SGPA of all the semesters continuously, as shown above.
4. For the award of the class, CGPA shall be calculated on the basis of:
 - (a) Marks of each Semester End Assessment and
 - (b) Marks of each Semester Continuous Internal Assessment for each course.
5. The final Class for B.P.Ed. Degree shall be awarded on the basis of last CGPA (grade) from all the one to four semester examinations.

Grievance Redressal Committee: The Department shall form a grievance redressal committee for each course with the course teacher / Head of the Department, Dean of the faculty as the members. This Committee shall solve all grievances of the students.

Revision of Syllabi: Syllabi of every course shall be revised according to the NCTE.

- Revised Syllabi of each semester shall be implemented in a sequential way.
- In courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council.
- All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.
- During every revision, up to twenty percent of the syllabi of each course shall be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of revised syllabi.
- In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

Miscellaneous

1. The procedural details may be given by the university from time to time.
2. Any unforeseen problems/difficulties may be resolved by Vice Chancellor, whose decision in the matter shall be final.
3. The provision of any order, rules or regulation in force shall be inapplicable to the extent of its inconsistency with these regulations.

(*) the committee is in the opinion of adopting the grading process in later stages i.e. as the university develops its software for this however, it should be done at the earliest in the interest of students.

Semester-I

Part- A Theoretical Course						
Course Code	Title of the papers	Total Hours	Credits	Internal Marks	External marks	Total
Core Course						
BPEd CC-101	History, Principles and foundation of Physical Education	4	4	30	70	100
BPEd CC -102	Anatomy and Physiology	4	4	30	70	100
BPEd CC -103	Health Education and Environmental Studies	4	4	30	70	100
Elective course(Anyone)						
BPEd EC-101	Olympic Movement	4	4	30	70	100
BPEd EC -102	Officiating and Coaching					
Part – B Practical Course						
BPEd PC -101	Football	6	4	30	70	100
BPEd PC -102	Hockey	6	4	30	70	100
BPEd PC -103	Volleyball	6	4	30	70	100
BPEd PC -104	Shooting& Basketball	6	4	30	70	100
	Total	40	32	240	560	800

Semester-II

Part- A Theoretical Course						
Course Code	Title of the papers	Total Hours	Credits	Internal Marks	External marks	Total
Core Course						
BPED CC -201	Sports Nutrition and Weight Management	4	4	30	70	100
BPED CC -202	Educational Technology and Methods of Teaching in Physical Education	4	4	30	70	100
BPED CC-203	Organization and Administration	4	4	30	70	100
Elective course(Anyone)						
BPED EC-201	Contemporary issues in physical education, fitness and wellness	4	4	30	70	100
BPED EC -202	Theory of Sports and Game					
Part – B Practical Course						
BPED PC -201	Track and Field	6	4	30	70	100
BPED PC -202	Indigenous Sports :- Kabaddi /Kho-Kho	6	4	30	70	100
BPED PC -203	Racket Sports: Badminton and Table Tennis	6	4	30	70	100
Part – C Teaching Practices						
BPED TP -201	Teaching Practices: (05 lessons) in mass demonstration activates (05 lessons) of skill in team games, racket sports, indigenous sports	6	4	30	70	100
	Total	40	32	240	560	800

Semester-III

Part- A Theoretical Course						
Course Code	Title of the papers	Total Hours	Credits	Internal Marks	External marks	Total
Core Course						
BPed/ CC-301	Sports Training	4	4	30	70	100
BPed/ CC -302	Sports Medicine Physiotherapy and Rehabilitation	4	4	30	70	100
BPed/ CC -303	Sports Psychology and Sociology	4	4	30	70	100
Elective Course (Anyone)						
BPed/ EC-301	Computer Application in Physical Education	4	4	30	70	100
BPed/ EC-302	Curriculum Design					
Part – B Practical Course						
BPed/ PC -301	Yoga & Gymnastics	6	4	30	70	100
BPed/ PC-302	Cricket	6	4	30	70	100
BPed/ PC -303	Track and Field	6	4	30	70	100
Part – C Teaching Practices						
BPed/ TP -301	Teaching Practice: (10 lessons) of track & field / Team Games/Yoga & Gymnastics	6	4	30	70	100
	Total	40	32	240	560	800

Semester-IV

Semester IV						
Part- A Theoretical Course						
Course Code	Title of the papers	Total Hours	Credits	Internal Marks	External marks	Total
Core Course						
BPed/ CC-401	Measurement and Evaluation in Physical Education	4	4	30	70	100
BPed/ CC-402	Kinesiology and Biomechanics	4	4	30	70	100
BPed/ CC-403	Research and Statistics in Physical Education	4	4	30	70	100
Elective Course (Anyone)						
BPed/ EC-401	Sports Management	4	4	30	70	100
BPed/ EC-402	Yoga education					
Part – B Practical Course						
BPed/ PC -401	Sports specialization: skill proficiency (any one game & sports)	6	4	30	70	100
BPed/ PC -402	Sports specialization: (proficiency any one game & sports)	6	4	30	70	100
Part – C Teaching Practices (Coaching Lesson)						
BPed/ TP-401	Sports specialization: skill (5 coaching lessons)	6	4	30	70	100
BPed/ TP-402	Games specialization: tactics & training (5 coaching lessons)	6	4	30	70	100
	Total	40	32	240	560	800
	Grand total	160	128	960	2240	3200

**Scheme of Examination
Semester-I**

	Theory (400)			
Paper	Subjects	Internal Marks	External marks	Total
BPEd/C-101	History, Principles and foundation of Physical Education	30	70	100
BPEd/C -102	Anatomy and Physiology	30	70	100
BPEd/C -103	Health Education and Environmental Studies	30	70	100
BPEd/E-101/102	Olympic Movement/Officiating and Coaching (Elective)	30	70	100
	Practical (400)			
BPEd/P -101	Football	30	70	100
BPEd/P -102	Hockey	30	70	100
BPEd/P -103	Volleyball	30	70	100
BPEd/P -104	Shooting & Basketball	30	70	100
	Total	240	560	800

Semester-II

	Theory (400)			
Paper	Subjects	Internal Marks	External marks	Total
BPEd/C -201	Sports Nutrition and Weight Management	30	70	100
BPEd/C -202	Educational Technology and Methods of Teaching in Physical Education	30	70	100
BPEd/C-203	Organization and Administration	30	70	100
BPEd /E-201/202	Contemporary issues in physical education, fitness and wellness / Theory of Sports & Games	30	70	100
	Practical (400)			
BPEd /P -201	Track and Field	30	70	100
BPEd/P -202	Indigenous Sports	30	70	100
BPEd/P -203	Racket Sports	30	70	100
BPEd/T -201	Teaching lesson	30	70	100
	Total	240	560	800

Semester-III

	Theory (400)			
Paper	Subjects	Internal Marks	External marks	Total
BPEd/C-301	Sports Training	30	70	100
BPEd/C -302	Sports Medicine Physiotherapy and Rehabilitation	30	70	100
BPEd/C -303	Sports Psychology and Sociology	30	70	100
BPEd/E-301/302	Computer Application in Physical Education /Curriculum Design (Elective)	30	70	100
	Practical (400)			
BPEd/P -301	Yoga & Gymnastic	30	70	100
BPEd/P-302	Cricket	30	70	100
BPEd/P -303	Track and Field	30	70	100
BPEd/T-301	Teaching lesson	30	70	100
	Total	240	560	800

Semester-IV

	Theory (400)			
Paper	Subjects	Internal Marks	External marks	Total
BPEd/C-401	Measurement and Evaluation in Physical Education	30	70	100
BPEd/C-402	Kinesiology and Biomechanics	30	70	100
BPEd/C-403	Research and Statistics in Physical Education	30	70	100
BPEd/E-401/402	Sports Management/Yoga Education	30	70	100
	Practical (400)			
BPEd/P -401	Skill proficiency	30	70	100
BPEd/P -402	Sports proficiency	30	70	100
BPEd/T-401	Skill coaching lessons	30	70	100
BPEd/T-402	Tactics & Training coaching lessons	30	70	100
	Total	240	560	800

Table-1: Semester wise Distribution of Hours per Week

Semester	Theory	Practicum	Teaching Practice	Total
I	16	24	00	40
II	16	18	06	40
III	16	18	06	40
IV	16	12	12	40
TOTAL	64	72	24	160

Minimum of 36 hours per week is required in six days in a week

Table-2: Number of Credits per Semester

Semester	Theory	Practicum	Teaching Practice	Total
I	16	16	00	32
II	16	12	04	32
III	16	12	04	32
IV	16	08	08	32
TOTAL	64	48	16	128

B.P.Ed.–Outline of Syllabus Theory Courses

Semester–I

BPED/C-101 History, principles and foundation of physical education

Unit–1: Introduction

- Meaning, Definition and Scope of Physical Education
- Aims and Objective of Physical Education
- Importance of Physical Education in present era.
- Relationship of Physical Education with General Education.
- Physical Education as an Art and Science.

Unit-2–Historical Development of Physical Education in India

- Indus Valley Civilization Period.(3250 BC–2500BC)
- Vedic Period(2500BC–600BC)
- Hindu Period(600BC–1000 AD)
- Medieval Period(1000AD–1757 AD)
- British Period(Before 1947)
- Physical Education in India(After 1947)
- Contribution of Akhadas and vyayamshals

Unit-3-Foundation of Physical Education

- Philosophical foundation: Idealism, Pragmatism, Naturalism,
- Realism, Humanism, Existentialism.
- Fitness and wellness movement in the contemporary perspectives
- Sports for all and its role in the maintenance and promotion of fitness.

Unit-4-Principles of Physical Education

- Biological
 - Growth and development
 - Age and gender characteristics
 - Body Types
 - Anthropometric differences
- Psychological
 - Learning types, learning curve
 - Laws and principles of learning
 - Attitude, interest, cognition, emotions and sentiments
- Sociological
 - Society and culture
 - Social acceptance and recognition
 - Leadership
 - Social integration and cohesiveness

References:

Bucher, C.A. *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.

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.

BPED/C-102 ANATOMY AND PHYSIOLOGY

Unit-I

- 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
- Types of muscles
- Structure, Composition, Properties and functions of skeletal muscles.

Unit-II

- 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

- 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
- Nerve control of muscular activity:
- Neuromuscular junction
- Transmission of nerve impulse across it.
- Fuel for muscular activity

Unit-IV

- Sense organs: A brief account of the structure and functions of the Eye and Ear.
- Role of oxygen-physical training, oxygen debt, second wind, vital capacity.
- Effect of exercise and training on cardiovascular system.
- Effect of exercise and training on respiratory system.
- Effect of exercise and training on muscular system

References:

- Gupta, A.P. (2010). *Anatomy and physiology*. Agra: Sumit Prakashan.
- Guyton, A.C. (1996). *Textbook of Medical Physiology*, Philadelphia: W.B. Saunders. Karpovich, P.V. *Philosophy of muscular activity*. London: W.B. Saunders Co.
- Lamb, G.S. (1982). *Essentials of exercise physiology*. Delhi: Surjeet Publication. Morehouse, L.E. & Miller, J. (1967). *Physiology of exercise*. St. Louis: The C.V. Mosby Co. Pearce, E.C. (2004). *Anatomy and physiology for nurses*. London: Faber & Faber Ltd.
- Sharma, R.D. (1979). *Health and physical education*, Gupta Prakashan.

BPed/C-103HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

Unit–IHealth Education

- 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 –IIHealth Problems in India

- 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–IIIEnvironmental Science

- 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 & prohibition of plastic bag/cover.
- Role of school in environmental conservation and sustainable development.

Unit–IVNatural Resources and related environmental issues:

- 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. The school health education. New York: Harber and Brothers. Odum
 , E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co.

BPed/E-101OLYMPIC MOVEMENT

Unit–IOrigin 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–IIModern Olympic Games

- Significance of Olympic Ideals, Olympic Rings, Olympic Flag
- Olympic Protocol for member countries
- Olympic code of Ethics
- Olympic in action
- Sports for All

Unit–IIIDifferentOlympicGames

- ParaOlympicGames
- SummerOlympics
- WinterOlympics
- YouthOlympicGames

Unit–IVCommitteesofOlympicGames

- InternationalOlympicCommittee-StructureandFunctions
- NationalOlympiccommitteesandtheirroleinOlympicmovement
- Olympiccommissionandtheir functions
- OlympicmedalwinnersofIndia

Reference:

Osborne,M.P.(2004).*Magictreehousefacttracker:ancientGreeceandtheOlympics:anonfictioncomp aniontomagictreehouse:houroftheOlympics*.NewYork:RandomHouseBooksforYoungRead ers.

Burbank,J.M.,HeyingBoulder,C.H.(2001).*Olympicdreams:theimpactofmega- eventsonlocalpolitics*:LynneRienner

BPEd/E-102OFFICIATINGANDCOACHING

Unit-I:IntroductionofOfficiatingandcoaching

- Conceptofofficiatingandcoaching
- Importanceandprinciplesofofficiating
- Relationofofficialandcoachwithmanagement,playersandspectators
- Measuresofimprovingthestandardsofofficiatingandcoaching

Unit- II: CoachasaMentor

- Dutiesofcoachinggeneral,pre,duringandpost-game.
- Philosophyofcoaching
- Responsibilitiesofacoachonandoffthefield
- Psychologyofcompetitionandcoaching

Unit- III: DutiesofOfficial

- Dutiesofofficial ingeneral,pre, duringandpost-game.
- Philosophyofofficiating
- Mechanicsofofficiating–position,singlesandmovement etc.
- Ethicssofofficiating

Unit-IV:QualitiesandQualificationsofCoachandOfficial

- Qualitiesandqualificationofcoachandofficial
- Generalrulesofgamesandsports
- Eligibilityrulesofintercollegiateandinter-universitytournaments,preparationofTA,DAbills
- Integrityandvaluesofsports

References:

Bunn,J.W.(1968).*Theartofofficiatingsports*.EnglewoodcliffsN.J.PrenticeHall.Dyson,G.H.(1963). *The mechanicsofathletics*.

London:UniversityofLondonPressLtd.Ltd.Lawther,J.D.(1965).*Psychologyofcoaching*.New York:Pre.Hall.

Singer,R.N. (1972).*Coaching,athletic&psychology*.NewYork:M.C.GrawHill.

Semester–II

BPed/C-201SPORTSNUTRITIONANDWEIGHTMANAGEMENT

Unit–IIntroductiontoSportsNutrition

- MeaningandDefinitionofSportsNutrition
- BasicNutritionguidelines
- Roleofnutritioninsports
- Factorto considerfordevelopingnutritionplan

Unit–IINutrients:Ingestiontoenergymetabolism

- Carbohydrates,Protein,Fat–Meaning,classificationand itsfunction
- Roleofcarbohydrates,Fatandproteinduringexercise
- Vitamins,Minerals,Water–Meaning,classificationand itsfunction
- Roleofhydrationduringexercise,waterbalance, Nutrition–dailycaloricrequirement andexpenditure.

Unit–IIINutritionandWeightManagement

- MeaningofweightmanagementConceptofweightmanagementinmoderneraFactoraffectin gweightmanagement andvaluesofweightmanagement
- ConceptofBMI(Bodymassindex),Obesityanditshazard,MythofSpotreduction,Dietingversus exercise forweight control,CommonMythsaboutWeight Loss
- Obesity–Definition,meaningandtypesofobesity,
- HealthRisksAssociatedwithObesity,Obesity-CausesandSolutionsforOvercomingObesity.

Unit–IVStepsofplanning ofWeightManagement

- Nutrition–Dailycalorieintakeandexpenditure,Determinationofdesirablebodyweigh
- Balanceddiet forIndianSchoolChildren,MaintainingaHealthyLifestyle
- Weightmanagementprogramforsportychild, Roleofdiet andexercise inweightmanagement
- Designdietplanandexerciseschedulefor weightgainandloss

References:

Bessesen,D.H.(2008).Updateonobesity.*JClinEndocrinolMetab.*93(6),2027-2034.
DeMaria,E.J.(2007).Bariatricsurgeryformorbidobesity.*NEnglJMed*,356(21),2176-2183.
Dixon,J.B.,O'Brien,P.E.,Playfair,J.Adjustablegastricbandingandconventionaltherapyfortype2diabetes:arandomizedcontrolledtrial.*JAMA.*299(3),316-323.

BPed/C- 202EDUCATIONALTECHNOLOGYANDMETHODSOFTeachINGI NPHYSICALEDUCATION

Unit–IIntroduction

- EducationandEducationTechnology-MeaningandDefinitions
- TypesofEducation-Formal,InformalandNon-Formaleducation.
- EducativeProcess
- ImportanceofDevicesandMethodsofTeaching.

Unit–IITeachingTechnique

- TeachingTechnique –Lecture method,Commandmethod, Demonstrationmethod, Imitationmethod,project methodetc.

- 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

- Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.
- Teaching aids – Audio aids, Visual aids, Audio–visual aids, Verbal, Chalkboard, Charts, Model, Slide projector, Motion picture etc
- Team Teaching – Meaning, Principles and advantage of team teaching.
- Difference between Teaching Methods and Teaching Aid.

Unit – IV Lesson Planning and Teaching Innovations

- 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.

References:

- 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.
- 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*. Jalandhar: Paul Publishers.

BPED/C-203 ORGANIZATION AND ADMINISTRATION

Unit – I: Organization and administration

- 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, Principles of program planning in physical education.
- Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.

Unit-II: Office Management, Record, Register & Budget

- 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.
- Budget: Meaning, Importance of Budget making,
- Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.

Unit-III: Facilities, & Time-Table Management

- Facilities and equipment management: Types of facilities Infrastructure-indoor, outdoor.
- Care of school building, Gymnasium, swimming pool, Playfields, Playgrounds
- Equipment: Need, importance, purchase, care and maintenance.
- Time Table Management: Meaning, Need, Importance and Factor affecting timetable.

Unit-IV: Competition Organization

- 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. Thomas, J.P. (1967). *Organization & administration of Physical Education*. Madras: Gyanodaya Press.
- Tirunarayanan, C. & Hariharan, S. (1969). *Methods in Physical Education*. Karaikudi: South India Press.

BPEd/E-

201 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND WELLNESS

Unit-I Concept of Physical Education and Fitness

- 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 Interdisciplinary Context.

Unit-II Fitness, Wellness and Lifestyle

- 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

- 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

- Health and Safety in Daily Life
- First Aid and Emergency Care
- Common Injuries and their Management
- Modern Life Style and Hypo-kinetic Disease-Prevention and Management

References:

- Difiore, J. (1998). *Complete guide to postnatal fitness*. London: A & C Black.
- Giam, C.K. (1994). *Sport medicine exercise and fitness*. Singapore: P.G. Medical Book. McGlynn, G., (1993). *Dynamic of fitness*. Madison: W.C. Brown.
- Sharkey, B.J. (1990). *Physiology of fitness*, Human Kinetics Book.

BPEd/E-202THEORYOFSPORTSANDGAMES

Unit-IIntroductionofgamesandsports

- GeneralIntroductionofspecializedgamesandsports–
- Athletics,
- Badminton,
- Basketball
- Cricket
- Eachgameorsportstobedealtunderthefollowingheads
- HistoryanddevelopmentoftheGameandSports
- Groundpreparation,dimensionsandmarking
- StandardequipmentandtheirsSpecifications
- Ethicsofsportsandsportsmanship

Unit-II-Gamesandsports

- GeneralIntroductionofspecializedgamesandsports
- Football
- Hockey
- Shooting
- Volleyball
- Eachgameorsportstobedealtunderthefollowingheads
- HistoryanddevelopmentoftheGameandSports
- Groundpreparation,dimensionsandmarking
- StandardequipmentandtheirsSpecifications
- Ethicsofsportsandsportsmanship

Unit-IIIScientificPrinciplesofcoaching:(particularsportsandgamespecific)

- Motion–
TypesofmotionandDisplacement,Speed,Velocity,Acceleration,DistanceandNewton'sLawsofmotions.
- Force–Friction,CentripetalandCentrifugalforce,Principlesofforce.
- Equilibriumand its types
- Leverand its types
- Training load–Components,Principlesofload,OverLoad(causesandsymptoms).

Unit-IVConditioningexercisesandwarmingup.

- ConceptofConditioningandwarmingup.
- Roleofweighttrainingingamesandsports.
- Teachingoffundamentalskill&theirmastery(technique,tacticanddifferentphasesofskillacquisition).
- RecreationalandLeadupgames
- Strategy–Offenceanddefense,Principlesoffenceanddefense.

References:

- Bunn,J.W.(1968).*Theartofficiating sports*.EnglewoodcliffsN.J.PrenticeHall.
Bunn,J.W.(1972).*Scientificprinciples ofcoaching*.EnglewoodcliffsN.J.Prentice Hall.
Dyson,G.H.(1963).*The mechanics ofathletics*.London:UniversityofLondonPressLtd.
Lawther,J.D.(1965).*Psychologyofcoaching*.NewYork:Pre.Hall.
Singer,R.N.(1972).*Coaching,athletic &psychology*.NewYork:M.C.GrawHill.

Semester–III

BPed/C-301SPORTSTRAINING

Unit–IIntroductiontoSportsTraining

- MeaningandDefinitionofSportsTraining
- AimandObjectiveofSportsTraining
- PrinciplesofSportsTraining
- SystemofSportsTraining–BasicPerformance,GoodPerformanceandHigh PerformanceTraining

Unit–IITrainingComponents

- Strength–MeanandMethodsofStrengthDevelopment
- Speed–MeanandMethodsofSpeedDevelopment
- Endurance-MeanandMethodsofEnduranceDevelopment
- Coordination–MeanandMethodsofcoordinationDevelopment
- Flexibility–MeanandMethodsofFlexibilityDevelopment

Unit–IIITraining Process

- TrainingLoad-DefinitionandTypesofTrainingLoad
- PrinciplesofIntensityandVolumeofstimulus
- TechnicalTraining–MeaningandMethodsofTechniqueTraining
- TacticalTraining–MeaningandMethodsofTacticalTraining

Unit–IVTrainingprogrammingandplanning

- Periodization–MeaningandtypesofPeriodization
- AimandContentofPeriods–Preparatory,Competition,Transitionaletc.
- Planning–Trainingsession
- TalentIdentificationandDevelopment

References:

Dick,W.F.(1980).*Sportstrainingprinciples*.London:LepusHarre,
D.(1982).*Principlesofsportstraining*.Berlin:Sporulated.
Matvyew,L.P.(1981).*Fundamentalof
sportstraining*.Moscow:ProgressPublishers.Singh,H.(1984).*Sportstraining,generalthe
oryandmethods*.Patiala:NSNIS.Uppal,A.K.,(1999).*SportsTraining*.NewDelhi:Friends
Publication.

BPed/E-

302SPORTSMEDICINE,PHYSIOTHERAPYANDREHA BILITATION

Unit-I:-SportsMedicine:

- Sports Medicine:Meaning,
Definition,Aims,Objectives,ModernConceptsandImportance.
- Athletes CareandRehabilitation:Contribution ofPhysical
EducationTeachersandCoaches.
- NeedandImportanceofthestudyofsportsinjuries inthefieldofPhysicalEducation
- Preventionofinjuriesin sports–Commonsportsinjuries–Diagnosis–
- FirstAid-Treatment-Laceration–Blisters–Contusion-Strain–Sprain–Fracture–
Dislocationand Cramps–Bandages–TypesofBandages–trapping and supports.

Unit-II:Physiotherapy

- Definition–Guidingprinciplesofphysiotherapy,
- Importanceofphysiotherapy,
- Introductionand demonstrationoftreatments-Electrotherapy–infraredrays–
- Introductionanddemonstrationoftreatments-Ultravioletrays–
shortwavediathermy–ultrasonicrays.

Unit-III:Hydrotherapy

- IntroductionanddemonstrationoftreatmentsofCryotherapy,Thermotherapy,ContrastBath,
- IntroductionanddemonstrationoftreatmentsofWhirlpoolBath–SteamBath–SaunaBath–
HotWaterFomentation–
- Massage:HistoryofMassage–ClassificationofManipulation(SwedishSystem)
- PhysiologicalEffectofMassage.

Unit-IV:TherapeuticExercise

- DefinitionandScope–PrinciplesofTherapeuticExercise
- Classification,EffectsandusesofTherapeuticexercise
- PassiveMovements(Relaxed,Forcedandpassive-stretching)–activemovements
(concentric,Eccentricandstatic)applicationofthetherapeuticexercise:
- FreeMobilityExercise–Shoulder,Elbow–WristandFingerJointsHips,Knee,ankleand
Footjoints–Trunk,head andneckexercises.

References:

Christine,M.D.,(1999).*Physiologyof sportsandexercise*.USA:HumanKinetics.David,R.M.(2005).*Drugsinsports*, (4thEd).RoutledgeTaylorandFrancisGroup.Jayprakash,C.S.,SportsMedicine,J.P. BrothersPub., NewDelhi,2003.

Pandey,P.K.,(1987).*Outlineofsportsmedicine*,NewDelhi:J.P.BrothersWilliams,J.G.

P.(1962).*Sportsmedicine*. London:EdwardArnoldLtd.

BPEd/C-303SPORTSPSYCHOLOGYANDSOCIOLOGY

Unit-I:introduction

- Meaning,ImportanceandscopeofEducationalandSportsPsychology
- GeneralcharacteristicsofVariousStagesofgrowthanddevelopment
- Typesandnatureofindividualdifferences:Factorsresponsible-
Heredityandenvironment
- Psycho-sociologicalaspectsofHumanbehaviorinrelationtophysicaleducationandsports

Unit-II:SportsPsychology

- Natureoflearning,theoriesoflearning,Lawsoflearning,
- PlateauinLearning;&transferoftraining
- Meaninganddefinitionofpersonality,characteristicsofpersonality,
- Dimensionofpersonality,PersonalityandSportsperformance
- Natureofmotivation:Factorsinfluencingmotivation;Motivationandtechniquesanditsimpact
onsportsperformance.
- MentalPreparationStrategies:Attentionfocus,Self-talk,Relaxation,Imaginary.
- AggressionandSports,Meaningand natureofanxiety,Kindsofanxiety

- 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.

- 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

- Features of culture,
- Importance of culture.
- Effects of culture on people's lifestyle.
- 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.
- 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. (1981). *Sport culture and society*. Philadelphia: Lea & Febiger.
- Skinner, C. E. (1984). *Education psychology*. New Delhi: Prentice Hall of India.
- William, F. O. & Meyer, F. N. (1979). *A handbook of sociology*. New Delhi: Eurasia Publishing House Pvt Ltd.

BPEd/E-

301 COMPUTER APPLICATIONS IN PHYSICAL EDUCATION

Unit-I: Introduction to Computer

- 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

- 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

- Introduction to MS Excel
- Creating, saving and opening spreadsheet
- creating formulas

- Format and editing features adjusting column width and row height understanding charts.

Unit –IV:MS PowerPoint

- Introduction to MS PowerPoint
- Creating, saving and opening ppt. file
- format and editing features slides show, design, inserting slide number
- picture, graph, table
- Preparation of Powerpoint presentations

References:

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.

BPED/E-302 CURRICULUM DESIGN

Unit-I Modern concept of the curriculum

- 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.
- National and Professional policies, Research finding

Unit-II Basic Guideline for curriculum construction; contest (selection and expansion).

- Focalization
- Socialization
- Individualization
- Sequence and operation
- Steps in curriculum construction.

Unit-III Curriculum- Old and new concepts, Mechanics of curriculum planning.

- 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.

- 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.

References:

Barrow, H. M. (1983). *Man and movement: principles of physical education*. Philadelphia: Lea And Febiger.
 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.
- Larson, L.A. *Curriculum foundation in physical education*. Englewood Cliffs: N.J. Prentice Hall Inc.
- Underwood, G.L. (1983). *The physical education curriculum in secondary school: planning and implementation*. England: Taylor and Francis Ltd.
- Willgoose, C.E. (1979). *Curriculum in physical education*. 3rd Ed. Englewood Cliffs: N.J. Prentice Hall, Inc.

Semester-IV

BPed/C-401 MEASUREMENT AND EVALUATION

Unit-Introduction to Test, Measurement & Evaluation

- 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

- 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.

Unit-III Physical and motor Fitness Tests

- AAHPER youth fitness test
- Indiana Motor Fitness Test
- JCR test

Unit-IV Sports Skill Tests

- Lockhart and McPherson badminton test
- Johnson basketball test
- McDonalds soccer test
- S.A.I volleyball test
- S.A.I Hockey test

References:

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

BPed/C-402 KINESIOLOGY AND BIOMECHANICS

Unit-I Introduction to Kinesiology and Sports Biomechanics

- Meaning and Definition of Kinesiology and Sports Biomechanics

- Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher
- 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 basis

- 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 Innovation

Unit–III Mechanical Concepts

- Force—Meaning, definition, types and its application to sports activities
- Lever—Meaning, definition, types and its application to human body.
- Newton's Law of Motion—Meaning, definition and its application to sports activities.
- Projectile—Factors influencing projectile trajectory.

Unit–IV Kinematics and Kinetics of Human Movement

- 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.

References:

- Hay, J.G. & Reid, J.G. (1982). *The anatomical and mechanical basis of human motion*. Englewood Cliffs, N.J.: Prentice Hall Inc.
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BPEd/C-403 RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Unit-I Introduction to Research

- 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

- 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 to be undertaken by a small batch of students under the supervision of a teacher, where 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

- 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

- 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 ungrouped data
- Percentiles and Quartiles: Meaning, importance, computing from group and ungrouped data

References:

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- Clark, H.H., & Clark, D.H. (1975). *Research process in physical education*. Englewood cliffs, New Jersey: Prentice Hall, Inc.
- Garrett, H.E. (1981). *Statistics in psychology and education*. New York: Vakils Feffer and Simon Ltd.
- Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
- Uppal, A. K. (1990). *Physical fitness: how to develop*. New Delhi: Friends Publication.
- Verma, J.P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

BPed/E-401 SPORTS MANAGEMENT

Unit-I Introduction of Management

- 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

- 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 Management in educational institution

- 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
 - The reward/punishment system

Unit-IV Budget

- 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 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 Cp.

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

BPEd/E-402 YOGA EDUCATION

Unit–I Introduction

- Meaning and Definition of Yoga
- Aims and Objectives of Yoga
- Yoga in Early Upanisads
- The Yoga Sutra: General Consideration
- Need and Importance of Yoga in Physical Education and Sports

Unit -II Foundation of Yoga

- 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

Unit -III Asanas

- Effect of Asanas and Pranayama on various systems of the body
- Classification of asanas with special reference to physical education and sports
- Influences of relaxative, meditative posture on various systems of the body
- Types of Bandhas and mudras
- Types of kriyas

Unit–IV Yoga Education

- Basic, applied and action research in Yoga
- 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. Shankar, G. (1998). *Holistic approach of yoga*. New Delhi: Aditya Publishers. Shekar, K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.

Part– B Practical Courses

Semester– IBPEd/P–101

Football: Fundamental Skills

- Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick
- Trapping-trapping rolling the ball, trapping bouncing ball with sole
- Dribbling-With instep, inside and outer instep of the foot.
- Heading-From standing, running and jumping.
- Throwing
- Feinting-With the lower limb and upper part of the body.
- Tackling-Simple tackling, Slide tackling.
- Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting.

BPEd/P-102

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
- Goalkeeping-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.

BPEd/P-103

Volleyball: Fundamental Skills

- Player Stance-Receiving the ball and passing to the teammates,
- The Volley (Over-head pass),
- The Dig (Underhand pass).
- Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service.
- Spiking & Blocking
- Rules and their interpretations and duties of officials.

BPEd/P-104

Shooting:

- Fundamental Skills-basic stances, grip, holding rifle/ pistol, aiming target
- Safety issues related to rifle & pistol shooting.

- Rules and their interpretations and duties of officials.

Basketball:

- Fundamental Skills
- Player stance and ball handling
- Passing- Two Hand chest pass, two hands 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, Reversed dribble, rolling dribble.
- Shooting- Layup shot and its variations, one hand set shot, one hand jump shot, Hook shot, and Free throw.
- Rebounding- Defensive rebound, Offensive rebound, Knockout, Rebound Organization.
- Individual Defensive- Guarding the man with the ball and without the ball.
- Pivoting.
- Rules and their interpretations and duties of the officials.

Semester- IIBPEd/P-201

Track and Field:

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. R

Relays: Fundamental Skills

- Various patterns of Baton Exchange
- Understanding of Relay Zones
- Ground Marking
- Interpretation of Rules and Officiating. Ju

Jumping Events

Long Jump- Approach Run, Take-off, Action in the air

and Landing Triple Jump- Approach Run, Hop, Step, Jump and Landing

High Jump- Approach Run, Take-off, Bar Clearance and landing

BPEd/P-202

Indigenous sports: Kabaddi:

Fundamental Skills

- Skills in Raiding- Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.
- Skills of Holding the Raider- Various formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching,
- Catching formations and techniques.

- Additional skills in raiding-
Bringing the antis into particular position, escaping from various hold, Techniques of escaping from chain information, Combined formations in offence and defense.
- Ground Marking, Rules and Officiating

Kho Kho:

- General skills of the game-Running, chasing, Dodging, Faking etc.
- Skills in chasing-
Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judging timing giving Kho, Rectification of Foul.
- Skills in Running-
Zigzag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills.
- Ground Marking
- Rules and their interpretations and duties of officials.

BPEd/P-203

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.

Table Tennis: Fundamental Skills

- The Grip- The Tennis Grip, Pen Holder Grip.
- Service- Forehand, Backhand, Side Spin, High Toss.
- Strokes- Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shot, Loop Drive.
- Stance and Ready position and footwork.
- Rules and their interpretations and duties of officials.

BPEd/T-201

Teaching practices: 10 teaching practice

lessons out of which 5 lessons in Mass Demonstration activities. 5 Skill lessons on team games, Racketsport and Indigenous Sports.

Mass Demonstration activities

Dumbbells, Wands, Hoop, Umbrella, Flag, Lezium, Pom-Pom and March Past

- Apparatus and Light apparatus Grip
- Attention with apparatus and Light apparatus
- Stand-at-ease with apparatus and light apparatus
- Exercise with verbal command, whistle and drum,
- Whistle and music- Two count, four count, eight count and sixteen count.
- Standing Exercise
- Jumping Exercise
- Moving Exercise
- Combination of above all

**Semester-
III BPEd/P-301**

Gymnastics: Floor Exercise

- Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Headstand, Jumps-leap, scissors leap. Vaulting Horse
- Approach Run, Takeoff from the beam board, Cat Vault, Squat Vault.

Parallel Bar:

- Mount from one bar
- Straddle walking on parallel bars.
- Single and double step walk
- Perfect swing
- Shoulder stand on one bar and roll forward.
- Roll side
- Shoulder stand
- Front on back vault to the side (dismount)

Yoga:

- Surya Namaskara,
- Pranayams
- Corrective Asanas
- Kriyas
- Asanas- Sitting, Standing, Laying Prone Position and Laying Spine Position

BPEd/P-302

Cricket: Fundamental Skills

- Batting- Forward and backward defensive stroke
- Bowling- Simple bowling techniques
- Fielding- Defensive and offensive fielding
- Catching- High catching and Slip catching
- Stopping and throwing techniques
- Wicket keeping techniques

BPEd/P-303

Track and Fields (Throwing Events)

Discus Throw, Javelin, Hammer throw, shot-put

- Basic skills and techniques of the throwing events
- Grip
- Stance
- Release
- Follow through action
- Ground Marking/ Sector Marking
- Interpretation of Rules and Officiating.
- Rules and their interpretations and duties of officials

BPEd/T-301

Teaching practices: 10 lessons of Track and Field, Team games, Yoga and Gymnastics.

**Semester-
IV BPED/P-401**

Sports Specialization: Skill proficiency (anyone games & Sports)

Note:- Games specialization will be given in following Games and sports: Athletics, badminton, basketball, cricket, football, handball, hockey, kabaddi, kho-kho, table-tennis, volleyball and yoga. Student will select one Games specialization.

BPED/P-402

Sports Specialization: Tactics and training (anyone games & Sports)

BPED/T-401

Sports Specialization: Skill (5 Lessons)

BPED/T-402

Sports Specialization: Tactics and training (5 Lessons)