

**PT. RAVISHANKAR SHUKLA UNIVERSITY**

Raipur – 492010, C.G.



**Syllabus**

**Bachelor of Physical Education**

Two Years Program (4 Semesters)

As Per National Council of Teachers Education (NCTE) guidelines

**2024 – 2026**

## Learning Outcomes Based Curriculum Framework (LOCF) 30.05.22

For

### Bachelor of Physical Education – Two Years Program (4 Semesters)

#### Undergraduate Program

2021

#### 1.1 Introduction

Physical education makes a unique and important contribution to the balanced development of people and communities by providing learning programmes focussed on movement. By learning in, through, and about progress, students gain a thoughtful that movement is central to human expression, meaningfulness, pleasure, and can enhance lifestyles. They learn to understand, appreciate and move their own bodies, relate positively with others and demonstrate constructive attitudes and values while engaging in play, structured exercise, expressive movement, recreation and formal games in diverse environments.

Physical education encourages student engagement in movement experiences that promotes and supports the development of physical skills, social skills, the acceptance of challenge, teamwork, optimism, acceptance of diversity and decision making. It fosters critical thinking and action, and the ability to understand the role and significance that physical activities have on individuals and society.

In summary physical education can be conceptualized as:

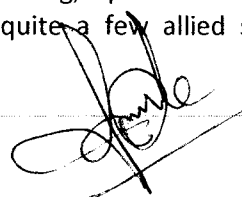
- ✓ making a unique contribution to balanced development and living.
- ✓ movement being essential for and essential to, what it way to be human.
- ✓ learning focussed on movement and students need to be engaged in it.
- ✓ a medium for developing skills across diverse areas of endeavour.
- ✓ fostering a pedagogy based around critical thought and action.
- ✓ encouraging students to understand movement and make meaning from it to enhance individual and collective lifestyles.

#### Importance of Physical Education to Child Development

The importance of physical education to the physical, cognitive, and social aspects of child development has been acknowledged by many International, National, and state, and local health and education agencies. The purpose is to create a national culture that supports physically active lifestyles so that its vision that “one day, all Indians will be physically active and they will live, work and play in environment that facilitate regular physical activity” can be realized. To accomplish this ultimate goal, the Physical Education curriculum calls for improvement in the quantity and quality of physical education for students from prekindergarten to 12th grade through significant policy initiatives.

#### 1.2 Nature and Extent of the B.P.Ed. Degree Program

Physical education is considered to be a tool for all-round development of an individual with the help of human movement and sports activity. It is a multidisciplinary subject because it covers a wide range of topics such as sports psychology, kinesiology, biomechanics, health education, mental health, sports medicine, sports training, sports sociology, sports management etc. Physical education provides education in quite a few allied sciences and subjects. Physical



education develops cognitive abilities in the form of problem-solving skills through motor movements. It is an integral part of education incorporating basic science, social sciences to create a congenial environment for personality development.

The benefits of physical education are not just limited up to physical and psychological wellbeing but it provides a platform for sustainable growth in economic, equality, social, moral, spiritual and ethical development of future human resources of a country. A bachelor's degree in the physical education degree program is a professional training program, it leads towards a higher degree of employability. The importance of a good professional training program that is based on experiential learning is also advocated under the new educational policy.

### 1.3 Aims of the B.P.Ed. Program

The aim of physical education to promotes culture to involve everyone in aa active lifestyle. The overall aim of the bachelor's degree programme in physical education program is

- define learning outcomes for physical education which encourages a holistic approach based on a socio-ecological perspective;
- promote greater integration and balance between the social and physical sciences;
- contextualise physical education with a set of attitudes and values that signify the importance of movement as a valued human practice;
- address critical learning dimensions that had been largely lacking in previous curricula and physical education practice.
- engender awareness and debate around the discourse of healthism;
- centralise and acknowledge that the individual, in his /her search for personal meaning, once educated in health and physical education, would be able to make positive contributions to the enhancement of society;
- integrate an acknowledgement of national cultural orientations and practices.

In providing a new paradigm for physical education, Health and Physical Education in the curriculum essentially sees physical education as a learning area that:

- Promotes the learning of new skills (not just physical skills) associated with the in, through and regarding physical activity
- Enhances, extends, informs and critiques the deliberate use of exercise, play, sport and other forms of physical activity within and individual and societal context;
- Emphasises the inter-relatedness of the physical, social, emotional, mental and spiritual nature of well-being. (Culpan, 1998 p.6).

### 1.4 Graduate Attributes

Physical education is a formal content area of study in schools, and it encompasses assessment according to standards and benchmarks. The curriculum-based physical education program describes the potential of high-quality physical education in developing children into active adults. This model would provide the only opportunity for all school-age children to access health-enhancing physical activities. The suggested curriculum model for physical education programs includes movement education, which emphasizes the importance of fundamental motor skills competence as a prerequisite for engagement in physical activity throughout the life span; sport education, which emphasize helping students become skillful players in lifetime sports of their choosing; and fitness education, which impart physical fitness concept to students, including the profit and scientific values of exercise, with the target of developing and maintaining

individual fitness and positive lifestyle change. The emergence of a technology-focused physical education curriculum offers further motivational opportunities for students to engage in lifelong physical active

The curriculum envisions preparing reflective physical education teachers who integrate their content knowledge with an understanding of developmental characteristics in all learning domains to create, organize, manage, improve and assess learning for diverse groups of students, and to motivate, communicate and advocate for lifelong physical activity for healthy living. These universal responsive professionals would be leaders in their communities who would bridge the gap between theory and evidence-based practice through extensive clinical preparation in partnership schools. They would be personally committed to physical activity in their lifestyles, partake in continuous professional development and collaboratively plan and implement standards-based physical activity interventions using a variety of pedagogies and technologies that are learner-centered.

### **Teacher Preparation**

Teaching physical education to children effectively and safely requires specific knowledge about children and their physical/mental development, body composition (anatomy) and functions (physiology and biomechanics), and motor skills development and acquisition. In addition, teaching physical education requires substantial knowledge and skill in pedagogy—the science and art of teaching.

The current wave of effort to curb physical inactivity among youth has begun to influence teacher education programs. Teacher education programs are beginning to turn from a traditionally sports- and skills-cantered model to a more comprehensive, physical activity- and health-cantered model. This change is important in that the role of both current and future physical education teachers extends beyond merely teaching their classes to advancing public health goals (McKenzie, 2007).

### **1.5 Qualification descriptors**

- 1.5.1 Demonstrate sound knowledge about theories and principles of physical education.
- 1.5.2 Demonstrate ample skills to identify and address the problems related to physical education in our society.
- 1.5.3 Demonstrate sound methodological know-how about data collection and its interpretation.
- 1.5.4 Demonstrate basic knowhow about the theories and principles of health education, yoga and allied sports sciences.
- 1.5.5 Demonstrate sound attitude and aptitude for teaching in a classroom.
- 1.5.6 Demonstrate great ability for sports coaching.
- 1.5.7 Able to impart knowledge to general people regarding physical activity, health education etc.
- 1.5.8 Demonstrate sound knowledge about allied sports sciences namely sports biomechanics, sports nutrition, applied anatomy etc.

### **1.6 Programme learning outcomes relating to bachelor's degree in physical education**

- Develop ability to connecting with communities which is a vital part of 21st century thinking. The program will train the students to promote active and healthy living among children outside of school.



- This program will develop ability to close cooperation between all the stake holders.
- *Interpersonal skill development* is important in future educational programs because future careers will mostly involve working effectively with others rather than working alone. The industrial age “production line” model of education and preparing students for life is outdated and ineffective. Movement experiences offered through physical education could help students to develop interpersonal skills when taught intentionally.
- Ability to integrate physical education instruction with learning in other academic areas is essential in view of the creative and integrated thinking and interpersonal skills that tomorrow’s students will need. Classroom teachers should be integrating movement into their instruction, and this is certainly something that our profession can help them with. Physical educators have a tough enough challenge teaching skills and promoting physical activity. Developing Fundamental movement skills and promoting healthy and active lifestyle behaviors is a sufficient challenge for our profession.
- Ability to develop online and technologically supported *individualized education* is the future. Physical education needs to position itself to best serve the needs of students in this new learning environment. Social networking and interactive information sharing through the use of online resources would help to facilitate this type of initiative.
- The program will develop research aptitude in students in the field of physical education and sports. Further concept of cooperative cross-disciplinary and community-based approaches in research will be the inculcated among students.
- The program will develop graduates to be *inclusive* after institutional programs and moving away from *exclusive* physical education in which participation is limited based primarily on preexisting skills. The students will be trained to adopt educational model of sports, rather than professional model of sports which will significantly impact public concerns about sedentary living and hypokinetic problems.



## Course Structure

The semester wise Distribution of Credit, Hours and Marks are as follows:

**Table-1: Distribution of Credit, Hours and Marks for Semester – I**

Course Code	Course Name	Credit			Teaching Hours			Assessment			
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total	
<b>Part – I</b>											
<b>Theory Courses (Core Course)</b>											
CC-101	History, Principles and Foundations of Physical Education & Olympics	3.5	0.5	4	56	16	72	30	70	100	
CC-102	Human Anatomy and Physiology	2	2	4	32	64	96	30	70	100	
CC-103	Health Education & Environmental Studies	3	1	4	48	32	80	30	70	100	
<b>Theory Courses (Elective Course) (Anyone)</b>											
EC-101	Olympic Movement	2	2	4	32	64	96	30	70	100	
EC-102	Officiating and Coaching	2	2	4	32	64	96	30	70	100	
<b>Part – II</b>											
<b>Practicum Courses</b>											
PC-101	Track and Field (Running Events)	0.5	1.5	2	8	48	56	30	70	100	
PC-102	Swimming / Gymnastics (Anyone)	0.5	1.5	2	8	48	56	30	70	100	
PC-103	Indigenous Sports: Kabaddi / Malkambh / Kho-Kho (Anyone)	0.5	1.5	2	8	48	56	30	70	100	
PC-104	Mass Demonstration Activities: Dumbell / Lezium / March past / Tipri / Wands / Hoop / Umbrella / Aerobics (Any Two)	-	2	2	-	64	64	30	70	100	
<b>Total</b>		<b>12</b>	<b>12</b>	<b>24</b>	<b>192</b>	<b>384</b>	<b>576</b>	<b>240</b>	<b>560</b>	<b>800</b>	

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External



**Table-2: Distribution of Credit, Hours and Marks for Semester – II**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
<b>Part – I</b>										
<b>Theory Courses (Core Course)</b>										
CC-201	Yoga Education	2	2	4	32	64	96	30	70	100
CC-202	Educational Technology and Methods of Teaching in Physical Education	2.5	1.5	4	40	48	88	30	70	100
CC-203	Organization and Administration	4	-	4	64	-	64	30	70	100
<b>Theory Courses (Elective Course) (Anyone)</b>										
EC-201	Contemporary Issues in Physical Education, fitness and wellness	2	2	4	32	64	96	30	70	100
EC-202	Sports Nutrition and Weight Management	3	1	4	64	32	96	30	70	100
<b>Part – II</b>										
<b>Practicum Courses</b>										
PC-201	Track and Field (Jumping Events)	0.5	1.5	2	8	48	56	30	70	100
PC-202	Yoga/ Aerobics/ Gymnastics / Swimming (Anyone)	0.5	1.5	2	8	48	56	30	70	100
PC-203	Racquet Sports: Badminton / Table Tennis / Squash / Tennis (Anyone)	0.5	1.5	2	8	48	56	30	70	100
<b>Part – III</b>										
<b>Teaching Practices</b>										
TP-201	Teaching Practices (05 lessons in classroom teaching and 05 lessons in outdoor activities)	-	2	2	-	64	64	30	70	100
<b>Total</b>		<b>12</b>	<b>12</b>	<b>24</b>	<b>196</b>	<b>384</b>	<b>576</b>	<b>240</b>	<b>560</b>	<b>800</b>

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

**Table-3: Distribution of Credit, Hours and Marks for Semester – III**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
<b>Part – I</b>										
<b>Theory Courses (Core Course)</b>										
CC-301	Sports Training	3	1	4	48	32	80	30	70	100
CC-302	Computer Applications in Physical Education	2	2	4	32	64	96	30	70	100
CC-303	Sport Psychology & Sociology	3	1	4	48	32	80	30	70	100
<b>Theory Courses (Elective Course) (Anyone)</b>										
EC-301	Sports Medicine, Physiotherapy and Rehabilitation	3	1	4	48	32	80	30	70	100
EC-302	Curriculum Design	3	1	4	48	32	80	30	70	100
<b>Part – II</b>										
<b>Practicum Courses</b>										
PC-301	Track and Field (Throwing Events)	0.5	1.5	2	8	48	56	30	70	100
PC-302	Combative Sports: Martial Art / Karate / Judo / Fencing / Boxing / Taekwondo / Wrestling (Any two out of these)	0.5	1.5	2	8	48	56	30	70	100
PC-303	Team Games: Baseball / Cricket / Football / Hockey / Softball / Volleyball / Handball / Basketball / Netball (Any two of these).	0.5	1.5	2	8	48	56	30	70	100
<b>Part – III</b>										
<b>Teaching Practices</b>										
TP-301	Teaching Practice: (Teaching Lesson Plans for Racket Sport/ Team Games / indigenous Sports) (out of 10 lessons 5 internals and 5 externals at practicing school)	-	2	2	-	64	64	30	70	100
<b>Total</b>		<b>12</b>	<b>12</b>	<b>24</b>	<b>192</b>	<b>384</b>	<b>576</b>	<b>240</b>	<b>560</b>	<b>800</b>

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External



**Table-4: Distribution of Credit, Hours and Marks for Semester – IV**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
<b>Part – I</b>										
<b>Theory Courses (Core Course)</b>										
CC-401	Measurement and Evaluation in Physical Education	2	2	4	32	64	96	30	70	100
CC-402	Kinesiology & Biomechanics	3	1	4	48	32	80	30	70	100
CC-403	Research and Statistics in Physical Education	2	2	4	32	64	96	30	70	100
<b>Theory Courses (Elective Course) (Anyone)</b>										
EC-404	Theory of Sports and Games	1.5	0.5	2	24	16	40	30	70	100
EC-405	Sports Management	2	-	2	32		32	30	70	100
<b>Part – II</b>										
<b>Practicum Courses</b>										
PC-401	Track and Field / Swimming / Gymnastics (Any one out of three)	0.5	1.5	2	8	48	56	30	70	100
PC-402	Kabaddi / Kho-Kho / Baseball / Cricket / Football / Hockey / Softball / Volleyball / Handball / Basketball / Netball / Badminton / Table Tennis / Squash / Tennis (Any Two of these)	0.5	1.5	2	8	48	56	30	70	100
<b>Part – III</b>										
<b>Teaching Practices</b>										
TP-401	Sports specialization: Coaching lessons Plans Track and Field / Swimming / Gymnastics (One for Sports 5 lessons)	-	2	2	-	64	64	30	70	100
TP-402	Games specialization: Coaching lessons Plans.(One for Games 5 lessons as selected in PC 402)	-	2	2	-	64	64	30	70	100
<b>Total</b>		<b>12</b>	<b>12</b>	<b>24</b>	<b>192</b>	<b>384</b>	<b>576</b>	<b>240</b>	<b>560</b>	<b>800</b>

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

**PART-A: COURSE**

Program:	<b>UNDERGRADUATE</b>
Class:	<b>Bachelor of Physical Education</b>
Year:	<b>2022</b>
Session:	<b>2022-23</b>
Subject:	<b>PHYSICAL EDUCATION</b>



**PART-A: COURSE INTRODUCTION**

1. Program code	B.P.Ed	
2. Course code	CC-101	
3. Course title	<b>History and Foundation of Physical Education</b>	
4. Course learning outcome	<p>Become familiar with the history and development of physical education in India.</p> <p>Discuss the philosophical foundation of Physical Education</p> <p>To understand principles of physical education</p> <p>To develop understanding of developing physical education program on the basis of principles and foundation of physical education.</p>	
5. Credit value	4 (FOUR)	
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

Credit			Teaching Hours		
L/T	P/I	Total	L/T	P/I	Total
3.5	0.5	4	56	16	72

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Introduction	1.1. Meaning, Definition and Scope of Physical Education 1.2. Aims and Objective of Physical Education 1.3. Importance of Physical Education in present era. 1.4. Misconceptions about Physical Education. 1.5. Relationship of Physical Education with General Education. 1.6. Physical Education as an Art and Science.	
UNIT-II Foundations of Physical Education	2.1. Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism and Indian 2.2. Philosophy and Culture. 2.3. Fitness and wellness movement in the contemporary perspectives 2.4. Sports for all and its role in the maintenance and promotion of fitness.	

UNIT-III Historical Development of Physical Education in India	2.5. Extension services for Community
	3.1. Indus Valley Civilization Period. (3250 BC – 2500 BC)
	3.2. Vedic Period (2500 BC – 600 BC)
	3.3. Early Hindu Period (600 BC – 320 AD) and
	3.4. Later Hindu Period (320 AD – 1000 AD)
	3.5. Medieval Period (1000 AD – 1757 AD)
	3.6. British Period (Before 1947)
	3.7. Physical Education in India (After 1947)
	3.8. Contribution of Akhadas and Vyayamshals
	3.9. Y.M.C.A. and its contributions.
UNIT-IV Olympics	3.10. Physical Education and Sports in Chhattisgarh
	3.10.1. Sports Awards in Chhattisgarh
	3.10.2. Sports Facilities before and after the formation of Chhattisgarh State
	3.10.3. Institutes of Physical Education in Chhattisgarh
	3.10.4. Traditional Sports of Chhattisgarh
	4.1. Philosophy of Olympic movement
	4.2. The early history of the Olympic movement
	4.3. The significant stages in the development of the modern Olympic movement
	4.4. Educational and cultural values of Olympic movement
	4.5. Modern Olympic Games

### PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Bucher, C. A. (n.d.)	<i>Foundation of physical education.</i>	St. Louis: The C.V. Mosby Co.
Deshpande, S. H. (2014).	<i>Physical Education in Ancient India.</i>	Amravati: Degree college of Physical education.
Mohan, V. M.(1969).	<i>Principles of physical education.</i>	Delhi: Metropolitan Book Dep.
Nixon, E. E. & Cozen, F.W.(1969).	<i>An introduction to physical education.</i>	Philadelphia: W.B. Saunders Co.
Obertuffer, (1970).	<i>Delbert physical education.</i>	New York: Harper & Brothers Publisher.
Sharman, J. R. (1964).	<i>Introduction to physical education.</i>	New York: A.S. Barnes & Co.
William, J. F. (1964).	<i>The principles of physical education.</i>	Philadelphia: W.B. Saunders Co.
<b>SUGGESTED DIGITAL PLATFORM</b>		

**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed</b>	
2. Course code	<b>CC-102</b>	
3. Course title	<b>Human Anatomy and Physiology</b>	
4. Course learning outcome	<p>Become familiar with the Human Anatomy and Physiology.</p> <p>Discuss the Biological foundation of Physical Education</p> <p>To gain the knowledge of Organization of the human body and its regulation.</p> <p>To understand the support and movement of systems of the body.</p> <p>To understand the human body and its function.</p> <p>To understand and analyse the structural aspect of systems of the body.</p> <p>To understand the concept of fundamental of human body organs.</p> <p>To understand and analyse the functional aspects of Human body.</p>	
5. Credit value	4 (FOUR)	
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

Credit			Teaching Hours		
L/T	P/I	Total	L/T	P/I	Total
2	2	4	32	64	96

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Introduction	4.1. Anatomy & Physiology: 4.1.1. Brief Introduction and Definition of Anatomy and Physiology	



Unit II  
Vital Systems

- 4.1.2. Introduction of Cell and Tissue, organs, Systems
- 4.1.3. Characteristic of Life
- 4.1.4. Need and Importance of Anatomy and Physiology in the field of physical Education and sports
- 4.1.5. Anatomical Terminology, Anatomical Cavities
- 4.1.6. Fundamental concepts of – Axes and Planes
- 4.1.7. Terminology of Fundamental Movements
- 4.2. Biological Foundation of Physical Education
  - 4.2.1. Growth and development
  - 4.2.2. Age and gender characteristics
  - 4.2.3. Body Types
  - 4.2.4. Anthropometric differences
- 2.1. Blood and circulatory System:
  - 2.1.1. Blood
    - 2.2.1.1. Constitutes of blood and their functions
    - 2.2.1.2. Blood Groups and blood transfusion
    - 2.2.1.3. Clotting of blood
  - 2.1.2. Heart
    - 2.2.1.1. The structure of the heart
    - 2.2.1.2. Properties of the heart muscle,
    - 2.2.1.3. Cardiac Output
    - 2.2.1.4. Cardiac Cycle: Mechanical, Electrical
  - 2.1.3. Circulation of blood
  - 2.1.4. Blood Pressure,
  - 2.1.5. Lymph Lymphatic Circulation
  - 2.1.6. Effect of Exercise and training on Cardiovascular System
- 2.2. The Respiratory System
  - 2.2.1. The Respiratory Passage
  - 2.2.2. The Lungs and their structure
  - 2.2.3. Exchange of gases in the lungs
  - 2.2.4. Mechanism of respiration (Internal and External respiration)
  - 2.2.5. Lung Capacity - Tidal Volume, Vital Capacity
  - 2.2.6. Effect of Exercise and training on Respiratory System
- 2.3. The Digestive System
  - 2.3.1. Structure and functions of the digestive system,
  - 2.3.2. Digestive Organs
  - 2.3.3. Metabolism

Unit 3: Human Locomotion System	<p>2.3.4. Effect of Exercise and training on Digestive System</p> <p>3.1. Skeletal System</p> <p>3.1.1. The arrangement of the skeleton</p> <p>3.1.2. Function of the Skeleton</p> <p>3.1.3. Ribs and Vertebral Column and the extremities</p> <p>3.1.4. Joints of the body and their types</p> <p>3.1.5. Gender differences in the skeleton</p> <p>3.1.6. Effect of Exercise and training on Skeletal System</p> <p>3.2. Muscular System:</p> <p>3.2.1. Types of muscles</p> <p>3.2.2. Skeletal Muscles, Classification: Structure (Microscopic, Composition, Properties), shape, Size</p> <p>3.2.3. Functions of Skeletal Muscles</p> <p>3.2.4. Fuel of Muscular Activity</p> <p>3.2.5. Effect of Exercise and training on Muscular System</p> <p>3.3. Nervous System</p> <p>3.3.1. Nervous System Overview: Division of Nervous System</p> <p>3.3.1.1. Brain</p> <p>3.3.1.2. Spine</p> <p>3.3.1.3. Central Nervous System</p> <p>3.3.1.4. Peripheral Nervous System</p> <p>3.3.1.5. Autonomic Nervous System</p> <p>3.3.1.6. Functions of the Autonomic Nervous System</p> <p>3.3.1.7. Reflex action</p> <p>3.3.2. Nerve Control of Muscular activity</p> <p>3.3.2.1. Neuromuscular Junction</p> <p>3.3.2.2. Transmission of Nerve impulse across it</p> <p>3.3.3. Effect of Exercise and training on Nervous System</p>
Unit IV: Other Important Systems	<p>4.1. The excretory System</p> <p>4.1.1. Brief About Excretory System: Organs involved in Excretory System</p> <p>4.1.2. Structure and Functions of Kidneys</p> <p>4.1.3. Structure and function of the skin</p> <p>4.1.4. Effect of Exercise and training on Excretory System</p> <p>4.2. Sense Organs</p> <p>4.2.1. Transduction</p> <p>4.2.2. A brief account of the structure and</p>



functions of the eye: visual system Physiology
4.2.3.A brief account of the structure and functions of the ear: auditory system Physiology
4.2.4.Spatial orientation; Proprioception (body position)
4.3. The Endocrine Glands: Anatomy, functions of glands: Pituitary, Thyroid, Parathyroid, Adrenal, Pancreatic and Sex Glands

### PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Gupta, A. P. (2010).	<i>Anatomy and physiology.</i>	Agra: Sumit Prakasha
Gupta, M. and Gupta, M. C. (1980).	<i>Body and anatomical science.</i>	Delhi: Swaran Printing Press.
Guyton, A.C. (1996).	<i>Textbook of Medical Physiology, 9th edition.</i>	Philadelphia: W.B. Saunders
Karpovich, P. V. (n.d.).	<i>Philosophy of muscular activity.</i> London:	W.B. Saunders Co.
Lamb, G. S. (1982).	<i>Essentials of exercise physiology.</i>	Delhi: Surjeet Publication.
Moorthy, A A. (2014)	<i>Anatomy physiology and health education.</i>	Karaikudi: adalayam Publications.
Morehouse, L. E. & Miller, J. (1967).	<i>Physiology of exercise. St. Louis:</i>	The C.V. Mosby Co
Pearce, E. C. (1962).	<i>Anatomy and physiology for nurses.</i>	London: Faber & Faber Ltd.

#### SUGGESTED DIGITAL PLATFORM



**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed</b>	
2. Course code	<b>CC-103</b>	
3. Course title	<b>Health Education &amp; Environmental Studies</b>	
4. Course learning outcome	<p>To describe health, its aspects and components of Health Education and to become role model.</p> <p>To learn health problems in India.</p> <p>Key concepts in environmental studies, such as 'sustainable development and impact on development concerns.</p> <p>Understand the complex relationships between mankind and the environment.</p>	
5. Credit value	4 (FOUR)	
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

Credit			Teaching Hours		
L/T	P/I	Total	L/T	P/I	Total
3	1	4	48	32	80

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Introduction	1.1. Concept, Dimensions, Spectrum and Determinants of Health	
	1.2. Definition of Health, Health Education, Health Instruction, Health Supervision	
	1.3. Aim, objective and Principles of Health Education	
	1.4. Health Service and guidance instruction in personal hygiene	
Unit – II Health Problems in India	2.1. Obesity, Malnutrition, Adulteration in food	
	2.2. Personal and Environmental Hygiene for schools	
	2.3. Objective of school health service, Role of health education in schools	
	2.4. Health Services – Care of skin, Nails, Eye health service, Nutritional service,	
	2.5. Health appraisal, Health record, Healthful school environment, first- aid and emergency care etc.	



Unit – III Environmental Science	3.1. Communicable and Non-Communicable Diseases 3.2. Definition, Scope, Need and Importance of environmental studies. 3.3. Concept of environmental education, Historical background of environmental education, 3.4. Celebration of various days in relation with environment. 3.5. Plastic recycling & probation of plastic bag / cover. 3.6. Role of school in environmental conservation and sustainable development.	
Unit – IV Natural Resources and related environmental issues:	4.1. Community and Environmental sanitation, Explosive Population 4.2. Sex Education 4.3. Definition, effects, and control measures of Housing 4.4. Management of environment and Govt. policies 4.5. Role of pollution control board. 4.6. Population policy, population dynamic and population explosion	

### PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Agrawal, K.C. 2001	Environmental biology	Bikaner: Nidhi publishers Ltd
Frank, H. Walter, H., (1976).	<i>Turners school health education.</i>	Saint Louis The C.V. Mosby Company
Nemir, A. (n.d.).	The school health education.	New York: Harber and Brothers
Odum, E.P. (1971).	<i>Fundamental of ecology</i>	U.S.A.: W.B. Saunders Co
<b>SUGGESTED DIGITAL PLATFORM</b>		



**PART-A: COURSE INTRODUCTION**

1. Program code	B.P.Ed	
2. Course code	EC-101	
3. Course title	Olympic Movement (Elective)	
4. Course learning outcome	<p>The students will learn the educational and cultural values associated with Olympic movement.</p> <p>The students' knowledge will get enhanced regarding different kinds of Olympic games.</p> <p>The students will gain knowledge regarding functions of International Olympic Committee.</p> <p>The students will get basic structure and functions of National Olympic committee.</p> <p>The students will get to know the laurels of Indian Olympic participants.</p>	
5. Credit value	4 (FOUR)	
6. Total marks	Maximum marks:	100
	Minimum passing marks:	

Credit			Teaching Hours		
L/T	P/I	Total	L/T	P/I	Total
2	2	4	32	64	96

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Origin of Olympic Movement	1.1. Philosophy of Olympic movement 1.2. The early history of the Olympic movement 1.3. The significant stages in the development of the modern Olympic movement 1.4. Educational and cultural values of Olympic movement	
UNIT-II Modern Olympic Games	2.1. Significance of Olympic Ideals, Olympic Rings, Olympic Flag 2.2. Olympic Protocol for member countries 2.3. Olympic Code of Ethics	



	2.4. Olympism in action	
	2.5. Sports for All	
UNIT-III Different Olympic Games	3.1. Para Olympic Games	
	3.2. Summer Olympics	
	3.3. Winter Olympics	
	3.4. Youth Olympic Games	
UNIT-IV Committees of Olympic Games	4.1. International Olympic Committee - Structure and Functions	
	4.2. National Olympic committees and their role in Olympic movement	
	4.3. Olympic commission and their functions	
	4.4. Olympic medal winners of India	

**PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)**

AUTHOR	TITLE	PUBLISHER
Osborne, M. P. (2004).	<i>Magic tree house fact tracker: ancient greece and the olympics: a Non fiction companion to magic tree house: hour of the Olympics. New York:</i>	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
<b>SUGGESTED DIGITAL PLATFORM</b>		



**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed</b>	
2. Course code	<b>EC-102</b>	
3. Course title	<b>Officiating and Coaching (Elective)</b>	
4. Course learning outcome	<p>To understand basic concepts &amp; principles of officiating and coaching of different sports.</p> <p>To enable the students to understand the rules, regulations and officiating in different sports.</p> <p>To acquaint the students with the duties and responsibilities of officials and coaches.</p> <p>To acquaint students with dimensions &amp; actual markings of different play fields, courts &amp; arenas.</p> <p>To understand the concept, principles, and forms of sports training.</p>	
5. Credit value	<b>4 (FOUR)</b>	
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

Credit			Teaching Hours		
L/T	P/I	Total	L/T	P/I	Total
2	2	4	32	64	96

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Introduction of Officiating and coaching	1.1. Concept of officiating and coaching 1.2. Importance and principles of officiating 1.3. Relation of official and coach with management, players and spectators 1.4. Measures of improving the standards of officiating and coaching	
UNIT-II Coach as a Mentor	2.1. Duties of coach in general, pre, during and post-game. 2.2. Philosophy of coaching	

UNIT-III Duties of Official	2.3. Responsibilities of a coach on and off the field
	2.4. Psychology of competition and coaching
	3.1. Duties of official in general, pre, during and post-game.
	3.2. Philosophy of officiating
UNIT-IV Qualities and Qualifications of Coach and Official	3.3. Mechanics of officiating – position, singles and movement etc.
	3.4. Ethics of officiating
	4.1. Qualities and qualification of coach and official
	4.2. General rules of games and sports
	4.3. Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills
	4.4. Integrity and values of sports

### PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Bunn, J. W. (1968).	The art of officiating sports. Englewood cliffs N.J.	Prentice Hall
Bunn, J. W. (1972)	Scientific principles of coaching. Englewood cliffs N. J.	Prentice Hall
Dyson, G. H. (1963).	The mechanics of athletics	London: University of London Press Ltd
Dyson, G. H. (1963)	The mechanics of Athletics	London: University of London Press Ltd.
Lawther, J.D. (1965)	Psychology of coaching.	New York: Pre. Hall
Singer, R. N. (1972)	Coaching, athletic & psychology.	New York: M.C. Graw Hill.
<b>SUGGESTED DIGITAL PLATFORM</b>		



**PART-A: COURSE INTRODUCTION**

1.	Program code	<b>B.P.Ed</b>	
2.	Course code	<b>PC-101</b>	
3.	Course title	<b>Track and Field (Running Events)</b>	
4.	Course learning outcome	<p>Learn skills, technique of the Game/Sport.</p> <p>Learn the layout and marking and rules of the Game/Sport.</p> <p>Be able to develop drills &amp; lead up activities of Game/Sport.</p> <p>Learn officiating of Game/Sport.</p> <p>Develop teaching ability of Game/Sport</p>	
5.	Credit value		
6.	Total marks	Maximum marks:	<b>100</b>
		Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
	<b>1.1. Running Event</b>	
	1.1.1. Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks.	
	1.1.2. Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug	
	1.1.3. Ground Marking, Rules and Officiating	
	<b>1.2. Hurdles:</b>	
	2.1.1. Fundamental Skills- Starting, Clearance and Landing Techniques.	
	2.1.2. Types of Hurdles	
	<b>3.1. Ground Marking and Officiating.</b>	
	<b>3.2. Relays: Fundamental Skills</b>	
	3.2.1. Various patterns of Baton Exchange	
	3.2.2. Understanding of Relay Zones	
	3.2.3. Ground Marking	
	3.2.4. Interpretation of Rules and Officiating.	

**PART-A: COURSE INTRODUCTION**

1. Program code	B.P.Ed	
2. Course code	PC-102	
3. Course title	Swimming /Gymnastics/ Shooting (Any one out of three)	
4. Course learning outcome	<p>Learn skills, technique of the Game/Sport.</p> <p>Learn the layout and marking and rules of the Game/Sport.</p> <p>Be able to develop drills &amp; lead up activities of Game/Sport.</p> <p>Learn officiating of Game/Sport.</p> <p>Develop teaching ability of Game/Sport</p>	
5. Credit value		
6. Total marks	Maximum marks:	100
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
	<p><b>Swimming: Fundamental Skills</b></p> <p>Entry into the pool.</p> <p>Developing water balance and confidence</p> <p>Water fear removing drills.</p> <p>Floating-Mushroom and Jelly fish etc.</p> <p>Gliding with and without kickboard.</p> <p>Introduction of various strokes</p> <p>Body Position, Leg, Kick, Arm pull, Breathing and Co ordination.</p> <p>Start and turns of the concerned strokes.</p> <p>Introduction of Various Strokes.</p> <p>Water Treading and Simple Jumping.</p> <p>Starts and turns of concerned strokes.</p> <p>Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.</p>	
	<p><b>Gymnastics: Floor Exercise</b></p> <p>Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap, scissors leap.</p> <p>Vaulting Horse</p>	

Approach Run, Take off from the beat board, Cat Vault,  
Squat Vault.

**Shooting: Fundamental Skills**

Basic stance, grip, Holding rifle/ Pistol, aiming target

Safety issues related to rifle shooting

Rules and their interpretations and duties of officials





**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed</b>	
2. Course code	<b>PC-103</b>	
3. Course title	<b>(A): Indigenous Sports (Kabaddi)</b>	
4. Course learning outcome	Develop concept of skill.	
	Analyze & interpret skills.	
	Appraise the rule & regulation.	
	Demonstrate and assess various techniques of starts and finish.	
	Demonstrate and assess various technique.	
	Interpret the rules and regulations in real game situation.	
	Officiate in real game situation.	
5. Credit value		
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
1.	<b>Fundamental skills</b>	
	1.1. Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.	
	1.2. Skills of Holding the Raider-Variou formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques.	
	1.3. Additional skills in raiding-Bringing the artis in to particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense.	
2.	Ground Marking, Rules and Officiating.	

**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed</b>	
2. Course code	<b>PC-103</b>	
3. Course title	<b>(B): Indigenous Sports (Malkhambh)</b>	
4. Course learning outcome	<p>Develop concept of skill.</p> <p>Analyze &amp; interpret skills.</p> <p>Appraise the rule &amp; regulation.</p> <p>Demonstrate and assess various techniques of starts and finish.</p> <p>Demonstrate and assess various technique.</p> <p>Interpret the rules and regulations in real game situation.</p> <p>Officiate in real game situation.</p>	
5. Credit value		
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
	<p><b>Fundamental Skills</b></p> <p><b>Malkhamb-Salaami</b>, Hold, Saadi udi, Bagal udi, Dashrang udi, Bagli udi, Vel udi, Soydoro, Phirki, Padmasana, T.Balance, Pataka, Landing.</p> <p><b>Rope Malkhamb</b> - Salaami, Padmasana Chadh, Katibandh1-2, Sadi adhi, Rikeb pakkad, Rikeb pag ni adhi, Kamar adhi, Nakki kas adhi, Kamar adhi, Nakki kas adhi, Urubandh tedhi, Sadi bagli, Do hati bagli, Kamarbandh bagli, nakki kas bagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing.</p>	



**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed</b>	
2. Course code	<b>PC-103</b>	
3. Course title	<b>(C): Kho-Kho</b>	
4. Course learning outcome	<p>Develop concept of skill.</p> <p>Analyze &amp; interpret skills.</p> <p>Appraise the rule &amp; regulation.</p> <p>Demonstrate and assess various techniques of starts and finish.</p> <p>Demonstrate and assess various technique.</p> <p>Interpret the rules and regulations in real game situation.</p> <p>Officiate in real game situation.</p>	
5. Credit value		
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
	<p><b>Fundamental Skills</b></p> <p>General Skills Of The Game-Running, Chasing, Dodging, Faking Etc.</p> <p>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, Judgement In Giving Kho, Rectification Of Foul.</p> <p>Skills In Running-Zig Zag 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.</p> <p>Ground Marking</p> <p>Rules And Their Interpretations And Duties Of Officials.</p>	



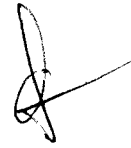
**PART-A: COURSE INTRODUCTION**

1. Program code	B.P.Ed	
2. Course code	PC-104	
3. Course title	(A): Mass Demonstration Activities (Dumbells / Wands / Hoop / Umbrella / Tipri)	
4. Course learning outcome	<p>Develop concept of skill.</p> <p>Analyze &amp; interpret skills.</p> <p>Appraise the rule &amp; regulation.</p> <p>Demonstrate and assess various techniques of starts and finish.</p> <p>Demonstrate and assess various technique.</p> <p>Interpret the rules and regulations in real game situation.</p> <p>Officiate in real game situation.</p>	
5. Credit value		
6. Total marks	Maximum marks:	100
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
	<b>Fundamental Skills</b>	
	Apparatus/ Light apparatus Grip	
	Attention with apparatus/ Light apparatus	
	Stand – at – ease with apparatus/ light apparatus	
	Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.	
	Standing Exercise	
	Jumping Exercise	
	Moving Exercise	
	Combination of above all	
	Lathi-Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.	
	Ghanti Lezuim-Aath Aawaaz, Bethak awaaz, Aage Paon, Aage kadam, Do pher awaaz, Chau pher awaaz, Kadam taal, Pavitra, Uchhak pavitra, Kadam pavitra.	

Mass P.T. Exercises-Two count, four count and eight count exercises.  
Hindustani Lezuim-Char Awaaz, Ek Jagah, Aanti Lagaav, Pavitra, Do  
Rukh, Chau Rukh, Chau rukh bethak, Momiya.  
Drill and Marching



**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed</b>
2. Course code	<b>PC-104</b>
3. Course title	<b>(B): Aerobics</b>
4. Course learning outcome	<p>Develop concept of skill.</p> <p>Analyze &amp; interpret skills.</p> <p>Appraise the rule &amp; regulation.</p> <p>Demonstrate and assess various techniques of starts and finish.</p> <p>Demonstrate and assess various technique.</p> <p>Interpret the rules and regulations in real game situation.</p> <p>Officiate in real game situation.</p>
5. Credit value	
6. Total marks	<p>Maximum marks: <b>100</b></p> <p>Minimum passing marks:</p>

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
	<p><b>Introduction of Aerobics</b></p> <p>Rhythmic Aerobics - dance</p> <p>Low impact aerobics</p> <p>High impact aerobics</p> <p>Aerobics kick boxing</p> <p>Postures – Warm up and cool down</p> <p>THR Zone – Being successful in exercise and adaptation to aerobic workout.</p>	



**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed</b>	
2. Course code	<b>CC-201</b>	
3. Course title	<b>Yoga Education</b>	
4. Course learning outcome	<p>To understand and to be equipped with the Concepts of Yogic practices and Asana.</p> <p>To be Equipped with the knowledge of Upanisadas and importance in one's life.</p> <p>To be Equipped with the knowledge of Yoga sutra, Astang Yoga and Hathayoga.</p> <p>To become familiar Classify and Identify the Yogic practices' and Asana's values and apply the same to the society.</p>	
5. Credit value	<b>4 (FOUR)</b>	
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Introduction	1.3. Meaning and Definition of Yoga 1.4. Aims and Objectives of Yoga 1.5. History of Yoga 1.6. The Yoga Sutra: General Consideration 1.7. Need and Importance of Yoga in Physical Education and Sports	
Unit - II: Foundation of Yoga	2.2. The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi 2.3. Concept of yoga in different yogic texts	
Unit - III Asanas	3.3. Effect of Asanas and Pranayama on the various system of the body 3.4. Classification of asanas with special reference to physical education and sports 3.5. Influences of relaxative, meditative posture on the various system of the body 3.6. Types of Bandhas and mudras 3.7. Type of kriyas	
Unit – IV Yoga Education	4.1. The basic concept of research in yoga 4.2. Difference between yogic practices and physical	

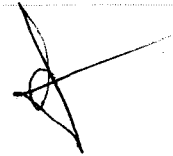
exercises

4.3. Yoga education centers in India and abroad

4.4. Competitions in Yogasanas

### **PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)**

AUTHOR	TITLE	PUBLISHER
Brown, F. Y.(2000)	How to use yoga.	Delhi: Sports Publication
Gharote, M. L. &Ganguly, H. (1988)	Teaching methods for yogic practices	Lonawala: Kaixydahmoe.
Rajjan, S. M. (1985)	Yoga strengthening of relaxation for sports man	New Delhi: Allied Publishers
Shankar,G.(1998).	Holistic approach of yoga	New Delhi:Aditya Publishers
Shekar,K. C. (2003)	Yoga for health	Delhi: Khel Sahitya Kendra
<b>SUGGESTED DIGITAL PLATFORM</b>		





**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed</b>	
2. Course code	<b>CC-202</b>	
3. Course title	<b>Educational Technology and Methods of Teaching in Physical Education</b>	
4. Course learning outcome	<p>To understand the concept of educational technology and methods of teaching.</p> <p>To describe and use various teaching methods according to suitability.</p> <p>To construct the lesson plans for various physical education activities.</p> <p>To classify the types of presentation, techniques and technical preparations required for physical education lessons,</p> <p>To understand the principles of class management and factors affecting class management.</p> <p>To utilize effectively various teaching aids for conduct of physical education program</p>	
5. Credit value	4 (FOUR)	
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Introduction	1.1. Education and Education Technology- Meaning and Definitions 1.2. Types of Education- Formal, Informal and Non-Formal education. 1.3. Educative Process 1.4. Importance of Devices and Methods of Teaching.	
UNIT-II Teaching Technique	2.1. Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, project method etc. 2.2. Teaching Procedure – Whole method, whole – part – whole method, part – whole method.	

	2.3. Presentation Technique – Personal and technical preparation
	2.4. Command- Meaning, Types and its uses in different situations.
UNIT-III Teaching Aids	3.1. Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.
	3.2. Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc
	3.3. Team Teaching – Meaning, Principles and advantage of team teaching.
	3.4. Difference Between Teaching Methods and Teaching Aid
UNIT-IV Lesson Planning and Teaching Innovations	4.1. Lesson Planning – Meaning, Type and principles of lesson plan.
	4.2. General and specific lesson plan.
	4.3. Major, minor, recreational and lead-up games.
	4.4. Simulation Teaching - Meaning, Types and steps of simulation teaching.
	4.5. Micro Teaching – Meaning, Types and steps of micro teaching.

### PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Bhardwaj, A. (2003)	New media of educational planning	New Delhi: Sarup of Sons
Bhatia, & Bhatia, (1959).	The principles and methods of teaching	New Delhi: Doaba House
Kochar, S.K. (1982)	Methods and techniques of teaching	New Delhi: Sterling Publishers Pvt. Ltd.
Sampath, K. Pannirselvam, A. & Santhanam, S. (1981)	Introduction to educational technology.	New Delhi, Sterling Publishers Pvt. Ltd
Walia, J.S. (1999).	Principles and methods of education.	Jullandhar: Paul Publishers

#### SUGGESTED DIGITAL PLATFORM



**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed</b>	
2. Course code	<b>CC-203</b>	
3. Course title	<b>Organization and Administration in Physical Education</b>	
4. Course learning outcome	<p>To understand the concept of organization and administration in physical education and sports.</p> <p>To describe and use various organizational and administrative roles according to suitability.</p> <p>To classify the types of organizational and administrative techniques required for physical education program.</p> <p>To construct the programs of physical education and sports.</p> <p>To understand the principles of organization and administration</p>	
5. Credit value	4 (FOUR)	
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Organization and administration	1.1. Meaning and importance of Organization and Administration in physical education 1.2. Qualification and Responsibilities of Physical Education teacher and pupil leader 1.3. Planning and their basic principles, 1.4. Program planning: Meaning, Importance, Principles of program planning in physical education. 1.5. Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.	
UNIT-II Office Management, Record, Register & Budget	2.1. Office Management: Meaning, definition, functions and kinds of office management 2.2. Records and Registers: Maintenance of attendance Register, stock register, cash register, physical efficiency record, Medical examination Record. 2.3. Budget: Meaning, Importance of Budget making, 2.4. Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.	



UNIT-III Facilities, & Time-Table Management	<p>3.1. Facilities and equipment management: Types of facilities Infrastructure-indoor, out door.</p> <p>3.2. Care of school building, Gymnasium, swimming pool, Play fields, Play grounds</p> <p>3.3. Equipment: Need, importance, purchase, care and maintenance.</p> <p>3.4. Time Table Management: Meaning, Need, Importance and Factor affecting time table.</p>
UNIT-IV Competition Organization	<p>4.1. Importance of Tournament,</p> <p>4.2. Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament.</p> <p>4.3. Organization structure of Athletic Meet</p> <p>4.4. Sports Event Intramurals &amp; Extramural Tournament planning.</p>

### PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
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 Depo
Sharma, V.M. & Tiwari, R.H.: (1979).	Teaching Methods in Physical Education.	Amaravati: Shakti Publication.
Thomas, J. P.(1967).	Organization & administration of Physical Education.	Madras: Gyanodayal Press.
Tirunarayanan, C. & Hariharan, S. (1969).	Methods in Physical Education. Karaikudi:	South India Press
Voltmer, E. F. & Esslinger, A. A. (1979).	The organization and administration of Physical Education	New York: Prentice Hall Inc.
<b>SUGGESTED DIGITAL PLATFORM</b>		



**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed</b>	
2. Course code	<b>EC-201</b>	
3. Course title	<b>Contemporary Issues in Physical Education, Fitness and Wellness (Elective)</b>	
4. Course learning outcome	<p>Understand the modern concept of physical fitness and wellness.</p> <p>Employ the knowledge about concept of holistic health through fitness and wellness.</p> <p>Orient students toward the approach of positive life style.</p> <p>Develop competencies for profile development, exercise guidelines adherence.</p> <p>Apply the holistic concept of health and wellness.</p> <p>Realize and apply the fitness and wellness management techniques.</p> <p>Acquaint towards contemporary health issues and its interventions.</p> <p>Design different fitness training program for different age group.</p> <p>Explain common injuries and their management</p>	
5. Credit value	4 (FOUR)	
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Concept of Physical Education and Fitness	1.1. Definition, Aims and Objectives of Physical Education, fitness and Wellness 1.2. Importance and Scope of fitness and wellness 1.3. Modern concept of Physical fitness and Wellness 1.4. Physical Education and its Relevance in Inter Disciplinary Context	



UNIT-II Fitness, Wellness and Lifestyle	2.1. Fitness – Types of Fitness and Components of Fitness 2.2. Understanding of Wellness 2.3. Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management 2.4. Physical Activity and Health Benefits
UNIT-III Principles of Exercise Program	3.1. Means of Fitness development – aerobic and anaerobic exercises 3.2. Exercises and Heart rate Zones for various aerobic exercise intensities 3.3. Concept of free weight Vs Machine, Sets and Repetition etc 3.4. Concept of designing different fitness training program for different age group.
UNIT-IV Safety Education and Fitness Promotion	4.1. Health and Safety in Daily Life 4.2. First Aid and Emergency Care 4.3. Common Injuries and their Management 4.4. Modern Life Style and Hypo-kinetic Disease – Prevention and Management

### PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

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

#### SUGGESTED DIGITAL PLATFORM



**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed</b>	
2. Course code	<b>EC-202</b>	
3. Course title	<b>Sports Nutrition and Weight Management (Elective)</b>	
4. Course learning outcome	<p>To understand specific nutritional requirement of sports person.</p> <p>Describe role of macro and micronutrients</p> <p>Be able to assess body composition</p> <p>Develop insight into role of exercise and diet in weight management</p>	
5. Credit value	4 (FOUR)	
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Introduction to Sports Nutrition	1.1. Meaning and Definition of Nutrition 1.2. Basic Nutrition guidelines 1.3. Factor to consider for developing nutrition plan 1.4. Sports Nutrition 1.5. Role of nutrition in physical education and sports	
UNIT-II Nutrients: Ingestion to energy metabolism	2.1. Carbohydrates, Protein, Fat – Meaning, classification and its function 2.2. Role of carbohydrates, Fat and protein during exercise 2.3. Vitamins, Minerals, Water – Meaning, classification and its function 2.4. Role of hydration during exercise, water balance	
UNIT-III Nutrition and Caloric Requirement	3.1. Nutrition – daily caloric requirement and expenditure. 3.2. Balanced diet for adults and school children 3.3. Daily caloric requirement and expenditure for athletes	



UNIT-IV Steps of planning of Weight Management	3.4. Nutritional Anthropometry	
	4.1. Nutrition – Daily calorie intake and expenditure	
	4.2. Concept of weight management, Dieting versus exercise for weight control, Maintaining a Healthy Lifestyle, Common Myths about Weight Loss, Myth of Spot reduction,	
	4.3. Concept of BMI (Body mass index), Determination of desirable body weight. Ht Wt chart	
	4.4. Obesity – Definition, meaning and types of obesity, Obesity and its hazard, Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.	
	4.5. Role of diet and exercise in weight management	

### PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Bessesen, D. H. (2008).	Update on obesity.	J ClinEndocrinolMetab. 93(6), 2027-2034.
Butryn, M.L., Phelan, S., & Hill, J. O. (2007).	Consistent self-monitoring of weight: a key component of successful weight loss maintenance.	Obesity (Silver Spring). 15(12), 3091- 3096.
Chu, S.Y. & Kim, L. J. (2007).	Maternal obesity and risk of stillbirth: a metaanalysis	Am J ObstetGynecol, 197(3), 223-228.
DeMaria, E. J. (2007).	Bariatric surgery for morbid obesity.	N Engl J Med, 356(21), 2176-2183
Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.).	Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial.	JAMA. 299(3), 316-323.
<b>SUGGESTED DIGITAL PLATFORM</b>		





**PART-A: COURSE INTRODUCTION**

1.	Program code	B.P.Ed.	
2.	Course code	PC-201	
3.	Course title	Track and Field (Jumping Events)	
4.	Course learning outcome	<p>Learn skills, technique of the Game/Sport.</p> <p>Learn the layout and marking and rules of the Game/Sport.</p> <p>Be able to develop drills &amp; lead up activities of Game/Sport.</p> <p>Learn officiating of Game/Sport.</p> <p>Develop teaching ability of Game/Sport</p>	
5.	Credit value		
6.	Total marks	Maximum marks:	100
		Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
	High Jump (Straddle Roll) / Long Jump / Triple Jump / Pole Vault Approach Run, Take off Clearance over the bar. Landing	



**PART-A: COURSE INTRODUCTION**

1.	Program code	<b>B.P.Ed.</b>	
2.	Course code	PC 202	
3.	Course title	<b>Yoga /Aerobics / Swimming / Gymnastics</b> (Any of the two out of these)	
4.	Course learning outcome	<p>Learn skills, technique of the Game/Sport.</p> <p>Learn the layout and marking and rules of the Game/Sport.</p> <p>Be able to develop drills &amp; lead up activities of Game/Sport.</p> <p>Learn officiating of Game/Sport.</p> <p>Develop teaching ability of Game/Sport</p>	
5.	Credit value		
6.	Total marks	Maximum marks:	<b>100</b>
		Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
	<p><b>Yoga:</b> Surya Namaskara, pranayams, corrective Asanas, Kriyas, Asanas, Sitting, standing, Laying Prone Position, Laying Spine Position.</p> <p><b>Aerobics:</b> Introduction of Aerobics, Rhythmic Aerobics – dance, Low impact, aerobics, High impact aerobics, Aerobics kick boxing, Postures – Warm up and cool down, THR Zone – Being successful in exercise and adaptation to aerobic workout.</p> <p><b>Swimming:</b> Introduction of water polo game, Fundamental skills, Swimm with the ball, Passing, Catching, Shooting, Goal keeping, Rules of the games and responsibility of officials, Introduction of Diving sports, Basic Diving Skills from springboards. Basic Diving Skills from platform, Developing water balance and confidence</p> <p><b>Gymnastics:</b>  <u>Parallel Bar:</u> 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).  <u>Horizontal /Single Bar:</u> Grip, Swings, Fundamental Elements, Dismount.  <u>Uneven/ Parallel Bar:</u> Grip, wings, Fundamental Elements, Dismount.</p>	

**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed.</b>	
2. Course code	PC 203	
3. Course title	<b>Racket Sports:</b> Badminton / Table Tennis / Squash / Tennis (Any of the two out of these)	
4. Course learning outcome	Learn and master fundamental skills, technique of the Game/Sport.	
	Learn the layout and marking, rules of the Game/Sport.	
	Be able to develop drills & lead up activities of Game/Sport.	
	To learn officiating of Game/Sport.	
	Develop teaching ability of Game/Sport	
5. Credit value		
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
	<p><b>Badminton:</b> 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.</p> <p><b>Table Tennis:</b> 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 foot work, Rules and their interpretations and duties of officials.</p> <p><b>Squash:</b> Fundamental Skills: Service- Under hand and Over hand, Service Reception, Shot- Down the line, Cross Court, Drop, Half Volley, Tactics – Defensive, attacking in game, Rules and their interpretations and duties of officials</p> <p><b>Tennis:</b> Fundamental Skills. Grips- Eastern Forehand grip and Backhand</p>	

grip, Western grip, Continental grip, Chopper grip, Stance and Footwork, Basic Ground strokes-Forehand drive, Backhand drive, Basic service, Basic Volley, Over-head Volley, Chop, Tactics – Defensive, attacking in game ,Rules and their interpretations and duties of officials.

A handwritten signature in black ink, consisting of a stylized, cursive letter 'J' followed by a horizontal line extending to the right.

**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed.</b>	
2. Course code	TP – 201	
3. Course title	Teaching Practice (Classroom and outdoor)	
4. Course learning outcome	<p>Learn and master fundamental skills, technique of the Game/Sport Teaching</p> <p>Learn the layout and marking, rules of the Game/Sport</p> <p>Be able to develop drills &amp; lead up activities of Game/Sport.</p> <p>To learn officiating of Game/Sport</p> <p>Develop teaching ability of Game/Sport</p>	
5. Credit value		
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
	Teaching practices: 10 teaching practice lessons out of which 5 lessons in class-room situation and 5 lessons for out-door activities within premises on the students of B.P.Ed. course.	



**PART-A: COURSE INTRODUCTION**

1.	Program code	<b>B.P.Ed</b>	
2.	Course code	<b>CC-301</b>	
3.	Course title	<b>Sports Training</b>	
4.	Course learning outcome	<p>The students will gain knowledge of meaning and definition of sports training.</p> <p>Principles of sports training will be learnt by the students.</p> <p>Students will have proficient knowledge about means and methods to develop speed, endurance, coordination and flexibility.</p> <p>The basics of training load will be added to students knowledge base.</p> <p>Students expand their knowledge of training plan and program.</p>	
5.	Credit value	4 (FOUR)	
6.	Total marks	Maximum marks:	<b>100</b>
		Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Introduction to Sports Training	1.1. Meaning and Definition of Sports Training	
	1.2. Aim and Objective of Sports Training	
	1.3. Principles of Sports Training	
	1.4. System of Sports Training – Basic Performance, Good Performance and High Performance Training	
UNIT-II Training Components	2.1. Strength – Mean and Methods of Strength Development	
	2.2. Endurance - Mean and Methods of Endurance Development	
	2.3. Flexibility – Mean and Methods of Flexibility Development	
	2.4. Coordination – Mean and Methods of coordination Development	
	2.5. Speed – Mean and Methods of Speed Development	
UNIT-III Training Process	3.1. Training Load- Definition and Types of Training Load	
	3.2. Principles of Intensity and Volume of stimulus	

UNIT-IV Training programming and planning	3.3. Technical Training – Meaning and Methods of Technique Training	
	3.4. Tactical Training – Meaning and Methods of Tactical Training	
	4.1. Periodization – Meaning and types of Periodization	
	4.2. Aim and Content of Periods – Preparatory, Competition, Transitional etc.	
	4.3. Planning – Training session	
	4.4. Talent Identification and Development	

### PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Dick, W. F. (1980).	Sports training principles.	London:Lepus Books.
Harre, D.(1982).	Principles of sports training.	Berlin:.Sporulated
Jensen, R. C.& Fisher, A.G. (1979).	Scientific basis of athletic conditioning.	Philadelphia: Lea and Fibiger, 2ndEdn.
Matvyew, L.P. (1981)	Fundamental of sports training	Moscow: Progress Publishers.
Singh, H. (1984	Sports training, general theory and methods.	Patials: NSNIS.
Uppal, A.K., (1999).	Sports Training.	New Delhi: Friends Publication.
<b>SUGGESTED DIGITAL PLATFORM</b>		



**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed</b>	
2. Course code	<b>CC-302</b>	
3. Course title	<b>Computer Applications in Physical Education</b>	
4. Course learning outcome	<p>To understand the need and importance of communication technology (ICT).</p> <p>To gain knowledge of the application of computer in Physical Education.</p> <p>To acquaint the learner with different methods MS Office.</p> <p>To understand Application of software used in Physical education and sports.</p> <p>To correlate the of ICT &amp; Education technology in physical education and sports concepts with the sports and athlete specific situations.</p>	
5. Credit value	<b>4 (FOUR)</b>	
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
Unit – I: Introduction to Computer	1.1. Information and Communication Technology	
	1.1.1. Definition, Meaning, Need and Importance	
	1.1.2. Computer Components	
	1.1.3. Computer Hardware: Input, and output device	
	1.1.4. Computer Software: Operating Systems, DTP, Word Processor, Spread Sheet and Presentation Software, Microsoft Office Suite	
	1.1.5. Android, Android Apps Useful in Teaching, Physical Education and Sports	
	1.2. Internet & E-Mail Brief Introduction: Internet, Browsing, Search engines, Text chatting, Job Searching, downloading video and Music, Uploading Video or Music, Voice chatting, Webcam Chatting etc. Receiving Incoming Messages, Sending Outgoing Messages, Email addressing, Email attachments, Introduction to Blogging, Facebook	
	1.3. Application of ICT & Multimedia as Teaching Aid in Teaching, Physical Education and Sports	



UNIT	TOPICS	NUMBER OF LECTURES
	1.4. MS Windows, Computer Basics 1.4.1. Computer Basic, Creating Folder, 1.4.2. Windows Accessories, Notepad, Calculator, Paint, Character Map, Scanning, etc. 1.4.3. Windows short cut keys	
Unit – II: MS Word	2.1. Introduction to MS Word 2.2. Basic of MS Word 2.2.1. Creating, editing, saving, opening a document 2.2.2. Page Setup 2.2.3. Headers and Footers and Printing text Documents 2.3. Formatting 2.3.1. Font, paragraph alignment, and formatting 2.3.2. Simple character formatting: Size, Font, Color 2.3.3. Page number, graph, footnote and notes 2.4. Inserts 2.4.1. Smart art, page breaks 2.4.2. Working with images 2.4.3. Shapes, Clipart and Picture, Word Art, Drawings 2.5. Tables 2.5.1. Working with Tables, Table Formatting 2.5.2. Table Styles 2.5.3. Alignment option 2.5.4. Merge and split option 2.6. Proofing the document 2.6.1. Check Spelling while typing. 2.6.2. Mark Grammar Errors while typing 2.6.3. Setting AutoCorrect Options	
Unit – III: MS Excel	3.1. Introduction to MS Excel 3.1.1. Spreadsheet basics 3.1.2. Creating, editing, saving in Different forms, opening spreadsheet and 3.1.3. printing spreadsheets 3.2. Formatting excel work book: 3.2.1. Formatting Text: Font Size, Font Style 3.2.2. Font Color, Use the Bold, Italic, and Underline 3.2.3. Wrap text, Merge and Centre 3.2.4. Adjusting columns width and row height 3.3. Working with functions & formulas 3.3.1. Creating Simple Formulas 3.3.2. Setting up own formula 3.3.3. Date and Time Functions, 3.3.4. Logical Functions, 3.3.5. Mathematical Functions 3.3.6. Statistical Functions	



UNIT	TOPICS	NUMBER OF LECTURES
	3.3.7. Text Functions. 3.4. Create Effective Charts to Present Data Visually 3.4.1. Inserting Column, Pie chart etc. 3.4.2. Create an effective chart with Chart Tool 3.4.3. Design, Format, and Layout options 3.4.4. Adding chart title 3.4.5. Changing layouts 3.4.6. Chart styles 3.4.7. Editing chart data range 3.4.8. Editing data series 3.4.9. Changing chart 3.5. Proofing and Printing 3.5.1. Page setup, Setting print area, Print titles 3.5.2. Inserting custom Header and Footer 3.5.3. Inserting objects in the header and footer 3.5.4. Setting margins, Print Preview, Print 3.5.5. Enable back ground error checking 3.5.6. Setting AutoCorrect Options	
Unit – IV: MS Power Point	4.1. Introduction to MS Power Point 4.1.1. PowerPoint Basics 4.1.2. Opening, viewing, creating, saving and printing slides 4.1.3. Various Layout Options 4.1.4. Page setup 4.2. Formatting Text: 4.2.1. Font, Font Size, Font Style 4.2.2. Font Color, Use the Bold, Italic, and Underline 4.2.3. Cut, Copy, Paste, Select All, Clear text 4.2.4. Find & Replace 4.2.5. Design, inserting slide number 4.2.6. Slide show 4.3. Working with Objects 4.3.1. Shapes, Clipart and Picture, Word Art, Smart Art 4.3.2. Change the Order of Objects 4.3.3. Inserting slide header and footer 4.3.4. Inserting Text boxes 4.3.5. Inserting shapes, using quick styles 4.3.6. Inserting Word art 4.3.7. Inserting symbols 4.3.8. Inserting Chart 4.3.9. Graphically representing data: Charts & Graphs 4.4. Animation and Slide Transition 4.4.1. Default Animation, Custom Animation 4.4.2. Modify a Default or Custom Animation 4.4.3. Apply a Slide Transition, modifying a Transition,	



UNIT	TOPICS	NUMBER OF LECTURES
	Advancing to the Next Slide	
	4.5. Preparation of Power point presentations	
	4.5.1. Tips for good PowerPoint Presentations	
	4.5.2. For Big Gathering: Seminar Conference Workshop	
	4.5.3. For Classroom Teaching	
	4.5.4. For Preparation of Biodata, Resume, etc.	

### PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
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.
<b>SUGGESTED DIGITAL PLATFORM</b>		



**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed</b>	
2. Course code	<b>CC-303</b>	
3. Course title	<b>Sports Psychology and Sociology</b>	
4. Course learning outcome	<p>The students will acquire the knowledge regarding various stages of growth and development.</p> <p>A. Students will come to know about psycho-social aspects of human behaviour in the context of physical education.</p> <p>Students gain knowledge regarding the role of personality in sports performance.</p> <p>The students will learn about various strategies such as focus, relaxation, imagery etc. about mental preparation</p> <p>The student will become familiar with association of physical education with social science.</p>	
5. Credit value	4 (FOUR)	
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
Unit-I Introduction	1.1. Meaning, Importance and scope of Educational and Sports Psychology	
	1.2. General characteristics of Various Stages of growth and development	
	1.3. Types and nature of individual differences; Factors responsible -Heredity And environment	
	1.4. Psycho-sociological aspects of Human behavior in relation to physical education and sports	
	1.5. Psychological Basis of Physical Education	
	1.5.1. Learning types, learning curve	
	1.5.2. Laws and principles of learning	
	1.5.3. Attitude, interest, cognition, emotions and sentiments	
Unit-II Sports Psychology	2.1. Nature of learning, theories of learning, Plateau in Learning; & transfer of training	
	2.2. Meaning and definition of personality, characteristics of	

	personality,	
	2.3. Dimension of personality, Personality and Sports performance	
	2.4. Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance.	
	2.5. Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imaginary.	
	2.6. Mental toughness : Meaning and its impact on sports performance.	
	2.7. Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety	
	2.8. Meaning and nature of stress; Types of stress, Anxiety, Stress, Arousal and their effects on sports performance	
	2.9. Burnout in sportsperson: Meaning, symptoms and remedies to overcome from burnout.	
Unit-III Relation Between Social Science and Physical Education	3.1. Sociological Basis of Physical Education 3.1.1. Society and culture 3.1.2. Social acceptance and recognition 3.1.3. Leadership 3.1.4. Social integration and cohesiveness	
	3.2. Orthodoxy, customs, Tradition and Physical Education.	
	3.3. Festivals and Physical Education.	
	3.4. Socialization through Physical Education.	
	3.5. Social Group life, Social conglomeration and Social group, Primary group and Remote group.	
Unit-IV Culture: Meaning And Importance.	4.1. Features of culture, 4.2. Importance of culture. 4.3. Effects of culture on people life style. 4.4. Different methods of studying Observation/ Inspection method, Questionnaire method, Interview method	

### PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Ball, D. W. & Loy, J. W. (1975).	Psychology in physical education and sport.	New Delhi: Metropolitan Book Co.
Blair, J. & Simpson, R. (1962).	Educational psychology.	New York: McMillan Co
Cratty, B. J. (1968).. Eaglewood Cliffs.	Psychology and physical activity	Prentice Hall.
Kamlesh, M.L. (1998)..	Psychology in physical education and sport	New Delhi: Metropolitan Book Co.
Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978).	Sport and social system..	London: Addison Wesley Publishing Company Inc.
Mathur, S.S., (1962).	Educational psychology..	Agra. Vinod Pustak Mandir.
Skinner, C. E., (1984)..	Education psychology	New Delhi: Prentice Hall of India.

William, F. O.&Meyer, F. A handbook of sociology.  
N. (1979). New.

Delhi: Eurasia Publishing  
House Pvt Ltd

**SUGGESTED DIGITAL PLATFORM**



**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed</b>	
2. Course code	<b>EC-301</b>	
3. Course title	<b>Sports Medicine, Physiotherapy and Rehabilitation (Elective)</b>	
4. Course learning outcome	<p>The course intends to provide advanced knowledge of the medical field related to physical activity and sports.</p> <p>The course provides knowledge about how to prevent and rehabilitate physical exercise and sports injuries in sports persons.</p> <p>The students learn about the principles of various muscle and skeleton injuries related to physical exercise and sports</p> <p>The students learn about various methods of adequate examination and treatment of muscle and skeleton injuries related to physical exercise and sports.</p> <p>The students learn about the importance of the diet when going in for sports and the importance of recovery in physical training, exercise and sports</p>	
5. Credit value	4 (FOUR)	
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
Unit – I Sports Medicine	1.1. Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance. 1.2. Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches. 1.3. Need and Importance of the study of sports injuries in the field of Physical Education 1.4. Prevention of injuries in sports – Common sports injuries – Diagnosis 1.5. First Aid - Treatment - Laceration – Blisters – Contusion - Strain – Sprain – Fracture – Dislocation and Cramps – 1.6. Bandages – Types of Bandages – trapping and supports.	
Unit – II Physiotherapy	2.1. Definition – Guiding principles of physiotherapy 2.2. Importance of physiotherapy 2.3. Introduction and demonstration of treatments -	

<p>Unit – III</p>	<p>Electrotherapy – infrared rays – Ultraviolet rays –short wave diathermy – ultrasound.</p> <p>3.1. Hydrotherapy: Introduction and demonstration of treatments of Cryotherapy, Thermotherapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation –</p> <p>3.2. History of Massage,</p> <p>3.3. Classification of Massage (Swedish System)</p> <p>3.4. Mechanical and Physiological Effect of Massage.</p>
<p>Unit – IV Therapeutic Exercise:</p>	<p>4.1. Definition and Scope – Principles of Therapeutic Exercise</p> <p>4.2. Exercise – Classification</p> <p>4.3. Effects and uses of Therapeutic exercise – Passive Movements (Relaxed, Forced and passive - stretching) – active movements (concentric, Eccentric and static), Isokinetic Exercise.</p> <p>4.4. Application of the therapeutic exercise: Free Mobility Exercise – Shoulder, Elbow – Wrist and Finger Joints, Hips, Knee, ankle and Foot joints – Trunk. Head and Neck exercises.</p>

**PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)**

AUTHOR	TITLE	PUBLISHER
<p>Christine, M. D., (1999). Conley, M. (2000). Champaign, IL:</p>	<p>Physiology of sports and exercise. Bioenergetics of exercise training. In T.R. Baechle, &amp; R.W. Earle, (Eds.), Essentials of Strength Training and Conditioning (pp. 73-90).</p>	<p>USA: Human Kinetics. Human Kinetics</p>
<p>David, R. M. (2005).</p>	<p>Drugs in sports, (4th Ed)</p>	<p>Routledge Taylor and Francis Group.</p>
<p>H. M. Borrow &amp; R. McGee, (Eds.),</p>	<p>A Practical approach to measurement in Physical Education (pp. 573-74).</p>	<p>Philadelphia: Lea &amp;Febiger.</p>
<p>Khanna, G.L., (1990). Mathew, D.K. &amp; Fox, E.L, (1971).</p>	<p>Exercise physiology &amp; sports medicine Physiological basis of physical education and athletics.</p>	<p>Delhi: Lucky Enterprises. Philadelphia: W.B. Saunders Co.</p>
<p>Pandey, P.K., (1987). Pub. Williams, J. G. P. (1962)</p>	<p>Outline of sports medicine, Sports medicine</p>	<p>New Delhi: J.P. Brothers London: Edward Arnold Ltd.</p>

**SUGGESTED DIGITAL PLATFORM**





**PART-A: COURSE INTRODUCTION**

1. Program code	B.P.Ed	
2. Course code	EC-302	
3. Course title	Curriculum Design (Elective)	
4. Course learning outcome	<p>To understand the ever-evolving curriculum of physical education</p> <p>To develop opportunities to construct &amp; design the curriculum of PE for school children.</p> <p>To know about intramural and extramural tournaments</p> <p>To understand need of the students for curriculum design for effective teaching and learning in physical education</p>	
5. Credit value	4 (FOUR)	
6. Total marks	Maximum marks:	100
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
Unit – I Modern concept of the curriculum	1.1. Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development. 1.2. Factors affecting curriculum - Social factors - Personnel qualifications - Climatic consideration - Equipment and facilities - Time suitability of hours. 1.3. National and Professional policies, Research finding	
Unit – II Basic Guideline for curriculum construction; contest (selection and expansion).	2.1. Focalization 2.2. Socialization 2.3. Individualization 2.4. Sequence and operation 2.5. Steps in curriculum construction.	
Unit – III Curriculum-Old and new concepts, Mechanics of curriculum planning	3.1. Basic principles of curriculum construction. 3.2. Curriculum Design, Meaning, Importance and factors affecting curriculum design. 3.3. Principles of Curriculum design according to the needs of the students and state and national level policies. 3.4. Role of Teachers	
Unit – IV	4.1. Areas of Health education, Physical education and	

Under-graduate preparation of professional preparation.	Recreation.
	4.2. Curriculum design-Experience of Education, Field and Laboratory.
	4.3. Teaching practice.
	4.4. Professional Competencies to be developed-Facilities and special resources for library, laboratory and other facilities.

**PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)**

AUTHOR	TITLE	PUBLISHER
Barrow, H. M. (1983). Philadelphia:	Man and movement: principles of physical education.	Lea and Febiger.
Bucher, C. A. (1986).	Foundation of physical education:	St. Louis: The C. V. Mosby & Company.
Cassidy, R. (1986)..	Curriculum development in physical education	New York: Harper & Company
Cowell, C.C. & Hazelton, H.W. (1965)..	Curriculum designs in physical education	Englewood Cliffs: N.J. prentice Hall Inc
Larson, L.A. (n.d.).	Curriculum foundation in physical education.	Englewood Cliffs: N.J. Prentice Hall Inc
Willgoose, C.E. (1979).	Curriculum in physical education. 3rd Ed.	Englewood Cliffs.: N.J. Prentice Hall, Inc.
<b>SUGGESTED DIGITAL PLATFORM</b>		



**PART-A: COURSE INTRODUCTION**

1. Program code	B.P.Ed.	
2. Course code	PC –301	
3. Course title	Track and Field (Throwing Events)	
4. Course learning outcome	<p>Learn and learn the skills, technique of throwing events in athletics.</p> <p>Learn the layout and marking and rules of the throwing events.</p> <p>Be able to develop drills &amp; lead up activities of Throwing event.</p> <p>Learn rules, regulation, marking officiating of the throwing events.</p>	
5. Credit value		
6. Total marks	Maximum marks:	100
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
	<p><b>Athletics (Throwing Events):</b> Discus Throw, Javelin, Hemmer throw, Shot-put</p> <p>Basic Skills and techniques of the Throwing events,                      Ground Marking / Sector Marking,                      Interpretation of Rules and Officiating,                      Grip, Stance, Release, Reserve/ (Follow through action), Rules and their interpretations and duties of officials</p>	



**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed.</b>	
2. Course code	<b>PC 302</b>	
3. Course title	<b>Combative Sports: Martial Art, Karate, Judo, Fencing, Boxing, Taekwondo, Wrestling (Any two out of these)</b>	
4. Course learning outcome	<p>Learn skills, technique of the Combative Sports</p> <p>Learn the layout and marking and rules of the Game/Sport.</p> <p>Be able to develop drills &amp; lead up activities of Game/Sport.</p> <p>Learn officiating of Game/Sport.</p> <p>To learn self defence</p>	
5. Credit value		
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
	<p><b>Martial Arts/Karate: Fundamental Skills</b></p> <p>Player Stances – walking, hand positions, front-leaning, side-fighting.</p> <ul style="list-style-type: none"> <li>○ Hand Techniques - Punches (form of a punch, straight punch, and reverse punch), Blocks (eight basic).</li> <li>○ Leg Techniques - Snap kicks, stretching straight leg, thrust kicks, sidekicks, round house.</li> <li>○ Forms - The first cause Katas.</li> <li>○ Self Defense - against punches, grabs and strikes, against basic weapons (knife, club sticks).</li> <li>○ Sparring - One step for middle punch, high punch and groin punch. (Defended by appropriate block from eight basic blocks).</li> <li>○ Rules and their interpretations and duties of officials.</li> </ul> <p><b>Judo: Fundamental skills</b></p> <ul style="list-style-type: none"> <li>○ Rei (Salutation)-Ritsurei (Salutation in standing position), Zarai (Salutation in the sitting position)</li> </ul>	

- Kumi kata (Methods of holding judo costume)
- Shisei (Posture in Judo)
- Kuzushi (Act of disturbing the opponent posture)
- Tsukuri and kake (Preparatory action for attack)
- Ukemi (Break Fall)- Urhiro Ukemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front Break Fall), Mae mawari Ukemi (Front Rolling break fall)
- Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps).
- Tai Sabaki (Management of the body)
- Nage Waze (Throwing techniques) – Hiza Guruma (Knee wheel), Sesae Twurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major loin), Seoi Nage (Shoulder throw).
- Katame waze(Grappling techniques)- Kesa gatame (Scaff hold), Kata gatame (Shoulder hold), Kami shiho gatama (Locking of upper four quarters), Method of escaping from each hold.

#### **Fencing: Fundamental Skill**

- Basic Stance - on-guard position (feet and legs)
- Footwork – advance, retire, lunge, Step-lunge
- Grip – hold a foil correctly, Etiquette – salute and handshake to coaches and partners
- Hit a target (glove, mask, person) at riposte distance
- Lunge from an on-guard position.
- Attack - simple attacks from sixte – direct, disengage, doublé attack, compound attacks high line – one-two and cut-over disengage, Cut-over attack, Low line attacks
- Semi circular parries – octave and septime
- Understand the layout of a piste.
- Compound or successive parries.
- Lateral parry and direct riposte
- Fence a bout – judges etc. salutes and handshakes
- Rules and their interpretations and duties of officials.

#### **Boxing: Fundamental Skills**

- Player stance
- Stance - Right hand stance, left hand stance. Footwork – Attack, defence.
- Punches – Jab, cross, hook, upper cut, combinations.
- Defence slip – bob and weave, parry/block, cover up, clinch, counter attack

#### **Taekwondo Fundamental Skills**

- Player Stances – walking, extending walking, L stance, cat stance.
- Fundamental Skills – Sitting stance punch, single punch, double punch, triple punch.



- Punching Skill from sparring position – front-fist punch, rear fist punch, double punch, and four combination punch.
- Foot Techniques (Balgisul) – standing kick (soseochagi), Front kick (AP chagi), Arc kick (BandalChagi), Side kick, (YeopChagi), Turning kick (DollyoChagi), Back kick (Twit Chagi), Reverse turning kick (BandaeDollyoChagi), Jump kick (TwimyoChagi),
- Poomsae (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jang, Yook Jang, Chil Jang, Pal Jang (Fundamental Movement – eye control, concentration of spirit, speed control, strength control, flexibility, balance, variety in techniques)
- Sparring (Kyorugi) – One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring.
- Board Breaking (Kyokpa) – eye control, balance, power control, speed, point of attack.
- Rules and their interpretations and duties of officials.

**Wrestling: Fundamental Skills**

- Take downs, Leg tackles, Arm drag.
- Counters for take downs, Cross face, Whizzer series.
- Escapes from under-sit-out turn in tripped.
- Counters for escapes from under-Basic control back drop, Counters for stand up.
- Pinning combination-Nelson series (Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson.
- Escapes from pinning: Wing lock series, Double arm lock roll, Cridge.
- Standing Wrestling-Head under arm series, whizzer series

Referees' positions.



**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed.</b>	
2. Course code	<b>PC-303</b>	
3. Course title	<b>Team Games: Baseball, Cricket, Football, Hockey, Softball, Volleyball, Handball, Basketball, Netball (Any two of these)</b>	
4. Course learning outcome	<p>Learn and master fundamental skills, technique of the Game/Sport.</p> <p>Learn the layout and marking, rules of the Game/Sport.</p> <p>Be able to develop drills &amp; lead up activities of Game/Sport.</p> <p>To learn officiating of Game/Sport.</p> <p>Develop teaching ability of Game/Sport</p>	
5. Credit value		
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
	<p><b>Base Ball</b></p> <p>Fundamental Skills:</p> <p>Player Stances – walking, extending walking, L stance, cat stance</p> <p>Grip – standard grip, choke grip,</p> <p>Batting – swing and bunt,</p> <p>Pitching –Baseball: slider, fast pitch, curve ball, drop ball, rise ball, change up, knuckle ball, screw ball,</p> <p>Softball:</p> <p>Windmill, sling shot, starting position: wind up, set.</p> <p>Fielding –Catching: basics to catch fly hits, rolling hits,</p> <p>Throwing: over arm, side arm.</p> <p>Base running –</p> <p>Base running: single, double, triple, home run,</p> <p>Sliding: bent leg slide, hook slide, headfirst slide.</p> <p>Rules and their interpretations and duties of officials.</p> <p><b>Softball</b></p> <p>Fundamental Skills</p> <p>Catching: one handed, two handed, with feet grounded, in flight.</p> <p>Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).</p>	

Footwork: landing on one foot; landing on two feet; pivot; running pass.  
 Shooting: one hand; two hands; forward step shot; backward step shot.  
 Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.  
 Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).  
 Intercepting: pass; shot.  
 The toss-up, Role of individual players, Rules and their interpretations and duties of officials

**Netball:**

## Fundamental Skills

Catching: one handed, two handed, with feet grounded, in flight.  
 Throwing (different passes and their uses): one handed pass (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).  
 Footwork: landing on one foot; landing on two feet; pivot; running pass.  
 Shooting: one hand; two hands; forward step shot; backward step shot.  
 Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.  
 Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).  
 Intercepting: pass; shot. The toss-up, Role of individual players, Rules and their interpretations and duties of officials.

**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

**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.  
 Throw in  
 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.

**Hockey:**

## Fundamental Skills

- Player stance & Grip
- Rolling the ball
- Dribbling



- Push
- Stopping
- Hit
- Flick
- Scoop
- Passing – Forward pass, square pass, triangular pass, diagonal pass, return pass,
- Reverse hit
- Dodging
- Goal keeping – Hand defence, foot defence
- Positional play in attack and defence.
- Rules and their interpretations and duties of officials.
- Rules and their interpretations and duties of officials.
- Ground Marking.

**Volleyball:**

## Fundamental Skills

Players Stance- Receiving the ball and passing to the team mates,

The Volley (Over head pass),

The Dig (Under hand pass).

Service- Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service.

Rules and their interpretations and duties of officials.

**Hand Ball:**

## Fundamental Skills-

Catching, Throwing, Ball Control, Goal Throws- Jump Shot, Centre Shot, Dive Shot, Reverse Shot, Dribbling- High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense.

Rules and their interpretations and duties of officials.

**Basketball:**

## Fundamental Skills

Player stance and ball handling

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

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

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

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

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

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

Pivoting.

Rules and their interpretations and duties of the officials.





**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed.</b>	
2. Course code	<b>TP – 301</b>	
3. Course title	<b>Teaching practices:</b>	
4. Course learning outcome	Learn how to teach indigenous Game/Sport	
	Learn how to teach fundamental skills, technique of the Game/Sport	
	Be able to develop drills & lead up activities of Game/Sport.	
	To be able to teach officiating of Game/Sport	
	To be able to teach Developing fields and grounds for Game/Sport	
5. Credit value		
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
	10 teaching lesson plans for Racket Sport / Team Games / Indigenous Sports out of which 5 lessons internal and 5 lessons external at school.	



**PART-A: COURSE INTRODUCTION**

1.	Program code	<b>B.P.Ed</b>	
2.	Course code	<b>CC-401</b>	
3.	Course title	<b>Measurement and Evaluation in Physical Education</b>	
4.	Course learning outcome	<p>The students will be familiar with the need and importance of measurement and evaluation in physical education.</p> <p>The students will understand the criteria for a good test.</p> <p>The students will be able to understand the various types of tests and its classification.</p> <p>They will have understanding about some important physical fitness tests.</p> <p>The students will grasp the knowledge about some selective sports skill tests.</p>	
5.	Credit value	4 (FOUR)	
6.	Total marks	Maximum marks:	<b>100</b>
		Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
Unit – I Introduction to Test & Measurement & Evaluation	1.1. Meaning of Test & Measurement & Evaluation in Physical Education	
	1.2. Need & Importance of Test & Measurement & Evaluation in Physical Education	
	1.3. Principles of Evaluation	
Unit – II Criteria; Classification and Administration of test	2.1. Criteria of good Test	
	2.2. Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms)	
	2.3. Type and classification of Test	
	2.4. Administration of test, advance preparation – Duties during testing – Duties after testing.	
Unit – III Physical Fitness Tests	3.1. AAHPER youth fitness test	
	3.2. National physical Fitness Test	
	3.3. Indiana Motor Fitness Test	
	3.4. JCR test	
	3.5. U.S. Army Physical Fitness Test	
	3.6. Assessment of physical physiological ability	

	3.6.1. Anthropometric measurements	
	3.6.2. Vital capacity	
	3.6.3. Cardiovascular ability	
	3.7. Psychological assessment: Its need and importance	
Unit – IV Sports Skill Tests	4.1. Lockhart and McPherson badminton test	
	4.2. Johnson basketball test	
	4.3. McDonald soccer test	
	4.4. S.A.I Volleyball test	
	4.5. S.A.I Hockey test	

### PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Bangsbo, J. (1994).	Fitness training in football: A scientific approach.	Bagsvaerd, Denmark: HoStorm.
Barron, H. M., & Mchee, R. (1997).	A practical approach to measurement in physical education.	Philadelphia: Lea and Febiger.
Barron, H.M. & Mchee, R. (1997).	A Practical approach to measurement in physical education.	Philadelphia: Lea and Febiger.
Kansal, D.K. (1996).	Test and measurement in sports and physical education.	New Delhi: D.V.S. Publications.
Mathews, D.K., (1973).	Measurement in physical education	Philadelphia: W.B. Sounders Compnay.
Pheasant, S. (1996).	Body space: anthropometry, ergonomics and design of work.	Taylor & Francis, New York.
Phillips, D. A., & Hornak, J. E. (1979).	Measurement and evaluation in physical education	. New York: John Willey and Sons.
Sodhi, H.S., & Sidhu, L.S. (1984).	Physique and selection of sports- a kinanthropometric study.	Patiala: Punjab Publishing House.
<b>SUGGESTED DIGITAL PLATFORM</b>		

**PART-A: COURSE**

Program:	<b>UNDERGRADUATE</b>
Class:	<b>Bachelor of Physical Education</b>
Year:	<b>2022</b>
Session:	<b>2022-23</b>
Subject:	<b>PHYSICAL EDUCATION</b>

**INTRODUCTION**

1.	Program code	<b>B.P.Ed</b>				
2.	Course code	<b>CC-402</b>				
3.	Course title	<b>Kinesiology and Biomechanics</b>				
4.	Course learning outcome	<p>The students will get knowledge regarding basics of kinesiology and biomechanics.</p> <p>The students will learn about some fundamental concepts namely centre of gravity, equilibrium, and axes etc.</p> <p>The fundamental concept of anatomy and physiology will be added to students knowledge base.</p> <p>The students will learn about various mechanical concepts namely force, lever etc. of biomechanics.</p> <p>The theory of linear and angular kinematics will be learned by the students.</p>				
5.	Credit value	4 (FOUR)				
6.	Total marks	<table border="1"> <tr> <td>Maximum marks:</td> <td><b>100</b></td> </tr> <tr> <td>Minimum passing marks:</td> <td></td> </tr> </table>	Maximum marks:	<b>100</b>	Minimum passing marks:	
Maximum marks:	<b>100</b>					
Minimum passing marks:						

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
Unit – I Introduction to Sports Biomechanics	<p>Meaning and Definition of Mechanics, Biomechanics and Sports Biomechanics</p> <p>Meaning and Definition of Kinesiology, Kinetics and Kinematics</p> <p>Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches.</p>	
Unit – II Fundamental Concepts	<p>Types of Joints and Muscles (Shape &amp; Structure)</p> <p>Posture – Meaning, Types and Importance of good posture.</p> <p>Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal Innovation</p>	
Unit – III Mechanical Concepts	<p>Force - Meaning, definition, types and its application to sports activities</p> <p>Lever - Meaning, definition, types and its application to human body.</p> <p>Newton's Laws of Motion – Meaning, definition and its application to sports activities.</p> <p>Projectile – Factors influencing projectile trajectory.</p>	
Unit – IV Kinematics and Kinetics of Human	<p>Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration</p> <p>Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.</p>	

Movement	Linear Kinetics – Inertia, Mass, Momentum, Friction. Angular Kinetics – Moment of inertia ,Couple, Stability.
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**PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)**

AUTHOR	TITLE	PUBLISHER
Bunn, J. W. (1972).	Scientific principles of coaching.	Englewood Cliffs, N.J.: Prentice Hall nc.
Hay, J. G. & Reid, J. G.(1982).	The anatomical and mechanical basis of human motion.	Englewood Cliffs, N.J.: prentice Hall Inc.
Hay, J. G. & Reid, J. G.(1988).	Anatomy, mechanics and human motion.	Englewood Cliffs, N.J.: prentice Hall Inc.
Hay, J. G. (1970).	The biomechanics of sports techniques.	Englewood Cliffs, N.J.: Prentice Hall, Inc.
Simonian, C.(1911).	Fundamentals of sport biomechanics.	Englewood Cliffs, N.J.: Prentice Hall Inc.
<b>SUGGESTED DIGITAL PLATFORM</b>		





**PART-A: COURSE INTRODUCTION**

1. Program code	B.P.Ed	
2. Course code	CC-403	
3. Course title	Research and Statistics in Physical Education	
4. Course learning outcome	<p>To develop understand of the basic framework of research process.</p> <p>To identify appropriate research topics.</p> <p>To identify various sources of information for literature review and data collection.</p> <p>To understand and apply basic research methods including research design, data analysis, and interpretation.</p> <p>To develop testable hypotheses, differentiate research design, evaluate aptness of research conclusions, and generalize them appropriately.</p> <p>To know how to apply the basic aspects of the research process in order to plan and execute a research proposal and research report.</p>	
5. Credit value	4 (FOUR)	
6. Total marks	Maximum marks:	100
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
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, Delimitations, and hypothesis.	
Unit – II Survey of Related Literature	Need for surveying related literature Literature Sources, Library Reading and formulation of hypothesis Research Proposal, Meaning and Significance of Research Proposal. Preparation of Research proposal / project.	



	Research Report: A group project is to be undertaken by a small batch of students under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment programme evaluation, fitness status of the students, staff and other stakeholders etc. and submit the report to the institution.	
Unit – III Basics of Statistical Analysis	Statistics: Meaning, Definition, Nature and Importance Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables Scales of Measurements 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: Range, Quartile Deviation, Mean Deviation and Standard Deviation- Meaning, Characteristics and Calculation from Grouped and Ungrouped data Percentiles and Quartiles: Meaning, utility, and calculation from grouped and ungrouped data	

### PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Best, J.W. (1963).	Research in education.	U.S.A.: Prentice Hall.
Bompa, T. O. &Haff, G. G. (2009).	Periodization: theory and methodology of training	5 <sup>th</sup> ed. Champaign, IL: Human Kinetics.
Brown, L. E., &Ferrigno, V. A. (2005).	Training for speed, agility and quickness,	2 <sup>nd</sup> ed. Champaign, IL: Human Kinetics.
Brown, L.E. & Miller, J., (2005). Brown, L.E. &Ferrigno, V.A &Ferrigno,	How the training work. In: Training Speed, Agility, and Quickness.	V.A., eds. Champaign, IL: Human Kinetics.
Carl, E. K., & Daniel, D. A. (1969).	Modern principles of athletes training.	St. Louis: St. Louis's Mosby Company.
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: VakilsFeffer and Simon Ltd.
Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987).	Introduction to research: A guide for the health science professional.	Landon: J.B. Lippincott Company.
Thomas, J.R., & Nelson J.K. (2005).	Research method in physical activity.	U.S.A: Champaign, IL: Human Kinetics Books.
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.

**SUGGESTED DIGITAL PLATFORM**



**PART-A: COURSE INTRODUCTION**

1. Program code	B.P.Ed	
2. Course code	EC-401	
3. Course title	Theory of Sports and Games (Elective)	
4. Course learning outcome		
5. Credit value	4 (FOUR)	
6. Total marks	Maximum marks:	100
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
Unit – I Introduction	General Introduction of specialized games and sports– Athletics, Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Handball, Kabaddi, Kho-Kho, Tennis Volleyball and Yoga. Each game or sports to be dealt under the following heads 1.1. History and development of the Game and Sports 1.2. Ground preparation, dimensions and marking 1.3. Standard equipment and their specifications 1.4. Ethics of sports and sportsmanship	
Unit – II Scientific Principles of coaching: (particular sports and game specific)	2.1. Motion – Types of motion and Displacement, Speed, Velocity, Acceleration, Distance and Newton’s Law of motions. 2.2. Force – Friction, Centripetal and Centrifugal force, Principles of force. 2.3. Equilibrium and its types 2.4. Lever and its types 2.5. Sports Training – Aims, Principles and characteristics. 2.6. Training load – Components, Principles of load, Over Load (causes and symptoms).	
Unit – III Physical fitness components: (particular sports and game specific)	3.1. Speed and its types 3.2. Strength and its types 3.3. Endurance and its types 3.4. Flexibility and its types 3.5. Coordinative ability and its types 3.6. Training methods: - Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek /speed play and	

	weight training)	
Unit – IV	4.1. Concept of Conditioning and warming up.	
Conditioning exercises and warming up	4.2. Role of weight training in games and sports.	
	4.3. Teaching of fundamental skill & their mastery (technique, tactic and different phases of skill acquisition).	
	4.4. Recreational and Lead up games	
	4.5. Strategy – Offence and defense, Principles of offence and defense.	

**PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)**

AUTHOR	TITLE	PUBLISHER
Bunn, J. W. (1968).	<i>The art of officiating sports.</i>	Englewood cliffs N.J. Prentice Hall.
Bunn, J. W. (1972).	<i>Scientific principles of coaching.</i>	Englewood cliffs N. J. Prentice Hall.
Dyson, G. H. (1963).	<i>The mechanics of athletics.</i>	London: University of London Press Ltd.
Lawther, J.D. (1965).	<i>Psychology of coaching.</i>	New York: Pre. Hall.
Singer, R. N. (1972).	<i>Coaching, athletic &amp; psychology.</i>	New York: M.C. Graw Hill
Bunn, J. W. (1968).	<i>The art of officiating sports.</i>	Englewood cliffs N.J. Prentice Hall.
<b>SUGGESTED DIGITAL PLATFORM</b>		



**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed</b>	
2. Course code	<b>EC-402</b>	
3. Course title	<b>Sports Management</b>	
4. Course learning outcome	To understand the concept and to equip with the essential skills of sports management.	
	To understand the qualities and to equip with competencies required for the sports manager.	
	To gain the knowledge of the basic concept of planning.	
	To gain the knowledge of the concept of leadership and it's known forms.	
	To understand the Organization and Administration of Sports Programs.	
	To let be familiar with the Preparation of the financial proposals for physical education & sports in Schools/Colleges/Universities.	
	To be equipped with the skill of Organization, designing and evaluating the sports events.	
5. Credit value	4 (FOUR)	
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
Unit – I	1.1. Nature and Concept of Sports Management.	
	1.2. Progressive concept of Sports management.	
	1.3. The purpose and scope of Sports Management.	
	1.4. Essential skills of Sports Management.	
	1.5. Qualities and competencies required for the Sports Manager.	
	1.6. Event Management in physical education and sports	
Unit – II	2.1. Meaning and Definition of leadership	
	2.2. Leadership style and method.	

	2.3. Elements of leadership.	
	2.4. Forms of Leadership.	
	2.4.1. Autocratic	
	2.4.2. Laissez-faire	
	2.4.3. Democratic	
	2.4.4. Benevolent Dictator	
	2.5. Qualities of administrative leader.	
	2.6. Preparation of administrative leader.	
	2.7. Leadership and Organizational performance.	
Unit – III	3.1. Sports Management in Schools, colleges and Universities.	
	3.2. Factors affecting planning	
	3.3. Planning a school or college sports programme.	
	3.4. Directing of school or college sports programme.	
	3.5. Controlling a school, college and university sports programme.	
	3.5.1. Developing performance standard	
	3.5.2. Establishing a reporting system	
	3.5.3. Evaluation	
	3.5.4. The reward/punishment system	
Unit – IV	4.1. Financial management in Physical Education & sports in schools, Colleges and Universities.	
	4.2. Budget – Importance, Criteria of good budget,	
	4.3. Steps of Budget making	
	4.4. Principles of budgeting	

### PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Ashton, D. (1968).	Administration of physical education for women.	New York: The Ronal Press Cl.
Bucher, C.A.	Administration of physical education and athletic programme	7 <sup>th</sup> 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.
<b>SUGGESTED DIGITAL PLATFORM</b>		



**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed.</b>	
2. Course code	<b>PC-401</b>	
3. Course title	<b>Sports: Track and Field / Swimming / Gymnastics (Any of one out of these)</b>	
4. Course learning outcome	<p>To mastery skills, technique of Track and Field/Swimming /Gymnastics.</p> <p>Learn the layout and marking and rules and officiating mechanics , Track and Field/Swimming /Gymnastics</p> <p>Be able to develop drills &amp; lead up activities , Track and Field/Swimming /Gymnastics.</p> <p>To understand changes in the performance.</p> <p>Improve performance in Track and Field/Swimming /Gymnastics</p>	
5. Credit value		
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	





**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES

**PART-A: COURSE INTRODUCTION**

1. Program code	B.P.Ed.	
2. Course code	PC-402	
3. Course title	Games: Kabaddi / Kho-Kho / Baseball / Cricket / Football / Hockey / Softball / Volleyball / Handball / Basketball / Netball / Badminton / Table Tennis / Squash / Tennis (Any of one out of these)	
4. Course learning outcome	<p>To mastery skills, technique of the Games/ Sports</p> <p>Learn the layout and marking and rules of the Game/Sport.</p> <p>Be able to develop drills &amp; lead up activities of Game/Sport.</p> <p>Learn officiating of the Game/Sport.</p> <p>To improve performance able to understand various aspects of performance development.</p>	
5. Credit value		
6. Total marks	Maximum marks:	100
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES



**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES

**PART-A: COURSE INTRODUCTION**

1. Program code	B.P.Ed.	
2. Course code	TP-401	
3. Course title	Sports Specialization: Coaching lessons Plans: Track and Field / Swimming / Gymnastics (Any of one out of these)	
4. Course learning outcome	<p>Learn how prepare coaching lessons</p> <p>Learn how to coach skills, technique.</p> <p>Be able to develop drills &amp; lead up activities.</p> <p>To be able understand training methods, and can efficiently Coach and train.</p> <p>To able to teach Developing fields and grounds for Game / Sport</p>	
5. Credit value		
6. Total marks	Maximum marks:	100
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
	5 internal lessons at practicing school and 5 final external lesson on the students of practicing school as a sports specialization of any discipline mentioned above.	



**PART-A: COURSE INTRODUCTION**

1. Program code	<b>B.P.Ed.</b>	
2. Course code	<b>TP-402</b>	
3. Course title	Games Specialization	
4. Course learning outcome	<p>Learn how to teach indigenous Game / Sport</p> <p>Learn how to teach fundamental skills, technique of the Game/Sport</p> <p>Be able to develop drills &amp; lead up activities of Game/Sport.</p> <p>To be able to teach officiating of Game / Sport</p> <p>To able to teach Developing fields and grounds for Game / Sport</p>	
5. Credit value		
6. Total marks	Maximum marks:	<b>100</b>
	Minimum passing marks:	

**PART B: CONTENT OF COURSE**

UNIT	TOPICS	NUMBER OF LECTURES
	<p>Games Specialization: Kabaddi, Kho-kho, Baseball, cricket, Football, Hockey, Softball Volleyball, Handball, Basketball, Netball, Badminton, Table Tennis, Squash, Tennis</p> <p>5 internal lessons at practicing school and 5 final external lesson on the students of practicing school as a Games specialization of any discipline mentioned above.</p>	