

**Study & Evaluation Scheme**  
**of**  
**Bachelor of Physical Education**  
**(B.P.Ed.)**

**[Applicable w.e.f. Academic Session - 2020-21 till revised]**  
*[As per NCTE guidelines with CBCS Pattern]*



**TEERTHANKER MAHAVEER UNIVERSITY**  
**N.H.-24, Delhi Road, Moradabad, Uttar Pradesh-244001**  
Website: [www.tmu.ac.in](http://www.tmu.ac.in)





**TEERTHANKER MAHAVEER UNIVERSITY**  
(Established under Govt. of U.P. Act No. 30, 2008)  
Delhi Road, Moradabad (U.P.)

<b><i>Proramme of Study &amp; Evaluation Scheme</i></b>	
<b><i>SUMMARY</i></b>	
<b><i>Institute Name</i></b>	<b>TMIMT College of Physical Education</b>
<b><i>Programme</i></b>	<b>B.P.Ed. (Bachelor of Physical Education)</b>
<b><i>Duration</i></b>	Two year (Four Semester)
<b><i>Medium</i></b>	Hindi/English
<b><i>Minimum Required Attendance</i></b>	75 %
<b>Credits</b>	
<b><i>Maximum Credits</i></b>	<b>98</b>
<b><i>Minimum Credits Required for Degree</i></b>	<b>98</b>
<b><i>Eligibility</i></b>	As per NCTE norms and standard

<b>Assessment</b>					
<b>Evaluation</b>			<b>Internal</b>	<b>External</b>	<b>Total</b>
<b>Theory</b>			40	60	100
<b>Practical/ Dissertations/ Project Reports/ Viva-Voce</b>			50	50	100
<b>Class Test-1</b>	<b>Class Test-2</b>	<b>Class Test-3</b>	<b>Assignment</b>	<b>Attendance</b>	<b>Total</b>
<b>Best two out of three</b>					
10	10	10	10	10	40
<b>Duration of Examination</b>			<b>External</b>	<b>Internal</b>	
			3 Hours	1.5 Hours	

*To qualify the course a student is required to secure a minimum of 45% marks in aggregate in each course including the semester-end examination and the teacher's continuous evaluation shall be essential for passing the course and earning its assigned credits. A candidate, who secures less than 45% marks in a course, shall be deemed to have failed in that course. However, the students shall be permitted to complete the program requirements within a maximum of three years (N+1) from date of admission to the program.*

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

**Successful completion of B.P.Ed. 306 would be mandatory to the award of degree.**

<i>Question Paper Structure</i>	
1	Question paper shall have two sections and examiner shall set questions specific to respective section. Section wise details shall be as mentioned under;
2	<b>Section-1:</b> It shall consist of multiple choice questions (M.C.Q). This section will essentially assess COs related to Remembering & Understanding. <b>This section will contain twelve questions and all questions are mandatory,</b> each question shall have <b>equal weightage of 1 Marks</b> and total weightage of this section shall be <b>12 Marks.</b>
3	<b>Section-2:</b> It shall consist of long answer type questions. <b>This section will also contain four questions and every question should assess a specific CO and should have an “or” option (One long question out of two from each unit, question should assess the same CO).</b> Each question shall have equal weightage of 12 Marks and total weightage of this section shall be 48 Marks.
<i>IMPORTANT NOTES</i>	
1	There must be at least one question from the entire syllabus to assess the specific element of the Higher Level of Learning (Thinking). Every question in this section must essentially assess at least one of the following aspects of learning: Applying, Analysing, Evaluating and Creating/ Designing/ Developing.
2	The question paper must be designed in such a way that it assesses the concerned CO in entirety. It means a question paper could have multiple parts depending upon the requirement of the Specific Course Outcome.

## Provision of Bonus Credits Maximum 04 Credits in a Programme

Sr. No.	Special Credits for Extra/ Co-curricular Activities (During Programme)	Credit	Marks
1.	<b><i>Sports participation International Level Competition</i></b> One time during the programme Two times during the programme Three times during the programme Four times during the programme/Medallist	4	85 90 95 100
2.	<b><i>Sports Achievement National level Competition</i></b>	3	Gold 85 Silver 80 Bronze 75 Participation 70
3.	<b><i>Sports Achievement at State level Competition</i></b>	2	Gold 70 Silver 65 Bronze 60 Participation 55
4.	<b><i>Sports Achievement at Inter University Competition (Any one game)</i></b>	2	Gold 65 Silver 60 Bronze 55 Participation 50
5.	<b><i>Inter College Participation (min. two times)</i></b>	2	50
6.	<b><i>National Cadet Corps / National Service Scheme</i></b> One Camp Two Camps	2	50 60
7.	<b><i>Blood donation / Cleanliness drive / Community services</i></b> <b><i>Mountaineering – Basic Camp, Advance Camp / Adventure Activities</i></b> <b><i>Organization / Officiating (Referee, Umpire, Judge) – State / National level in any two game</i></b> One time Two times Three times Four times	2	50 55 60 65
8.	<b><i>MOOCs (Massive Open Online Course)</i></b>	As per the clause no. 15 of Pedagogy & Unique practices adopted	

**Note:** Student can earn maximum 04 bonus credits during programme by his/her participation in the above mentioned activities duly certified by the Head of the Institution/department. These bonus credits will be used only to compensate loss of credits in academic activities.

## Program Structure-B.P.ED.

### A. Introduction:

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

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

### B. Choice Based Credit System (CBCS)

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

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

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

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

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

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

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

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

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

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

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

### C. Programme Specific Outcomes (PSOs)

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

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

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

**1. Concept-based Learning:** Concept-based learning lays emphasis on helping students understand the core concept rather than just sharing a layer of important information of the concept. The end-motive is to help students to understand and retain what they are taught rather than made to mug up.

**2. Problem Base Learning (PBL):** PBL is probably the simplest extension to a traditional lecture that can improve learning. PBL is presenting concepts, information etc., in the context of solving a problem. A guided discovery mode is turned on, which makes learning interesting.

**3. Imitation Method of Teaching:** The imitation method of teaching focuses on breaking apart skills into components, providing the learner with a model of the target behaviour, and rewarding the learner for demonstrating the response immediately after the model.

**4. Observation Method of Teaching:** By this method student himself make observation and acquire permanent & true knowledge. Teacher only encourages making observations and student act accordingly. This method helps students to see, things give logic and to convey their thoughts independently.

**5. Command Method of Teaching:** The Command teaching style is for those students whose learning characteristics require formal instruction and a specific assignment for the practice to be appropriate for the student to master the objective. Command method use to achieve accuracy and precision of performance as well as to achieve immediate results & achieve a synchronized performance.

**6. Project Based Learning:** In Project Based Learning, teachers make learning come alive for students. Students work on a project over an extended period of time from a week up to a semester that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience. Project based learning is an instructional methodology that encourages students to learn and apply knowledge and skills through an engaging experience. PBL presents

opportunities for deeper learning in-context and for the development of important skills tied to college and career readiness.

**7. Discovery Based Learning:** Discovery learning takes place in problem solving situations where the learner draws on his own experience and prior knowledge and is a method of instruction through which students interact with their sports environment by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments. According to skinner “you can teach anybody anything provided you know how to teach.

**8. Phenomenon-Based Learning:** The goal of phenomenon-based learning is to prepare learners to solve problems in real life. In Phenomenon Based Learning and teaching, holistic real-world phenomena provide the starting point for learning. The phenomena are studied as complete entities, in their real context, and the information and skills related to them are studied by crossing the boundaries between subjects. In phenomena based learning we can use the following methods like experimental activities, teacher demonstrations, engaging & relevant videos, audio experience and picture or image.

**9. Guest Lectures:** Some topics/concepts need extra attention and efforts as they either may be high in difficulty level or requires experts from specific industry/domain to make things/concepts clear for a better understanding from the perspective of the industry. Hence, to cater to the present needs of industry we organize such lectures, as part of lecture-series and invite prominent personalities from academia and industry from time to time to deliver their vital inputs and insights.

**10. Special Assistance Program for Slow Learners & Fast Learners:** The student commonly called a slow learner is one who cannot learn at an average rate from the instructional resources, texts, workbooks, and learning materials that are designed for the majority of students in the classroom. For solving this problem, we used Remedial classes for slow learners & fast learners.

**11. Orientation Program:** Colleges instituted orientation for incoming students to ease the transition into college. Freshman orientation is a way for students to meet other students, become familiar with campus services, and register for fall classes.

**12. Mentoring Scheme & Personal Counselling:** A mentor is a person who has professional & life experience and who voluntarily agrees to help a mentee to develop skills, competencies or goals. A mentor is an advisor who is willing to invest in the mentee’s personal growth and professional development.

The purpose of the mentorship programme is twofold. It intends both to create a good environment for studying in the department and to develop knowledge of the subject for all involved. The mentorship programme is intended to enhance the quality of your education.

There is mentor – mentee system for B.P.Ed., & M.P.Ed., students. The system is updated time to time. Each allotted faculty takes care of students, asks questions about their problems, difficulty in studies or other personal issues. The mentor handbooks are updated timely and grievances/complaints of students are noted and tried to be sort out and informed to the concerned authority.



At the end of each session mentor-mentee handbooks are handed over to the coordinator mentor-mentee program after duly signed by Principal. The coordinator checks all the essentials, ensures that student's grievances are met and transfers the mentor-mentee handbooks to the next allotted faculties. The whole data is filed in a format present with the coordinator and record is maintained. Periodic meetings are held among mentor-mentee and between mentors and coordinator for smooth functioning of the program.

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

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

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

## B.P.Ed. Curriculum

### Semester – I

Course Type	Course Code	Title of the Course	Periods			Credit	Internal Marks	External Marks	Total Marks	
			L	T	P					C
CC	BPED105	History, Principles and foundation of Physical Education	4	-	-	4	40	60	100	
	BPED106	Anatomy and Physiology	4	-	-	4	40	60	100	
AECC	BPED107	Health Education and Environmental Studies	3	-	-	3	40	60	100	
CC	BPED155	Track and Field- I	-	-	4	2	50	50	100	
	BPED156	Gymnastic- I	-	-	4	2	50	50	100	
	BPED157	Mass Demonstration Activities	-	-	4	2	50	50	100	
DSEC	• BPED108	• Olympic Movement	(Anyone)	3	-	-	3	40	60	100
	• BPED109	• Officiating & Coaching								
	• BPED158 • BPED159	• Kabaddi-I • Kho-Kho-I	(Indigenous Sports) (Anyone)	-	-	4	2	50	50	100
<b>Total</b>			<b>14</b>	<b>-</b>	<b>16</b>	<b>22</b>	<b>360</b>	<b>440</b>	<b>800</b>	

## Semester – II

Course Type	Course Code	Title of the Course	Periods			Credit	Internal Marks	External Marks	Total Marks	
			L	T	P					C
CC	BPED205	Yoga Education	3	-	-	3	40	60	100	
	BPED206	Educational Technology and Methods of Teaching in Physical Education	4	-	-	4	40	60	100	
	BPED207	Organization and Administration In Physical Education	4	-	-	4	40	60	100	
	BPED255	Track and Field – II	-	-	4	2	50	50	100	
SEC	BPED256	Teaching Practice – I (General lesson plan)	-	-	4	2	50	50	100	
PROJ	BPED257	Educational Tour –(Project-I)	-	-	-	2	100	-	100	
AECC	BPED210	Human Values and Professional Ethics In Sports	2	-	-	2	40	60	100	
DSEC	• BPED208 • BPED209	• Contemporary issues in physical education, fitness and wellness • Sports Nutrition and Weight Management	(Any One)	3	-	-	3	40	60	100
	• BPED258 • BPED259 • BPED260	• Gymnastic-II • Yoga-I • Aerobics	(Proficiency in games and sports) (Any One)	-	-	4	2	50	50	100
	• BPED261 • BPED262 • BPED263 • BPED264	• Badminton-I • Table Tennis-I • Squash-I • Tennis-I	(Racquet Sport) (Any One)	-	-	4	2	50	50	100
	<b>Total</b>			<b>16</b>	<b>-</b>	<b>16</b>	<b>26</b>	<b>500</b>	<b>500</b>	<b>1000</b>

### Semester - III

Course Type	Course Code	Title of the Course	Periods			Credit	Internal Marks	External Marks	Total Marks	
			L	T	P					C
CC	BPED301	Sports Training	4	-	-	4	40	60	100	
SEC	BPED302	Computer Applications in Physical Education & Sports	2	-	2	3	40	60	100	
CC	BPED303	Sports Psychology and Sociology	4	-	-	4	40	60	100	
AECC	BPED306	Teaching Practice (Internship)	-	-	-	2	50	50	100	
CC	BPED351	Track and Field-III	-	-	4	2	50	50	100	
SEC	BPED352	Teaching Practice – II (Theory lesson plan)	-	-	4	2	50	50	100	
DSEC	• BPED304 • BPED305	• Sports Medicine, Physiotherapy and Rehabilitation • Curriculum Design	(Any One)	2	-	2	3	40	60	100
	• BPED353 • BPED354 • BPED355	• Taekwondo-I • Judo –I • Wrestling-I	(Combative Sports) (Any One)	-	-	4	2	50	50	100
	• BPED356 • BPED357 • BPED358 • BPED359 • BPED360 • BPED361	• Cricket-I • Football-I • Hockey-I • Volleyball-I • Handball-I • Basketball-I	(Team Games) (Any One)	-	-	4	2	50	50	100
<b>Total</b>			<b>12</b>	<b>-</b>	<b>20</b>	<b>24</b>	<b>410</b>	<b>490</b>	<b>900</b>	
VAC-I	TMUGS301	Managing self	<b>2</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>50</b>	<b>50</b>	<b>100</b>	

### Semester – IV

Course Type	Course Code	Title of the Course	Periods			Credit	Internal Marks	External Marks	Total Marks	
			L	T	P					C
CC	BPED401	Measurement and Evaluation in Physical Education	3	-	-	3	40	60	100	
	BPED402	Kinesiology and Biomechanics	4	-	-	4	40	60	100	
	BPED403	Research and Statistics in Physical Education	4	-	-	4	40	60	100	
SEC	BPED451	Teaching Practice-III (Coaching of game lesson plan)	-	-	4	2	50	50	100	
SEC	BPED452	Teaching Practice-IV (Officiating Lesson Plan)	-	-	4	2	50	50	100	
PROJ	BPED453	Leadership Camp – (Project-II)	-	-	-	2	100	-	100	
AECC	BPED406	English Communication Skills	-	-	4	2	50	50	100	
DSEC	• BPED404 • BPED405	• Theory of sports and game • Sports Management <b>(Any One)</b>	3	-	-	3	40	60	100	
	• BPED454 • BPED455	• Track and Field-IV • Gymnastic-III <b>(Any One)</b>	-	-	4	2	50	50	100	
	• BPED456 • BPED457 • BPED458 • BPED459 • BPED460 • BPED461 • BPED462 • BPED463 • BPED464 • BPED465 • BPED466 • BPED467 • BPED468 • BPED469 • BPED470 • BPED471	• Kabaddi- II • Kho-Kho-II • Cricket-II • Football-II • Hockey-II • Volleyball-II • Handball-II • Basketball-II • Badminton-II • Table Tennis-II • Squash-II • Tennis-II • Judo-II • Taekwondo-II • Wrestling-II • Yoga-II <b>(Sports Specialization) (Any One)</b>	-	-	4	2	50	50	100	
	<b>Total</b>			<b>14</b>	<b>-</b>	<b>20</b>	<b>26</b>	<b>510</b>	<b>490</b>	<b>1000</b>
	VAC-II	TMUGS401	Managing work and others	2	1	-	-	50	50	100

**Note:** Student can take only the course in Sports Specialization which s/he has been already covered as part (I) in his/her previous semesters.

**SEMESTER – I**  
**HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION**

**Course Code-BPED105**

**L T P C**  
**4 0 0 4**

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

- CO-1.**Remembering the concepts, history, principles and foundation of physical education.
- CO-2.**Remembering the concepts of biological, psychological and sociological aspect of physical education and sports.
- CO-3.**Understanding different body types based on both psychological and physiological parameters.
- CO-4.** Understanding the different kinds of laws of learning in physical education.
- CO-5.**Applying the different philosophies of physical education and laws of learning in teaching learning situations.

**Contents**

**Unit – 1: Introduction** **(10 Hrs.)**

- 1.1 Meaning, Definition and Scope of Physical Education
- 1.2 Aim and Objectives 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- 2 – Historical Development of Physical Education in India** **(15 Hrs.)**

- 2.1 Indus Valley Civilization Period. (3250 BC – 2500 BC) to Vedic Period (2500 BC 600 BC)
- 2.2 Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)
- 2.3 Medieval Period (1000 AD – 1757 AD)
- 2.4 British Period (Before 1947)
- 2.5 Physical Education in India (After 1947)
- 2.6 Contribution of Akhadas and Vyayamshals
- 2.7 Y.M.C.A. and its contributions.

**Unit- 3- Foundation of Physical Education** **(15 Hrs.)**

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

**Unit-4- Principles of Physical Education** **(15 Hrs.)**

**4.1 Biological**

- 4.1.1 Growth and development
- 4.1.2 Age and gender characteristics
- 4.1.3 Body Types
- 4.1.4 Anthropometric differences

**4.2 Psychological**

- 4.2.1 Learning types, learning curve
- 4.2.2 Laws and principles of learning

4.2.3 Attitude, interest, cognition, emotions and sentiments

### **4.3 Sociological**

4.3.1 Society and culture

4.3.2 Social acceptance and recognition

4.3.3 Leadership

4.3.4 Social integration and cohesiveness

#### **Text and Reference book:**

1. Kanwar, R. C. Principle and history of physical education. Nagpur: Amit Brothers
2. Mojumdar, R. M. History of physical education and sports. New Delhi: Sports
3. Singh, D. K. Principle and history of physical education and sports. New Delhi: Sports
4. Singh, A., Bains, J., Gill, J. S., & Brar, R. S. Essentials of physical education. New Delhi: Kalyani
5. Sharadrao, H, History of Physical Education, New Delhi: Sport
6. Dubey D, History, Principles & Foundation of Physical Education, NipurPrakashan, New Delhi.

**Latest editions of all the suggested books are recommended.**

**SEMESTER – I  
ANATOMY AND PHYSIOLOGY**

Course Code-BPED106

L T P C

4 0 04

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

**CO-1.** Remembering the concepts of anatomy and physiology.

**CO-2.** Understanding the concepts of human body systems, fuel for muscular work, neuro-muscular junction and hormones.

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

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

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

**Contents**

**Unit – 1 Anatomical and Physiological Basis (10 Hrs.)**

- 1.1 Brief Introduction and Importance of Anatomy and physiology in the field of Physical Education.
- 1.2 Microscopic structure, Composition and Function of Cell.
- 1.3 Classification, Structure and Function of Tissues.
- 1.4 The arrangement of the skeleton – Function - of the skeleton – Ribs and Vertebral column and the extremities – joints of the body and their types
- 1.5 Gender differences in the skeleton.

**Unit -2Circulatory, Respiratory and Digestive systems (15 Hrs.)**

- 2.1 Blood and circulatory system: Constituents of blood and their function –Blood groups and blood transfusion, clotting of blood, the structure of the heart-properties of the heart muscle, circulation of blood, cardiac cycle, blood pressure, Lymph and Lymphatic circulation. Cardiac output. **Effects of exercise & training on cardiovascular system.**
- 2.2 The Respiratory system: The Respiratory passage – the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume. Effects of exercise & training on cardiovascular system.
- 2.3 The Digestive system: structure and functions of the digestive system, Digestive organs, Metabolism.

**Unit -3Excretory& Nervous Systems, Endocrine glands & Sense Organs (15 Hrs.)**

- 3.1 The Excretory system: Structure and functions of the kidneys and the skin.
- 3.2 The Endocrine glands: Functions of glands pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands.
- 3.3 Nervous systems: Function of the Autonomic nervous system, Peripheral Nervous System and Central nervous system, Reflex Action.
- 3.4 Sense organs: A brief account of the structure and functions of the Eye and Ear.

**Unit-4 Musculo-Physiological Concepts (15 Hrs.)**

- 4.1 Definition of physiology and its importance in the field of physical education and sports.
- 4.2 Types of Muscles, Structure, Composition, Properties and Functions of Skeletal muscles.



- 4.3 Structure and function of neuron.
- 4.4 Fuel for muscular activity.
- 4.5 Role of oxygen- physical training, oxygen debt, second wind, vital capacity.
- 4.6 Effects of exercise & training on muscular system.

**Text and Reference book:**

1. Shinde, B. S. Basic anatomy and physiology. New Delhi: Sports
2. Singh, A., Bains, J., Gill, J. S., & Brar, R. S. Essentials of physical education. New Delhi: Kalyani
3. Thibodeau, G. A. Anatomy and physiology. Missouri, St. Louis: Mosby
4. Koley, S. Exercise physiology. New Delhi: Friends
5. Mojumdar, R. M. Anatomy and physiology. New Delhi: Sports
6. Tortora, G. Principles of human anatomy. New York, USA: John William & Sons
7. Scanlon, V. C. Understanding human structure & function, Philadelphia: F.A. Davis
8. Sivaramakrishnan, S. Anatomy and Physiology for physical Education, New Delhi: Friends
9. Singh I.B. Anatomy & physiology for Physiotherapists, New Delhi: Jaypee

**Latest editions of all the suggested books are recommended.**

**SEMESTER – I**  
**HEALTH EDUCATION AND ENVIRONMENTAL STUDIES**

**Course Code-BPED107**

**L TP C**  
**3 0 0 3**

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

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

**CO-2.** Understanding the issues related to Health & environment.

**CO-3.** Applying various tools for measuring health parameters.

**CO-4.** Analyzing & evaluating health records for creating health awareness.

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

**Contents**

**Unit – 1 Health Education (10 Hrs.)**

- 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 instructions in personal hygiene.

**Unit – 2 Health Problems in India (15 Hrs.)**

- 2.1 Communicable and Non Communicable Diseases
- 2.2 Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population.
- 2.3 Personal and Environmental Hygiene for schools
- 2.4 Objectives of school health services, Role of health education in schools
- 2.5 Health Services – Care of skin, Nails, Eye health services, Nutritional services, Health appraisal, Health record, Healthful school environment, first- aid and emergency care etc.

**Unit – 3 Environmental Science (15 Hrs.)**

- 3.1 Definition, Scope, Need and Importance of environmental studies.
- 3.2 Concept of environmental education, Historical background of environmental education,
- 3.3 Celebration of various days in relation with environment.
- 3.3 Plastic recycling & probation of plastic bag / cover.
- 3.4 Role of school in environmental conservation and sustainable development.

**Unit – 4 Natural Resources and related environmental issues(15 Hrs.)**

- 4.1 Water resources, food resources and Land resources
- 4.2 Definition, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution
- 4.3 Management of environment and Govt. policies, Role of pollution control board.

**Text and Reference books:**

- 1 Pande, P. K. &Gangopadhyay, S. R. Health education for school children. New Delhi: Friends
- 2 Srivastava, A. K. Health and fitness. New Delhi: Sports
- 3 Dheer, S., Kamal, R. &Basu, M. Introduction to health education. New Delhi: Friends

- 4 Mishra, S. C. Health and physical education. New Delhi: Sports
  - 5 Raman, B. M. T. Health Exercise and Fitness, New Delhi: Sports
  - 6 K.ParkTextbook of Preventive and Social Medicine: BanarsidasBhanot.
  - 7 Malik S., Saini D., Singh N. & Singh B. Health Education & Environmental Studies, Sports Publications, New Delhi.
  - 8 Quireshi D.R. Health Education & Environmental Studies, Sports Publications, New Delhi.
  - 9 Jain A. Environmental & Health, K.S.K. Publications, New Delhi.
  - 10 JauhariEnvironmental Studies, the Readers Paradise Publishers, New Delhi.
- Latest editions of all the suggested books are recommended.**

**SEMESTER – I**  
**TRACK AND FIELD-I**

**Course Code – BPED155**

**L TP C**  
**0 04 2**

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

**CO-1.** Remembering the concepts of running events.

**CO-2.** Understanding concepts of relays race.

**CO-3.** Applying various running techniques.

**CO-4.** Applying the knowledge of running during hurdles clearance.

**CO-5.** Applying the various techniques and skills.

**Contents**

**Unit – 1 Running Event**

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

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

1.3 Races: Short, Medium & Long distance

1.4 Hurdles

1.4.1 Fundamental Skills- Starting, Clearance and Landing Techniques.

1.4.2 Types of Hurdles

**Unit – 2 Relays: Fundamental Skills**

2.1 Various patterns of Baton Exchange

2.2 Understanding of Relay Zones

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – I  
GYMNASTIC - I**

**Course Code – BPED156**

**L T P C  
0 042**

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

**CO-1.** Remembering the concepts of Gymnastic events.

**CO-2.** Understanding concepts of Gymnastic.

**CO-3.** Applying various Gymnastic techniques.

**CO-4.** Applying the knowledge of Gymnastic.

**CO-5.** Applying the various techniques and skills of Gymnastic.

**Contents**

**Unit - 1 Gymnastics: Floor Exercise**

1.1 Roll.

1.1.1 Forward Roll

1.1.2 Backward Roll

1.1.3 Sideward Roll

1.1.4 Different kinds of scales

1.1.5 Leg Split

1.1.6 Bridge

1.1.7 Dancing steps

1.1.8 Head stand

1.1.9 Jumps-leap

1.1.10 Scissors leap

1.2 Vaulting Horse

1.2.1 Approach Run

1.2.2 Take off from the beat board

1.2.3 Cat Vault

1.2.4 Squat Vault

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – I**  
**MASS DEMONSTRATION ACTIVITIES**

**Course Code – BPED157**

**L T P C**  
**0 042**

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

- CO-1.** Remembering the concepts of mass demonstration activities.
- CO-2.** Understanding concepts of mass demonstration activities.
- CO-3.** Applying various methods of mass demonstration activities.
- CO-4.** Applying the knowledge of mass demonstration activities.
- CO-5.** Applying the various commands of mass demonstration activities.

**Contents**

**Unit - 1: Lezium and Marching drill**

- 1.1. Lathi-Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.
- 1.2. Ghatilezim -AathAawaaz, Bethakawaaz, AagePaon, Aagekadam, Do pherawaaz, Chaupherawaaz, Kadamtaal, Pavitra, Uchhakpavitra, Kadampavitra.
- 1.3. Mass P.T. Exercises-Two count, four count and eight count exercises.
- 1.4. Hindustani Lezuim-Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, ChauRukh, Chaurukh, bethak, Momiya.
- 1.5. Drill and Marching.

**Unit - 2 Light Apparatus (Dumbells, Hoops, Indian clubs)**

- 2.1 Apparatus/ Light apparatus Grip
- 2.2 Attention with apparatus/ Light apparatus
- 2.3 Stand-at-ease with apparatus/ light apparatus
- 2.4 Exercise with verbal command, drum, whistle and music-Two count, Four count, Eight count and Sixteen count.
- 2.5 Standing Exercise
- 2.6 Jumping Exercise
- 2.7 Moving Exercise
- 2.8 Combination of above all

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – I**  
**OLYMPIC MOVEMENT**  
**(Elective)**

**Course Code-BPED108**

**L T P C**  
**3 0 0 3**

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

**CO-1.** Remembering the historical development of Olympic movement.

**CO-2.** Remembering the different kinds of Olympic Games.

**CO-3.** Remembering the planning of various Olympic Games.

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

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

**Contents**

**Unit – 1 Origin of Olympic Movement (10 Hrs.)**

1.1Philosophy and Importance of Olympic movement

1.2 Ancient Olympic Games: Historical Background, Rules and Eligibility for Competition, Conduct of the Game, Awards and Decline of Olympic Games.

1.3 The significant stages in the development of the modern Olympic movement

1.4 Educational and cultural values of Olympic movement

**Unit – 2 Modern Olympic Games (15 Hrs.)**

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 Olympics in action

2.5 Sports for All

**Unit –3 An Introduction (15 Hrs.)**

3.1 Para Olympic Games

3.2 Summer Olympics

3.3 Winter Olympics

3.4 Youth Olympic Games

**Unit – 4 Committees of Olympic Games (15 Hrs.)**

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

**Text and Reference book:**

1. Singh, A., Bains, J., Gill, J. S., &Brar, R. S. Essentials of physical education. New Delhi:
  2. Kalyani Singh, D. K. Principles and history of physical education and sports, New Delhi: Sports
  3. Howel, R., Howel, M. &Uppal, A. K. Foundation of physical education. New Delhi: Friends
  4. Narang, P. Principles of physical education. New Delhi: Sports
- Latest editions of all the suggested books are recommended.**

**SEMESTER – I**  
**OFFICIATING AND COACHING**  
**(Elective)**

**Course Code-BPED109**

**L TP C**  
**3 0 03**

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

**CO-1.** Remembering the philosophies and concepts of coaching and officiating.

**CO-2.** Understanding the duties of coach and managers.

**CO-3.** Applying knowledge in application during performing duties as a coach and officials in different games and sports.

**CO-4.** Applying his knowledge to prepare budgets and claim bills for different sports events.

**CO-5.** Applying his knowledge to check/prepare various eligibility requirements/Performa for sports competitions.

**Contents**

**Unit- 1: Introduction of Officiating and coaching(10 Hrs.)**

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- 2: Coach as a Mentor (15 Hrs.)**

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

2.2 Philosophy of coaching

2.3 Responsibilities of a coach on and off the field

2.4 Psychology of competition and coaching

**Unit- 3 Duties of Official (15 Hrs.)**

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

3.2 Philosophy of officiating

3.3 Mechanics of officiating–position, signals and movement etc.

3.4 Ethics of coaching

**Unit- 4: Qualities and Qualifications of Coach and Official (15 Hrs.)**

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

**Text and Reference book:**

1. Desouza, C. Sports coaching. Nagpur: New Delhi: Friends

2. Rawat, A. K. Coaching in sports. New Delhi: Sports

3. Reddy, R.V.S. Sports Officiating and Coaching, New Delhi: Sports

4. Kanwar, R. C. Officiating and Coaching, Nagpur: Amit Brothers

5. Verma H. Officiating & Coaching, Nipur Publication, New Delhi.

6. Yadav H. K. Officiating & Coaching, Nipur Publication, New Delhi.

**Latest editions of all the suggested books are recommended.**



**SEMESTER – I**  
**KABADDI – I**  
**(INDIGENOUS SPORTS)**

**Course Code – BPED158**

**L TP C**  
**0 04 2**

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

**CO-1.** Remembering the concepts and rules of Kabaddi.

**CO-2.** Understanding the fundamental techniques of Kabaddi.

**CO-3.** Applying various techniques that used in Kabaddi.

**CO-4.** Applying the knowledge of rules and regulation of Kabaddi events during practice session & competitions.

**CO-5.** Creating Kabaddi court & its marking.

**Contents**

**Unit - 1 Kabaddi: Fundamental Skills**

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 anti into particular position, escaping from various holds, Techniques of escaping from chain formation, combined formations in offence and defence.

1.4 Ground Marking, Rules and Officiating.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – I  
KHO-KHO - I  
(INDIGENOUS SPORTS)**

**Course Code – BPED159**

**L TP C  
0 042**

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

- CO-1.** Remembering the concepts and rules of Kho-Kho.
- CO-2.** Understanding the fundamental techniques of Kho-Kho.
- CO-3.** Applying various techniques that used in Kho-Kho.
- CO-4.** Applying the knowledge of rules and regulation of Kho-Kho events during practice Session& competitions.
- CO-5.** Creating Kho-Kho court & its marking.

**Contents**

**Unit - 1 Kho-Kho:**

- 1.1 General skills of the Game-Running, chasing, Dodging, Faking etc.
- 1.2 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, Judgment in giving Kho, Rectification of Foul.
- 1.3 Skills in Running-Zigzag running, Single and double chain, Ring play, rolling in the sides, dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills.
- 1.4 Ground Marking
- 1.5 Rules and their interpretations and duties of officials.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – II  
YOGA EDUCATION**

**Course Code - BPED205**

**L T P C  
3 0 03**

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

**CO-1.** Remembering the concepts of yoga education.

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

**CO-3.** Understanding various types of meditations.

**CO-4.** Applying knowledge in demonstration of kiriyas, asanas, pranayams, mudras, bandhas and Meditations.

**CO-5.** Applying the knowledge to organize yoga competitions.

**Contents**

**Unit – 1: Introduction**

**(10 Hrs.)**

- 1.1 Meaning and Definition of Yoga
- 1.2 Aims and Objectives of Yoga
- 1.3 Yoga in Early Upanishads
- 1.4 The Yoga Sutra: General Consideration
- 1.5 Need and Importance of Yoga in Physical Education and Sports

**Unit - 2: Foundation of Yoga**

**(15 Hrs.)**

- 2.1 The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi.
- 2.2 Yoga in the Bhagavadgita - Karma Yoga, Jnana Yoga and Bhakti Yoga
- 2.3 **Meaning and types of meditation.**

**Unit - 3 Asanas**

**(15 Hrs.)**

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

**Unit – 4 Yoga Education**

**(15 Hrs.)**

- 4.1 Basic, applied and action research in Yoga
- 4.2 Differences between Yogic practices and physical exercises
- 4.3 Yoga education centres in India and abroad
- 4.4 Competitions in Yogasanas

**Text and Reference book:**

1. Sharma, S. K. Yoga. New Delhi: Sports
2. Yadav, Y. P. & Yadav, R. Art of yoga. New Delhi: Friends
3. Sharma, J. P. Teaching of yoga. New Delhi: Friends
4. Gore, C.S. Yoga and Health, New Delhi: Sports

**Latest editions of all the suggested books are recommended.**

**SEMESTER-II**  
**EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING**  
**IN PHYSICAL EDUCATION**

**Course Code - BPED206**

**L TP C**  
**4 0 04**

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

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

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

**CO-3.** Understanding the various teaching aids.

**CO-4.** Applying knowledge of teaching techniques in preparing general and specific lessons.

**CO-5.** Analyzing and evaluating various teaching aids and techniques.

**Contents**

**Unit – 1 Introduction (10 Hrs.)**

- 1.1 Education and Educational 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 – 2 Teaching Techniques (15 Hrs.)**

- 2.1 Teaching Techniques – Lecture method, Command method, Demonstration method, Imitation method, Project method etc.
- 2.2 Teaching Procedures-Whole method, whole-part-whole method, part-whole method.
- 2.3 Presentation Techniques–Personal and technical preparation
- 2.4 Commands-Meaning, Types and its uses in different situations.

**Unit – 3 Teaching Aids (15 Hrs.)**

- 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 Differences between Teaching Methods and Teaching Aids.

**Unit – 4 Lesson Planning and Teaching Innovations (15 Hrs.)**

- 4.1 Lesson Planning–Meaning, Types and principles of lesson plan.
- 4.2 General and specific lesson plan.
- 4.3 Micro Teaching–Meaning, Types and steps of micro teaching.
- 4.4 Simulation Teaching - Meaning, Types and steps of simulation teaching.

**Text and Reference book:**

- 1. Mojumdar, R. M. Methods in physical education. New Delhi: Sports
- 2. Kamlesh, M. L. Methods in physical education. New Delhi: Friends
- 3. Asnare, M. H. Education and physical education methodology. Nagpur: Amit Brothers
- 4. Kanwar, R. C. Methods in Physical Education, Nagpur: Amit Brothers.

## SEMESTER – II

### ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION

Course Code - BPED207

L TP C

4 0 04

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

- CO-1. Remembering the concepts of organization and administration in physical education.
- CO-2. Understanding the needs and importance of office management, record, register & budget.
- CO-3. Applying the knowledge for office management, facilities and equipment management.
- CO-4. Applying the knowledge to create various fixtures.
- CO-5. Applying knowledge to form time-table and to plan various intramural and extramural tournaments.

#### Contents

- Unit – 1 Organization and administration (10 Hrs.)**
    - 1.1 Meaning and importance of Organization and Administration in physical education
    - 1.2 Qualities, Qualifications 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- 2 Office Management, Record, Register & Budget (15 Hrs.)**
    - 2.1 Office Management: Meaning, definitions, 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- 3 Facilities, & Time-Table Management (15 Hrs.)**
    - 3.1 Facilities and equipment management: Types of facilities Infrastructure-indoor, out door
    - 3.2 Care of school building, Gymnasium, swimming pool, Play fields and Play grounds
    - 3.3 Equipment: Need, importance, purchase, care and maintenance.
    - 3.4 Time Table Management: Meaning, Need, Importance and Factors affecting time table.
  - Unit- 4 Competition Organization (15 Hrs.)**
    - 4.1 Importance of Tournaments
    - 4.2 Types of Tournaments and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament.
    - 4.3 Organization structure of Athletic Meet
    - 4.4 Sports Event Intramural & Extramural Tournament planning
- Text and Reference book:**
- 1. Sivaramakrishnan, S. Physical education and Sports management. New Delhi: Friends
  - 2. Dheer, S. & Kamal Radhika. Organization and administration of physical education, New Delhi: Friends

3. Singh B. Organization and administration in physical education, New Delhi: Sports
4. Kanwar, R. C. Physical Education Organization, Administration and supervision, Nagpur: Amit Brothers
5. Mishra,S.C.Organization and Administration in Physical Education, New Delhi: SportsShinde,
6. B. S. Organization Administration and supervision in physical Education, New Delhi: Sports
7. Rai A. Organization and Administration in physical Education, NipurPublicatoin New Delhi

**Latest editions of all the suggested books are recommended.**

**SEMESTER – II**  
**HUMAN VALUES AND PROFESSIONAL ETHICS IN SPORTS**

**Course Code-BPED210**

**L T P C**  
**2 0 0 2**

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

**CO-1.** Remembering the concepts of human value and professional ethics in sports.

**CO-2.** Remembering the constitutional values of India.

**CO-3.** Understanding the concepts of Women & Sports.

**CO-4.** Understanding the specific problems related to female athletes.

**CO-5.** Applying code of ethics in coaching and training.

**Contents**

**Unit – 1: Introduction**

**(05 Hrs.)**

1.1 Meaning & Definition of Ethics & Values

1.2 Need, Importance of value education

1.3 Objectives of value education

**Unit- 2: The constitutional values of India**

**(08 Hrs.)**

2.1 Justice

2.2 Liberty

2.3 Equality

2.4 Fraternity

**Unit- 3: Ethics & Values in sports**

**(08 Hrs.)**

3.1 Introduction to Ethics & Values in sports

3.2 Major Ethical Issues in Sports

3.3 Code of Ethics in IOC (International Olympic committee)

3.4 Code of Ethics for Coaches and Athletes

**Unit- 4: Women & Sports**

**(08 Hrs.)**

4.1 Sports participation of women in India

4.2 Special consideration (Menarche & Menstrual Dysfunctions)

4.3 Female Athletes Triad (Osteoporosis, Amenoria, Eating Disorders)

4.4 Psychological aspects of women athlete

4.5 Sociological aspects of sports participation

**Text and Reference book:**

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

**Latest addition of all the relevant books are recommended.**

**SEMESTER – II**  
**TRACK AND FIELD - II**

Course Code – BPED255

**L T P C**  
**0 04 2**

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

- CO-1.** Remembering the different techniques of jumps (high, long & triple).
- CO-2.** Understanding the concepts of various jumping techniques.
- CO-3.** Understanding the various phases of jumping events.
- CO-4.** Applying and demonstrating of different jumping techniques.
- CO-5.** Analyzing the different techniques of jumping.

**Contents**

**Track & Field-Jumping Events**

**Unit - 1 High jump: Western and Straddle roll**

- 1.1 Approach run
- 1.2 Take off
- 1.3 Cross the bar
- 1.4 Clearance
- 1.5 Landing

**Unit- 2 Long Jump (Hang and Hitch-Kick styles)**

- 2.1 Approach run
- 2.2 Take off
- 2.3 Flight
- 2.4 Landing

**Unit-3 Triple jump**

- 3.1 Approach run
- 3.2 Take off
- 3.3 Landing of all the three Phase-Hop, step and jump.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50



**SEMESTER – II**  
**TEACHING PRACTICE – I**  
**(General Lesson Plan)**

Course Code – BPED256

L T P C

0 04 2

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

- CO-1. Applying the various commands and teaching methods.
- CO-2. Applying the terms used to plan and teach general lesson.
- CO-3. Analyzing the callisthenic and rhythmic exercises.
- CO-4. Evaluating and demonstrating the callisthenic/ rhythmic activities.
- CO-5. Creating lesson plans for neuro-muscular development.

**General lesson plan:** Six General lessons on callisthenic/ rhythmic activities (five internal and one external). The first five lessons will be supervised by the faculty members who were discussed the merits and demerits of the concerned lessons and guide them for the future. In these lessons plans duration should slowly increase (30-45 minutes) and all parts of the lessons covered progressively. After the completion of this internal process students will have discussed with his class mentor/lesson supervisor and they will allot him/ her final (sixth) lesson for external examination.

**(A) Evaluation criteria for teaching lesson (Internal)**

Sr. No	Areas/Aspect Of Evaluation	Marks Allotted
1	Preparation of lesson plan	2
2	Entrance, appearance, appropriate dress-up, grooming, Use of apparatus, Music, Drum etc.	2
3	Command, Voice & Confidence	2
4	Detection & Correction of faults	1
5	Discipline & control of class	1
Total of one lesson		08
For five lessons each as above ( x 5)		40
*Attendance		10
<b>Grand Total (Internal)</b>		<b>50</b>

**\*10 Marks will be allotted from the overall attendance of the semester as per ordinance.**

**(B) Evaluation criteria for teaching lesson (External)**

Sr. No.	Areas/Aspect Of Evaluation	Marks Allotted
1	Preparation of Lesson plan	08
2	Entrance, appearance, appropriate dress-up, Use of equipment's, teaching-aids etc.	05
3	Presentation, Demonstration & Teaching stages	07
4	Use of formation/technique of skill teaching	05
5	Command, Voice & Confidence	05
6	Detection & Correction of faults	05
8	Discipline & control of class	05
9	Dismissal	05
<b>Total</b>		<b>50</b>

**SEMESTER-II**  
**Educational Tour-(Project-I)**

Course Code – BPED257

**L TP C**  
**0 00 2**

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

- CO-1.** Remembering the concepts of educational tour.
- CO-2.** Understanding the history and importance of other places.
- CO-3.** Understanding the importance parameters/checklist for tour/camps.
- CO-4.** Applying leadership quality and group-cohesion.
- CO-5.** Applying his creativity to develop/perform minor games and activities.

The purpose of educational tour is to develop an insight to outside world and to infer potential to observe the activity out of campus. One-day educational tour for the students will be provided by the college to visit any educational institute of national repute/Industry or a suitable place where learning is approached through environmental observations. The maximum marks allotted for educational tour will be 100 as per the criteria given below:

*Annexure-A*

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

**SEMESTER – II**  
**CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND WELLNESS**

**Course Code - BPED208**

**L TP C**  
**3 0 03**

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

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

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

**CO-3.** Understanding different principles of exercise program.

**CO-4.** Understanding safety education and fitness promotion.

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

**Contents**

**Unit – 1 Concept of Physical Education and Fitness (10 Hrs.)**

- 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 – 2 Fitness, Wellness and Lifestyle (15 Hrs.)**

- 2.1 Fitness–Types of Fitness and Components of Fitness
- 2.2 Understanding of Wellness
- 2.3 Principles of Physical Fitness and Wellness
- 2.4 Physical Activity and Health Benefits

**Unit – 3 Principles of Exercise Program (15 Hrs.)**

- 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 Repetitions etc
- 3.4 Concept of designing different fitness training programs for different age groups.

**Unit – 4 Safety Education and Fitness Promotion (15 Hrs.)**

- 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

**Text and Reference book:**

1. Shrivastava, A. K. Physical education and health. New Delhi: Sports
2. Valsaraj, K. M. Physical activity for fitness and wellness. New Delhi: Sports Educational Technologies
3. Sonawane, S. Manual of fitness testing. New Delhi: Friends
4. Singh, A., Bains, J., Gill, J. S., & Brar, R. S. Essentials of physical education. New Delhi: Kalyani
5. Fahey, T. D. Fit & Well, New York: McGraw Hill
6. Health Library, First Aid, Spain: Rebo publishers
7. Singh P. Contemporary Issues In Physical Education, Fitness And Wellness, Sports Publication, New Delhi.

**Latest editions of all the suggested books are recommended.**

**SEMESTER – II**  
**SPORTS NUTRITION AND WEIGHT MANAGEMENT**

**Course Code - BPED 209**

**L TP C**  
**30 03**

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

**CO-1.** Remembering and understanding the concepts of sports nutrition.

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

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

**CO-4.** Applying BMI tool.

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

**Contents**

**Unit – 1 Introduction to Sports Nutrition (10 Hrs.)**

- 1.1 Meaning and Definition of Sports Nutrition
- 1.2 Basic Nutrition guidelines
- 1.3 Role of nutrition in sports
- 1.4 Factor to consider for developing nutrition plan

**Unit – 2 Nutrients: Ingestion to energy metabolism (15 Hrs.)**

- 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, Nutrition- daily caloric requirement and expenditure.

**Unit – 3 Nutrition and Weight Management (15 Hrs.)**

- 3.1 Meaning of weight management Concept of weight management in modern era Factor affecting weight management and values of weight management
- 3.2 Concept of BMI (Body mass index), Obesity and its hazard, myth of spot reduction, Common myths about Weight Loss
- 3.3 Obesity–Definition, meaning and types of obesity
- 3.4 Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.

**Unit –4 Steps of planning of Weight Management (15 Hrs.)**

- 4.1 Nutrition–Daily calorie intake and expenditure, Determination of desirable body weight
- 4.2 Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle
- 4.3 Weight management program for sporty children, Role of diet and exercise in weight management, Design diet plan and exercise schedule for weight gain and loss

**Text and Reference book:**

- 1. Williams. H. Melvin. Nutrition for health fitness and sports, New York: McGraw Hill
- 2. Lutz, P. Nutrition and diet therapy, USA: F. A. Davis
- 3. Mishra, S. C. Concepts and Issues in Sports Nutrition, New Delhi: Sports
- 4. Plimmer, R. H. A. Food, Health & Vitamins, New Delhi: Sports
- 5. Hussain, T. P. Hand Book of Sports Nutrition, New Delhi: Sport
- 6. Koley, S. Body Composition and Sports, New Delhi: Friends
- 7. Nancy Clarke. Sports Nutrition:Human Kinetics

8. Heather Hedrick Fink, Alan E. Mikesky. Practical Applications in Sports Nutrition: Jones and Bartlett learning
  9. Dubey D. Sports Nutrition and Weight Management, Nipur Publication, New Delhi.
- Latest editions of all the suggested books are recommended.**

**SEMESTER – II**  
**GYMNASTICS – II**  
**(Proficiency in games & sports)**

Course Code – BPED258

L TP C

0 042

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

- CO-1.** Remembering the various techniques of Gymnastics.
- CO-2.** Remembering the various techniques on horizontal bar.
- CO-3.** Understanding the fundamental techniques of Gymnastics.
- CO-4.** Applying and demonstrating of various gymnastics techniques.
- CO-5.** Applying fundamental techniques of gymnastics.

**Contents**

**Unit - 1 Gymnastics**

- 1.1 Parallel Bar
  - 1.1.1 Mount from one bar
  - 1.1.2 Straddle walking on parallel bars.
  - 1.1.3 Single and double step walk
  - 1.1.4 Perfect swing
  - 1.1.5 Shoulder stand on one bar and roll forward.
  - 1.1.6 Roll side
  - 1.1.7 Shoulder stand
  - 1.1.8 Front on back vault to the side (dismount)
- 1.2 Horizontal Bar
  - 1.2.1 Grip
  - 1.2.2 Swings
  - 1.2.3 Fundamental Elements
  - 1.2.4 Dismount
  - 1.2.5 Uneven Parallel Bar
    - 1.2.6 Grip
    - 1.2.7 Swings
    - 1.2.8 Fundamental Elements
    - 1.2.9 Dismount

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – II**  
**YOGA-I**  
**(Proficiency in games & sports)**

**Course Code – BPED259**

**L TP C**

**0 042**

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

**CO-1.** Remembering the various concepts of yoga.

**CO-2.** Remembering the various Mudras and Pindasth Meditation.

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

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

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

**Contents**

**Unit – 1 Yoga**

1.1 Surya Namaskara

1.2 Pranayama

1.3 Corrective Asanas

1.4 Kriyas

1.5 Asanas

1.5.1 Sitting

1.5.2 Standing

1.5.3 Laying Prone Position

1.5.4 Laying Spine Position

1.6 Mudra (Sadhu Mudra & Arihant Mudre)

1.7 Pindasth Meditation

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – II**  
**AEROBICS**  
**(Proficiency in games & sports)**

**Course Code – BPED260**

**L T P C**

**0 042**

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

**CO-1.** Remembering the fundamental activities of aerobics.

**CO-2.** Understanding the various types of aerobics.

**CO-3.** Understanding and performing the fundamental movements of aerobics activities.

**CO-4.** Understanding the various warming-up and cooling down exercises.

**CO-5.** Applying and demonstrating of various aerobics techniques.

**Content**

**Unit - 1 Aerobics: Introduction of Aerobics**

1.1 Rhythmic Aerobics - dance

1.2 Low impact aerobics

1.3 High impact aerobics

1.4 Aerobics kick boxing

1.5 Postures–Warm up and cool down

1.6 THR Zone – Being successful in exercise and adaptation to aerobic workout

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50



**SEMESTER – II  
BADMINTON - I  
(RACKET SPORT)**

Course Code – BPED261

**L TP C  
0 042**

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

- CO-1.** Remembering the techniques of badminton.
- CO-2.** Understanding specific court movements.
- CO-3.** Applying various techniques of badminton.
- CO-4.** Applying the knowledge of badminton during officiating.
- CO-5.** Creating new badminton courts.

**Contents**

**Unit- 1 Badminton: Fundamental Skills**

- 1.1 Racket parts, Racket grips, Shuttle Grips
- 1.2 The basic stances
- 1.3 The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm
- 1.4 Drills and lead up games
- 1.5 Types of games-Singles, doubles and mixed doubles
- 1.6 Rules and their interpretations and duties of officials

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – II  
TABLE TENNIS - I  
(RACKET SPORT)**

Course Code – BPED262

**L TP C**

**0 042**

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

**CO-1.** Remembering the fundamental techniques of table tennis.

**CO-2.** Understanding the various skills of table tennis.

**CO-3.** Understanding the various rules of table tennis.

**CO-4.** Understanding the various duties of official in table tennis.

**CO-5.** Applying and performing as a role of official.

**Contents**

**Unit - 1 Table Tennis: Fundamental Skills**

1.1 Grip-Tennis Grip, Pen Hold Grip

1.2 Service-Forehand, Backhand, Side Spin, High Toss

1.3 Strokes-Push, Chop, Drive, Half Volley, Smash, Drop shot, Balloon, Flick Shot, Loop Drive

1.4 Stance & Ready position and foot work

1.5 Rules and their interpretations

1.6 Duties of officials

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – II**  
**SQUASH - I**  
**(RACKET SPORT)**

Course Code – BPED263

**L TP C**  
**0 042**

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

**CO-1.** Remembering the rules of squash.

**CO-2.** Understanding the fundamental techniques of squash.

**CO-3.** Applying various techniques that used in squash.

**CO-4.** Applying the knowledge of rules and regulation while performing.

**CO-5.** Applying the knowledge for performing as an official.

**Contents**

**Unit - 1 Squash: Fundamental Skills**

1.1 Service- Under hand and Over hand

1.2 Service Reception

1.3 Shot- Down the line, Cross Court

1.4 Drop

1.5 Half Volley

1.6 Tactics–Defensive and Offensive

1.7 Rules and their interpretations and duties of officials

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – II**  
**TENNIS - I**  
**(RACKET SPORT)**

**Course Code – BPED264**

**L TP C**  
**0 042**

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

- CO-1.** Remembering the rules of tennis.
- CO-2.** Understanding the fundamental techniques of tennis.
- CO-3.** Applying various techniques that used in tennis.
- CO-4.** Applying the knowledge of rules and regulation while performing.
- CO-5.** Applying the knowledge for performing as an official.

**Contents**

**Unit – 1 Tennis: Fundamental Skills.**

- 1.1 Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip
- 1.2 Stance and Footwork
- 1.3 Basic Ground strokes- Forehand drive, Backhand drive
- 1.4 Basic service
- 1.5 Basic Volley
- 1.6 Over-head Volley
- 1.7 Chop
- 1.8 Tactics–Defensive and Offensive
- 1.9 Rules and their interpretations and duties of officials

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – III  
SPORTS TRAINING**

Course Code-BPED301

L TP C

4 0 04

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

**CO-1.** Remembering the concept of sports training.

**CO-2.** Understanding various training components & training process.

**CO-3.** Understanding the training process.

**CO-4.** Applying the knowledge for talent identification.

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

**Contents**

**Unit – 1 Introduction to Sports Training (10 Hrs.)**

1.1 Meaning and Definition of Sports Training

1.2 Aim and Objectives of Sports Training

1.3 Principles of Sports Training

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

1.5 Factors Reducing Performance.

1.6 Difference between Coach and Trainer.

**Unit –2 Training Components (15 Hrs.)**

2.1 Strength–Mean and Methods of Strength Development

2.2 Speed–Mean and Methods of Speed Development

2.3 Endurance - Mean and Methods of Endurance Development

2.4 Coordination–Mean and Methods of coordination Development

2.5 Flexibility–Mean and Methods of Flexibility Development

**Unit – 3 Training Process (15 Hrs.)**

3.1 Training Load- Definition and Types of Training Load

3.2 Principles of Intensity and Volume of stimulus

3.3 Meaning, Causes and Symptoms of Overload.

3.4 Tackling of Overload.

3.5 Technical Training–Meaning and Methods of Technique Training

3.6 Tactical Training–Meaning and Methods of Tactical Training

**Unit – 4 Training programming and planning (15 Hrs.)**

4.1 Periodization–Meaning and types of Periodization.

4.2 Aim and Contents of Periods–Preparatory, Competition, Transitional e.tc.

4.3 Meaning & Principles of Planning.

4.4 Planning–[Training session]

4.5 Talent Identification and Development.

**Text and Reference book:**

1. Uppal, A. K. Principles of sports training. New Delhi: Friends
2. Uppal, A. K. Science of sports training. New Delhi: Friends
3. Galloway R.W. Sports Training, New Delhi: Sports

4. Singh, V. Physical fitness and Training in Sports, New Delhi: Sports
  5. Sekhon, R. S. Science of sports training, New Delhi: Friends
  6. Dick, F. W. Sports Training Principles, New Delhi: Friends
  7. Sharma, M.K. &Meena S. Strength Training and Conditioning, New Delhi: Friends
  8. Hardayal Singh “Science of sports Training” D.V.S. Publication, New Delhi.
  9. Tudor O. Bumpa, Greg Haff, Periodization: Theory and Methodology of Training: Human Kinetics
  10. Singh S. Sports Training, NipurPrakashan, New Delhi.
  11. Dubey D. Sports Training, NipurPrakashan, New Delhi.
- Latest editions of all the suggested books are recommended.**

**SEMESTER – III**  
**COMPUTER APPLICATIONS IN PHYSICAL EDUCATION & SPORTS**

**Course Code-BPED302**

**L T P C**  
**202 3**

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

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

**CO-2.** Understanding input and output devices.

**CO-3.** Applying and compose format and edit the word documents.

**CO-4.** Applying the knowledge of using MS Excel.

**CO-5.** Applying the formation of slide show presentation.

**Contents**

**Unit – 1 Introduction to Computer (10 Hrs.)**

- 1.1 Meaning, need and importance of information and communication technology (ICT). Application of Computers in Physical Education
- 1.2 Components of computer, input and output device
- 1.3 Application software used in Physical Education and sports

**Unit – 2 MS Word (15 Hrs.)**

- 2.1 Introduction to MS Word
- 2.2 Creating, saving and opening a document
- 2.3 Formatting Editing features Drawing table.
- 2.4 Page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes

**Unit – 3 MS Excel (15 Hrs.)**

- 3.1 Introduction to MS Excel
- 3.2 Creating, saving and opening spreadsheet
- 3.3 Creating formulas
- 3.4 Format and editing features adjusting columns width and row height understanding charts.

**Unit – 4 MS Power Point (15 Hrs.)**

- 4.1 Introduction to MS Power Point
- 4.2 Creating, saving and opening a ppt. file
- 4.3 Format and editing features slide show, design, inserting slide number
- 4.4 Picture, graph, table
- 4.5 Preparation of Power point presentations

**Practical:** As per the topic mentioned above the concerned faculty will give them practical exposé as well as practical assignment and this will be evaluated as an integral part of the internal assessment.

**Text and Reference book:**

1. Jayachitra, M. Computer application in physical education. New Delhi: Friends
2. Michael Miller. Absolute Beginner's Guide to Computer Basics, Portable Documents: Pearson Education
3. Moira Stephen. Teach Yourself Basic Computer Skills: McGraw-Hill

4. Rajaraman. Fundamentals of Computers: Prentice-Hall Of India Pvt. Limited
  5. Psrija M. Computer Education: Introduction, Lakshya Publication, New Delhi.
  6. Jayachitra M. Computer Application in Physical Education, Friends Publication, New Delhi.
  7. Kumar S. Computer Application in Physical Education, NipunPrakashan, New Delhi.
  8. Sahu R. Computer Application in Physical Education, NipunPrakashan, New Delhi.
- Latest editions of all the suggested books are recommended.**



**SEMESTER – III**  
**SPORTS PSYCHOLOGY AND SOCIOLOGY**

**Course Code-BPED303**

**L TP C**  
**4 0 04**

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

**CO-1.**Remembering the concepts of educational psychology and sociology.

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

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

**CO-4.** Understanding different methods of studying of behaviour of sports person.

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

**Content**

**Unit – 1 Introduction (10 Hrs.)**

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 behaviour in relation to physical education and sports

**Unit- 2 Sports Psychology (15 Hrs.)**

2.1 Meaning and Nature of learning, theories of learning, Laws of learning,

2.2 Learning Curve: Meaning, Characteristics and Types.

2.3 Transfer of Training: Definition, Types and Factors affecting transfer of Training.

2.4 Dimension of personality, Personality and Sports performance

2.5 Motivation: Meaning, Definition, types and Methods of Motivation, Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance.

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

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

2.8 Stress: Meaning, Nature and Types

2.9 Meaning and Definition of Arousal and their effects on sports performance

**Unit- 3 Relation between Social Science and Physical Education(15 Hrs.)**

3.1 Meaning and Definition of sociology and sports sociology.

3.2 Nature and scope of sociology

3.3 Various types of differentiation in sports

3.4 Sports inequality

**Unit- 4 Culture: Meaning and Importance(15 Hrs.)**

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.

4.5 Elements of culture

**Text and Reference book:**

1. Anshel, M. H. Sports psychology. Scottsdale, Arizona: GorsuchScarbrick
  2. Sandhu, S. Gurbaksh, psychology in sports, New Delhi: Friends
  3. Tiwari, Pratap. Kannur Ningappa. ShashidharMelkunde Sports psychology, New Delhi: Friends
  4. Pradhan, R. Education and sports psychology, New Delhi: Sports
  5. Kanwar R. Education and sports psychology, Nagpur; Amit brothers
  6. Singh, B. Education and sports psychology, New Delhi: Sports
  7. Yobu, A. Sociology of sports, New Delhi: Friends
  8. Singh, B. Sports Sociology, New Delhi: Friends
  9. Mohan, J. Psychology of sports The Indian Perspective, New Delhi: Friends.
  10. Rai A. Sports Psychology and Sociology, NipurPrakashan, New Delhi.
  11. Kumar S. Sports Psychology and Sociology, NipurPrakashan, New Delhi.
- Latest editions of all the suggested books are recommended.**

**SEMESTER III**  
**Teaching Practice**  
**(Internship)**

Course Code – BPED306

L TP C  
0 0 02

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

**CO-1.**Understanding the various teaching/coaching/officiating errors.

**CO-2**Applying the various concepts of teaching methods.

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

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

**CO-5.** Creating lesson plans.

The B.P.Ed., program provides for sustained field work with learners and the school, thereby creating congenial atmosphere. The program include teaching basic skills in games and sports and indigenous activities given exposure to teachers in the teaching-learning process.

School internship/teaching practice includes community engagement. The school internship teaching practice program shall have the following components.

A minimum of 30 lessons out of which 20 shall be in schools and 10 lessons shall be coaching lessons in the college/Institution/Departments itself.

**For External:**

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

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

**Evaluation Scheme**

**For internal**

Sr. No	Areas/Aspect Of Evaluation	Marks Allotted
1	Preparation of Lesson plan	08
2	Entrance, appearance, appropriate dress-up, Use of equipment's, teaching-aids etc.	05
3	Presentation, Demonstration & Teaching stages	07
4	Use of formation/technique of skill teaching	05
5	Command, Voice & Confidence	05
6	Detection & Correction of faults	05
7	Effectiveness & Creativeness of training	05
8	Discipline & control of class	05
9	Dismissal	05
<b>For the calculation of one lesson marks the total marks of the lesson will be divided by 10.</b>		
<b>Grand Total</b>		<b>50</b>

**For External**

<b>Sr. No</b>	<b>Areas/Aspect Of Evaluation</b>	<b>Marks Allotted</b>
1	Preparation of Lesson plan	08
2	Entrance, appearance, appropriate dress-up, Use of equipment's, teaching-aids etc.	05
3	Presentation, Demonstration & Teaching stages	07
4	Use of formation/technique of skill teaching	05
5	Command, Voice & Confidence	05
6	Detection & Correction of faults	05
7	Effectiveness & Creativeness of training	05
8	Discipline & control of class	05
9	Dismissal	05
<b>Grand Total</b>		<b>50</b>

**SEMESTER – III**  
**TRACK AND FIELD - III**

**Course Code – BPED351**

**L TP C**  
**0 04 2**

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

- CO-1.** Remembering the concepts of throwing events.
- CO-2.** Understanding the various types of grip and stance.
- CO-3.** Understanding the various throwing techniques.
- CO-4.** Applying the knowledge throwing during competition.
- CO-5.** Analyzing and evaluating the various throwing techniques.

**Contents**

**Unit - 1 Track and field (Throwing Events)**

- 1.1 Discus Throw, Javelin, Hammer throw, shot-put
- 1.2 Grip
- 1.3 Stance
- 1.4 Release
- 1.5 Reserve/ (Follow through action)

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – III**  
**TEACHING PRACTICE – II**  
**(Theory lesson plan)**

Course Code – BPED352

**L TP C**  
**0 042**

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

**CO-1.** Understanding the various teaching skill errors.

**CO-2.** Understanding and applying his experience to take lectures in class room situation.

**CO-3.** Applying the various concepts of teaching methods.

**CO-4.** Applying various teaching techniques and teaching aids.

**CO-5.** Creating lesson plans.

**Teaching lesson plan (Theory):** Sixteaching lesson plans for Racket Sport/ Team Game/ Indigenous Sport (five internal and one external). The first five lessons will be supervised by the faculty members who were discussed the merits and demerits of the concerned lessons and guide them for the future. In these lessons plans duration should slowly increase (30-45 minutes) and all parts of the lessons covered progressively. After the completion of this internal process students will have discussed with his class mentor / lesson supervisor and they will allot him/ her the final (sixth) lesson for external examination.

**(A)Evaluation criteria forFiveteaching lesson (internal)**

Sr. No	Areas/Aspect Of Evaluation	Marks Allotted
1	Selection of the topic	2
2	Preparation of lesson/Consultation of books/internet	2
3	The depth of subject matter	2
4	Use of teaching aids/available resources	1
5	Presentation (Overall impact)	1
Total of one lesson		08
For five lessons each as above ( x 5)		40
*Attendance		10
<b>Grand Total (Internal)</b>		<b>50</b>

**\*Attendance -10 Marks will be allotted from the overall attendance of the semester as per ordinance.**

**B)Evaluation criteria for one teaching lesson (External)**

Sl. No.	Assessment	Marks
1	Selection of the topic	03
2	Preparation of lesson/Consultation of books/internet	07
3	The depth of subject matter	07
4	Neatness and formatting	05
5	Innovative method applied	05
6	Confidence and fluency	05
7	Use of teaching aids/available resources	03
8	Art of questioning	03
9	Handling the class and response of the students	05
10	Presentation (Overall impact)	07
<b>Total</b>		<b>50</b>

**SEMESTER – III**  
**SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION**  
**(ELECTIVE)**

**Course Code-BPED304**

**L T P C**  
**2023**

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

- CO-1.** Remembering the meaning, definition, aim, objectives, concept of sports medicine, principle, importance of physiotherapy.
- CO-2.** Understanding the prevention from sports injuries.
- CO-3.** Understanding the use of first aid treatment, and various physiological effects of massage.
- CO-4.** Understanding the correct therapeutic exercises, massage technique and therapeutic modalities.
- CO-5.** Applying various therapeutic exercises.

**Content**

**Unit - 1 Sports Medicine**

**(10 Hrs.)**

- 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, Bandages – Types of Bandages – trapping and supports.

**Unit - 2 Physiotherapy**

**(15 Hrs.)**

- 2.1 Definition- Guiding principles of physiotherapy, Importance of physiotherapy, Introduction and demonstration of treatments, Electrotherapy, infrared rays, Ultraviolet rays, short wave diathermy, ultrasonic rays.

**Unit - 3 Hydrotherapy and Massage**

**(15 Hrs.)**

- 3.1 Introduction and demonstration of treatments of Cryo therapy, Thermo therapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation
- 3.2 Massage: History of Massage – Classification of Manipulation (Swedish System) physiological Effects of Massage.

**Unit - 4 Therapeutic Exercises**

**(15 Hrs.)**

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

**Practical:**As per the topic mentioned above the concerned faculty will give them practical exposé as well as practical assignment and this will be evaluated as an integral part of the internal assessment.

**Text and Reference book:**

1. Giles.R.Scuderi, Peter.D. Mccann, Sports medicine, Mosby: USA
2. NathUday, Fundamentals of electrotherapy, New Delhi: AITBS
3. Singh, A., Bains, J., Gill, J. S., &Brar, R. S. Essentials of physical education. New Delhi:
4. KalyaniGovindarajulu, N. Sports Injuries and its rehabilitation, New Delhi: Friends
5. Kumar Rajeev. Prevention and treatment of sports injuries, New Delhi: Sports
6. Sharadrao, H. Sports Medicine, New Delhi: Sports
7. Bandy, W. D. Therapeutic exercise for physical Therapist Assistants, Baltimore: Lippincott
8. Hussain, T. P. Sports Physiotherapy, New Delhi: Sports
9. Verma H. Sports Medicine, Physiotherapy and Rehabilitation, NipunPrakashan, New Delhi.
10. Thakur J. Sports Medicine, Physiotherapy and Rehabilitation, Sports Publication, New Delhi.

**Latest editions of all the suggested books are recommended.**



**CURRICULUM DESIGN  
(ELECTIVE)**

**Course Code - BPED305**

**L TP C**

**2 0 2 3**

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

**CO-1.** Remembering the modern concept of the curriculum.

**CO-2.** Remembering the basic Guide lines for curriculum construction.

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

**CO-4.** Understanding the Under-graduate preparation of professional preparation.

**CO-5.** Applying various steps in curriculum construction.

**Content**

**Unit - 1 Modern concept of the curriculum (10 Hrs.)**

1.1 Need and importance of curriculum, Need and importance of curriculum development, 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 findings

**Unit 2 Basic Guide lines for curriculum construction (15 Hrs.)**

2.1 Focalization

2.2 Socialization

2.3 Individualization

2.4 Sequence and operation

2.5 Steps in curriculum construction.

**Unit 3 Curriculum-Old and new concepts, Mechanics of curriculum planning(15 Hrs.)**

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, state and National level policies.

3.4 Role of Teachers

**Unit – 4 Under-graduate preparation of professional preparation (15 Hrs.)**

4.1 Areas of Health education, Physical education and 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.

**Text and Reference book:**

1. Shinde, B. S. Curriculum design in physical education, New Delhi: Sports
2. Singh, R. Curriculum in physical Education and Sports, New Delhi: Sports
3. Gupta, R. Professional preparation and Curriculum Design in Physical Education, New Delhi: Friends
4. Rawat S.A. Curriculum Design, NipunPrakashan, New Delhi.
5. Rathod V.V. & Bajpai S.K. Curriculum Design, NipunPrakashan, New Delhi.

**Latest editions of all the suggested books are recommended.**

**SEMESTER – III**

**TAEKWONDO-I  
(COMBATIVE SPORTS)**

**Course Code – BPED353**

**L TP C  
0 04 2**

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

**CO-1.** Remembering the fundamentals and rules of Taekwondo.

**CO-2.** Understanding the various techniques of Taekwondo.

**CO-3.** Understanding and applying various offensive and defensive techniques.

**CO-4.** Applying various techniques that used in Taekwondo.

**CO-5.** Applying the knowledge of rules and regulation of Taekwondo.

**Content**

**Unit - 1 Taekwondo Fundamental Skills**

1.1 Stances–walking, extending walking, L stance, cat stance.

1.2 Fundamental Skills–Sitting stance punch, single punch, double punch, triple punch.

1.3 Punching Skill from sparring position – front-fist punch, rear fist punch, double punch, and four combination punch.

1.4 Foot Techniques (Balgisul) – standing kick (soseochagi), Front kick (AP chagi), Arc 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)

1.5 Sparring (Kyorugi) – One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring.

1.6 Board Breaking (Kyokpa)–eye control, balance, power control, speed, point of attack.

1.7 Rules and their interpretations and duties of officials.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**JUDO-I  
(COMBATIVE SPORTS)**

**Course Code – BPED354**

**L TP C  
0 042**

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

**CO-1.** Remembering the fundamentals and rules of Judo.

**CO-2.** Understanding the various techniques of Judo.

**CO-3.** Understanding and applying various offensive and defensive techniques.

**CO-4.** Applying various techniques that used in Judo.

**CO-5.** Applying the knowledge of rules and regulation of Judo.

**Contents**

**Unit - 1 Judo: Fundamental skills**

- 1.1 Rei (Salutation)-Ritsurei (Salutation in standing position), Zarai (Salutation in the sitting position)
- 1.2 Kumi kata (Methods of holding judo costume)
- 1.3 Shisei (Posture in Judo)
- 1.4 Kuzushi (Act of disturbing the opponent posture)
- 1.5 Tsukuri and kake (Preparatory action for attack)
- 1.6 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)

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – III  
WRESTLING-I  
(COMBATIVE SPORTS)**

**Course Code – BPED355**

**L TP C  
0 042**

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

- CO-1.** Remembering the fundamentals and rules of wrestling.
- CO-2.** Understanding the various techniques of wrestling.
- CO-3.** Understanding and applying various offensive and defensive techniques.
- CO-4.** Applying various techniques that used in wrestling.
- CO-5.** Applying the knowledge of rules and regulation of wrestling.

**Contents**

**Unit - 1 Wrestling: Fundamental Skills**

- 1.1 Take downs, Leg tackles, Arm drag.
- 1.2 Counters for take downs, Cross face, Whizzer series.
- 1.3 Escapes from under-sit-out turn in tripped.
- 1.4 Counters for escapes from under-Basic control back drop, Counters for stand up.
- 1.5 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.
- 1.6 Escapes from pinning: Wing lock series, Double arm lock roll, Cringe.
- 1.7 Standing Wrestling-Head under arm series, whizzer series
- 1.8 Referees positions, Rules and regulations of the game.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – III  
CRICKET - I  
(TEAM GAMES)**

**Course Code – BPED356**

**L TP C  
0 042**

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

- CO-1.** Remembering the fundamentals and rules of cricket.
- CO-2.** Understanding the various techniques of cricket.
- CO-3.** Understanding and applying various offensive and defensive techniques.
- CO-4.** Applying various techniques that used in cricket.
- CO-5.** Applying the knowledge of rules and regulation of cricket.

**Content**

**Unit - 1 Cricket: Fundamental Skills**

- 1.1 Batting-Forward and backward defensive stroke
- 1.2 Bowling-Simple bowling techniques
- 1.3 Fielding-Defensive and offensive fielding
- 1.4 Catching-High catching and Slip catching
- 1.5 Stopping and throwing techniques
- 1.6 Wicket keeping techniques
- 1.7 Rules and regulations of the game.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – III  
FOOTBALL - I  
(TEAM GAMES)**

**Course Code – BPED357**

**L TP C  
0 042**

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

- CO-1.** Remembering the fundamentals and rules of football.
- CO-2.** Understanding the various techniques of football.
- CO-3.** Understanding and applying various offensive and defensive techniques.
- CO-4.** Applying various techniques that used in football.
- CO-5.** Applying the knowledge of rules and regulation of football.

**Contents**

**Unit – 1 Football: Fundamental Skills**

- 1.1 Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick
- 1.2 Trapping-trapping rolling the ball, trapping bouncing ball with sole
- 1.3 Dribbling-With instep, inside and outer instep of the foot.
- 1.4 Heading-From standing, running and jumping.
- 1.5 Throw- in
- 1.6 Feinting-With the lower limb and upper part of the body.
- 1.7 Tackling-Simple tackling, Slide tackling.
- 1.8 Goal Keeping-Collection of the ball, Ball clearance-kicking, throwing and deflecting.
- 1.9 Rules and regulation of the game.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – III  
HOCKEY - I  
(TEAM GAMES)**

**Course Code – BPED358**

**L TP C  
0 042**

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

- CO-1.** Remembering the fundamentals and rules of hockey.
- CO-2.** Understanding the various techniques of hockey.
- CO-3.** Understanding and applying various offensive and defensive techniques.
- CO-4.** Applying various techniques that used in hockey.
- CO-5.** Applying the knowledge of rules and regulation of hockey.

**Content**

**Unit - 1 Hockey: Fundamental Skills**

- 1.1 Player stance & Grip
- 1.2 Rolling the ball
- 1.3 Dribbling
- 1.4 Push
- 1.5 Topping
- 1.6 Hit
- 1.7 Flick
- 1.8 Scoop
- 1.9 Passing–Forward pass, square pass, triangular pass, diagonal pass, return pass
- 1.10 Reverse hit
- 1.11 Dodging
- 1.12 Goal keeping–Hand defence, foot defence
- 1.13 Positional play in attack and defence.
- 1.14 Rules and their interpretations and duties of officials

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – III  
VOLLEYBALL - I  
(TEAM GAMES)**

**Course Code – BPED359**

**L TP C  
0 04 2**

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

- CO-1.** Remembering the fundamentals and rules of volleyball.
- CO-2.** Understanding the various techniques of volleyball.
- CO-3.** Understanding and applying various offensive and defensive techniques.
- CO-4.** Applying various techniques that used in volleyball.
- CO-5.** Applying the knowledge of rules and regulation of volleyball.

**Contents**

**Unit – 1 Volleyball: Fundamental Skills**

- 1.1 Players Stance- Receiving the ball and passing to the team mates
- 1.2 The Volley (Overhead pass)
- 1.3 The Dig (Under hand pass)
- 1.4 Service- Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service.
- 1.5 Rules and their interpretations and duties of officials.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50



**SEMESTER – III  
HAND BALL - I  
(TEAM GAMES)**

**Course Code – BPED360**

**L T P C  
0 042**

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

- CO-1.** Remembering the fundamentals and rules of handball.
- CO-2.** Understanding the various techniques of handball.
- CO-3.** Understanding and applying various offensive and defensive techniques.
- CO-4.** Applying various techniques that used in handball.
- CO-5.** Applying the knowledge of rules and regulation of handball.

**Contents**

**Unit - Hand Ball: Fundamental Skills**

- 1.1 Catching
- 1.2 Throwing
- 1.3 Ball Control,
- 1.4 Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot,
- 1.5 Dribbling-High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings
- 1.6 Centre Blocking, Goal keeping and Defence.
- 1.7 Rules and their interpretations and duties of officials.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – III  
BASKETBALL - I  
(TEAM GAMES)**

**Course Code – BPED361**

**L TP C  
0 042**

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

- CO-1.** Remembering the fundamentals and rules of basketball.
- CO-2.** Understanding the various techniques of basketball.
- CO-3.** Understanding and applying various offensive and defensive techniques.
- CO-4.** Applying various techniques that used in basketball.
- CO-5.** Applying the knowledge of rules and regulation of basketball.

**Contents**

**Unit – 1 Basketball: Fundamental Skills**

- 1.1 Stance and handling the ball
- 1.2 Passing-Two Hand chest pass, two hands Bounce Pass, One Hand Baseball pass, Side Arm Pass, Over Head pass, Hook Pass
- 1.3 Receiving-Two Hand receiving, one hand receiving, receiving in stationary position, receiving while jumping, receiving while running
- 1.4 Dribbling-How to start dribble, how to drop dribble, High dribble, Low dribble, Reverse dribble, rolling dribble
- 1.5 Shooting-Layup shot and its variations, one hand set shot, one hand jump shot, Hook shot, Free throw
- 1.6 Rebounding-Defensive rebound, Offensive rebound, knock out, Rebound Organization
- 1.7 Individual Defensive-Guarding the man with the ball and without the ball
- 1.8 Pivoting
- 1.9 Rules and their interpretations and duties of the officials

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – III  
(OPEN ELECTIVE)  
A PRACTICAL APPROACH TO PHYSICAL FITNESS**

**Course Code – OEC-001**

**L T P C  
0 0 0 42**

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

- CO-1.** Remembering the concepts of physical fitness.
- CO-2.** Remembering the concepts of warm-up & limbering down.
- CO-3.** Understanding the fundamental of flexibility development.
- CO-4.** Understanding the fundamental of strength development.
- CO-5.** Applying various methods related to physical fitness development.

**Contents**

**Unit – 1 Warm-up & Limbering down**

- 1.1 Mild Starching
- 1.2 General Warming-up
- 1.3 Specific Warming- up
- 1.4 Warm-up with recreational activities
- 1.5 Limbering down

**Unit – 2 Flexibility Development**

- 1.1 General flexibility exercises
- 1.2 Active flexibility enhancement - Ballistic Method, Slow Stretch Method & PNF Method
- 1.3 Passive flexibility enhancement- Slow Stretch Method & PNF Method (Partner stretching etc.)
- 1.4 Dynamic flexibility enhancement- Upper & lower body movements.

**Unit – 3 Strength Development**

- 1.1 Static Strength development Exercises (Basic Level). .
- 1.2 Dynamic Strength Development Exercises (Basic Level).

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**Note:**

To qualify the course a student is required to secure a minimum of 45% marks in aggregate in each course including the semester-end examination and the teacher's continuous evaluation shall be essential for passing the course and earning its assigned credits. A candidate, who secures less than 45% marks in a course, shall be deemed to have failed in that course.

**SEMESTER – III**  
**Course: Managing Self**  
**(Mandatory Value Added Course)**

**Course Code: TMUGS-301**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>

**Course Perspective** This value-added course will be taught in odd semester of the final year. This course will focus on concepts of ‘Managing Self’ like perception, positive attitude right value and vision. Students will also learn goal setting, action planning, self-motivation and confidence building. Students will also be taught methods becoming good and assertive communicators. This will enable them to perform better during job interviews and group discussion. This course will also concentrate on techniques of facing interviews, Group Discussion and Resume building, etc

**Course Outcomes (COs)** On completion of the course, the student will be:

CO - 1 Utilizing effective verbal and non-verbal communication techniques in formal and informal settings

CO - 2 Understanding and analysing self and devising a strategy for self-growth and development.

CO - 3 Adapting a positive mind-set conducive for growth through optimism and constructive thinking.

CO - 4 Utilizing time in the most effective manner and avoiding procrastination.

CO - 5 Making appropriate and responsible decisions through various techniques like SWOT, Simulation and Decision Tree.

CO - 6 Formulating strategies of avoiding time wasters and preparing to-do list to manage priorities and achieve SMART goals.

**Contents**

**Unit – I Personal Development** (10 hours)

1.1 Personal growth and improvement in personality

1.2 Perception

1.3 Positive attitude

1.4 Values and Morals

1.5 High self-motivation and confidence

1.6 Grooming

**Unit – II Professional Development** (8 hours)

2.1 Goal setting and action planning

2.2 Effective and assertive communication

2.3 Decision making

2.4 Time management

2.5 Presentation Skills

2.6 Happiness, risk taking and facing unknown

**Unit – III Career Development** (12 hours)

3.1 Resume Building

3.2 Occupational Research

3.3 Group discussion (GD) and Personal Interviews

Evaluation Scheme - Faculty led Continuous Evaluation

Evaluation of Managing Self will follow the continuous evaluation method.

Students will be evaluated on the score of 100 on the pattern prescribed the University for Conduction of Practical Courses.

Internal: 50 marks for Internal evaluation following the continuous evaluation method, which includes,

40 marks for Class Performance (Every class activity will carry 8 marks; each student can participate in maximum of 5 activities)

10 marks for Attendance and involvement in the activities

External: 50 marks for External evaluation at the time of external exams (Based on Observations, GDs and PIs).

**References:**

Robbins, Stephen P., Judge, Timothy A., Vohra, Neharika, Organizational Behaviour (2018), 18th ed., Pearson Education

Tracy, Brian, Time Management (2018), Manjul Publishing House

Hill, Napoleon, Think and grow rich (2014), Amazing Reads

Scott, S.J., SMART goals made simple (2014), Createspace Independent Pub

<https://www.hloom.com/resumes/creative-templates/>

<https://www.mbauniverse.com/group-discussion/topic.php>

Rathgeber, Holger, Kotter, John, Our Iceberg is melting (2017), Macmillan

Burne, Eric, Games People Play (2010), Penguin UK

<https://www.indeed.com/career-advice/interviewing/job-interview-tips-how-to-make-a-great-impression>

**SEMESTER – IV**  
**MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**  
**Course Code - BPED401**

**L TP C**  
**3 0 03**

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

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

**CO-2.** Remembering the Classification and Administration of test.

**CO-3.** Understanding the concept of Physical Fitness Tests.

**CO-4.** Applying and evaluating various physical fitness test & sports skill test in the field of physical education.

**CO-5.** Applying and evaluating physical fitness and sports skill test.

**Content**

**Unit - 1 Introduction to Test & Measurement & Evaluation (10 Hrs.)**

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 - 2 Criteria; Classification and Administration of test(15 Hrs.)**

2.1 Criteria of good Test

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

2.3 Types and classifications of Test

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

**Unit - 3 Physical Fitness Tests(15 Hrs.)**

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

**Unit - 4 Sports Skill Tests (15 Hrs.)**

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

**Text and Reference book:**

1. Yobu, A. Test measurement and evaluation in physical education and sports, New Delhi: Friends
2. Smith Charles Smith, Test measurement and evaluation in physical education and sports, New Delhi: Sports educational technologies
3. Lipman Allan Hennery, Measurement and evaluation in physical education, New Delhi: Friends
4. Morrow. R. James, Jackson. W. Allen, Mood. P. Dale, Measurement and evaluation in human performance, USA: Human Kinetics.

5. P. L. Karad, Test, Measurement and Evaluation in Physical Education:KhelSahitya Kendra
6. Dr.AltafHussainBhat, Tests and Measurements in Physical Education: Pinnacle Technology
7. H. MccloyCharless, Tests and Measurements in Health and Physical Education:Friends Publication.
8. Salvi T.J. Measurement and Evaluation in Physical Education, Sports Publication, New Delhi.
9. Banarjee A. Measurement and Evaluation in Physical Education, Angel Publication, New Delhi.

**Latest editions of all the suggested books are recommended.**

**SEMESTER – IV**  
**KINESIOLOGY AND BIOMECHANICS**

**Course Code - BPED402**

**L TP C**

**4 0 04**

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

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

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

**CO-3.**Understanding the fundamentals of Mechanical Concepts.

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

**CO-5.**Applying and evaluating the leverage, Newton's laws of motion and projectile during performing sports skills.

**Content**

**Unit – 1 Introduction to Kinesiology and Sports Biomechanics (10 Hrs.)**

- 1.1 Meaning and Definition of Kinesiology and Sports Biomechanics
- 1.2 Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches.
- 1.3 Terminology of Fundamental Movements
- 1.4 Fundamental concepts of following terms – Axes and Planes, Centre of Gravity, , Line of Gravity

**Unit – 2 Fundamental Concepts of Anatomy and Physiology (15 Hrs.)**

- 2.1 Classifications of Joints and Muscles
- 2.2 Types of Muscle Contractions
- 2.3 Posture–Meaning, Types and Importance of good posture.
- 2.4 Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal Innovation

**Unit – 3 Mechanical Concepts (15 Hrs.)**

- 3.1 Force - Meaning, definition, types and its application to sports activities
- 3.2 Lever - Meaning, definition, types and its application to human body.
- 3.3 Newton's Laws of Motion–Meaning, definition and its application to sports activities.
- 3.4 Projectile–Factors influencing projectile trajectory.

**Unit – 4 Kinematics and Kinetics of Human Movement(15 Hrs.)**

- 4.1 Linear Kinematics–Distance and Displacement, speed and velocity, Acceleration
- 4.2 Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.
- 4.3 Linear Kinetics–Inertia, Mass, Momentum, Friction.
- 4.4 Angular Kinetics–Moment of inertia, Stability.

**Text and Reference book:**

1. Yobu, A. Sports biomechanics, New Delhi: Friends
2. Singh, A., Bains, J., Gill, J. S., &Brar, R. S. Essentials of physical education. New Delhi: Kalyani
3. Shaw. Dhananjay, Pedagogic Kinesiology, New Delhi: Sports
4. Raman, B. M. T. Biomechanics in Physical Education and sports, New Delhi: Sports



5. Reddy, P.C. Scientific Principles of Biomechanics, New Delhi: Friends
  6. Uppal, A K. Biomechanics in Physical Education and Exercise Science, New Delhi: Friends
  7. Pawar K.K. Kinesiology and Biomechanics, Sports Publication, New Delhi.
  8. Banarjee A. Kinesiology and Biomechanics, Angel Publication, New Delhi
- Latest editions of all the suggested books are recommended.**

**SEMESTER – IV**  
**RESEARCH AND STATISTICS IN PHYSICAL EDUCATION**

**Course Code - BPED403**

**L TP C**

**4 0 04**

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

**CO-1.** Remembering the fundamental concepts of research and statistics.

**CO-2.** Understanding the concepts of survey of related literature.

**CO-3.** Understanding and applying the statistical models in physical education and sports.

**CO-4.** Understanding and applying the basics of statistical analysis.

**CO-5.** Analyzing statistical problems and preparing research report.

**Content**

**Unit - 1 Introduction to Research(10 Hrs.)**

1.1 Definition of Research

1.2 Need and importance of Research in Physical Education and Sports.

1.3 Scope of Research in Physical Education & Sports.

1.4 Classification of Research: According to Purpose & Methods

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

**Unit - 2 Survey of Related Literature(15 Hrs.)**

2.1 Need for surveying related literature.

2.2 Literature Sources, Library Reading.

2.3 Research Proposal, Meaning and Significance of Research Proposal.

2.4 Preparation of Research Proposal / Project.

2.5 **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 program evaluation, fitness status of the students, staff and other stakeholders etc. and submit the report to the institution.

**(Research report is compulsory for all to appear in the semester examination for this course)**

**Unit - 3 Basics of Statistical Analysis(15 Hrs.)**

3.1 Statistics: Meaning, Definition, Nature, Importance, Function and Types of Statistics.

3.2 Class Intervals: Raw Score, Continuous and Discrete Series, Class distribution, Construction of Tables

3.3 Graphical Presentation of Class Distribution: Line Diagram, Bar Diagram, Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram

**Unit – 4 Statistical Models in Physical Education and Sports(15 Hrs.)**

4.1 Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition,

Importance, Advantages, Disadvantages and Calculation from Group and ungrouped data

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

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

**Text and Reference book:**

1. Shaw. D. Fundamental statistics in physical education and sports sciences, New Delhi: Sports

2. Sivaramakrishnan, S. Statics for physical education, New Delhi: Friends

3. Verma.J. P. A text book in physical education, New Delhi: Friends
  4. Kutty, S. Research methods in physical education, New Delhi: Sports
  5. Zilly, A. S. Research methods for sports scientists, New Delhi: Friends
  6. K.C. Shekar Research Methods and Statistics in Physical Education, KhelSahitya Prakashan, New Delhi.
  7. Sivaramakrishnan S. Research methods in Physical Education, Friends Publication, New Delhi.
  8. Jerry R Thomas & Jack K Nelson, Research Methods in Physical Activities; Illonosis; Human Kinetics.
  9. Banarjee A. Research in Statistics in Physical Education, Angel Publication, New Delhi.
  10. Quireshi D. Research in Statistics in Physical Education, Sports Publication, New Delhi.
- Latest editions of all the suggested books are recommended.**

**SEMESTER – IV**  
**ENGLISH COMMUNICATION SKILLS**

**Course Code-BPED406**

**L T P C**  
**0 04 2**

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

**CO-1.** Remembering the fundamental of English communication skills.

**CO-2.** Understanding the fundamental of English writing skills.

**CO-3.** Understanding the fundamental of professional skills.

**CO-4.** Applying the knowledge of communication and writing skills.

**CO-5.** Applying the knowledge of professional skills.

**Content**

**Unit – 1: Introduction**

**(08 Hrs.)**

1.1. Greeting and self-introduction (activity)

1.2. Sentences construction; part of speech and tenses

1.3. Common error in sentences

**Unit – 2: Communication skills**

**(10 Hrs.)**

2.1. Communication Process and How to make it effective

2.2. Power point presentation skills

2.3. Speech on different topics

2.4. Extempore speech (Just a minute)

**Unit – 3: Writing Skills**

**(10 Hrs.)**

3.1. Application writing on common issues

3.2. CV & resume writing

3.3. Job application and cover letter

3.4. Newspaper reading before an audience (reading unseen passages)

**Unit – 4: Professional Skills**

**(10 Hrs.)**

4.1. Group discussion: Dos & Don'ts of group discussion

4.2. One to one oral presentation by students

4.3. Interview skills (with mock presentation)

4.4. Language activities (Quiz, picture & narration's)

**References:**

**R1:**Dua, j. (2012). *Business letters*. New Delhi: The Readers Paradise.

**R2:**Asar, S. &Mazhar, M. (2012). *Far from the madding crowd*. Agra: Shivam Publication.

**R3:** Kaur, A. (2012). *Art of letter writing*. New Delhi: The Readers Paradise.

**R4:** Pathak, A. (2013). *Reminiscences of Shadows*. New Delhi: The Readers Paradise.

**R5:** Imam, S.T. (2014). *Brush-up your English*. New Delhi: Bharti Bhawan.

**R6:** Lewis, N. (2014). *Word power made easy*. New Delhi: Goyal Publisher

**R6:** Kumar, A. (2012). *Spoken English*. New Delhi: The Readers Paradise.

**R7:**Suri, A. (2012). *Art of writing*. New Delhi: The Readers Paradise.

**Latest addition of all the relevant books are recommended.**

**SEMESTER IV**  
**Teaching Practice-III**  
**(Coaching of Game Lessons Plan)**

**Course Code - BPED451**

**L TP C**

**0 0 4 2**

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

- CO-1.** Applying the various commands and teaching methods.
- CO-2.** Applying the terms used to plan and teach coaching lesson.
- CO-3.** Applying various skills of game and sports.
- CO-4.** Evaluating and demonstrating various techniques of sports skills.
- CO-5.** Creating lesson plans for skill development.

**Coaching Lessons Plan:**

Six Coaching lesson plans of any game from the previous semesters (five internal and one external). The first five lessons will be supervised by the faculty members who will discuss the merits and demerits of the concerned lessons and guide them for the future. In these lessons plans duration should slowly increase (30-45 minutes) and all parts of the lessons covered progressively. After the completion of this internal process students will have discussed with his class mentor / lesson supervisor and they will allot him/ her final (sixth) lesson for external examination.

**(A) Evaluation criteria for teaching lesson (Internal)**

**\*10 Marks will be allotted from the overall attendance of the semester as per ordinance.**

Sr. No	Areas/Aspect Of Evaluation	Marks Allotted
1	Preparation of lesson plan	2
2	Entrance, appearance, appropriate dress-up, grooming, Use of apparatus, Music, Drum etc	2
3	Command, Voice & Confidence	2
4	Detection & Correction of faults	1
5	Discipline & control of class	1
Total of one lesson		08
For five lessons each as above ( x 5)		40
*Attendance		10
<b>Grand Total (Internal)</b>		<b>50</b>

**(B) Evaluation criteria for teaching lesson (External)**

Sr. No.	Areas/Aspect Of Evaluation	Marks Allotted
1	Preparation of Lesson plan	08
2	Entrance, appearance, appropriate dress-up, Use of equipment's, teaching-aids etc.	05
3	Presentation, Demonstration & Teaching stages	07
4	Use of formation/technique of skill teaching	05
5	Command, Voice & Confidence	05
6	Detection & Correction of faults	05
7	Effectiveness & Creativeness of training	05
8	Discipline & control of class	05
9	Dismissal	05
<b>Total</b>		<b>50</b>

**SEMESTER IV**  
**Teaching practice-IV**  
**(Officiating Lesson Plan)**  
**(Track and Field / Gymnastics)**

Course Code – BPED452

**L TP C**  
**0 0 4 2**

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

- CO-1. Applying the various commands and officiating methods.
- CO-2. Applying the terms used to plan and teach officiating lesson.
- CO-3. Applying various officiating skills of game and sports.
- CO-4. Evaluating and demonstrating various techniques of sports skills.
- CO-5. Creating officiating lesson plans for officiating skill development.

**Track and Field / Gymnastics**

Six Officiating lesson plans of Track & Field/Gymnastics (five internal and one external). The first five lessons will be supervised by the faculty members who will discuss the merits and demerits of the concerned lessons and guide them for the future. In these lessons plans duration should slowly increase (30-45 minutes) and all parts of the lessons covered progressively. After the completion of this internal process students will have discussed with his class mentor / lesson supervisor and they will allot him/ her final (sixth) lesson for external examination.

**Evaluation criteria (External)**

**(A) Evaluation criteria for teaching lesson (Internal)**

Sr. No	Areas/Aspect Of Evaluation	Marks
1	Preparation of lesson plan	2
2	Entrance, appearance, appropriate dress-up, grooming, Use of apparatus, Music, Drum etc	2
3	Command, Voice & Confidence	2
4	Detection & Correction of faults	1
5	Discipline & control of class	1
Total of one lesson		08
For five lessons each as above ( x 5)		40
*Attendance		10
<b>Grand Total (Internal)</b>		<b>50</b>

**\*10 Marks will be allotted from the overall attendance of the semester as per ordinance.**

**(B) Evaluation criteria for teaching lesson (External)**

Sr. No.	Areas/Aspect Of Evaluation	Marks
1	Preparation of Lesson plan	08
2	Entrance, appearance, appropriate dress-up, Use of equipment's, teaching-aids etc.	05
3	Presentation, Demonstration & Teaching stages	07
4	Use of formation/technique of skill teaching	05
5	Command, Voice & Confidence	05
6	Detection & Correction of faults	05
7	Effectiveness & Creativeness of training	05
8	Discipline & control of class	05
9	Dismissal	05
<b>Total</b>		<b>50</b>

**SEMESTER – IV**  
**LEADERSHIP CAMP-(Project-II)**

**Course Code – BPED453**

**L TP C**  
**0 0 0 2**

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

- CO-1.** Remembering the concepts of leadership camp.
- CO-2.** Understanding the history and importance of other places.
- CO-3.** Understanding the importance parameters/checklist for tour/camps.
- CO-4.** Applying leadership quality and group-cohesion.
- CO-5.** Applying his creativity to develop/perform minor games and activities.

**A five days camping**

At least 5 days Camping program will be organized at any spot for the student trainee and 100 marks will be awarded on the basis of criteria given in Annexure-B

**Annexure-B**

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

**SEMESTER – IV**  
**THEORY OF SPORTS AND GAME**  
**(Elective)**

**Course Code - BPED404**

**L TP C**  
**3 0 03**

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

- CO-1.** Remembering the fundamental concept of various games and sports.
- CO-2.** Remembering the fundamental concept of scientific principles of coaching.
- CO-3.** Understanding the concepts of physical fitness components.
- CO-4.** Understanding the concepts of conditioning exercises and warming up.
- CO-5.** Applying various scientific principles for coaching and training.

**Content**

**UNIT - 1 INTRODUCTION**

**(10 Hrs.)**

**General Introduction of specialized games and sports–**

- 1.1 Athletics
- 1.2 Badminton
- 1.3 Basketball
- 1.4 Cricket
- 1.5 Football
- 1.6 Gymnastic
- 1.7 Hockey
- 1.8 Handball
- 1.9 Kabaddi
- 1.10 Kho-Kho
- 1.11 Tennis,
- 1.12 Volleyball and
- 1.13 Yoga.

**Each game or sports to be dealt under the following heads**

- History and development of the Game and Sports
- Ground preparation, dimensions and marking
- Standard equipment and their specifications
- Ethics of sports and sportsmanship

**UNIT- 2 Scientific Principles of coaching: (particular sports and game specific)(15 Hrs.)**

- 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 - 3 Physical fitness components: (particular sports and game specific)(15 Hrs.)**

- 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 – 4 Conditioning exercises and warming up**

**(15 Hrs.)**

- 4.1 Concept of Conditioning 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 defence, Principles of offence and defence.

**Text and Reference book:**

1. Uppal.A. K, Science of sports training, New Delhi: Friends
  2. Uppal, A. K. Principles of sports training. New Delhi: Friends
  3. Vanaik, K. Anil, Kahlon. Daljinder, Officiating and coaching in physical education, New Delhi: Friends.
  4. Kanwar, R. Officiating and coaching, Nagpur: Amit Brothers
  5. Hardayal Singh, “Science of sports Training” D.V.S. Publication, New Delhi.
  6. Tudor O. Bompa, Greg Haff, Periodization: Theory and Methodology of Training: Human Kinetics.
  7. Buchcha A.N. Theory of Sports & Games, Sports Publication, New Delhi.
  8. BanarjeeA.Theory of Sports & Games, Angel Publication, New Delhi.
- Latest editions of all the suggested books are recommended.**

**SEMESTER – IV**  
**SPORTS MANAGEMENT**  
**(Elective)**

**Course Code - BPED405**

**L TPC**

**3 0 03**

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

**CO-1.** Remembering the concepts of sports management.

**CO-2.** Remembering the concepts of planning.

**CO-3.** Understanding the various leadership styles.

**CO-4.** Understand the Concept of budgeting.

**CO-5.** Applying the knowledge for budget making.

**Content**

**Unit – 1 Sports Management (10 Hrs.)**

- 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 – 2 Leadership (15 Hrs.)**

- 2.1 Meaning and Definition of leadership
- 2.2 Elements of leadership.
- 2.4 Forms of Leadership.
- 2.4.1 Autocratic
- 2.4.2 Laissez-faire
- 2.4.3 Democratic
- 2.5 Objectives of leadership
- 2.6 Qualities of administrative leader.
- 2.6 Preparation of administrative leader.
- 2.7 Selection of leadership

**Unit – 3 Planning and Management (15 Hrs.)**

- 3.1 Sports Management in Schools, colleges and Universities.
- 3.2 Factors affecting planning
- 3.3 Planning a school or college sports program.
- 3.4 Directing of school or college sports program.
- 3.5 Controlling a school, college and university sports program.
- 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 – 4 Budget (15 Hrs.)**

- 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

**Text and Reference book:**

1. Chakraborty, S. Sports management, New Delhi: Sports
2. Kanwar, R. C. Principles and history of physical education, Nagpur: Amit Brothers
3. Nanda, S. M. (2009). Sports Management, New Delhi: Sports
4. Masteralexis, L. P. Principals & practice of sports management, Sudbury: Jones and Bartlett
5. Banarjee A. Sports Management, Angel Publication, New Delhi.
6. Kumar R. Sports Management, Sports publication, New Delhi.

**Latest editions of all the suggested books are recommended.**

**SEMESTER IV  
TRACK AND FIELD - IV  
(INDIVIDUAL GAMES)**

**Course Code – BPED454**

**L TP C**

**0 0 4 2**

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

- CO-1.** Understanding and applying the marking techniques of standard and non-standard tracks and related sectors.
- CO-2.** Understanding and applying officiating in track and field events.
- CO-3.** Understanding and applying coaching and training to runners.
- CO-4.** Understanding and applying coaching and training to jumpers.
- CO-5.** Understanding and applying coaching and training to throwers.

**Content**

**UNIT 1 Marking, Coaching & Officiating**

- 1.1 Standard track marking & duties of Officials
- 1.2 Field event marking & duties of Officials
- 1.3 Basic Coaching & Training of Runner
- 1.4 Basic Coaching & Training of jumpers
- 1.5 Basic Coaching & Training of Throwers

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER IV  
GYMNASTICS - III  
(INDIVIDUAL GAMES)**

Course Code – BPED455

L TP C

0 0 4 2

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

- CO-1. Remembering the various techniques of Gymnastics.
- CO-2. Remembering the various techniques.
- CO-3. Understanding the fundamental techniques of Gymnastics.
- CO-4. Applying and demonstrating of various gymnastics techniques.
- CO-5. Applying the knowledge of rules and regulation of Gymnastics.

**Content**

**Unit 1 Gymnastics**

- 1.1 Parallel Bars:** 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).
- 1.2 Vaulting Horse:** Approach run and jump from the spring board, Cat vault, Squat vault, Straddle vault.
- 1.3 Balancing Beam (Girls):** Walking and running on the beam, Turning movement on the beam Cat Jump, Dancing steps and movements, Different kinds of scales, Mount (1/4 turn to cross sitting), Dismount (jump, from the end of the beam with legs straddle in the air), Straddle mount, Forward roll on the bench and beam, Dismount (from front support leg, swing upward dismount sideways).
- 1.4 Rules of gymnastics and their interpretations and duties of officials.**

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER IV  
KABADDI - II  
(Sports Specialization)**

**Course Code – BPED456**

**L T P C  
0 0 4 2**

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

- CO-1.** Remembering the concepts and rules of Kabaddi.
- CO-2.** Understanding the fundamental techniques of Kabaddi.
- CO-3.** Applying various techniques that used in Kabaddi.
- CO-4.** Applying the knowledge of rules and regulation of Kabaddi events during practice session & competitions.
- CO-5.** Creating Kabaddi court & its marking.

**Content**

**Unit-1 Kabaddi**

- 1.1 Ground Marking
- 1.2 Rules of Kabaddi game
- 1.3 Conditioning and Warming up
- 1.4 Hygiene of Kabaddi
- 1.5 Offensive Skills: Toe touch, Side kick, Front kick, Curve kick, Cross kick, Roll kick, Mule kick, back kick, Fly kick
- 1.6 Defensive skills: Ankle catch, Double ankle catch, Knee catch, Double knee catch, Double thigh catch, Trunk, Wrist catch, Crocodile catch, Wrist catch with reverse grip, Shoulder catch, Washer man hold
- 1.7 Attacking and Defensive strategy
- 1.8 Rules and their interpretations
- 1.9 Duties of officials

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER IV**  
**KHO-KHO - II**  
**(Sports Specialization)**

**Course Code – BPED457**

**L T P C**  
**0 0 4 2**

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

- CO-1.** Remembering the concepts and rules of Kho-kho.
- CO-2.** Understanding the fundamental techniques of Kho-kho.
- CO-3.** Applying various techniques that used in Kho-kho.
- CO-4.** Applying the knowledge of rules and regulation of Kho-kho events during practice session & competitions.
- CO-5.** Creating Kho-kho court & its marking.

**Content**

**Unit- 1 - Kho-kho**

- 1.1 Marking of the ground
- 1.2 Rules of game
- 1.3 Fundamental Skills: General Skills of the game-running, chasing dodging, faking etc.
- 1.4 Skills in chasing correct kho, moving on the lanes, pursuing the runner, trapping the inactive runner, trapping the runner on heels, trapping on the pole, diving, judgment in giving kho, citation of foul.
- 1.5 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.
- 1.6 Rules and their interpretations and duties of officials

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER IV  
CRICKET - II  
(Sports Specialization)**

**Course Code – BPED458**

**L TP C  
0 0 4 2**

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

- CO-1.** Remembering the fundamentals and rules of cricket.
- CO-2.** Understanding the various techniques of cricket.
- CO-3.** Understanding and applying various offensive and defensive techniques.
- CO-4.** Applying various techniques that used in cricket.
- CO-5.** Applying the knowledge of rules and regulation of cricket.

**Content**

**Unit- 1 Cricket**

- 1.1 Fundamental Skills: Batting, Forward defensive stroke, backward defensive stroke.
- 1.2 Bowling: Simple bowling techniques, Difference between pace.
- 1.3 Fielding: Defensive fielding, Orthodox, Unorthodox, Offensive fielding.
- 1.4 Catching: High Catching, Slip Catching, Stopping and throwing techniques, Wicket keeping technique.
- 1.5 Batting: Forward defensive stroke, backward defensive stroke, forward off drive, forward on drive.
- 1.6 Stopping and throwing: Different techniques and its importance
- 1.7 Wicket keeping
- 1.8 Rules and their interpretations and duties of officials

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50



**SEMESTER IV  
FOOTBALL - II  
(Sports Specialization)**

**Course Code – BPED459**

**L TP C  
0 0 4 2**

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

- CO-1.** Remembering the fundamentals and rules of football.
- CO-2.** Understanding the various techniques of football.
- CO-3.** Understanding and applying various offensive and defensive techniques.
- CO-4.** Applying various techniques that used in football.
- CO-5.** Applying the knowledge of rules and regulation of football.

**Content**

**Unit- 1 Football**

- 1.1 Kicks: Kicking with the inside of the foot, kicking with the instep of the foot, kicking with the outer instep of the foot, Lofted Kick
- 1.2 Trapping: Trapping rolling ball- with the inside, sole and instep of the foot, trapping bouncing ball with the sole
- 1.3 Dribbling: With the instep of the foot, with the inside of the foot, with the outer instep of the foot
- 1.4 Heading: From standing, from running, from jumping
- 1.5 Throw-in
- 1.6 Feinting: With the lower limb, with the upper part of the body
- 1.7 Tackling: Simple tackling, Slide tackling
- 1.8 Goal Keeping: Collection of balls, Ball clearance- Kicking, throwing and deflecting
- 1.9 Kicking: Chip, In-swing and out-swing, Volley (low drive, back volley and scissors volley), Half Volley.
- 1.10 Ball reception and control: Receiving (inside and outside of the foot), Trapping (abdomen lower leg, receiving a flying ball (inside, instep thigh, chest and Head).
- 1.11 Dribbling: Controlled dribbling, fast dribbling, straight dribbling, Zig-Zag dribbling around/between obstacle.
- 1.12 Heading: From running and jumping, heading for long clearance, downward heading.
- 1.13 Rules and their interpretations and duties of officials

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER IV  
HOCKEY - II  
(Sports Specialization)**

**Course Code – BPED460**

**L T P C  
0 0 4 2**

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

- CO-1.** Remembering the fundamentals and rules of hockey.
- CO-2.** Understanding the various techniques of hockey.
- CO-3.** Understanding and applying various offensive and defensive techniques.
- CO-4.** Applying various techniques that used in hockey.
- CO-5.** Applying the knowledge of rules and regulation of hockey.

**Content**

**Unit –1 Hockey**

- 1.1 Rolling the ball, Dribbling, Push, Stopping, Hit, Flick, Scoop
- 1.2 Passing: Forward pass, square pass, triangular pass
- 1.3 Drills and lead up game related with skill taught.
- 1.4 Reverse hit, hitting on the wrong foot.
- 1.5 Stopping the ball on the right, left side and stopping the ball in the air.
- 1.6 Pushing on the wrong foot.
- 1.7 Reverse flick.
- 1.8 Dodging (through the legs, right and left.)
- 1.9 Tackling-front, right, left.
- 1.10 Passing-Through pass, diagonal pass, return pass.
- 1.11 Common bully.
- 1.12 Positional play in attack and defense.
- 1.13 Drills and lead up games.
- 1.14 Rules and their interpretations and duties of officials.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER IV  
VOLLEYBALL - II  
(Sports Specialization)**

**Course Code – BPED461**

**L T P C  
0 0 4 2**

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

- CO-1.** Remembering the fundamentals and rules of volleyball.
- CO-2.** Understanding the various techniques of volleyball.
- CO-3.** Understanding and applying various offensive and defensive techniques.
- CO-4.** Applying various techniques that used in volleyball.
- CO-5.** Applying the knowledge of rules and regulation of volleyball.

**Content**

**Unit- 1 Volleyball**

- 1.1 Player’s stance: Receiving the ball & passing to the team mates, The Volley (Over head pass), The Dig (Under hand pass).
- 1.2 Service: Under arm Service, Side Arm Service, Tennis Service, Round Arm Service.
- 1.3 Lead up Games: Three Volleys (These can be combined with service), Three Digs (Receiving service using dig and setting and placing using volleying action)
- 1.4 Spike: Straight Arm Spike, Round Arm Spike.
- 1.5 Block: Single Block,
- 1.6 Advanced Skills: Back Pass, Back Roll Volley, Back Roll Dig, Jump and Pass, Side Roll Dig.
- 1.7 Service: Side Arm Floater, Over head Floater.
- 1.8 Spike: Spiking cross court, Spiking down the line.
- 1.9 Block: Double Block, Triple Block.
- 1.10 Dive: Dive combined with dig (Two handed), Dive combined with dig (One handed).
- 1.11 Rules and their interpretations and duties of officials.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER IV  
HANDBALL - II  
(Sports Specialization)**

**Course Code – BPED462**

**L TP C  
0 0 4 2**

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

- CO-1.** Remembering the fundamentals and rules of handball.
- CO-2.** Understanding the various techniques of handball.
- CO-3.** Understanding and applying various offensive and defensive techniques.
- CO-4.** Applying various techniques that used in handball.
- CO-5.** Applying the knowledge of rules and regulation of handball.

**Content**

**UNIT- 1 Handball**

- 1.1 Ground Markings
- 1.2 Rules of game
- 1.3 Passing and receiving techniques: Overhand Pass, Push Pass, Wrist Pass, Bounce Pass, behind the back Pass
- 1.4 Ball Reception Techniques: Catching at Chest Level, Catching below waist, catching at sides, catching at head height, Catching in the air
- 1.5 Dribbling: High Dribbling, Low Dribbling, Shooting, Set Shot, Jump Shot Long, Jump Shot High, Wing Shot, Positional Play in attack & defence, Drills and Lead-up games
- 1.6 Officiating rules

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER IV  
BASKETBALL - II  
(Sports Specialization)**

**Course Code – BPED463**

**L TP C  
0 0 4 2**

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

- CO-1.** Remembering the fundamentals and rules of basketball.
- CO-2.** Understanding the various techniques of basketball.
- CO-3.** Understanding and applying various offensive and defensive techniques.
- CO-4.** Applying various techniques that used in basketball.
- CO-5.** Applying the knowledge of rules and regulation of basketball.

**Content**

**UNIT- 1 Basketball**

- 1.1 **Fundamental Skills:** Players stance and ball handling, Passing and Receiving Techniques, Two hand chest pass, Two hand Bounce pass, One hand Base ball pass, Side arm pass, Over head pass, Hook pass
- 1.2 **Receiving:** Two hand receiving, one hand receiving, receiving in stationary position, Receiving while running, Receiving while jumping.
- 1.3 **Dribbling:** How to start dribble, how to stop dribble, High dribble, Low dribble, Reverse dribble, rolling dribble.
- 1.4 **Shooting:** Lay-up shot and its variations, one hand set shot, one hand jump shot, Hook shot, Free throw.
- 1.5 **Rebounding:** Defensive rebound, Offensive rebound, Knock out, Rebound organization.
- 1.6 **Individual Defence:** Guarding the man with the ball, guarding the man without the ball pivoting
- 1.7 Rules and regulation of basketball.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER IV**  
**BADMINTON - II**  
**(Sports Specialization)**

**Course Code – BPED464**

**L TP C**  
**0 0 4 2**

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

- CO-1.** Remembering the techniques of badminton.
- CO-2.** Understanding specific court movements.
- CO-3.** Applying various techniques of badminton.
- CO-4.** Applying the knowledge of rules and regulation of badminton.
- CO-5.** Creating new badminton courts.

**Content**

**UNIT- 1Badminton**

- 1.1 Court Measurements
- 1.2 Rules of the games
- 1.3 Fundamental Skills: Racket parts, racket grips, shuttle grips, the basic stances,
- 1.4 The basic strokes: Serves, Forehand-overhead and under arm, Back hand-overhead and underarm, Drills and Lead up games
- 1.5 Types of games: singles doubles, including mixed doubles.
- 1.6 Rules and their interpretations and duties of officials.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER IV  
TABLE TENNIS - II  
(Sports Specialization)**

**Course Code – BPED465**

**L T P C  
0 0 4 2**

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

- CO-1.** Remembering the fundamental techniques of table tennis.
- CO-2.** Understanding the various skills of table tennis.
- CO-3.** Understanding the various rules of table tennis.
- CO-4.** Understanding the various duties of official in table tennis.
- CO-5.**Applying the knowledge of rules and regulation of table tennis.

**Content**

**UNIT- 1 Table Tennis**

- 1.1 Measurements
- 1.2 Rules of the games
- 1.3 The grip: The Tennis grip (forehand grip and backhand grip), Penholder grip
- 1.4 Service: Forehand (Forward and backward spins), Back hand (Forward and backward spins), Side spin, High Toss.
- 1.5 Strokes (From both forehand and backhand): Push, Chop, Drive (with top spin), Half volley, Smash, Drop-shot, Balloon, Flick shot, Loop drive.
- 1.6 Stance and Ready position, and foot work.
- 1.7 Tactics: Defensive, attacking in singles doubles and mixed doubles.
- 1.8 Rules and their interpretations and duties of officials.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER IV**  
**SQUASH - II**  
**(Sports Specialization)**

**Course Code – BPED466**

**L T P C**  
**0 0 4 2**

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

**CO-1.** Marking new courts.

**CO-2.** Coaching/training to beginners, advance and high-performance players.

**CO-3.** Demonstrating the various skills.

**CO-4.** Performing officiating, judge/referee during training and competition.

**Content**

**UNIT- 1 Squash**

1.1 Measurement of court

1.2 Rules of the games

1.3 Fundamentals Skills: Service, under hand, over hand, Service reception, Shot, down the line, Cross the line, Drive(forehand & backhand), Drop, Volley, Half volley, Angular Hit (boast), Lob.

1.4 Concept of Game – Domination of ‘T’

1.5 Rules and their interpretations and duties of officials.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50



**SEMESTER IV  
TENNIS - II  
(Sports Specialization)**

**Course Code – BPED467**

**L TP C  
0 0 4 2**

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

- CO-1.** Remembering the rules of tennis.
- CO-2.** Understanding the fundamental techniques of tennis.
- CO-3.** Applying various techniques that used in tennis.
- CO-4.** Applying the knowledge of rules and regulation while performing.
- CO-5.**Applying the knowledge of rules and regulation of tennis.

**Content**

**UNIT-1 Tennis**

- 1.1 Court dimensions
- 1.2 Rules of play
- 1.3 Grips: Eastern Forehand grip, Eastern Backhand grip, Western grip, Continental grip, Chopper grip.
- 1.4 Stance and Footwork
- 1.5 Basic Ground strokes: Forehand drive, Backhand drive
- 1.6 Basic service.
- 1.7 Basic Volley.
- 1.8 Over-head Volley.
- 1.9 Chop
- 1.10 Rules and their interpretations and duties of officials

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER IV**  
**Judo-II**  
**(Sports Specialization)**

**Course Code – BPED468**

**L TP C**  
**0 0 4 2**

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

- CO-1.** Remembering the fundamentals and rules of Judo.
- CO-2.** Understanding the various techniques of Judo.
- CO-3.** Understanding and applying various offensive and defensive techniques.
- CO-4.** Applying various techniques that used in Judo.
- CO-5.** Applying the knowledge of rules and regulation of Judo.

**Objectives:** Student will able to participate and teach in a variety of physical activities and acquire the concepts and skills that will enable them to professional endeavour.

**Unit -1 Skills**

**1. Shin Tai (Advance or Retreat foot Movement).**

- 1.1 Suri-ashi (Gliding foot).
- 1.2 Tsugi-ashi (Following footsteps).
- 1.3 Ayumi-ashi (Walking steps).

**2. Tai Sabaki (Management of the body).**

**3. Nage-waze (Throwing Techniques).**

- 3.1 HizaGuruma (Knee wheel).
- 3.2 SesaeTsurikomi-ashi (Drawing ankle throw).
- 3.3 De-ashihari (Advance foot sweep).
- 3.4 O Goshi (Major Loin).
- 3.5 Seoi. nage (Shoulder throw) – Ipponscionage and MoroteScionag.

**4. Katama-waze (Grappling Techniques).**

- 4.1 Kesa-gatame (Scaff hold).
- 4.2 Kata-gatma (Shoulder hold).
- 4.3 Kami-shihogatama (Locking of upper four quarters).
- 4.4 Method of escaping from each hold.
- 4.5 rules and regulation of Judo.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER IV**  
**Taekwondo-II**  
**(Sports Specialization)**

**Course Code – BPED469**

**L TP C**  
**0 0 4 2**

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

- CO-1.** Remembering the fundamentals and rules of Taekwondo.
- CO-2.** Understanding the various techniques of Taekwondo.
- CO-3.** Understanding and applying various offensive and defensive techniques.
- CO-4.** Applying various techniques that used in Taekwondo.
- CO-5.** Applying the knowledge of rules and regulation of Taekwondo.

**Objectives:** Student will able to participate and teach in a variety of physical activities and acquire the concepts and skills that will enable them to professional endeavor.

**Unit - 1 Taekwondo Skills**

- 1.1 Stance (Sogui)
- 1.2 Hand attacks
- 1.3 Kicks (Chagi)
- 1.4 Blocks (Makgi/Burat)
- 1.5 Patterns, Poomsae, Hyung, Tul
- 1.6 Basic movement of Taekwondo
  - 1.6.1 Kibonjoonbisogi
  - 1.6.2 JuchumseoMomtongJireugi
  - 1.6.3 AraeMakki
  - 1.6.4 MomtongBandaehJireugi
  - 1.6.5 ApChagi
  - 1.6.6 SannalBakkatChigi
  - 1.6.7 DenujumeokChigi
  - 1.6.8 MomtongMakki

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER IV**  
**Wrestling-II**  
**(Sports Specialization)**

**Course Code – BPED470**

**L TP C**  
**0 0 4 2**

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

- CO-1.** Remembering the fundamentals and rules of wrestling.
- CO-2.** Understanding the various techniques of wrestling.
- CO-3.** Understanding and applying various offensive and defensive techniques.
- CO-4.** Applying various techniques that used in wrestling.
- CO-5.** Applying the knowledge of rules and regulation of wrestling.

**Unit- 1 Skills**

- 1.1 Grip
- 1.2 Stance
- 1.3 Floating Drill
- 1.4 Moving up drill
- 1.5 Back spinning drill
- 1.6 Stand up
- 1.7 Twisting arm fireman’s carry
- 1.8 Stand up with hand control
- 1.9 Standing up with hand control
- 1.10 standing techniques
- 1.11 Rules and Regulation of wrestling.

**Evaluation Scheme**

**For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – IV**  
**YOGA-II**  
**(Sports Specialization)**

Course Code – BPED471

**L TP C**  
**0 0 4 2**

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

- CO-1. Remembering the various concepts of yoga.
- CO-2. Remembering the various Mudras and Pindasth Meditation.
- CO-3. Understanding the various postures in yoga asanas and process of performing kriyas, pranayams, mudras and meditations.
- CO-4. Understanding the various asanas in sitting, standing and laying position.
- CO-5. Applying and demonstrating of various yoga asanas.

**Content**

**Unit-I (CulturativeAsanas)**

Vriksh Asana  
Tad Asana  
Trikon Asana  
Vakra Asana  
SuptaVajra Asana  
Pad-hast Asana  
Nauka Asana  
VipritKarni  
Sarvang Asana  
Hal Asana  
Bhujang Asana  
Shalbh Asana  
Dhanur Asana  
Paschimottan Asana  
Matasyaendrasana  
Ustra Asana  
PawanMukt Asana  
Shirsh Asana  
Chakra Asana  
Vaka Asana  
Mayur Asana

**RelaxativeAsanas**

Sava Asana  
Makra Asana

**Meditative Asanas**

Padma Asana  
Swastik Asana  
Vajra Asana  
Sukha Asana

**Unit-II PRANAYAMA**

1. Suryabhedan	2. Ujjai	3. Shitali	4. Sitkari
5. Bhastrika	6. Bhramari	7. Moorcha	8. Plavini
9. ChandraBhedan	10.Nari Sodhan		

### Unit-III KRIYA

<ul style="list-style-type: none"><li>• Neti</li><li>• Nauli</li></ul>	<ul style="list-style-type: none"><li>• Dhauthi</li><li>• Kapalbhathi</li></ul>	<ul style="list-style-type: none"><li>• Basti</li></ul>	<ul style="list-style-type: none"><li>• Tratak</li></ul>
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#### Evaluation Scheme

##### For internal

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

##### For External

Assignment/File work	Viva	Skill	Total
10	10	30	50

**SEMESTER – IV  
(OPEN ELECTIVE)  
INTRODUCTION TO YOGA**

**Course Code – OEC-002**

**L TP C  
0 0 4 2**

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

**CO-1.** Remembering the various concepts of yoga.

**CO-2.** Remembering the various Mudras and Pindasth Meditation.

**CO-3.** Understanding the various postures in yoga asanas and process of performing kriyas, pranayams, mudras and meditations.

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

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

**Content**

**Unit – 1 (CulturativeAsanas)**

**Students will try to learn all the asanas and try to perform any five in a professional manner**

Vriksh Asana  
Tad Asana  
Trikon Asana  
Vakra Asana  
SuptaVajra Asana  
Pad-hast Asana  
Nauka Asana  
VipritKarni  
Sarvang Asana  
Hal Asana  
Bhujang Asana  
Shalbh Asana  
Dhanur Asana  
Paschimottan Asana  
Matasyaendrasana  
Ustra Asana  
PawanMukt Asana  
Shirsh Asana  
Chakra Asana  
Vaka Asana  
Mayur Asana

**Unit-2 RelaxativeAsanas (All Mandatory)**

Sava Asana  
Makra Asana

**Unit-3 Meditative Asanas (Any Two)**

Padma Asana  
Swastik Asana  
Vajra Asana  
Sukha Asana

**Evaluation Scheme****For internal**

Assignment	Viva	Attendance	Skill	Total
10	10	10	20	50

**For External**

Assignment/File work	Viva	Skill	Total
10	10	30	50

**Note:**

To qualify the course a student is required to secure a minimum of 45% marks in aggregate in each course including the semester-end examination and the teacher's continuous evaluation shall be essential for passing the course and earning its assigned credits. A candidate, who secures less than 45% marks in a course, shall be deemed to have failed in that course.



**SEMESTER – IV**  
**Course: Managing Work and Others**  
**Course Code: TMUGS-401**

**L      T      P      C**  
**2      1      0      0**

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

**Course Perspective** This value-added course will be taught in even semester of final year. In this course, students will be taught to develop and become team player for creativity and innovation in organization they work. Students will be taught methods to develop cordial relation using “Johari Window”, which will help them in managing change in their organizations. Since they would be entering in the world of work, Special emphasis is also given to manners, etiquettes, negotiation, stress and conflict management. Finally, students will be rigorously prepared facing various selection tools like – GD, PI and resume preparation.

**Course Outcomes (COs)** On completion of the course, the student will be:

**CO-1.** Communicating effectively in a variety of public and interpersonal settings.

**CO-2.** Applying concepts of change management for growth and development by understanding inertia of change and mastering the Laws of Change.

**CO-3.** Analyzing scenarios, synthesizing alternatives and thinking critically to negotiate, resolve conflicts and develop cordial interpersonal relationships.

**CO-4.** Functioning in a team and enabling other people to act while encouraging growth and creating mutual respect and trust.

**CO-5.** Handling difficult situations with grace, style, and professionalism.

**Contents**

**Unit – 1 Intrapersonal Skills** **(8 hours)**

1.1 Creativity and Innovation

1.2 Understanding self and others (Johari window)

1.3 Stress Management

1.4 Managing Change for competitive success

1.5 Handling feedback and criticism

**Unit – 2 Interpersonal Skills** **(12 hours)**

2.1 Conflict management

2.2 Development of cordial interpersonal relations at all levels

2.3 Negotiation

2.4 Importance of working in teams in modern organisations

2.5 Manners, etiquette and net etiquette

**Unit – 3 Interview Techniques** **(10 hours)**

3.1 Job Seeking

3.2 Group discussion (GD)

3.3 Personal Interview

### **Evaluation Scheme - Faculty led Continuous Evaluation**

Evaluation of Managing Self will follow the continuous evaluation method.

Students will be evaluated on the score of 100 on the pattern prescribed the University for Conduction of Practical Courses.

Internal: 50 marks for Internal evaluation following the continuous evaluation method, which includes,

40 marks for Class Performance (Every class activity will carry 8 marks; each student can participate in maximum of 5 activities)

10 marks for Attendance and involvement in the activities

External: 50 marks for External evaluation at the time of external exams (Based on Observations, GDs and PIs).

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