

Bachelor of Physical Education
(Four Year Innovative Professional Degree Programme)
(Outcome Based)

REGULATIONS, SCHEME AND SYLLABUS
(To be made effective from 2021-22 admission onwards)

University of Kerala,
Thiruvananthapuram



Sports Authority of India
Lakshmibai National College of Physical Education
Kariavattom, Thiruvananthapuram-695581

**REGULATIONS, SCHEME AND SYLLABUS OF B.P.Ed. (4 Year)
INNOVATIVE PROFESSIONAL DEGREE PROGRAMME
(OUTCOME BASED)**

Regulations

Introduction

Bachelor of Physical Education (B.P.Ed.) programme is a four year professional degree programme with the objective of preparing Physical Education Teachers to impart Physical Education and sports activities up to High School level. The course will also facilitate employment for them as PE Teacher/Trainers/ Instructors/ Coaches in fitness centers, health clubs, sports clubs, sports academy etc.

1. **Name of the Course:** The name of the course shall be Bachelor of Physical Education (**B.P.Ed. (4 Year) Innovative**).
2. **Nature of the Course:** The course shall be full time residential and co-educational.
3. **Duration:** The duration of the course shall be four academic years with eight semesters.

A candidate must complete the course of study for the Bachelor of Physical Education (B.P.Ed.) and pass all papers in Part-A (Theory), Part-B (Practicum), Part-C (Teaching Practice) Part – D (Coaching Ability), and Part-E Internship within a total period of Eight Years commencing from his/her first admission to the B.P.Ed. Course.

4. Eligibility for admission and reservation of seats.

For admission to the B.P.Ed. 4 Year Innovative Course, the candidate shall fulfill the following conditions;

4.1 If he/she has passed any one of the following examinations with at least 45% marks.

Senior Secondary Certificate Examination (10+2)

Or

Intermediate/equivalent examination from any recognized Education Board/ University.

4.1.2 However, for the candidates belonging to SC/ST/SEBC and other categories the relaxation in the percentage of marks in the qualifying examination shall be as per the rules of the University of Kerala.

4.2 Candidate should be below the age of 23years as on 1st June of the year of admission. However:

4.2.1 For the candidates belonging to SC/ST, the upper age limit is relaxed up to 25 years.

4.3 Should possess a high level of physical fitness to undertake daily heavy load of Physical exercises and should not have any Physical deformity or mental disability which prevents him/her from actively taking part in Physical Education programme.

5. Women Candidates

If a woman student admitted to B.P.Ed. (4 Year) Innovative Course gets married and is found medically unsuitable at any stage of the programme, she will have to discontinue the programme.

6. Number of Seats

Men	Women	Total
60	40	100

Note: Rank lists shall be published separately for men and women. Reservation of seats for SC/ST/SEBC candidates shall be done as per rules of the University of Kerala.

7. Selection Criteria

The candidates shall be selected to the B.P.Ed (4 Year) Innovative Course as per merit from the rank list, which will be prepared on the basis of the following four items of the selection criteria which shall follow the same order as given hereunder.

(i) Written test: 50 Marks

A written test consisting of 50 multiple choice questions from topics such as General English, General knowledge, Sports and Professional Aptitude shall be conducted. The duration of the test shall be One Hour.

Candidates who do not score a minimum of 20 marks shall not be eligible for further testing.

(ii) Physical Fitness Test (AAPHER Youth Fitness Test - 6 Items): 30Marks

AAPHER Youth Fitness Test comprising the following items will be used to assess Physical Fitness;

1. Pull-Ups (Boys)/ Flexed-Arm Hang(Girls)
2. Flexed Leg Sit-Ups for one minute
3. Shuttle Run (30 ft X 4)
4. Standing Broad Jump
5. 50-Yard Dash
6. 600-YardRun

AAPHER YOUTH FITNESS TEST Norms for Boys and Girls are enclosed as Appendix-I

(iii) Sports proficiency test (one game/sport): 10 Marks

A test in the skills of one game/sport of the candidate's choice out of the games/sports included in the schedule of SGFI. However, the college reserves the right to cancel any game/sport from the

list on administrative considerations and the games/sports selected shall be published in the prospectus for the respective year.

(iv) Sports Achievement (should produce original Certificates):10 Marks

Achievement rating in a Game/Sport as per the Rating Scale enclosed as Appendix-II

(v) Total 100 Marks

A Candidate should score at least 45% in the selection tests (45 out of 100 marks) to find a place on the rank list.

8. Medium of Instruction and Examination

The medium of instruction and examination of the course shall be English.

9. Programme in the Choice Based Credit and Semester System

The following are the important aspects of the B.P.Ed programme.

- A. Semesters
- B. Continuous Internal Assessment (CIA)
- C. End Semester Examination (ESE)

10. Semesters: An academic year is divided into two semesters.

The duration of each semester shall be five months inclusive of the days of examination. There shall be at least 90 working days and a minimum of 450 hours of instruction in a semester. There will be, to the extent possible, one-month break between semesters.

11. Working days: There shall be at least 180 working days per year exclusive of admission and examination processes, etc.

12. Academic Week is a unit of six working days in which distribution of work is organized from day one to day six, with seven contact hours which include tutoring on each day.

13. Choice Based Credit and Semester System is an instructional package developed to suit the needs of students, to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

14. Core Course means a subject that is compulsory as specified for all students undergoing the B.P.Ed. programme.

15. Elective Subject means a subject which would enrich the B.P.Ed. programme where the students are allowed to choose from a category of subjects

16. Practicum means a Game or Sport discipline that comes under the category of Games which are compulsory as specified for all students undergoing the B.P.Ed. (4 Year) Innovative Degree programme.

17. Course: The term course, usually referred to as 'papers' is a component of a programme. All courses need not carry the same weightage. The courses should define learning objectives and

learning outcomes. A course may be designed to comprise Lectures/ Practicals/ tutorials/ laboratory work/ field work/ outreach activities/ project work/ vocational training/ viva/ seminars/ term papers/ assignments/ presentations/ self-study etc. or a combination of some of these.

The following are the various categories of courses suggested for the B.P.Ed. Programme:

- a. Theory Course
 - i. Core Course
 - ii. Elective
- b. Practicum
- c. Teaching Practice
- d. Coaching Ability
- e. Internship

18. Structure of the B.P.Ed. Programme

SEMESTER	CODE	CORE COURSE	CODE	ELECTIVE COURSE
FIRST SEMESTER				
I-A (Theory)	BPEDI CC 311	History of Physical Education	BPEDI EC 314	Sociology
	BPEDI CC 312	Human Anatomy	BPEDI EC 315	Community Coaching
	BPEDI CC 313	English Comprehension		
I-B (Practicu m)	BPEDI PC 316	Foundational Gymnastics		
	BPEDI PC 317	Fundamentals of Track & Field		
	BPEDI PC 318	Basics of Swimming		
	BPEDI PC 319	Fundamentals of Cricket		
	BPEDI PC 3110	Light Apparatus and Minor Games		
SECOND SEMESTER				
II-A (Theory)	BPEDI CC 321	Human Physiology	BPEDI EC 324	Recreation
	BPEDI CC 322	Movement Education	BPEDI EC 325	Philosophy of Teaching and Coaching
	BPEDI CC 323	Communicative English		
II-B (Practicu m)	BPEDI PC 326	Gymnastics		
	BPEDI PC 327	Track & Field		
	BPEDI PC 328	Swimming		
	BPEDI PC 329	Cricket		
	BPEDI PC 3210	Kalaripayattu		
THIRD SEMESTER				
III-A (Theory)	BPEDI CC 331	Health Education	BPEDI EC 334	Fundamentals of Exercise Physiology
	BPEDI CC 332	Environmental Studies	BPEDI EC 335	Coaching and Officiating
	BPEDI CC 333	Kinesiology		
III-B (Practicu m)	BPEDI PC 336	Basics of Football		
	BPEDI PC 337	Basics of Basketball		
	BPEDI PC 338	Badminton		

	BPEDI PC 339	Wrestling (Boys)/ Rhythmics (Girls)		
	BPEDI PC 3310	Weight Training		
FOURTH SEMESTER				
IV-A (Theory)	BPEDI CC 341	Methods of Teaching	BPEDI EC 344	Fundamentals of Sports Biomechanics
	BPEDI CC 342	Educational Psychology	BPEDI EC 345	Fundamentals of Kinanthropometr y
	BPEDI CC 343	First Aid and Safety Education		
IV-B (Practicu m)	BPEDI PC 346	Football		
	BPEDI PC 347	Basketball		
	BPEDI PC 348	Softball		
	BPEDI PC 349	Tennis		
IV-C (Teaching Practice)	BPEDI TP 3410	Teaching Practice (Activity)		
IV-E (Internshi p)	BPEDI IN- 3411	Foundational Internship		

SEMESTER	CODE	CORE COURSE	CODE	ELECTIVE COURSE
FIFTH SEMESTER				
V-A (Theory)	BPEDI CC 351	Yoga Education	BPEDI EC 354	Nutrition and Weight Management
	BPEDI CC 352	Basics of Computer Application	BPEDI EC 355	Fundamentals of Sports Psychology
	BPEDI CC 353	Methodology of Sports Training		
V-B (Practicu m)	BPEDI PC 356	Volleyball		
	BPEDI PC 357	Yoga		
	BPEDI PC 358	Kho Kho		
	BPEDI PC 359	Table Tennis		
V-C (Teaching Practice)	BPEDITP 3510	Teaching Practice (Theory)		
SIXTH SEMESTER				
VI-A	BPEDI CC	Educational Technology	BPEDI EC	Fundamentals of

(Theory)	361		364	Research
	BPEDI CC 362	Organization and Administration in Physical Education	BPEDI EC 365	Corrective Physical Education
	BPEDI CC 363	Fundamentals of Strength and Conditioning		
VI-B (Practicu m)	BPEDI PC 366	Hockey		
	BPEDI PC 367	Weight Lifting and Power Lifting		
	BPEDI PC 368	Judo		
	BPEDI PC 369	Handball		
	BPEDI CC 3610	Kabaddi		
IV-E (Internshi p)	BPEDI IN 3611	Primary Internship		
SEVENTH SEMESTER				
VII-E (Internshi p)	BPEDIIN371	Full Internship		
EIGHTTH SEMESTER				
VIII-A (Theory)	BPEDI CC 381	Gender Perspectives in Physical Education	BPEDI EC 384	Introduction to Statistics
	BPEDI CC 382	Test, Measurement and Evaluation in Physical Education	BPEDI EC 385	Fitness and Facility Management
	BPEDI CC 383	Sports Injuries and Rehabilitation		
VIII-D (Coachin g Ability)	BPEDICA 386	Skill Proficiency		
	BPEDICA 387	Coaching Ability Lesson Plan		

19. Scheme of Examination

SCHEME OF EXAMINATION

Semester I					
Part A: Theory Course					
Course code	Title of the papers	Credits	CIA	ESE	Total Marks
Core Course					
BPEDI CC 311	History of Physical Education	4	30	70	100
BPEDI CC 312	Human Anatomy	4	30	70	100
BPEDI CC 313	English Comprehension	4	30	70	100
Elective Course (Any One)					
BPEDI EC 314	Sociology	4	30	70	100
BPEDI EC 315	Community Coaching				
Total Theory Credits		16	120	280	400
Part B: Practicum					
Course code	Activity	Credits	CIA	ESE	Total Marks
BPEDI PC 316	Foundational Gymnastics	3	30	70	100
BPEDI PC 317	Fundamentals of Track & Field	4	30	70	100
BPEDI PC 318	Basics of Swimming	3	30	70	100
BPEDI PC 319	Fundamentals of Cricket	3	30	70	100
BPEDI PC 3110	Light Apparatus & Minor Games	3	30	70	100
Total Practical Credits		16	150	350	500
Grand Total (Theory + Practicum)		32	270	630	900

Note: Any ONE out of the Two Electives to be selected.

Semester II					
Part A: Theory Course					
Course code	Title of the papers	Credits	CIA	ESE	Total Marks
Core Course					
BPEDI CC 321	Human Physiology	4	30	70	100
BPEDI CC 322	Movement Education	4	30	70	100
BPEDI CC 323	Communicative English	4	30	70	100
Elective Course (Any One)					
BPEDI EC 324	Recreation	4	30	70	100
BPEDI EC	Philosophy of Teaching and				

325	Coaching				
Total Theory Credits		16	120	280	400
Part B: Practicum					
Course code	Activity	Credits	CIA	ESE	Total Marks
BPEDI PC 326	Gymnastics	3	30	70	100
BPEDI PC 327	Track & Field	4	30	70	100
BPEDI PC 328	Swimming	3	30	70	100
BPEDI PC 329	Cricket	3	30	70	100
BPEDI PC 3210	Kalaripayattu	3	30	70	100
Total Practical Credits		16	150	350	500
Grand Total (Theory + Practicum)		32	270	630	900

Note: Any ONE out of the Two Electives to be selected.

Semester III					
Part A: Theory Course					
Course code	Title of the papers	Credits	CIA	ESE	Total Marks
Core Course					
BPEDI CC 331	Health Education	4	30	70	100
BPEDI CC 332	Environmental Studies	4	30	70	100
BPEDI CC 333	Kinesiology	4	30	70	100
Elective Course (Any One)					
BPEDI EC 334	Fundamentals of Exercise Physiology	4	30	70	100
BPEDI EC 335	Coaching and Officiating				
Total Theory Credits		16	120	280	400
Part B: Practicum					
Course code	Activity	Credits	CIA	ESE	Total Marks
BPEDI PC 336	Basics of Football	3	30	70	100
BPEDI PC 337	Basics of Basketball	4	30	70	100
BPEDI PC 338	Badminton	3	30	70	100
BPEDI PC 339	Wrestling (Boys)/ Rhythmics (Girls)	3	30	70	100
BPEDI PC3310	Weight Training	3	30	70	100
Total Practical Credits		16	150	350	500
Grand Total (Theory + Practicum)		32	270	630	900

Note: Any ONE out of the Two Electives to be selected.

Semester IV					
Part A: Theory Course					
Course code	Title of the papers	Credits	CIA	ESE	Total Marks
Core Course					
BPEDI CC 341	Methods of Teaching	4	30	70	100
BPEDI CC 342	Educational Psychology	4	30	70	100
BPEDI CC 343	First Aid and Safety Education	4	30	70	100
Elective Course (Any One)					
BPEDI EC 344	Fundamentals of Sports Biomechanics	4	30	70	100
BPEDI EC 345	Fundamentals of Kinanthropometry				
Total Theory Credits		16	120	280	400
Part B: Practicum					
Course code	Activity	Credits	CIA	ESE	Total Marks

BPEDI PC 346	Football	3	30	70	100
BPEDI PC 347	Basketball	3	30	70	100
BPEDI PC 348	Softball	3	30	70	100
BPEDI PC 349	Tennis	3	30	70	100
Total Practical Credits		14	120	280	400
Part C: Teaching Practice					
Course code	Title of Teaching Practice	Credits	CIA	ESE	Total Marks
BPEDI TP 3410	Teaching Practice (Activity)	2	30	70	100
Total Teaching Practice Credits		2	30	70	100
Part E: Internship					
Course code	Title of Internship	Credits	CIA	ESE	Total Marks
BPEDI IN 3411	Foundational Internship	2	50	-	50
Total Internship Credits		2	50	-	50
Grand Total (Theory + Practicum + Teaching Practice + Internship)		34	320	630	950

Note: 1. Any ONE out of the Two Electives to be selected.

2. Students have to take 10 Practical Lessons in the TEI on the Movement Education Concepts for Internal Evaluation. For University Examination an External Examiner along with Internal Examiner will evaluate the final lesson.

3. Internship to be taken for 2 weeks in the beginning of the semester as per the guidelines.

Semester V					
Part A: Theory Course					
Course code	Title of the papers	Credits	CIA	ESE	Total Marks
Core Course					
BPEDI CC351	Yoga Education	4	30	70	100
BPEDI CC352	Basics of Computer Application	4	30	70	100
BPEDI CC353	Methodology of Sports Training	4	30	70	100
Elective Course (Any One)					
BPEDI EC354	Nutrition and Weight Management	4	30	70	100
BPEDI EC355	Fundamentals of Sports Psychology				
Total Theory Credits		16	120	280	400
Part B: Practicum					
Course code	Activity	Credits	CIA	ESE	Total Marks
BPEDI PC356	Volleyball	3	30	70	100

BPEDI PC357	Yoga	3	30	70	100
BPEDI PC358	Kho Kho	3	30	70	100
BPEDI PC359	Table Tennis	3	30	70	100
Total Practical Credits		12	120	280	400
Part C: Teaching Practice					
Course code	Title of Teaching Practice	Credits	CIA	ESE	Total Marks
BPEDI TP3510	Teaching Practice (Theory)	4	30	70	100
Total Teaching Practice Credits		4	30	70	100
Grand Total (Theory + Practicum + Teaching Practice)		32	270	630	900

Note: 1. Any ONE out of the Two Electives to be selected.

2. Students have to take 10 Theory Lessons in the TEI on any Concepts for Internal Evaluation. For University Examination an External Examiner along with Internal Examiner will evaluate the final lesson.

Semester VI					
Part A: Theory Course					
Course code	Title of the papers	Credits	CIA	ESE	Total Marks
Core Course					
BPEDI CC 361	Educational Technology	4	30	70	100
BPEDI CC 362	Organization and Administration in Physical Education	4	30	70	100
BPEDI CC 363	Fundamentals of Strength and Conditioning	4	30	70	100
Elective Course (Any One)					
BPEDI EC 364	Fundamentals of Research	4	30	70	100
BPEDI EC 365	Corrective Physical Education				
Total Theory Credits		16	120	280	400
Part B: Practicum					
Course code	Activity	Credits	CIA	ESE	Total Marks
BPEDI PC 366	Hockey	3	30	70	100
BPEDI PC 367	Weight Lifting and Power Lifting	4	30	70	100
BPEDI PC 368	Judo	3	30	70	100
BPEDI PC 369	Handball	3	30	70	100

BPEDI PC 3610	Kabaddi	3	30	70	100
Total Practical Credits		16	150	350	500
Part E: Internship					
Course code	Title of Internship	Credits	CIA	ESE	Total Marks
BPEDI IN3611	Primary Internship	2	50	-	50
Total Internship Credits		2	50	-	50
Grand Total (Theory + Practicum + Internship)		34	320	630	950

Note: 1. Any ONE out of the Two Electives to be selected.

2. Internship to be taken for 2 weeks in the beginning of the semester as per the guidelines.

Semester VII					
Part E: Internship					
Course code	Title of Internship	Credits	CIA	ESE	Total Marks
BPEDI IN 371	Full Internship	16	400	-	400
Total Internship Credits		16	400	-	400
Grand Total (Internship)		16	400	-	400

Note: 1. Internship to be taken for 16weeks during the semester as per the guidelines.

2. There will not be any Theory Course, Practicum, Teaching Practice or Coaching Ability in 7th Semester.

Semester VIII					
Part A: Theory Course					
Course code	Title of the papers	Credits	CIA	ESE	Total Marks
Core Course					
BPEDI CC381	Gender Perspectives in Physical Education	4	30	70	100
BPEDI CC 382	Test, Measurement and Evaluation in Physical Education	4	30	70	100
BPEDI CC 383	Sports Injuries and Rehabilitation	4	30	70	100
Elective Course (Any One)					
BPEDI EC 384	Introduction to Statistics	4	30	70	100
BPEDI EC 385	Fitness and Facility Management				
Total Theory Credits		16	120	280	400
Part D: Coaching Ability					
Course code	Activity	Credits	CIA	ESE	Total Marks
BPEDI CA 386	Skill Proficiency	8	30	70	100
BPEDI CA 387	Coaching Ability Lesson Plan	8	30	70	100
Total Practical Credits		16	60	140	200
Grand Total (Theory + Coaching Ability)		32	180	420	600
Grand Total (ALL SEMESTERS)		244	2300	4200	6500

Note: 1. Any ONE out of the Two Electives to be selected.

2. Students have to take 10 Coaching Lessons in the TEI on any of the topics of game specialization. For University Examination an External Examiner along with Internal Examiner will evaluate the final lesson

Marks Allotment (Part Wise)

Semester	Part A	Part B	Part C	Part D	Part E	Total
1	400	500	-	-	-	900
2	400	500	-	-	-	900
3	400	500	-	-	-	900
4	400	400	100	-	50	950
5	400	400	100	-	-	900
6	400	500	-	-	50	950
7	-	-	-	-	400	400
8	400	-	-	200	-	600
Total	2800	2800	200	200	500	-----
Grand Total						6500

19. Pattern of Question Papers:

Question Papers shall have questions in the following format selected from all the units:

B.P.Ed: Format of Question Paper

Question No. Description Marks	Question No. Description Marks	Question No. Description Marks
1	Essay Type questions 3 out of six questions	45 marks (15 marks each)
2	Short notes: any 3 out of six	15 marks (5 marks each)
3	Multiple Choice Type Questions (10 out of 12)	10 marks (1 mark each)
Total 70 marks		

20. Scheme of Evaluation

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done through Continuous Internal Assessment (CIA) by the course teacher concerned as well as by end semester examination conducted by the University and will be consolidated at the end of the course. The components for continuous internal assessment are:

Class Test	15 marks
Seminar / Quiz/Assignments	10 marks

Attendance	5 marks
Total	30 marks

Attendance shall be taken as a component of continuous assessment, although the students should have at least 85% attendance in each of the theory papers and practical subjects to appear for the examination. Besides, the students should attend **leadership training camp** (organized by the college for at least 10 days), complete the prescribed laboratory work, practical, project work etc. Condonation, if any, of attendance shall be granted for a maximum of 10 days in a semester. It can be availed of only once during the whole period of the programme. It may be granted by the university on valid grounds. This condonation shall not be counted for Continuous Internal Assessment. A student who is not eligible for condonation of attendance shall repeat the programme along with the next batch. Benefit of attendance may be granted to students attending Inter collegiate /University/ National sports programs, participation in co-curricular activities by treating them as present for the days of absence, by the Head of the institution and this benefit shall be considered for internal assessment also.

The marks for the attendance shall be as under:

98% and above	- 5 marks
94 to 97%	- 4 marks
90 to 93%	- 3 marks
86 to 89%	- 2 marks
85%	- 1 mark
Below 85%	- 0 mark.

In addition to continuous evaluation component, the end semester examination, which will be a written type examination of at least '**three hours**' duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is **30:70**. The evaluation of practical work will be based on continuous internal assessment and End Semester Examination. The continuous internal assessment in Theory as well as practicum will be done by the members of the faculty. Practical examinations shall be on the basis of skill tests, theory, officiating and record book in the activity concerned.

21. Conduct of the External Examination

There shall be examinations at the end of each semester. The End Semester Examination for all semesters shall be conducted by the University. The Head of the Department shall submit a confidential panel of examiners to the University for Approval for the purpose of question paper setting and centralized valuation of theory papers.

A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent semester examinations to be held in November/December or May /June.

22. Minimum Passing Standard

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

Part-B: The minimum passing standard for CIA shall be 50%, i.e., 15 marks out of 30 marks and 35 marks out of 70 marks respectively for practicum.

Part-C: The minimum passing standard for both CIA & external examination shall be 50%, i.e. 25 marks out of 50 and 50 marks out of 100 marks for teaching practice.

Part-D: The minimum passing standard for both CIA & external examination shall be 50%, i.e. 25 marks out of 50 and 50 marks out of 100 marks for coaching ability.

Part-E: The minimum passing standard for Internship shall be a 50% i.e., 25 out of 50 and 200 out of 400 marks respectively for Foundational, Primary and Full Internships.

23. Grading

Grading will be carried out using Grade Point System.

23.1 *Credit*

'Credit' (C) of a Course is a measure of the weekly unit of work involving lecture or laboratory session or seminar or similar activity assigned to for the Course.

23.2 *Grade*

'Grade' indicates the level of performance of a student in a Course.

23.3 *Grade Point*

'Grade Point' is an integer indicating the numerical equivalent of the broad level of performance of a student in a Course. Grade Point is calculated by dividing the marks scored in Course by 10. (Eg. Marks in BPEDI EC 314 is 77. So Grade Point = $77/10=7.7$). **However for Internships i.e., Foundational Internship, Primary Internship and Full Internship, Grade Point is calculated by dividing the marks scored by 5, 5 & 40 respectively.**

Eg.1. Suppose, marks scored in Foundational Internship is 38. So Grade Point = $38/5=7.6$

Eg.2. For instance, marks scored in Primary Internship is 42. So Grade Point = $42/5=8.4$

Eg.3. Suppose marks scored in Full Internship is 340, then Grade Point = $340/40=8.5$

23.4 *Credit Point*

The product of Grade Point and the Credit of a Course is called 'Credit Point'.

23.4 *Semester Grade Point Average*

'Semester Grade Point Average' (SGPA) is an index of the overall performance of a student at the end of a semester. It is obtained by dividing the sum of the Credit Points obtained by a student at the end of a semester by the sum of the Credits of Courses taken by the student in the semester.

23.5 *Cumulative Grade Point Average*

'Cumulative Grade Point Average' (CGPA) indicates the broad academic level of performance of the student in a Programme. It is obtained by dividing the sum of the

Credit Points in all the Courses taken by the student for the entire Programme by the total number of Credits.

23.6 Criteria for Grading

The Evaluation of each Course shall consists of two parts:

1) Continuous Internal Assessment(CIA)

2) End Semester Evaluation (ESE)

For all Courses (Theory and Practical), Grades are given on a 7-point scale based on the total percentage of mark (CE+ESE) as given below:

Percentage of marks	CGPA	Letter Grade
90 and above	9 and above	A+ Outstanding
80 to < 90	8 to <9	A Excellent
70 to <80	7to<8	B Very Good
60 to < 70	6to<7	C Good
50 to < 60	5to<6	D Satisfactory
40 to < 50	4to<5	E Adequate
Below 40	<4	F Failure

23.7 Consolidation of Semester Grade Point Average

SGPA is obtained by dividing the sum of Credit Points (CP) obtained in a semester by the sum of Credits (C) taken in that semester. After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester shall be calculated.

Eg: Suppose the student has taken Four Theory Courses each of 4 Credits and Five Practicum Courses each of 3 Credits in a particular semester, after consolidating the Grade for each Course, SCPA has to be calculated as shown in the example given below:

Course Code	Corse Title	C (Credit)	Max. Marks		Marks Awarded			Grade	Grade Points (G=M/10)	Credit Point CP=C*G	Remarks
			CIA	ESE	CIA	ESE	Total(M)				
BPEDI CC 311	-----	4	30	70	23	60	83	A	8.3	33.2	PASS
BPEDI CC 312	-----	4	30	70	25	61	86	A	8.6	34.4	PASS
BPEDI CC 313	-----	4	30	70	21	59	80	A	8.0	32.0	PASS
BPEDI EC 314	-----	4	30	70	19	58	77	B	7.7	30.8	PASS
BPEDI PC 316	-----	3	30	70	18	60	78	B	7.8	23.4	PASS
BPEDI PC 317	-----	4	30	70	19	61	80	A	8.0	32.0	PASS
BPEDI PC 318	-----	3	30	70	20	57	77	B	7.7	23.1	PASS
BPEDI PC 319	-----	3	30	70	19	57	76	B	7.6	22.8	PASS
BPEDI	-----	3	30	70	17	54	71	B	7.1	21.3	PASS

PC3110											
TOTAL	32	270	630	181	527	708	****	253.0	****		
SGPA	7.9	GRADE						B	PASSE	D	
SGPA= Total Credit Points/Total Credits=253.0/32=7.9=B Grade											

For the successful completion of a semester, a student has to score a minimum SGPA of 4.00 (E Grade). However, a student is permitted to move to the next semester irrespective of his / her SGPA.

23.8 Consolidation of Cumulative Grade Point Average

An overall letter Grade (Cumulative Grade) for the whole Programme shall be awarded to the student based on the value of CGPA using a 7- point scale, as given below. It is obtained by dividing the sum of the Credit Points in all the Courses taken by the student, for the entire Programme by the total number of Credits.

Semester	Total Credit Points Secured in Semester	Total Credits in Semester
1	253	32
2	250	32
3	251	32
4	255	34
5	251	32
6	256	34
7	136	16
8	250	32
Total	1902	244
CCPA=Total Credit Points of all semesters/Total Credits of all semesters =1902/244=7.79 =B Grade		

24. Award of the BPEd Degree:

A candidate shall be eligible for the award of the degree of B.P.Ed. only if he/she has earned the minimum required marks prescribed above. The award for ranks for the B.P.Ed.degree programme shall be given to B.P.Ed. graduates up to 10 positions by clubbing marks obtained by them in all the eight semesters and in Parts A,B,C, D and E.

25. Grievance Redressal Mechanism

Grievance Redressal Committee:

The college/ department shall form a Grievance Redressal Committee for each course in each college/department with the course teacher / Principal / Director and the HOD of the faculty as members. This Committee shall redress all grievances of the students.

26. Internship:

26.1 Structure of Internship:

Title	Semester	Duration	Nature of Activities	Marks
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Foundational Internship	4 th Semester (In the beginning)	2 Weeks	Acquainting with School Climate for Classes K-2.	50
Primary Internship	6 th Semester (In the beginning)	2 Weeks	Acquainting with and handling Primary Classes.	50
Full Internship	7 th Semester (Complete)	16 Weeks	Involving in the Teaching, Managing and overall functioning of the Institute.	400
Total				500

- i. The aim of the Internship is to acquaint the student teacher with the school ecosystem.
- ii. Student Teachers have to complete their internship in three slots: Fundamental, Primary and Full Internships.
- iii. The Foundational Internship aims at introducing the teacher to the elementary school ecosystem where he/she have to experience the real life managerial aspects of elementary kids. The classes of target shall be K-2.
- iv. The Foundational Internship would be held in the 4th semester. Upon completion of the 3rd semester examinations, student teachers have to serve 2 weeks in the elementary section of any school.
- v. Primary Internship aims at introducing the teacher to the primary school ecosystem where he/she have to experience the real life managerial aspects of primary kids. The classes of target shall be 3-7.
- vi. The Primary Internship would be held in the 6th semester. Upon completion of the 5th semester examinations, student teachers have to serve 2 weeks in the primary section of any school.
- vii. Full Internship falls in the 7th semester. The entire semester is devoted to the Internship Programme. Student Teachers have to serve any educational institutions for a period of 16 weeks.
- viii. The student teacher have to perform the role play of a Physical Education Teacher by taking lessons, engaging classes, managing the physical education programmes of the school, assisting the Physical Education Teachers etc.
- ix. The evaluation of the Internships will be done internally jointly by the Head of the Physical Education of the School/ Head of the School, Internship Coordinator and other members.
- x. Each week is considered as a credit for the Internship.
- xi. The guidelines for the internship will be drafted by the Teacher Education Institute and the school will be oriented about the same.

27. Revision of Syllabi

1. Syllabi of every course should be revised according to NCTE norms.
2. In courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council.
3. All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.
4. During every revision, up to twenty percent of the syllabi of each course shall be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of the revised syllabi.

5. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

SYLLABUS

BACHELOR OF PHYSICAL EDUCATION

(Four Year Innovative Professional Degree Programme)

(Outcome Based)

SEMESTER-I

THEORY COURSE

BACHELOR OF PHYSICAL EDUCATION
SEMESTER - I
PART A - THEORY COURSES

BPEDI CC 311 HISTORY OF PHYSICAL EDUCATION

Objective: To provide knowledge and awareness about the History of Physical Education among the Students.

Learning Outcome: The students will be able to know and develop a concept of the history of Physical Education and its importance. Further, they will understand the importance of Physical Education activities for future endeavors in India.

After the Completion of the First Month:

After the Completion of the first month, the students will develop knowledge regarding the aims, definitions, scope, and objective of Physical Education. They will also acquire knowledge regarding the importance of Physical Education, and its relation to Education.

After the Completion of the Second Month:

After the completion of the second month, the students will develop the concept of Physical Education in India in Ancient, Medieval, and Modern periods. They will also learn about the historical development of Physical Education in the Vedic period, Hindu period, Medieval period, and British period. They will also understand the development of Physical Education after the independence of India.

After the Completion of the Third Month:

After the Completion of the third month, the students will acquire knowledge about Physical Education in Ancient Greece, Sparta, Athens, and Rome. They will also learn and gain knowledge of Ancient Olympics and Modern Olympics, Olympic Flag, Olympic torch, Olympic Oath, Olympic Emblem, IOC, IOA, National Games of India, Commonwealth Games, Asian Games, and SAF games.

After the Completion of the Fourth Month:

After Completion of the fourth month, the students will gain knowledge about Physical Education in the modern world and major contributed institutions in the field. They will also learn about various schemes and awards in the field of Physical Education and Sports.

THEORY SYLLABUS

60 Credits

Unit – I: Introduction to Physical Education

15 Hrs

Introduction & Scope of Physical Education.

Meaning, Definition, Importance, and Scope of Physical Education.

Aims and Objectives of Physical Education.

Relationship of Physical Education with General Education.

Physical Education as an Art and Science.

Unit- II: History of Physical Education in India**15 Hrs**

Historical Development of Physical Education in India (Ancient, Medieval and Modern Period) Ancient Period.

Indus Valley Civilization Period (3250 BC–2500 BC).

Vedic Period (2500 BC–600 BC).

Hindu Period (600 BC–1000 AD), Rajput Period, Mughal Period.

Medieval Period (1000 AD–1757 AD) Modern Period.

British Period (Before 1947).

Physical Education in India (After 1947).

Unit- III World history of Olympic Games**15 Hrs**

History of Ancient India, World & Olympic Games.

Physical Education in Ancient Greece, Spartan city-state, and Athens.

Physical Education in Ancient Rome.

Ancient Olympics Games: Origin, development, decline & termination.

Modern Olympics Games: origin, opening & Closing ceremony, Olympic Flag & Olympic torch.

IOC, IOA & SAI, LNCPE. University Department of Physical Education and Sports in India & World.

Unit-IV-Institutions, Schemes, and Awards**15 Hrs**

Physical Education in the Modern World.

Role of Pioneers in Globalization of Physical Education- U.S.A., Denmark, Sweden, Germany, Great Britain

Pioneer Institutions in India: Y.M.C.A., Madras, Lucknow Christian College, Lucknow, LNCPE Trivandrum, LCPE to LNIPE, Gwalior, HVPM, Amravati Maharashtra, NSNIS Patiala.

Schemes: Rajkumari Amrit Kaur Coaching Scheme, PYKKA to Khelo India

Awards: Arjuna & Dronacharya Award, Rajiv Gandhi Khel Ratna Award, Maulana Azad Trophy, Dhyan Chand Award & Khel Ratna Awards.

Marking Scheme:

Maximum Marks : 100 Marks

Theory Examination : 70 Marks

Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15

Project/Assignment/Seminar : 10

Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay-type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple-choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree College of Physical education.

Kamlesh, M. (1988). *Physical Education Facts and Foundation*. Faridabad: P. B Publications.

M.L, K. (1997). *Foundations of Physical Education*. New Delhi: Metropolitan Book Co. Pvt. Ltd.

Mojumdar, R. M. (2009). *History of Physical Education and Sports*. Darya Ganj New Delhi: Sports Publication.

Singh, A. (2014). *Essentials of Physical Education*. New Delhi: Kalyani Publishers.

Sharman, J. R. (1964). *Introduction to Physical education*. New York: A.S. Barnes & Co.

Facilitation to the achievement of Course Learning Outcomes

Month Wise Progression	Course Learning Outcomes	Teaching and Learning Activity	Assessment Task
First Month- Unit I	The students will develop knowledge regarding the aims, definitions, scope, and objective of Physical Education. They will also acquire knowledge regarding the importance of Physical Education, and its relation to Education.	<ul style="list-style-type: none">● Lecture Method● Demonstration● Assessment Methods● Presentation	<ul style="list-style-type: none">● Evaluation of Presentation● Evaluation of Assignment● MCQ/Class Test/Viva/Seminar
Second Month- Unit II	The students will develop the concept of Physical Education in India in Ancient, Medieval, and Modern periods. They will also learn about the historical development of Physical Education in the Vedic period, Hindu period, Medieval period, and British period. They will also understand the development of Physical Education after the independence of India.	<ul style="list-style-type: none">● Lecture Method● Demonstration● Assessment Methods● Presentation	<ul style="list-style-type: none">● Evaluation of Presentation● Evaluation of Assignment● MCQ/Class Test/Viva/Seminar
Third Month-	The students will acquire knowledge	<ul style="list-style-type: none">● Lecture Method	<ul style="list-style-type: none">● Evaluation of Presentation

Unit III	about Physical Education in Ancient Greece, Sparta, Athens, and Rome. They will also learn and gain knowledge of Ancient Olympics and Modern Olympics, Olympic Flag, Olympic torch, Olympic Oath, Olympic Emblem, IOC, IOA, National Games of India, Commonwealth Games, Asian Games, and SAF games.	<ul style="list-style-type: none"> ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Fourth Month-Unit IV	The students will gain knowledge about Physical Education in the modern world and major contributed institutions in the field. They will also learn about various schemes and awards in the field of Physical Education and Sports.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar

BACHELOR OF PHYSICAL EDUCATION
SEMESTER - I
PART A - THEORY COURSES

BPEDI CC 312 HUMAN ANATOMY

Objective: To provide basic knowledge of the structure of various organs and organ systems of the human body.

Learning Outcome: The students will develop an understanding of the structure of various organs and organ systems of the human body whereby they will be able to understand the changes that happen to the body structures as a result of exercise and training.

After the Completion of the First Month:

After completion of the first month, the students will develop an understanding of the meaning of anatomy. They will be able to define the concept of anatomy. Students will learn the importance of learning anatomy as far as a Physical Educator is concerned. Students will further understand the organizational set up of the human body. They will also understand the microscopic structure of human cells and also will understand the classification and structure of tissues.

After the Completion of the Second Month:

After completion of the second month, the students will develop an understanding of the organization, microscopic structure, characteristics and functions of skeletal muscles. They will also learn the organization characteristics and functions of bones. Further the students will understand the classification of joints.

After the Completion of the Third Month:

After the completion of the third month, the students will develop an insight of the organs that comprise the circulatory system and respiratory system. Further they will learn about the structure of the heart as well as lungs. Also they will understand the composition of blood.

After the Completion of the Fourth Month:

After the completion of the fourth month, the students will develop an idea about the organs that comprise the digestive system. Also they will learn about the structure of the stomach, small intestine and large intestine. Further students will gain knowledge about the structure of neuron, brain and kidney. They will further enhance their knowledge about the organization of the nervous system.

THEORY SYLLABUS

60 Credits

Unit -I Introduction to Human Anatomy

15 Hrs

Meaning, definition and concept of Human Anatomy.

Importance of learning anatomy for a Physical Educator.

Organization of the body: molecular, cellular, tissue, organ, organ system, human body.

Microscopic structure of an animal cell.
Tissues: concept, classification, structure and functions of each tissue.

Unit -II Musculoskeletal System **15 Hrs**

Organization of skeletal muscle: muscle fiber, fascicle, muscle as an organ.
Microscopic structure of skeletal muscle: contractile proteins, organelles of muscle fiber.
Characteristics of skeletal muscle.
Functions of skeletal muscle.
Organization of bone.
Classification and functions of bones.
Meaning and classification of joints: Structural classification (fibrous, cartilaginous, Synovial) & functional classification (synarthrosis, amphiarthrosis and diarthrosis).

Unit - III Cardiorespiratory System **15 Hrs**

Organs in the circulatory system.
Structure of the heart.
Constituents of blood.
Organs in the respiratory system.
Structure of the lungs.

Unit - IV Digestive, Nervous and Urinary System **15 Hrs**

Organs in the digestive system.
Structure of stomach, small intestine and large intestine.
Structure of a neuron.
Structure of the brain.
Organization of nervous system (Central Nervous System, Peripheral Nervous System, Autonomic Nervous System, Somatic Nervous System, Sympathetic Nervous System & Parasympathetic Nervous System).
Structure of kidney (gross and of nephron).

Marking Scheme:

Maximum Marks : 100 Marks
Theory Examination : 70 Marks
Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15
Project/Assignment/Seminar : 10
Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

Garg, K., Mittal, P. S., & Chandrupatla, M. (2016). Human Anatomy (7th Edn). New Delhi: CBS Publishers.

Waugh, A., & Grant, A. (2014). Anatomy and physiology in health and illness (12th Edn). China: Churchill Livingstone Elsevier.

Wingerd, B. (2014). The human body: Concepts of anatomy and physiology (3rd Edn). Baltimore: Wolters Kluwer.

Marieb, E. N. (1997). Essentials of human anatomy and physiology. Menlo Park California: The Benjamin/Cumming Publishing Company.

Netter, F. H. (2003). Atlas of human anatomy. New Jersey: Icon Learning Systems.

Thibodeau, G. A., & Patton, K. T. (2003). Anatomy and physiology. St. Louis, Missouri: Elsevier.

Waugh, A., & Grant, A. (2010). Anatomy and physiology. Edinburgh: Elsevier.

Facilitation to the achievement of Course Learning Outcomes

Month Wise Progression	Course Learning Outcomes	Teaching and Learning Activity	Assessment Task
First Month- Unit I	The students will develop an understanding of the meaning of anatomy. They will be able to define the concept of anatomy. Students will learn the importance of learning anatomy as far as a Physical Educator is concerned. Students will further understand the organizational set up of the human body. They will also understand the microscopic structure of human cells and also will understand the classification and structure of tissues.	<ul style="list-style-type: none">● Lecture Method● Demonstration● Assessment Methods● Presentation	<ul style="list-style-type: none">● Evaluation of Presentation● Evaluation of Assignment● MCQ/Class Test/Viva/Seminar
Second Month-	The students will develop an understanding of the organization,	<ul style="list-style-type: none">● Lecture Method	<ul style="list-style-type: none">● Evaluation of Presentation

Unit II	microscopic structure, characteristics and functions of skeletal muscles. They will also learn the organization characteristics and functions of bones. Further the students will understand the classification of joints.	<ul style="list-style-type: none"> ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Third Month-Unit III	The students will develop an insight of the organs that comprise the circulatory system and respiratory system. Further they will learn about the structure of the heart as well as lungs. Also they will understand the composition of blood.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Fourth Month-Unit IV	The students will develop an idea about the organs that comprise the digestive system. Also they will learn about the structure of the stomach, small intestine and large intestine. Further students will gain knowledge about the structure of neuron, brain and kidney. They will further enhance their knowledge about the organization of the nervous system.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar

BACHELOR OF PHYSICAL EDUCATION
SEMESTER I
PART A - THEORY COURSES

BPEDI CC 313 ENGLISH COMPREHENSION

Objective: To provide the knowledge of English comprehension and communication.

Learning Outcome: The students will develop vocabulary, grammar, and composition skills in English.

After the Completion of the First Month:

After the completion of the first month, the students will develop an understanding of synonyms and antonyms. They will get an idea about the basic similes and idioms.

After the Completion of the Second Month:

After the completion of the second month, the students will develop an understanding of the types of sentences. They will also learn the transformation of sentences. They will also learn the common errors in sentence constructions. Further, the students will understand the meaning and uses of tenses.

After the Completion of the Third Month:

After the completion of the third month, the students will develop an insight into the sequence of tenses. Further they will learn about the direct and indirect speeches. Also, they will understand the concept of active and passive voice. Further students will gain knowledge about simple, complex, and compound sentences along with the use of punctuations.

After the Completion of the Fourth Month:

After the completion of the fourth month, the students will develop an idea about the dynamics and skill of story writing. Also, they will learn about understanding various comprehensions. Further students will gain knowledge about the art of expanding different proverbs and passages.

THEORY SYLLABUS

60 Credits

Unit - I Vocabulary

15 Hrs

Synonyms.

Antonyms.

Common abbreviations in use.

One word substitutions.

Words commonly confused and misused.

Similes.

Idioms and phrases.

Unit - II Common Errors and Transformations **15 Hrs**

Kinds of sentences - Assertive, Interrogative, Exclamatory Imperative, and Optative.
Transformation of sentences.
Common errors in sentences especially regarding number, gender, pronouns, prepositions, articles, and degrees.
Tenses and uses of tenses.

Unit - III Grammar **15 Hrs**

Sequence of Tenses.
Direct, Indirect Speeches.
Active and Passive Voice.
Simple, complex, and compound sentences.
Punctuation.

Unit - IV Written Composition **15 Hrs**

Story writing.
Comprehension.
Expansion of proverbs and passages.

Marking Scheme:

Maximum Marks	:	100 Marks
Theory Examination	:	70 Marks
Internal Assessment	:	30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva	:	15
Project/Assignment/Seminar	:	10
Attendance	:	05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay-type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple-choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

High School English Grammar - Wren & Martin

How to write & speak better English -John Elisson Kahn.

A remedial English grammar for foreign students - F.T. wood.

English Vocabulary in use - Michael McCarthy, Felicity O'Dell.

Advanced English Grammar - Martin Haurings.

Common Mistakes at Intermediate, CUP- Driscoll, La. Cambridge.

Common Mistakes at Upper-Intermediate CUP- Tayfoor, Suzanne

Facilitation to the achievement of Course Learning Outcomes

Month Wise Progression	Course Learning Outcomes	Teaching and Learning Activity	Assessment Task
First Month-Unit I	The students will develop an understanding of synonyms and antonyms. They will get an idea about the basic similes and idioms.	<ul style="list-style-type: none">● Lecture Method● Demonstration● Assessment Methods● Presentation	<ul style="list-style-type: none">● Evaluation of Presentation● Evaluation of Assignment● MCQ/Class Test/Viva/Seminar
Second Month-Unit II	The students will develop an understanding of the types of sentences. They will also learn the transformation of sentences. They will also learn the common errors in sentence constructions. Further, the students will understand the meaning and uses of tenses.	<ul style="list-style-type: none">● Lecture Method● Demonstration● Assessment Methods● Presentation	<ul style="list-style-type: none">● Evaluation of Presentation● Evaluation of Assignment● MCQ/Class Test/Viva/Seminar
Third Month-Unit III	The students will develop an insight into the sequence of tenses. Further they will learn about the direct and indirect speeches. Also, they will understand the concept of active and passive voice. Further students will gain knowledge about simple, complex, and compound sentences along with the use of punctuations.	<ul style="list-style-type: none">● Lecture Method● Demonstration● Assessment Methods● Presentation	<ul style="list-style-type: none">● Evaluation of Presentation● Evaluation of Assignment● MCQ/Class Test/Viva/Seminar
Fourth Month-Unit IV	The students will develop an idea about the dynamics and skill of story writing. Also, they will learn about	<ul style="list-style-type: none">● Lecture Method● Demonstration● Assessment	<ul style="list-style-type: none">● Evaluation of Presentation● Evaluation of Assignment

	understanding various comprehensions. Further students will gain knowledge about the art of expanding different proverbs and passages.	Methods • Presentation	• MCQ/Class Test/Viva/ Seminar
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BACHELOR OF PHYSICAL EDUCATION
SEMESTER - I
PART A - THEORY COURSES

BPEDI EC 314 SOCIOLOGY

Objective : To provide the knowledge and understanding of Sociology.

Learning Outcome : The Students will be able to know about the meaning, nature and scope of sociology. They will be equipped with knowledge regarding Social Structure and Organizations. Students will also understand the concept of the main features of India and knowledge of sports and society.

After the Completion of the First Month:

After the completion of the first month, the students will develop the knowledge regarding the meaning, nature and scope of sociology, society, community, association, and institutions. Further they will also learn the meaning and definition of socialization, need of social control, role of teacher in changing society through Physical Education and Sports.

After the Completion of the Second Month:

After the completion of the second month, the students will develop the understanding and knowledge of Social Structure and Organization. Also they will also learn about the concept of Groups, crowds and public. Further the students will be enlightened about the concepts of marriage, family and kinship, Social stratification, social class and caste, Social mobility and sociometry. They will also learn about the definition and meaning of Culture and the effect of culture on people's lifestyle.

After the Completion of the Third Month:

After the completion of the third month, the students will gain knowledge about the main features of Indian Society. They will also learn about Religious pluralism, Linguistic pluralism and Indian policy on secularism, democracy, social justice. Further they will also learn about Professional ethics and ethics and values related to sports.

After the Completion of the Fourth Month:

After the completion of the fourth month, the students will gain knowledge of the meaning and definition of sports sociology. They will understand how sports acts as a social phenomenon. Further they will study how socialization happens through sports and games. Also they will understand the relationship between Sports and mass media, Sports and politics, culture and sports, ethics and values related to sports and sportsmanship.

THEORY SYLLABUS

60 Credits

Unit –I Introduction of sociology

15 Hours

Meaning nature and scope of sociology, society, community, association and institutions.

Meaning and definition of socialization.

Meaning and need of social control.

Role of teacher in changing society through physical education and sport.

Unit –II Social structure and organization **15 Hours**

Group (primary and secondary)

Concepts of crowds and public, marriage, family and kinship.

Social stratification, social class and caste.

Social mobility.

Sociometry.

Definition of Culture

Effect of culture on people's lifestyle.

Unit –III Main features of Indian society **15 Hours**

Religious pluralism (Hinduism, Islam and Christianity).

Linguistic pluralism.

Indian policy on Secularism, Democracy and Social justice.

Professional ethics.

Unit –IV Sports and society **15 Hours**

Meaning and definition of sports sociology.

Sports as a social phenomenon.

Socialization through sports and games.

Sports and mass media.

Sports and politics.

Relationship of culture to sports and ethics.

Values related to sports, sportsmanship.

Marking Scheme:

Maximum Marks : 100 Marks

Theory Examination : 70 Marks

Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15

Project/Assignment/Seminar : 10

Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]

- There should be **twelve** multiple-choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

Reference:

Kamlesh, M. L. (2002) *Sociological Foundation in Physical education*. Delhi, Metropolitan book Co Pvt Ltd.

Horne, J., Tomlinson, A., & Whannel, G. *An Introduction to the sociological & cultural analysis of sports*.

Conrad C Vogler, Stephen E Echwartz, *Sociology of sports-An Introduction*.

Svsan L Green Dorfer& Andrew Yiannakis, *Sociology of sport: perspective*.

Sachdeva, & Gupta. (1985). *A simple study of sociology*. Delhi: Ajanta Prakashan.

Mukherjee D.P. (1979). *Sociology of Indian Culture*. Jaipur: Rawa publications

Facilitation to the achievement of Course Learning Outcomes

Month Wise Progression	Course Learning Outcomes	Teaching and Learning Activity	Assessment Task
First Month-Unit I	The students will develop the knowledge regarding the meaning, nature and scope of sociology, society, community, association, and institutions. Further they will also learn the meaning and definition of socialization, need of social control, role of teacher in changing society through Physical Education and Sports.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Second Month-Unit II	The students will develop the understanding and knowledge of Social Structure and Organization. Also they will also learn about the concept of Groups, crowds and public. Further the students will be enlightened about the concepts of marriage, family and kinship, Social stratification, social class and caste, Social mobility and stoichiometry. They will also learn about the definition and meaning of Culture and the effect of culture on people’s lifestyle.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Third	The students will develop knowledge	<ul style="list-style-type: none"> ● Lecture 	<ul style="list-style-type: none"> ● Evaluation of

Month- Unit III	<p>about the main features of Indian Society. They will also learn about Religious pluralism, Linguistic pluralism and Indian policy on secularism, democracy, social justice. Further they will also learn about Professional ethics and ethics and values related to sports.</p>	<p>Method</p> <ul style="list-style-type: none"> ● Demonstration ● Assessment Methods ● Presentation 	<p>Presentation</p> <ul style="list-style-type: none"> ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Fourth Month- Unit IV	<p>The students will develop knowledge of the meaning and definition of sports sociology. They will understand how sports acts as a social phenomenon. Further they will study how socialization happens through sports and games. Also they will understand the relationship between Sports and mass media, Sports and politics, culture and sports, ethics and values related to sports and sportsmanship.</p>	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar

BACHELOR OF PHYSICAL EDUCATION

SEMESTER- I

PART A - THEORY COURSES

BPEDI EC 315 COMMUNITY COACHING

Objective: To provide the knowledge and understanding of the concept and importance of community coaching.

Learning Outcome: The students will develop an understanding of the concept of community coaching, challenges faced by the community coach, levels of Community Coaching Programmes and Evaluation Frameworks for Coaches.

After the Completion of the First Month:

After the completion of the first month the students will develop the knowledge of the meaning, definition, aims, objectives, principles, need and importance of community coaching.

After the Completion of the Second Month:

After the completion of the second month, the students will develop the knowledge of definition of coaching and types of coaching methods. Further they will learn about the differences between community coaching and other coaching. They will also learn the roles and responsibilities and challenges of community coaches. They will further learn the skills required for effective community coaching.

After the Completion of the Third Month:

After the completion of the third month, the students will develop the knowledge of role and responsibilities, levels and progression of levels ecosystem, and plans of community coaching.

After the Completion of the Fourth Month:

After the completion of the fourth month, the students will develop the knowledge of contents of community coaching, future of community coach, challenges in community coaching, Coaching Assessments, and Evaluation.

THEORY SYLLABUS

60 Credits

Unit -I Introduction to Community Coaching

15 Hrs

1. Meaning and definition of sports, society, community and community coaching.
2. Historic perspective to stimulate community coaching in India.
3. Aims and Objective of Community coaching.
4. Principles of community coaching.
5. Need and importance of community coaching.

Unit -II Coaching Concepts and Challenges **15 Hrs**

1. Definition of coaching.
2. Types of coaching methods.
3. Difference between community coaching and other coaching.
4. Roles and Responsibilities of a community coach.
5. Basic skills for the development of effective community coaches.
6. Successful community coaches practice.
7. Challenges of a community coach.

Unit -III Community Coaching Programme Levels and Ecosystems **15 Hrs**

1. Role of Physical education teacher in community coaching.
2. Community building through sports.
3. Levels of Community Coaching.
4. Programs at community level.
5. Ecosystems of Community Coaching.
6. Characteristics and guiding principles of a good plan.
7. Factors which affect community coaching plans.

Unit - IV Guidelines for Community Coach Assessments and Frameworks **15 Hrs**

1. Contents of community coaching.
2. Framework for coaching communities: readiness, relationships, reach resilience, result, and reflections.
3. Communities coaching issues
4. Basic life cycle of community building and types of challenges faced by the coach in each phase.
5. Contents of coaching assessments.
6. Evaluation and indicators of successful coaching.

Marking Scheme:

Maximum Marks : 100 Marks

Theory Examination : 70 Marks

Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15

Project/Assignment/Seminar : 10

Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay-type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple-choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

- Emery, M. and C. Flora. (2006). *Spiraling-Up: Mapping Community Transformation with Community Capitals Framework*. Journal of the Community Development Society: 37: 19-35.
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- Bean, R. M. (2015). *The reading specialist: Leadership and coaching for the classroom, school, and community*. Guilford Publications.
- Stevenson, Valerie and Jones, Phillipa (2018). Community coaching. In: [WILSON, Robert](#) and [PLATTS, Chris](#), (eds.) *Managing and Developing Community Sport*. London, CRC Press, 126-141.
- Matt Garrett, (2008) *Preparing the Successful Coaching* Published Jones & Bartlett.
- Rainer Martens(2012) *Successful Coaching* 4th Edition Human Kinetics USA.
- Jones, P., & Stevenson, V. (2018). Community coaching. In *Managing and Developing Community Sport* (pp. 126-141). Routledge.
- Houlihan, B., & Green, M. (Eds.). (2010). *Routledge handbook of sports development* Routledge.
- Houlihan, B., & Green, M. (2010). High-performance sport policy in the UK: An outline and critique.
- Ian McDonald. In *Routledge Handbook of Sports Development* (pp. 387

Facilitation to the achievement of Course Learning Outcomes

Month Wise Progression	Course Learning Outcomes	Teaching and Learning Activity	Assessment Task
First Month-Unit I	The students will develop the knowledge of the meaning, definition, aims, objectives, principles, need and importance of community coaching.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Second Month-Unit II	The students will develop knowledge of the definition of coaching and types of coaching methods. Further they will learn about the differences between community coaching and other coaching. They will also learn the roles and responsibilities and challenges of community coaches. They will further learn the skills required for effective community coaching.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Third Month-Unit III	The students will develop the knowledge of role and responsibilities, levels and progression of levels ecosystem, and plans of community coaching.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Fourth Month-Unit IV	The students will develop the knowledge of contents of community coaching, future of community coach, challenges in community coaching, Coaching Assessments, and Evaluation.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar

SYLLABUS

BACHELOR OF PHYSICAL EDUCATION

(Four Year Innovative Professional Degree Programme)

(Outcome Based)

SEMESTER-I

PRACTICUM

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- I
PART B - PRACTICUM

BPEDI PC 316 FUNDAMENTAL GYMNASTICS

Unit -I Introduction to Gymnastics (Theory)

- i. History of Gymnastics
- ii. Different kinds of Gymnastics .
 - a) Basic Gymnastics
 - b) Sportive Gymnastics
 - c) Gymnastics for all kinds of Sports.
- iii. Various Disciplines under Sportive Gymnastics
 - a) Men's Artistic Gymnastics
 - b) Women's Artistic Gymnastics
 - c) Rhythmic Gymnastics
 - d) Trampoline Gymnastics
 - e) Acrobatic Gymnastics
 - f) Aerobic Gymnastics
 - g) Parkour

Unit -II Introduction to Artistic Gymnastics (Theory)

- i. Artistic Gymnastics for Men's Apparatus.
- ii. Artistic Gymnastics for Women's Apparatus.
- iii. Basic understanding about Men and Women Artistic Gymnastics Code of Points.
- iv. Floor Exercise basic rules for Men and Women
- v. Pommel horse basic exercise structure.
- vi. Rings basic exercise structure.
- vii. Vault basic exercise structure.
- viii. Parallel bars basic exercise structure.
- ix. Uneven Bars and Horizontal Bar basic exercise structure.

Unit- III Warm up and Basic Movements of Artistic Gymnastics floor exercises

- i. Gymnastics warm-up (Walking exercises with count
- ii. Running exercises with count
- iii. Rotation exercises with count
- iv. Slow stretch and hold exercises
- v. Dynamic standing and sitting stretching exercises with count
- vi. Body form conditioning exercises
- vii. Forward roll
- viii. Backward roll
- ix. Dive roll
- x. Headstand
- xi. Handstand
- xii. Cartwheel
- xiii. Round-off
- xiv. Back walkover

- xv. Front walkover.
- xvi. Front Splits
- xvii. Side Splits
- xviii. Different types of Balancing Scales.
- xix. Head-spring
- xx. Handspring
- xxi. Back flip
- xxii. Women Artistic Gymnastics Jumps
- xxiii. Leaps
- xxiv. Turns and contortion.

Unit - IV Basic Movements of Artistic Gymnastics Apparatus

- i. Leg Swing on Pommel
- ii. One leg circle on Pommel
- iii. Under leg circle on Pommel
- iv. Front and back scissors on Pommel
- v. Pendulum Swing on Rings
- vi. Dislocation backward on Rings
- vii. L-Sit or Straddle L sit on Rings
- viii. Salto backward dismount on Rings.

References:

- Aykroyd, P. (1980). *Skills & tactics of gymnastics*. Hong Kong: Marshall Cavendish Limited.
- Bennett, J. P., & Riemer, P. C. (2006). *Rhythmic activities and dance*. Champaign: Human Kinetics.
- Cooper, P., & Milan, T. (1982). *Teaching gymnastics skills*. New Delhi: Surjeet Publications.
- Cromie, W. J. (1997). *Gymnastics teaching and coaching*. New Delhi: Mohit Publication.
- Jastrjemskaia, N., & Titov, Y. (1999). *Rhythmic gymnastics*. Champaign, USA: Human Kinetics.
- Mitchel, D., Davis, B., & Lopez, R. (2002). *Teaching fundamental gymnastics skills*. Champaign, USA: Human Kinetics.
- Werner, P. H. (2004). *Teaching children gymnastics*. Champaign, USA: Human Kinetics.

<https://www.gymnastics.sport/site/discipline.php?disc=2>

<https://www.gymnastics.sport/site/about.php>

The students will gain knowledge about the planning criteria of recreational facilities, objectives of recreational facilities. They will develop a concrete concept about different types of indoor and outdoor recreation for rural and urban populations. The students also will learn how to operate different recreation areas and facilities, their source of funding and maintenance.

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- I
PART B - PRACTICUM

BPEDI PC 317 FUNDAMENTALS OF TRACK AND FIELD

Unit -I Running Events

- i. Fundamental skills in Running technique and starting techniques
- ii. Running ABC
- iii. Standing start
- iv. Crouch start and its variations
- v. Fixing of starting blocks (In straight & curve)
- vi. Finishing techniques: Run Through, lead Forward and Shoulder Shrug.

Unit –II Fundamental Skills of Relays

- i. Various types of Baton Exchange
- ii. Understanding of Relay Zones in 4x100, and 4x400mts relay.

Unit -III Fundamental Skills of Hurdling

- i. Hurdle Phases
- ii. Types of Hurdles
- iii. Techniques of High and Low Hurdles.

Unit- IV Middle and Long Distance Events

- i. Techniques of middle and long distance events.
- ii. Track Marking (Standard and Non - Standard Track), Rules and Officiating of Track events.

References:

Peter, J.L.Thompson. (2010).*Introduction to Coaching: the official IAAF guide to coaching Athletics*.Warners Midlands plc , UK

Harald, Müller and Wolfgang, Ritzdorf.(2009). *Run, Jump, Throw: the official IAAF guide to coaching Athletics*.Warners Midlands plc , UK.

Gerhardt, Schmolinsky. (1978). “*Track and Field*” *Text book for coaches and Sports Teachers*. Sportverlag Berlin.

Joanne L. Fallowfield, and David M. Wilkinson.(1999). *Improving Sports Performance in Middle and Long Distance Running: A Scientific Approach to Race Preparation*, England.

George, Emmanuel. (2002). *Lay out of track and field manual*.

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- I
PART B - PRACTICUM

BPEDI PC 318 BASICS OF SWIMMING

Unit -I Introduction to the pool

- i. General Rules and Regulations to be followed at Swimming Pool and its Premises
- ii. Game area and measurements (Pool, Starting Blocks, Diving board, etc.)
- iii. Teaching to the beginners
- iv. Water confidence
 - a) Different skills (Jumping, Walking, Bobbing)
 - b) Methods and Games

Unit -II Introduction to all 4 strokes/ Stroke class

- i. Front Crawl Stroke(Kick, Pull, Coordination and Breathing)
- ii. Back Crawl Stroke (Kick, Pull, Coordination and Breathing)
- iii. Breast Stroke(Kick, Pull, Coordination and Breathing)
- iv. Butter Fly Stroke (Kick, Pull, Coordination and Breathing)

Unit -III Rules and Regulations (Strokes)

- i. Front Crawl Stroke
- ii. Back Crawl Stroke
- iii. Breast Stroke
- iv. Butterfly Stroke

Unit IV Race rules for all strokes

- i. Front Crawl Stroke
- ii. Back Crawl Stroke
- iii. Breast Stroke
- iv. Butterfly Stroke

References:

- Dixon, J. (1996). *Swimming Coaching*. Ramsbury: The Crowood Press.
- Guzman, R. J. (1998). *Swimming Drills For Every Stroke*. Champaign, USA: Human Kinetics.
- Hannula, D. (2003). *Coaching Swimming Successfully*. Champaign, USA: Human Kinetics.
- Hannula, D., & Thornton, N. (2001). *The Swimming Coaching Bible*. Champaign, USA: Human Kinetics.
- Stager, J. M., & Tanner, D. A. (2001). *Swimming*. Massachusetts: Blachwell and science.

Thomas, M.S, D. (2005). *The Swimming Steps to Success*. Champaign, USA: Human Kinetics.

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Wilkie, D., & Juba, K. (1986). *The Hand Book of Swimming*. 44 Bedford Square London: Pelham Books Pvt. Ltd.

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Hamouche, Karl. *Biology of Swimming*

Presley, Dennis. *Climb to the Top*.

Maglischo, Ernest W. *Swimming Fastest*.

Young, Mark E. (2016). *The Complete Beginners Guide to Swimming*,

Young, Mark E. (2014). *The Swimming Strokes Book*.

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Fina Handbook

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- I
PART B–PRACTICUM

BPEDI PC 319 FUNDAMENTALS OF CRICKET

Unit -I Introduction of the game

- i. History and development of Cricket at world level
- ii. Historical development of Cricket in India
- iii. Different forms of cricket: Test matches, One day and Twenty-20
- iv. Important National and International Tournaments

Unit -II Batting skills and techniques

- i. Basics of Batting
 - a) Grip
 - b) Stance
 - c) Guard
 - d) Back lift
- ii. Vertical Bat Strokes
 - a) Front foot defense
 - b) Back foot defense
 - c) Cover drive
 - d) Off drive
 - e) On drive

Unit- III Bowling Skills and Techniques:

- i. Essentials of Bowling (Simple Bowling)
 - a) Grip
 - b) Run-up
 - c) Delivery
 - d) Follow through

Unit – IV Fielding Skills and Techniques

- i. Catching
 - a) Close catching
 - b) High catching
- ii. Throwing
 - a) Over arm throw
 - b) Under arm throw
 - c) Crow hop and throw

References:

- Aneja, O.P. (2012). *How to Play Cricket*, PrernaPrakashan.
- Arora, Monika.(2005). *Cricket Coaching Manual*. Sports Publication.
- Bharadwaj, Arun. (2008). *Coaching Batting Skills*. Royal Colour Cartons.
- Kutty, Suresh. (2003). *Fielding Drills in Cricket*. Sports Publication,
- Rachna. Play Better. (2001). *Cricket*.Sports Publication.
- Srivastava, Vijay Kumar.(2007). *Analysis of Cricket Skills*. Sports Publication.
- Syal, Meenu. (2004). *Teach Yourself Cricket*.PrernaPrakashan.
- Tyagi, Arun Kumar.(2012). *Cricket Skills & Rules*. Khel Sahitya Kendra.
- Woolmer, Bob. Noakes, Time. Moffett, Helen. (2010). *Bob Woolmer on Batting*. New Holland Publishers.
- Woolmer, Bob. (2009). *The Art and Science of Cricket*. Firefly Book Limited.

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- I
PART B–PRACTICUM

BPEDI PC 3110 LIGHT APPARATUS AND MINOR GAMES

Unit – I Pedagogy of Light Apparatus and Minor Games

- i. Primary Level
- ii. Upper Primary Level
- iii. Secondary Level

Unit – II Light Apparatus (Traditional)

- i. Balloon,
- ii. Dumbbells
- iii. Indian Clubs
- iv. Hoops
- v. Lezium
- vi. Martial Arts
- vii. Sarie
- viii. Rope Malkhamb
- ix. Wands (any three)
 - a) Four count, eight count and sixteen count exercises
 - b) At least two Tables, each comprising of eight to ten exercises involving at least two formations with music
 - c) Wherever possible, Wave shall be formed at the end of the exercise.
(Lezium – Char thoke, Aaththoke, PeechePaon, AagePaon, Baithak and Phirki)

Unit – III Light Apparatus (Modern)

- i. Cube
- ii. Parachute Pom – Pom
- iii. Step Aerobics
- iv. Sash
- v. Swiss Ball exercises
- vi. Umbrella
(Any three of the above)
 - a) Four count, eight count and sixteen count exercises
 - b) At least two Tables, each comprising of eight to ten exercises involving at least two formations with music
 - c) Wherever possible, Wave shall be formed at the end of the exercise.
- vii. Freehand exercises
- viii. Marching
- ix. Pyramid

Unit - IV - Minor Games

- i. Minor games with and without Equipment
 - a) Warm up Games
 - b) Ice Breakers
 - c) Relays
 - d) Singing Games
 - e) Fitness – Agility, Balance, Reaction Time
 - f) Rhythmic Games
 - g) Parachute Games
 - h) Party Games
 - i) Team Building Games
 - j) Cooperative Games
 - k) Target Games
 - l) Tag Games
 - m) Invasive Games
 - n) Classroom Games
 - o) Corporate Games

(Fifteen minutes shall be kept aside from each period of Light Apparatus & Minor Games for teaching Minor Games. Ten games to be organized in each category)

References:

- Byl, J. (2004). *101 Fun warm up and cool down games*. Champaign, USA: Human Kinetics.
- Dheer, S., & Sainy, R. (1992). *Developmental games & recreation*. New Delhi: Friends Publications.
- Dowson, A., & Morris, K. E. (2005). *Fun and games*. Champaign, USA: Human Kinetics.
- K, D. A. (1998). *Games and stunts for children*. New Delhi: Janvani Prakshan Pvt. Ltd.
- Kumar, S. (2014). *Minor games*. Darya Ganj, New Delhi: Khel Sahitya Kendra.
- Chakraborty, S (1998), *Activities for Children*: New Delhi: Sports Publication
- Datta, A.K. (1998), *Games and Stunts for Children*, New Delhi: Utility Books, 511/2, Pandav Road, Vishwas Nagar, Shahdara, Delhi, 110032
- Datta, A. K. & Mazumdar, I, (2002), *Student Teaching in Physical Education*, 511/2, Pandav Road, Vishwas Nagar, Shahdara, Delhi, 110032
- Kamlesh, M. L.(2006), *Methods in Physical Education*, New Delhi: Friends Publication
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SYLLABUS

BACHELOR OF PHYSICAL EDUCATION

(Four Year Innovative Professional Degree Programme)

(Outcome Based)

SEMESTER-II

THEORY COURSE

BACHELOR OF PHYSICAL EDUCATION
SEMESTER II
PART A - THEORY COURSES

BPEDI CC 321 HUMAN PHYSIOLOGY

Objective: To provide knowledge of the functioning of the various organs and organ systems of the human body.

Learning Outcome: The students will understand the functioning of various organs and organ systems of the human body whereby they will be able to understand the changes in the body functioning as a result of exercise and training.

After the Completion of First Month

Students will understand the concept of physiology and different branches of physiology. They will further understand the functions of cell organelles from the point the point of view of a physical educator.

After Completion of Second Month:

Students will develop an understanding of the different types of muscle fibers. They will also learn the Sliding Filament Theory of muscle contraction. Further, the students will understand the neuro-muscular junction and nerve impulse transmission.

After Completion of Third Month:

Students will develop an insight on the electrical activity of the heart and cardiac cycle. Further, they will learn about the cardiorespiratory parameters. Also, they will understand the coagulation of blood and regulation of blood pressure.

After Completion of Fourth Month:

Students will develop an idea about the principles, muscles involved and mechanism of respiration. Also, they will learn about the different lung volumes and lung capacities. Further students will gain knowledge about the physiology of gas exchange.

THEORY SYLLABUS

60 Credits

Unit I Introduction to Human Physiology

15 Hrs

Meaning, definition and concept of Human Physiology.
Importance of learning physiology for a physical educator.
Branches of physiology.
Functions of cell organelles.

Unit II Neuromuscular System

15 Hrs

Types of muscle fibers: Slow Oxidative, Fast Glycolytic, Fast Oxidative Glycolytic.
Sliding Filament Theory of Muscle Contraction.
Transmission of nerve impulse.
Neuromuscular junction.

Unit - III Cardiorespiratory System

15 Hrs

Electrical Activity of the Heart: SA Node, AV Node, Purkinje Fibres.
Meaning of Cardiac Cycle and events during the Cardiac Cycle.
Cardiorespiratory parameters: Heart rate, Stroke volume, Cardiac Output.
Coagulation of Blood.
Meaning, types, and regulation of Blood Pressure.

Unit - IV Respiratory System

15 Hrs

Principles of Respiration: Fick's Principle, Boyle's Law
Muscles of Respiration and Respiratory mechanics.
Lung Volumes and capacities: Tidal Volume, Inspiratory Reserve Volume,
Expiratory Reserve Volume, Residual Volume, Inspiratory Capacity, Total Lung
Capacity, Vital Capacity.
Physiology of Gas exchange: External Respiration and Internal Respiration.

Marking Scheme:

Maximum Marks : 100 Marks

Theory Examination : 70 Marks

Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15

Project/Assignment/Seminar : 10

Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay-type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple-choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

Waugh, A., & Grant, A. (2014). *Anatomy and physiology in health and illness (12th Edn)*. China: Churchill Livingstone Elsevier.

Wingerd, B. (2014). *The human body: Concepts of anatomy and physiology (3rd Edn)*. Baltimore: Wolters Kluwer.

Davies, A., Blakeley, A. G., & Kidd, C. (2001). *Human physiology*. James Town Road, London: Harcourt Publishers Ltd.

Guyton, A. C. (1992). *Human physiology and mechanism of disease*. Philadelphia, Pennsylvania: W.B Saunders.

Silverthorn, D. U. (2009). *Human physiology an integrated approach*. San Francisco, USA: Pearson Benjamin Cummings.

Marieb, E. N. (1997). *Essential of human anatomy and physiology*. Menlo Park California: The Benjamin/Cumming Publishing Company.

Thibodeau, G. A., & Patton, K. T. (2003). *Anatomy and physiology*. St. Louis, Missouri: Elsevier.

Waugh, A., & Grant, A. (2010). *Anatomy and physiology*. Edinburgh: Elsevier.

Month wise Progression	Course Learning Outcome	Teaching and Learning Activity	Assessment Task
First Month- Unit-I	Students will understand the concept of physiology and different branches of physiology. They will further understand the functions of cell organelles from the point of view of a physical educator.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar
Second Month- Unit-II	Students will develop an understanding of the different types of muscle fibers. They will also learn the Sliding Filament Theory of muscle contraction. Further, the students will understand the neuro-muscular junction and nerve impulse transmission.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar

<p>Third Month-Unit-III</p>	<p>Students will develop an insight on the electrical activity of the heart and cardiac cycle. Further, they will learn about the cardiorespiratory parameters. Also, they will understand the coagulation of blood and regulation of blood pressure.</p>	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar
<p>Fourth Month- Unit-IV</p>	<p>Students will develop an idea about the principles, muscles involved and mechanism of respiration. Also, they will learn about the different lung volumes and lung capacities. Further students will gain knowledge about the physiology of gas exchange.</p>	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar

SEMESTER II
PART A - THEORY COURSES

BPEDI CC 322 MOVEMENT EDUCATION

Objective: To provide the knowledge of various aspects of understanding how and why the body moves.

Learning Outcome: The students will develop an understanding of various aspects of understanding human movements. Further, it will equip the students with the knowledge of the movement education framework and its various components.

After the completion of first Month:

Students will develop an understanding of the meaning of movement education. They will be able to define the concept of movement education. Students will learn the importance of learning movement education as far as a physical educator is concerned.

After the completion of second month:

Students will develop an understanding of the movement education framework. They will also learn the components of movement education framework.

After the completion of third month:

Students will develop an insight of how to select an objective for teaching. Further they will learn about various approaches in teaching movement education. Also they will understand the different assessment methods.

After the completion of Fourth Month:

Students will develop an idea about physical literacy. Also they will learn about how physical literacy will help in developing a physical activity culture. Further students will gain knowledge about the structure of neuron, brain and kidney. They will further enhance their knowledge about the organization of the nervous system.

THEORY SYLLABUS

60 Credits

Unit - I Introduction to Movement Education

10 Hrs

Meaning, definition and concept of Movement Education.

Importance of movement education in the field of physical education and sports.

Unit - II Movement Education Framework

20 Hrs

Meaning of Movement Education Framework.

Components of Movement Education Framework:

- i. Body Concept: Body Parts, Body Shapes, Actions of Body Parts, Actions of the whole body (Non-Locomotor, Locomotor, Manipulative Skills).
- ii. Space Concept: Location, Direction, Level, Pathway and Extension, Planes.
- iii. Effort Concept: Time, Force, Flow, Focus.
- iv. Relationship Concept: People, Position, Timing, Goal, Environment.

Unit - III Teaching and Evaluating Movement Concept

15 Hrs

Selecting behavioural objectives: Cognitive domain objectives, Affective domain objectives and Psychomotor domain objectives.
Instructional strategies: Imitative Approach and Movement Exploration Approach.
Methods of student assessment: Checklist rubrics, observation checklist, rating scales, anecdotal record sheets, student logs, peer and self-assessments and written tests.

Unit - IV Physical Literacy

15 Hrs

Meaning, definition and concept of Physical Literacy.
Domains of physical literacy: physical, psychological, social and cognitive.
Elements of physical literacy: physical elements, psychological elements, social elements and cognitive elements.
Stages of physical literacy development: pre-foundational, foundation & exploration, acquisition & accumulation, consolidation & mastery and transfer & empowerment.

Marking Scheme:

Maximum Marks : 100 Marks

Theory Examination : 70 Marks

Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15

Project/Assignment/Seminar : 10

Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

Australia, S. (2021, May 22). *Physical literacy*. Retrieved from <https://www.sportaus.gov.au/>: https://www.sportaus.gov.au/physical_literacy

Clements, R. L., & Schneider, S. L. (2017). *Moving with words & actions: Physical literacy for preschool and primary children*. USA: Human Kinetics.

Gardner, H. (2017). *Physical literacy on the move: Games for developing confidence and competence in physical activity*. USA: Human Kinetics.

Kelly, L. E., Wessel, J. A., Dummer, G. M., & Sampson, T. (2010). *Everyone can: Skill development and assessment in elementary physical education*. USA: Human Kinetics.

Pangrazi, R. P., & Beighle, A. (2014). *Dynamic physical education for elementary school children (17th Edn.)*. USA: Human Kinetics.

Pangrazi, R. P., & Beighle, A. (2016). *Dynamic physical education for elementary school children (18th Edn.)*. USA: Human Kinetics.

Facilitation to the achievement of Coach learning outcomes.

Month wise Progression	Course Learning Outcome	Teaching and Learning Activity	Assessment Task
First Month- Unit-I	Students will develop an understanding of the meaning of movement education. They will be able to define the concept of movement education. Students will learn the importance of learning movement education as far as a physical educator is concerned.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar
Second Month- Unit-II	Students will develop an understanding of the movement education framework. They will also learn the components of movement education framework.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar
Third Month-Unit-III	Students will develop an insight of how to select an objective for teaching. Further they will learn about various approaches in teaching movement education. Also they will understand the different assessment methods.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar

<p>Fourth Month- Unit- IV</p>	<p>Students will develop an idea about physical literacy. Also they will learn about how physical literacy will help in developing a physical activity culture. Further students will gain knowledge about the structure of neuron, brain and kidney. They will further enhance their knowledge about the organization of the nervous system.</p>	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar
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**BACHELOR OF PHYSICAL EDUCATION
SEMESTER II**

PART A - THEORY COURSES

BPEDI CC 323 COMMUNICATIVE ENGLISH

Objective: To provide knowledge of English comprehension and communication.

Learning Outcome: The students will develop correspondence and descriptive writing skills in English.

After Completion of first Month:

Students will develop an understanding of the skill of drafting a letter. They will get an idea about how to prepare an application. They will also understand the art of writing notices and personal letters.

After Completion of Second Month:

Students will develop an understanding of the art of writing paragraphs, essay and summary.

After the completion of Third Month:

Students will develop an insight of comprehension, precis writing and critical appreciation.

After Completion of Fourth Month:

Students will develop an idea about the art of preparing and delivering welcome address, vote of thanks, presidential address and event report.

THEORY SYLLABUS

60 Credits

Unit - I Correspondence

15 Hrs

Personal letters.

Applications for leave, scholarships, seeking permission to attend academic activities.

Invitations: Formal and Informal.

Notice writing.

Social letters.

Unit II Descriptive Writing

15 Hrs

Paragraph writing (50 words).

Essay writing (250 words)

Essay writing (500 words)

Summary Writing

Unit - III Comprehension

15 Hrs

Comprehension of Familiar Passages.

Comprehension of Unfamiliar Passages

Precis writing

Critical appreciation based various articles.

Unit IV Oration

15 Hrs

Preparation and delivery of welcome address.
Preparation and delivery of presidential address.
Preparation and delivery of vote of thanks.
Preparation and delivery of report of an event.

Marking Scheme:

Maximum Marks : 100 Marks
Theory Examination : 70 Marks
Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15
Project/Assignment/Seminar : 10
Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

High School English Grammar - Wren & Martin
How to write & speak better English -John Elisson Kahn.
A remedial English grammar for foreign students - F.T. wood.
English Vocabulary in use - Michael McCarthy, Felicily O'Dell.
Advanced English Grammar - Martin Haurings.
Common Mistakes at Intermediate, CUP- Driscoll, La. Cambridge.
Common Mistakes at Upper-Intermediate CUP- Tayfoor, Suzanne

Month wise Progression	Course Learning Outcome	Teaching and Learning Activity	Assessment Task
First Month- Unit-I	Students will develop an understanding of the skill of drafting a letter. They will get an idea about how to prepare an application. They will also understand the art of writing notices and personal letters.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar
Second Month- Unit-II	Students will develop an understanding of the art of writing paragraphs, essay and summary.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar
Third Month-Unit-III	Students will develop an insight of comprehension, precis writing and critical appreciation.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar
Fourth Month- Unit-IV	Students will develop an idea about the art of preparing and delivering welcome address, vote of thanks, presidential address and event report.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar

SEMESTER II
PART A - THEORY COURSES

BPEDI EC 324 RECREATION

Objective: To deliver the knowledge of recreation and programming of recreation.

Learning Outcome: The students will develop the concept of recreation and its importance in physical education. Students will also perceive the scope of recreation, its characteristics and the misconceptions associated with recreation. They acquire knowledge about the recreation social Institution and camping, programmes and planning for recreation.

After the completion of first Month:

The students will develop the concept of recreation and its characteristics. They will gain knowledge of scope of scope of Recreation, its importance and the misconception about recreation.

After completion of Second Month:

The Students will develop insight on the role of recreation social and educational institutions like community, religious organizations and family. They learn the importance, aims and objectives of camping, of camping, and camping leadership.

After completion of Third Month:

The Students will develop vision in criteria selecting recreation programmes and the principles of selecting programmes. They learn to classify recreational activities. They also understand about hobbies, its types and the agencies providing Recreation.

After Completion of Fourth Month:

The students will gain knowledge about the planning criteria of recreational facilities, objectives of recreational facilities. They will develop a concrete concept about different types of indoor and outdoor recreation for rural and urban populations. The students also will learn how to operate different recreation areas and facilities, their source of funding and maintenance.

THEORY SYLLABUS: **70 Credits**

Unit -I Introduction to Recreation **15 Hrs**

Meaning and Definitions
Characteristics of Recreation
Importance of Recreation
Scope of Recreation
Misconceptions about Recreation

Unit –II Recreation Social Institution Camping **15 Hrs**

Family
Educational institutions
Community/Culture

Religious organization
Aim & Objectives of Camping
Importance of Camping
Camping Leadership

Unit –III Programmes in Recreation

20 Hrs

Criteria of Selecting a programme
Principles of Selecting a Programme
Classification of Recreational Activities
Indoor and Outdoor Activities
Water Activities
Cultural Activities
Adventure activities
Social events
Literary Activities
Introduction to Hobbies And Types Of Hobbies
Agencies providing Recreation.

Unit –IV Planning for Recreation

20 Hrs

Planning criteria of Recreational facilities
Objectives of Recreational facilities
Types of indoor and outdoor recreation for rural population
Types of indoor and outdoor recreation for urban population
Operation of Different Recreation Area Sand Facilities
Maintenance of Different Recreation Area Sand Facilities
Sources of Funding of recreational activities.

Marking Scheme:

Maximum Marks : 100 Marks

Theory Examination : 70 Marks

Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15

Project/Assignment/Seminar : 10

Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]

- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

Bright Charles K. and Herold C. Meyer. (1953) *Recreational test and readings*. Eaglewood cliff, New Jersey Prentice Hall, Inc..

Butler George (1976). *Introduction to community recreation*. Mc Gram Hill Book Company,

S. Dheer, R.S. Saini (2005). *Development games and recreational activities* New Delhi, Friends Publication,.

Sharad Chandra Mishra (2013). *Recreational in physical education*. New Delhi Sports Publication,.

Dubey and Nayak. *Recreation Reston*. AP Publishers, Jalandhar.

Kledienst VK & Weston (1978) *The recreational sports programme*. Prentice Hall International Ic.London

Kran, R.G. *Recreation and the schools*: New York: Mac melon company.

Marrow GS (1976) *Therapeutic recreation*. Reston Publishing Company

Neil J. Dougherty IV (1998) *Outdoor recreation safety*. South Australia, Human Kinetics Publication,.

Ness wed, M.H. and New Meyer E.S. (1982). *Leisure and recreation*. New York: Ronald Press.

VannierMaryhalen, (1959). *Methods and material in recreation leadership*: Philadelphia. W.B. Saunders company.

Month wise Progression	Course Learning Outcome	Teaching and Learning Activity	Assessment Task
First Month-Unit-I	The students will develop the concept of recreation and its characteristics. They will gain knowledge of scope of scope of Recreation, its importance and the misconception about recreation.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar

<p>Second Month- Unit- II</p>	<p>The Students will develop insight on the role of recreation social and educational institutions like community, religious organizations and family. They learn the importance, aims and objectives of camping, of camping, and camping leadership.</p>	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar
<p>Third Month-Unit- III</p>	<p>The Students will develop vision in criteria selecting recreation programme and the principles of selecting programme. They learn to classify recreational activities. They also understand about hobbies, its types and the agencies providing Recreation.</p>	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar
<p>Fourth Month- Unit- IV</p>	<p>The students will gain knowledge about the planning criteria of recreational facilities, objectives of recreational facilities. They will develop a concrete concept about different types of indoor and outdoor recreation for rural and urban populations. The students also will learn how to operate different recreation areas and facilities, their source of funding and maintenance.</p>	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar

BACHELOR OF PHYSICAL EDUCATION
SEMESTER II
PART A - THEORY COURSES

BPEDI EC 325 PHILOSOPHY OF TEACHING AND COACHING

Objective: To understand and attain coaching philosophy and principles of coaching and to appreciate the skills required to be a successful coach, and develop appropriate communication skills.

Learning Outcome: The students will acquire basic concepts relating to philosophy of teaching and coaching and to present various perspective of coaching principles, self- assessment, behaviour and management. The students get conscientize about coach's obligations and responsibilities and to trace the evolution of coaching and teaching.

After the completion of the first month:

Students will understand the meaning of coaching philosophy and the importance of coaching styles. Students will further understand the weather coaching is art or science. They will also to determine the coaching objectives.

After the completion of second month:

Students will develop skills which are needed for successful coaching. They will also learn self-assessment skills and self-re-evaluation. Further they will understand the qualities of a good coach.

After the completion of third month:

After the completion of third unit the students will the understand the qualities of an effective coach and communication skills. They will learn about different styles as per age and gender. Further they lean the management styles.

After the completion of fourth month:

After the completion of fourth unit the students will develop idea about the organization skills. They will also learn how to deal with problems related with athletes and parents. Further, the students will understand the coach's obligations and responsibilities in term of management skills and supervision skills.

THEORY SYLLABUS

60 Credits

Unit – 1 Principles of Coaching.

15 Hrs.

Motivation to be a coach, coaching style
Coaching an Art or a Science
Developing your own coaching philosophy.
Determining your coaching objectives.

Unit -2 Self-Assessment.

15 Hrs.

Specific skills to be a successful Coach
Rubric for Self Introspection and Evaluation.
Criteria of a good coach.
Teaching values and self-re-evaluation.

Unit -3 Coaching Behaviour. 15 Hrs.

Qualities of an effective coach
Communication for fairness and consistency.
Styles of communication for different groups
Developing own style of Management

Unit - 4 Management Skills. 15 Hrs.

Important to be an organized coach.
Dealing with problems related to parents and athletes.
Coach's obligations and responsibilities in term of skills and supervision.
Coaching Advanced versus Beginner athletes.

Marking Scheme:

Maximum Marks : 100 Marks
Theory Examination : 70 Marks
Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15
Project/Assignment/Seminar : 10
Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

Reference:

European Sports Coaching Framework Copyright © 2017 by Coach Learn Published by Human Kinetics, Champaign, Illinois, United States ISBN: 978-1-4925-6029-6

Winning Every Day: The Game Plan for Success (Hardcover), by Lou Holtz (shelved 2 times as coaching-philosophy).

Coach Wooden's Pyramid of Success Playbook: Applying the Pyramid of Success to Your Life (Paperback) by John Wooden.

Drake, David B., Goriz, Kim., Brennan G(2009) *The philosophy of practice coaching*

Pieron, Carl J. (2011). *The politics of coaching: A survival guide to keep coaches from getting bored.*

Month wise Progression	Course Learning Outcome	Teaching and Learning Activity	Assessment Task
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First Month- Unit-I	<p>Students will understand the meaning of coaching philosophy and the importance of coaching styles. Students will further understand whether coaching is art or science. They will also determine the coaching objectives.</p>	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar
Second Month- Unit- II	<p>Students will develop skills which are needed for successful coaching. They will also learn self-assessment skills and self-re-evaluation. Further they will understand the qualities of a good coach.</p>	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar
Third Month-Unit- III	<p>After the completion of the third unit the students will understand the qualities of an effective coach and communication skills. They will learn about different styles as per age and gender. Further they learn the management styles.</p>	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar
Fourth Month- Unit- IV	<p>After the completion of the fourth unit the students will develop ideas about the organization skills. They will also learn how to deal with problems related to athletes and parents. Further, the students will understand the coach's obligations and responsibilities in terms of management skills and supervision skills.</p>	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration Method ● Presentation Methods ● Assessment Methods 	<ul style="list-style-type: none"> ● Class Assignments ● Evaluation of Presentations ● MCQs/ Class Tests/Viva/Seminar

SYLLABUS

BACHELOR OF PHYSICAL EDUCATION
(Four Year Innovative Professional Degree Programme)
(Outcome Based)

SEMESTER-II

PRACTICUM

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- II
PART B – PRACTICUM

BPEDI PC 326 GYMNASTICS

**Unit -I Introduction to Rhythmic, Aerobic, Trampoline , Parkour & Acrobatic
Gymnastics (Theory)**

- i. Instruments for Rhythmic Gymnastics
- ii. Basics of Rhythmic Gymnastics Code of Points.

- iii. Definition Of Aerobic Gymnastics and Aerobic movement pattern.
- iv. Basics of Aerobic Gymnastics Code of Points.
- v. Event categories in Aerobic Gymnastics Competition.
- vi. Event categories in Acrobatic Gymnastics Competition.
- vii. Event categories in Trampoline Gymnastics Competition.
- viii. Introduction to Parkour Competition

Unit -II Introduction to Rhythmic, Aerobic, Trampoline , Parkour & Acrobatic Gymnastics

- i. Seven basic steps of Aerobic Gymnastics (March. toe-ball-heel locomotion , Jog , Skip, Lunge, Jack, Knee Lift ,Kick.
- ii. Rhythmic Gymnastics Skill groups common for all instruments (Swings (1-handed, 2-handed), Circles (1-handed, 2-handed), Forward jumps/skips, Releases, Exchanges)
- iii. Acrobat Gymnastics start points and catch positions.
- iv. Basic Trampoline jumps

Unit -III Basic Movements of Artistic Gymnastics Vault table

- i. Approach run , hurdle step and take off on vault , placement of hands on the vault, squat vault, head-spring from top of vault, Handspring from top of the vault, stoop vault.

Unit -IV Basic Movements of Artistic Gymnastics Apparatus

- i. Basic support swings, Upper arm swings, L-sit, Back up rise to support , shoulder stand , shoulder stand to roll on Parallel Bars.
- ii. Basic swings, swing turns, Glide Kip, one leg upstarts , back hip circle, front hip circle on Horizontal Bar.
- iii. Basic swings, swing turns, one leg upstarts , back hip circle, front hip circle , on Uneven Bars.

References:

- Aykroyd, P. (1980). *Skills & tactics of gymnastics*. Hong Kong: Marshall Cavendish Limited.
- Bennett, J. P., & Riemer, P. C. (2006). *Rhythmic activities and dance*. Champaign: Human Kinetics.
- Cooper, P., & Milan, T. (1982). *Teaching gymnastics skills*. New Delhi: Surjeet Publications.
- Cromie, W. J. (1997). *Gymnastics teaching and coaching*. New Delhi: Mohit Publication.

Jastrjembskaia, N., & Titov, Y. (1999). *Rhythmic gymnastics*. Champaign, USA: Human Kinetics.

Mitchel, D., Davis, B., & Lopez, R. (2002). *Teaching fundamental gymnastics skills*. Champaign, USA: Human Kinetics.

Werner, P. H. (2004). *Teaching children gymnastics*. champaign, USA: Human Kinetics.

https://www.fig-aerobic.com/1-1-AEROBIC-GYMNASTICS_a1091.html

<https://www.gymnastics.sport/site/about.php>

**BACHELOR OF PHYSICAL EDUCATION
SEMESTER- II
PART B-PRACTICUM**

BPEDI PC 327 TRACK AND FIELD

Unit - I Horizontal Jumping Events

- i. Long Jump: Different techniques
 - a) Approach run

- b) Take off
- c) Flight phase,
- d) Landing
- ii. Triple Jump: Different techniques
 - a) Approach run
 - b) Hop
 - c) Step
 - d) Jump
 - e) Flight phase
 - f) Landing

Unit - II Vertical Jump

- i. High Jump: Different techniques
 - a) Approach run
 - b) Take off
 - c) Clearance over the bar/ Flight phase
 - d) Landing

Unit-III Throwing events

- i. Discus throw
- ii. Javelin Throw
- iii. Shotput

Unit-IV Officiating

- i. Markings of the throwing and jumping events
- ii. Rules and regulations of international body pertaining to throwing and jumping events and their interpretation
- iii. Duties and responsibilities of different Officials in Jumping and throwing events in track and field.

References:

Carr, G., Carr, G. A. (1999). *Fundamentals of Track and Field*. United Kingdom: Human Kinetics.

Coaching Youth Track & Field. (2008). United Kingdom: Human Kinetics.

[Ed Jacoby](#) and [Bob Fraley](#). (1995). *Complete book of Jumps*, United States: Human Kinetics Publisher

Guthrie, M. (2003). *Coaching Track & Field Successfully*. United Kingdom: Human Kinetics.

Rogers, J. L. (2000). *USA Track & Field Coaching Manual*. United States: Human Kinetics.

Santos, J., Shannon, K. (1989). *Track: The Field Events*. United States: Sports Illustrated.

Silvester, L. J., Silvester, J. (2003). *Complete Book of Throws*. United States: Human Kinetics.

Track & Field Coaching Essentials. (2014). United Kin

**BACHELOR OF PHYSICAL EDUCATION
SEMESTER- II
PART B–PRACTICUM**

BPEDI PC 328 SWIMMING

Unit -I Competition

- i. Seeding of Heat, Semi-finals and Finals/ Mock Competition
- ii. Duty and Powers of Referees/ Mock Competition

Unit – II Introduction to officiating and coaching

- i. Basics of coaching
- ii. Officiating procedures
- iii. Automatic officiating procedures

Unit- III Life-Saving

- i. Introduction
- ii. Methods (Direct and Indirect)
- iii. Artificial Respiration
- iv. Duties and responsibilities of life guard

Unit – IV Professional ethics and personal responsibilities

- i. For coaches
- ii. For life -guard

References:

- Dixon, J. (1996). *Swimming Coaching*. Ramsbury: The Crowood Press.
- Guzman, R. J. (1998). *Swimming Drills For Every Stroke*. Champaign, USA: Human Kinetics.
- Hannula, D. (2003). *Coaching Swimming Successfully*. Champaign, USA: Human Kinetics.
- Hannula, D., & Thornton, N. (2001). *The Swimming Coaching Bible*. Champaign, USA: Human Kinetics.
- Stager, J. M., & Tanner, D. A. (2001). *Swimming*. Massachusetts: Blachwell and science.
- Thomas, M.S, D. (2005). *The Swimming Steps to Success*. Champaign, USA: Human Kinetics.
- USA, Y. o. (1999). *Teaching Swimming Fundamentals*. Champaign, USA: Human Kinetics.
- Wilkie, D., & Juba, K. (1986). *The Hand Book of Swimming*. 44 Bedford Square London: Pelham Books Pvt. Ltd.
- Palmer, Mervyn L. *The Science of Teaching Swimming*.
- Young Mark E. (2016). *The Complete Beginners Guide to Swimming*.
- Young, Mark E. (2014) *The Swimming Strokes Book*.
- Lucero, Blythe. (2007) *The 100 Best Swimming Drills*.
- Fina Handbook*

**BACHELOR OF PHYSICAL EDUCATION
SEMESTER- II
PART B–PRACTICUM**

BPEDI PC 329 CRICKET

Unit -I Umpiring, Scoring and Measurements

- i. Umpires and Umpiring
- ii. Scorers and Scoring
- iii. Specifications and measurement
 - a) Bat

- b) Ball
- c) Wickets
- d) Pitch
- e) Ground

Unit -II Batting skills and techniques

- i. Horizontal Bat Strokes
 - a) Pull shot
 - b) Square cut
 - c) Sweep shot
 - d) Running between Wickets

Unit –III Bowling Skills and Techniques

- i. Medium Pace and Fast Bowling
 - a) Outswing bowling
 - b) Inswing bowling
- ii. Spin Bowling
 - a) Off Spin
 - b) Leg Spin

Unit - IV Fielding and Wicket keeping Techniques

- i. Fielding positions
- ii. Attacking fielding
- iii. Defensive fielding
- iv. Wicket Keeping: Basic stance, Collection and Stumping

References:

- Aneja, O.P. (2012). *How to Play Cricket*. PrernaPrakashan.
- Arora, Monika.(2005). *Cricket Coaching Manual*. Sports Publication.
- Bharadwaj, Arun. (2008). *Coaching Batting Skills*. Royal Colour Cartons.
- Kutty, Suresh. (2003). *Fielding Drills in Cricket*. Sports Publication,
- Rachna.(2001) *Play Better Cricket*. Sports Publication.
- Srivastava, Vijay Kumar.(2007). *Analysis of Cricket Skills*. Sports Publication.
- Syal, Meenu. (2004). *Teach Yourself Cricket*. PrernaPrakashan.
- Tyagi, Arun Kumar.(2012). *Cricket Skills & Rules*. Khel Sahitya Kendra.
- Woolmer, Bob. Noakes, Time. Moffett, Helen. (2010). *Bob Woolmer on Batting*. New Holland Publishers.
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**BACHELOR OF PHYSICAL EDUCATION
SEMESTER- II
PART B-PRACTICUM**

BPEDI PC 3210 KALARIPPAYATTU

Unit – I Introduction of Kalarippayattu

- i. History of kalarippayattu
- ii. Rules of the Game
- iii. Things to know while studying Kalarippayattu

Unit -II Basic Level

- i. Salutation forms (kalarivandanam)
- ii. Types of basic steps (Ottachuvadu&Koottachuvadu)
- iii. Advance forms of movement and steps

Unit - III Intermediate Level

- i. Meippayattu (body Flexibility techniques)
- ii. Types of the flexibility techniques
- iii. Evasions & movement

Unit-IV Advanced Level

- i. Unarmed combat (kaiporu)
- ii. Locks & hold (pootumpirivum)
- iii. High Kick

References:

Soman, Poonthura. (2018). *Kalaripayattu AlbudhavahamayaAyodhana Kala*.

K,Vijayakumar. (2000). *Kalaripayattu: KeralathinteShakthiyumSaundaryam*.

P,Balakrishnan. (1994). *Kalaripayattu KeralathintePrajeenaAyodhana Mura*.

SYLLABUS

BACHELOR OF PHYSICAL EDUCATION
(Four Year Innovative Professional Degree Programme)
(Outcome Based)

SEMESTER-III

THEORY COURSE

BACHELOR OF PHYSICAL EDUCATION
SEMESTER -III
PART A - THEORY COURSES

BPEDI CC 331 HEALTH EDUCATION

Max.Marks=100

Time: 3 Hrs

Objective: To provide the knowledge of health education and nutrition

Learning Outcome: The Students will understand the concept of fundamental health education and health problems in India. The students will attain

knowledge about hygiene, health, diseases, School health services; and will follow health and hygienic practices in life.

After the completion of First Month:

The students will develop understanding and knowledge regarding Definition of Health, Health Education, Health Instruction, and Health Supervision. Students will learn about aims, objectives and principles of health Education, health service and guidance and instruction in personal hygiene.

After the completion of Second Month:

The students will acquire knowledge on nutritional problems, explosive population, communicable and non-communicable diseases, medical care problems, environmental sanitation.

After the completion of Third Month:

The students will develop knowledge about meaning of disease cycle, epidemiological triad, methods of disease transmission-direct method and indirect method, they will also develop awareness about personal hygiene-care of skin, care of hair and nails, care of eyes and care of teeth.

After the completion of Fourth Month:

The students will understand about objectives of school health services, role and importance of health education in schools, environmental hygiene for schools. Students also develop an awareness about different methods of water purification, disposal of garbage, composting, biogas plants and sewage treatment.

THEORY SYLLABUS

60 Credits

Unit - I Health education

15 Hrs

Definition of health

Aims and Objectives of Health Education

Dimensions and Determinants of health, Spectrum of health

Health problems of school going students

Health appraisal

Nutritional services and Mental health.

Unit -II Health problems in India

20 Hrs

Nutritional problems

Explosive population

Communicable and Non communicable disease problems

Medical care problems and Environmental sanitation.

Unit -III Concept of diseases

20 Hrs

Disease cycle

Epidemiological triad

Methods of disease Transmission: Direct method, Indirect method

Personal hygiene

Care of skin
Care of hair and nails
Care of eyes
Care of teeth.

Unit - IV School Health Services

15 Hrs

Objectives of school health services
Role of health education in schools
Importance of school health services
Personal and Environmental Hygiene for schools
Large scale water purification
Small Scale water purification
Disposal of garbage, Composting
Biogas plants, Sewage treatment
Basic principles, Primary treatment and Secondary treatment.

Marking Scheme:

Maximum Marks : 100 Marks

Theory Examination : 70 Marks

Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15

Project/Assignment/Seminar : 10

Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

- Bhatia, A. (1999). *Encyclopedia of Health and Nutrition*. New delhi: Anmol publication PVT. Ltd.
- Gordon, E., & Golanty, E. (2004). *Health and Wellness*. Mississauga: Jones and Bartlett Publishers.
- Greene, W. H., Jenne, F. H., & Patricia, L. M. (1978). *Health Education in elementary school*. New york: Macmillan Publishing Co. Ltd.

- Frank, H & Walter, H., (1976). Turners school health education. Saint Louis: The C.V Mosby Company.
- Johnson , W. R. (1968). *Health in Action*. United state of america: Library of congress cataloging in publication data.
- J.E Park,K.Park, Text Book of Preventive and Social Medicine, BanasidasBhanotPublishers, Jabalpur, 1985
- Nemir, A. (n.d). The School Health Education. New York Harber and Brothers.
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- Greene, W. H., Jenne, F. H., & Patricia, L. M. (1978). *Health Education in elementary school*. New york: Macmillan Publishing Co. Ltd.
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- Miller, D. F. (1988). *Dimention of Community Health* (Second edition ed.). dubuque, United States of America: Wm. C . Brown Publishers.
- Tara Chand, R. P. (Ed.). (1997). *Advance methods of physical and health education*. New Delhi, India: Madan Sachdeva for Kanishka publishers.

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	The students will develop understanding and knowledge regarding Definition of Health, Health Education, Health Instruction, and Health	Lecture Methods Demonstration Methods Assessment Methods	Evaluation of Presentation Evaluation of Assignment MCQ

	Supervision. Students will learn about aims, objectives and principles of health Education, health service and guidance and instruction in personal hygiene.	Presentation	Class-test / viva/ seminar
Second Month	The students will understand the objectives of school health services, the role and importance of health education in schools, and environmental hygiene for schools. Students also develop an awareness about different methods of water purification, disposal of garbage, composting, biogas plants and sewage treatment.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Third Month	The students will develop knowledge about the meaning of disease cycle, epidemiological triad, methods of disease transmission- direct method and indirect method, they will also develop awareness about personal hygiene- care of skin, care of hair and nails, care	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

	of eyes and care of teeth.		
Fourth Month	The students will understand the objectives of school health services, the role and importance of health education in schools, and environmental hygiene for schools. Students also develop an awareness about different methods of water purification, disposal of garbage, composting, biogas plants and sewage treatment	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

**BACHELOR OF PHYSICAL EDUCATION
SEMESTER- III**

PART A - THEORY COURSES

BPEDI CC 332 ENVIRONMENTAL STUDIES

Objective: To provide the knowledge and understanding of Environmental Science.

Learning Outcome: The Students will be able to know about the multidisciplinary nature of Environmental Science. The students will be equipped with the knowledge regarding natural resources and associated problems. The students will understand the concept of an ecosystem and acquire the knowledge about environmental pollution, its causes, effects and control measures.

After the completion of first Month:

The students will develop the understanding and knowledge regarding the Environmental Science and its multidisciplinary nature. They will learn the scope, need and importance of environmental science. They will understand the need for public awareness. The students will develop wide ranging knowledge about Population growth, and variation among nations, population explosion and family welfare programmes, environment and human health.

After the completion of Second Month:

The students will develop the understanding and knowledge of Natural resources. They will also learn the associated problems related to forest resources, water resources, mineral resources, food resources, energy resources, land resources.

After the completion of Third Month:

The students will gain a concept of an ecosystem, its structure and function, producers, consumers and decomposers. They will develop awareness about energy flow in the ecosystem, food chains, food webs and ecological pyramids. They will also acquire knowledge about characteristic features, structure and function of the following ecosystems; Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem.

After the completion of Fourth Month

The students will gain knowledge of Environmental Pollution, and the causes, effects and control measures of air pollution, water pollution, soil pollution, marine pollution, noise pollution. They will learn the procedure to manage E-waste and the procedure of plastic recycling and prohibition of plastic bags/cover. The students also will develop knowledge about climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.

THEORY SYLLABUS:

60Credits

Unit –I Introduction to environmental science

15 Hrs

The multidisciplinary nature of Environmental Science
Scope, need and importance of Environmental Science
Need for public awareness
Population growth and variation among nations
Population explosion and family welfare programmes
Environment and human health.

Unit –II Natural resources and associated problems **15 Hrs**

Forest resources
Water resources
Mineral resources
Food resources
Energy resources
Land resources.

Unit–III Ecosystem **15 Hrs**

Concept of an ecosystem
Structure and function of an ecosystem
Producers, consumers and decomposers
Energy flow in the ecosystem:
Food chains
Food webs
Ecological pyramids.
Introduction, types, characteristic features, structure and function of the following ecosystems-
Forest ecosystem,
Grassland ecosystem,
Desert ecosystem,
Aquatic ecosystem,
Water conservation,
Rainwater harvesting and watershed management.

Unit–IV Environmental Pollution **15 Hrs**

Causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.

Marking Scheme:

Maximum Marks : 100 Marks
Theory Examination : 70 Marks
Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15
Project/Assignment/Seminar : 10
Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

Michael L.McKinnen, Robert M Schoch, Logan Yanavjak, (2013). *Environmental Science* 5th Edn.

Daniel. B. Botkin, Edward.A.Keller, (2010).*Environmental Science*, 7thEdn.

Purnima Sethi, V.S Kulkarni, (2011). *EnvironmentalScience*.

Agrawal, K.C. (2001). *Environmental Biology* (Bikaner: Nidhi PublishersLtd.).

K. Park, *Preventive and Social Medicine*, 24thEdn

Heywood, V.H. and Watson V.M., (1995), *Global biodiversity Assessment* (U.K.: Cambridge University Press),

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	The students will develop the understanding and knowledge regarding the Environmental Science and its multidisciplinary nature. They will learn the scope, need and importance environmental science. They will understand the need for public awareness. The students will develop wide ranging knowledge about Population growth, and variation among nations, population explosion and family welfare programmes, environment and human health.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Second Month	The students will develop the understanding and knowledge of Natural resources. They will also learn the associated problems related to forest resources,	Lecture Methods Demonstration Methods Assessment Methods	Evaluation of Presentation Evaluation of Assignment MCQ

	water resources, mineral resources, food resources, energy resources, land resources	Presentation	Class-test / viva/ seminar
Third Month	The students will gain a concept of an ecosystem, its structure and function, producers, consumers and decomposers. They will develop awareness about energy flow in the ecosystem, food chains, food webs and ecological pyramids. They will also acquire knowledge about characteristic features, structure and function of the following ecosystems; Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Fourth Month	The students will gain knowledge of Environmental Pollution, and the causes, effects and control measures of air pollution, water pollution, soil pollution, marine pollution, noise pollution. They will	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

	<p>learn the procedure to manage E-waste and the procedure of plastic recycling and prohibition of plastic bag/covers. The students also will develop knowledge about climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.</p>		
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BACHELOR OF PHYSICAL EDUCATION
SEMESTER- III
PART A - THEORY COURSES

BPEDI CC 333 KINESIOLOGY

Objective: To provide wide ranging knowledge of human movements and to use it to analyse and execute efficiently in the field of physical education and sports.

Learning Outcome: The students will develop comprehensive knowledge concerning kinesiology and its importance in physical education and sports. They will learn the fundamental mechanical concepts and basic physiological perceptions involved in the field of kinesiology. The students will also acquire knowledge about location, origin, insertion and actions of major muscles in the human body.

After the completion of First Month:

The students would learn the definition and meaning of kinesiology and its relevance in the field of physical education and sports. they will attain knowledge on fundamental and anatomical positions, different planes and axes of motion, fundamental joint movements, Terminology of muscular attachments, structural and functional classification of muscles, different types of muscle contractions and angle of pull.

After the completion of Second Month:

Students will obtain knowledge on planes, axes and the movements happening around joints. They will also learn the types of muscle contractions and gradation of muscle contraction. In the last part, they develop concept on All or none law, stretch reflex reciprocal innervation and inhibition.

After the completion of Third Month:

The students will acquire knowledge on location and attachments of major muscles at shoulder, shoulder girdle, and trunk joints. They will also learn the actions of major muscles associated with these joints.

After the completion of Fourth Month:

The students will obtain information on location and attachments of major muscles at hip, knee and ankle joints. They will also learn the movements of major muscles functioning around these joints.

THEORY SYLLABUS

60 Credits

Unit -I Introduction to kinesiology

15 Hrs

Meaning and Definition of kinesiology, Role of kinesiology in physical education in sports, Fundamental and anatomical positions, Terminology of muscular attachments, Structural classification of muscles, Functional classification of muscles.

Unit- II Mechanical and Physiological fundamentals

15 Hrs

Orientation of planes and axes of motion, Fundamental joint movements, Types of muscle contractions, Gradation of muscle contraction, Reciprocal innervation and inhibition, All or none law, Stretch reflex .

Unit- III Location, attachments and actions of major muscles in upper body 15 Hrs

Pectoralis major, Biceps brachii, Deltoid, Triceps brachii, Latissimus dorsi, Rhomboid, Trapezius, Rectus abdominis, External oblique and Internal oblique.

Unit- IV Location, attachments and actions of muscles in lower body 15 Hrs

Iliopsoas, Gluteus maximus, Sartorius, Biceps femoris, Semitendinosus, Semimembranosus, Biceps femoris, Rectus femoris, Vastus intermedius, Vastus medialis, Vastus lateralis, Gastrocnemius, soleus, Tibialis anterior, Tibialis posterior.

Marking Scheme:

Maximum Marks	:	100 Marks
Theory Examination	:	70 Marks
Internal Assessment	:	30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva	:	15
Project/Assignment/Seminar	:	10
Attendance	:	05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

- Bartlett, R. (1997). *Introduction to sports biomechanics*. New York: E & FN spon.
- Hall, J. S. (1991). *Basic biomechanics*. USA: Mosby Year Book.
- Miller, R. (1990). *Biomechanics*(3rd Edn). New York: Macmillan.
- John W., B. (1979). *Principles of coaching* . Englewood Cliffs, N.J.: Prentice Hall Inc.
- Hay, J., & Reid J, G. (1998). *Mechanics of human motion*(2nd Ed.). Englewood Cliffs, N.J.: Prentice Hall inc.

Broer, M, R., & Zemicke. (1979). *Efficiency of human movements*. Philadelphia: W.B. Saunder Co

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	The students would learn the definition and meaning of kinesiology and its relevance in the field of physical education and sports. they will attain knowledge on fundamental and anatomical positions, different planes and axes of motion, fundamental joint movements, Terminology of muscular attachments, structural and functional classification of muscles, different types of muscle contractions and angle of pull.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Second Month	Students will obtain knowledge on planes, axes and the movements happening around joints. They will also learn the types of muscle contractions and gradation of muscle contraction. In the last part, they	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

	develop concept on All or none law, stretch reflex reciprocal innervation and inhibition.		
Third Month	The students will acquire knowledge on location and attachments of major muscles at shoulder, shoulder girdle, and trunk joints. They will also learn the actions of major muscles associated with these joints.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Fourth Month	The students will obtain information on location and attachments of major muscles at hip, knee and ankle joints. They will also learn the movements of major muscles functioning around these joints.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- III
PART A - THEORY COURSES

BPEDI PC 334 FUNDAMENTALS OF EXERCISE PHYSIOLOGY

Objective: To provide the knowledge about functioning of the various organs and organ systems of the human body during exercise.

Learning Outcome: The students will develop an understanding about the functioning of various organs and systems of the human body during exercise whereby they will be able to understand the changes in body functioning as a result of exercise and training.

After the completion of First Month:

After the Completion of first unit the students will develop understanding of the meaning, definition and concept of exercise physiology. Students will study the importance exercise physiology in the field of physical education. Students will further understand different areas of exercise physiology.

After the completion of Second Month:

After the Completion of second unit the students will learn the structure and function of ATP. They will also acquire knowledge to differentiate aerobic and anaerobic metabolism. Further the students will understand the classification of muscle contractions and exercises.

After the completion of Third Month::

After the completion of third unit the students will develop an insight of effects of exercise on cardiovascular, respiratory and musculoskeletal systems.

After the completion of Fourth Month:

After the completion of fourth unit the students will make an idea about the physiological basis of warm up and cool down. They will also learn about the physiology behind fatigue. Further students will gain knowledge about the EPOC.

THEORY SYLLABUS

60 Credits

Unit - I Introduction to Exercise Physiology **15 Hrs**

Meaning, definition and concept of Exercise Physiology, Importance of learning exercise physiology for a physical educator, Areas of exercise physiology.

Unit - II Bioenergetics of Muscle Contraction **15 Hrs**

Structure and function of ATP, Meaning and concept of Aerobic and Anaerobic Energy Metabolism, Types of muscle contractions: Isotonic, Isometric, Isokinetic, Types of exercise: Sub-maximal and maximal exercise, Aerobic and anaerobic exercise.

Unit - III Effect of Exercise and Training on Various Systems

15 Hrs

Cardiovascular System: Heart rate, stroke volume, cardiac output, blood pressure, Respiratory System: Acute and Chronic changes in respiratory parameters, Musculoskeletal system: Acute and Chronic changes to Muscle and Skeleton.

Unit - IV Physiology of Sports Training

15 Hrs

Physiological basis of Warm up and Cooling down, Physiological basis of fatigue, Excess Post-Exercise Oxygen Consumption.

Marking Scheme:

Maximum Marks : 100 Marks

Theory Examination : 70 Marks

Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15

Project/Assignment/Seminar : 10

Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

Dey, S. K. (2012). *A Text Book of Sports and Exercise Physiology*. New Delhi: Jaypee Brothers Medical Publishers.

Kenney, W. L., Wilmore, J. H., & Costill, D. L. (2012). *Physiology of Sport and Exercise (5th ed.)*. USA: Human Kinetics.

Plowman, S. A., & Smith, D. L. (2017). *Exercise Physiology for Health, Fitness and Performance (5th edn)*. Philadelphia: WoltersKluwer.

Porcari, J., Bryant, C., & Comana, F. (2015). *Exercise Physiology*. USA: F A Davis.

Silverthorn, D. U. (2009). *Human Physiology: An Integrated Approach (4th ed.)* Pearson education, USA.

Tanner, R.K., & Gore, C.J. (eds.) (2013). *Physiological tests for elite athletes (2nd ed.)*. USA: Human Kinetics.

Wingerd, B. (2014). *The Human Body: Concepts of Anatomy and Physiology (3rd ed.)*. Lippincott Williams & Wilkins.

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
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<p>First Month</p>	<p>The students will develop understanding and knowledge regarding Definition of Health, Health Education, Health Instruction, and Health Supervision. Students will learn about aims, objectives and principles of health Education, health service and guidance and instruction in personal hygiene.</p>	<p>Lecture Methods Demonstration Methods Assessment Methods Presentation</p>	<p>Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar</p>
<p>Second Month</p>	<p>After the Completion of second unit the students will learn the structure and function of ATP. They will also acquire knowledge to differentiate aerobic and anaerobic metabolism. Further the students will understand the classification of muscle contractions and exercises.</p>	<p>Lecture Methods Demonstration Methods Assessment Methods Presentation</p>	<p>Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar</p>
<p>Third Month</p>	<p>After the completion of third unit the students will develop an insight of effects of exercise on cardiovascular, respiratory and musculoskeletal systems.</p>	<p>Lecture Methods Demonstration Methods Assessment Methods Presentation</p>	<p>Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar</p>

Fourth Month	After the completion of fourth unit the students will make an idea about the physiological basis of warm up and cool down. They will also learn about the physiology behind fatigue. Further students will gain knowledge about the EPOC.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- III
PART A - THEORY COURSES

BPEDI PC 335 COACHING AND OFFICIATING

Objective: To provide knowledge and understanding of officiating and coaching.

Learning Outcome: The students will understand and develop extensive concept of coaching and officiating, and its importance. The students will also acquire the knowledge on principles of officiating, the qualities and qualification of coach and officials. They will also learn the coaching philosophy, methodology and process of coaching which will enable them to conduct officiating in competitive events.

After the completion of First month:

The students will develop knowledge regarding the officiating and coaching and importance. They will learn about the principles of officiating, the relationship of officials and coaches with management, players and spectators. They will also understand the measures to improve the standards of officiating and coaching.

After the completion of Second month:

The students will develop an insight on the role of coach as a Mentor. They will understand the duties of a coach in general and particularly in competition. They will attain knowledge on philosophy, methodology and process of coaching. They will be well aware of the responsibilities of a coach on and off the field.

After the completion of Third month:

The students will gain knowledge of the duties of officials prior, during and after the competition. They attain knowledge about the philosophy, methodology and process of officiating. The students will also understand the ethics and mechanics of officiating.

After the completion of Fourth month:

The students will gain knowledge on qualities and qualifications of coach and official and integrity and values of sports. They will learn the general rules of games and sports. They will be well conversant with the eligibility rules of intercollegiate and inter-university tournaments. They will also be capable of preparing TA, DA bills.

THEORY SYLLABUS

60 Credits

Unit – I Introduction of Officiating and coaching

15 Hrs

Concept of officiating and coaching, Importance and principles of officiating, Relation of official and coach with management, players and spectators, Measures of improving the standards of officiating and coaching.

Unit - II Coach as a Mentor

15 Hrs

Duties of coach in general, pre, during and post-game, Philosophy, Methodology and Process of Coaching, Responsibilities of a coach on and off the field, Psychology of competition and coaching (Training).

Unit - III Duties of Official

15 Hrs

Duties of officials in general, pre, during and post-game, Philosophy, Methodology and Process of officiating, Mechanics of officiating – position, singles and movement, Ethics of officiating.

Unit IV Qualities and Qualifications of Coach and Official

15 Hrs

Qualities and qualification of coach and official, General rules of games and sports, Eligibility rules of intercollegiate and inter-university tournaments, Preparation of TA, DA bills, Integrity and values of sports.

Marking Scheme:

Maximum Marks	:	100 Marks
Theory Examination	:	70 Marks
Internal Assessment	:	30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva	:	15
Project/Assignment/Seminar	:	10
Attendance	:	05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

- Bunn, J. W. (1968). *The art of officiating sports*. Englewood cliffs N.J. Prentice Hall.
- Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood cliffs N. J. Prentice Hall.
- Dyson, G. H. (1963). *The mechanics of athletics*. London: University of London Press Ltd.
- Dyson, G. H. (1963). *The mechanics of Athletics*. London: University of London Press Ltd.
- Lawther, J.D. (1965). *Psychology of coaching*, New York: Pre. Hall.

Singer, R. N. (1972). *Coaching, athletic & psychology*. New York: M.C. Graw Hill.

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	The students will develop knowledge regarding the officiating and coaching and importance. They will learn about the principles of officiating, the relationship of official and coaches with management, players and spectators. They will also understand the measures to improve the standards of officiating and coaching.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Second Month	The students will develop an insight on role of coach as a Mentor. They will understand the duties of coach in general and particularly in competition. They will attain knowledge on philosophy, methodology and process of coaching. They will be well aware of the responsibilities of a coach on and off the field.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

Third Month	The students will develop knowledge about the meaning of disease cycle, epidemiological triad, methods of disease transmission-direct method and indirect method, they will also develop awareness about personal hygiene-care of skin, care of hair and nails, care of eyes and care of teeth.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Fourth Month	The students will gain knowledge on qualities and qualifications of coach and official and integrity and values of sports. They will learn the general rules of games and sports. They will be well conversant with the eligibility rules of intercollegiate and inter-university tournaments. They will also be capable of preparing TA, DA bills.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

SYLLABUS

BACHELOR OF PHYSICAL EDUCATION

(Four Year Innovative Professional Degree Programme)

(Outcome Based)

SEMESTER-III

PRACTICUM

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- III
PART B–PRACTICUM

BPEDI PC 336 BASICS OF FOOTBALL

Unit -I Introduction to Football

- i. History of Football.
- ii. Laws of the game.
- iii. Marking of the Football field.
- iv. Important tournaments held at national and international levels

Unit -II Fundamental Skills

- i. Kicks
 - a) Kicking with the inside of the foot.
 - b) Kicking with the Instep of the foot
 - c) Kicking with the outer instep of the foot.
- ii. Trapping
 - a) Trapping the ball withinside of the foot
 - b) Trapping the ball withinstep of the foot.
 - c) Trapping bounce ball with the sole of the foot.

Unit -III Dribbling, Feinting and Throw-in

- i. Dribbling
 - a) With the instep of the foot.
 - b) With the inside of the foot.
 - c) With the outside of the foot.
- ii. Feinting
 - a) With the lower limb
 - b) With the upper part of the body
- iii. Throw -in

Unit – IV Heading, Tackling and Goalkeeping

- i. Heading
 - a) From standing
 - b) From running
 - c) From jumping
- ii. Tackling
 - a) Simple block Tackling
 - b) Slide tackling
- iii. Goalkeeping
 - a) Collection of ball
 - b) Diving
 - c) Ball clearance-Kicking, throwing and deflecting

References:

RoyRees,CorvanderMeer. (2003).*CoachingSoccerSuccessfully*.Human Kinetics.

Tom Bass. (2004).*Football Skills and Drills*.HumanKinetics.

Joseph A.Luxbacher. (2005). *Soccer Step to Success*. HumanKinetics.

JohnAReeves&J.MalcolmSiman. (1991) *Science of SoccerDrills*.Leisure
press,Champaign,Illinois.

ColinE.Schmidt. (1997) *AdvancedSoccer Drills*.HumanKinetics.

Jeoluxbacher. (1995).*Soccer Practice Games*. HumanKinetics.

JensBangsbo&BirgerPeitersen. (2000).*SoccerSystemandStrategies*.Human Kinetics.

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- III
PART B–PRACTICUM

BPEDI PC 337 BASICS OF BASKETBALL

Unit -I Introduction to Basketball

- i. History of basketball.
- ii. Rules of the game.
- iii. Measurements of the Court.

Unit -II Fundamental Skills

- i. Player Stance & Ball holding position (Triple Threat)
- ii. Ball juggling exercises.
- iii. Passing and Receiving: Chest Pass, Bounce Pass, Overhead Pass
- iv. Shooting: Set shot, Right Hand and Left Hand Lay Up shot.

Unit -III Dribbling, Footwork, Defense and Rebounding

- i. Dribbling: Body Mechanics, Jab Step, Low dribble, high dribble, and crossover dribble.
- ii. Jump stop, 1-2 Stop, and Pivoting.
- iii. Individual defense, defending man with ball and defending man without ball.
- iv. Rebound – Defensive & Offensive Rebounding.

Unit- IV Basics of Perimeter Offense

- i. Fakes: Body, ball and Movement fakes.
- ii. Cuts: V Cut, Front Door Cut, Back Door Cut
- iii. Penetrating off the dribble

References:

- Krause, J.V., Meyer, D., & Meyer, J. (2007). *Basketball skills and drills* (3rdEdn.). Human Kinetics.
- Miniscalco, K. & Kot, G. (2015). *Survival guide for coaching youth basketball* (2ndEdn.). Human Kinetics.
- Paye, B. & Paye, P. (2012). *Youth basketball drills* (2ndEdn.). Human Kinetics.
- Showalter, D. (2012). *Coaching youth basketball* (5thEdn.). Human Kinetics.
- Wissel, H. (2011). *Basketball: Steps to success* (3rdEdn.). Human Kinetics.
- Gandolfi, G., & Couzens, G. (1986). *Basketball The NBA Coaches Handbook*. Englewood Cliffs: Prentice.
- McGee, A. s. (2007). *Coaching basketball technical and tactical skills*. Champaign, USA: Human Kinetics.
- Wooten, M. (1992). *Coaching basketball successfully*. Champaign, USA: Human Kinetics.

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- III
PART B–PRACTICUM

BPEDI PC 338 BADMINTON

Unit -I Introduction to Badminton

- i. History of Badminton
- ii. Tournament-
 - a) BWF Tournaments (Grade 1 – Major Events)
 - b) BWF World Tour (Grade 2)
 - c) Continental Circuit (Grade 3) - International Challenge,
 - d) International Series, Future Series
 - e) Major Tournaments (India)
- iii. Measurements of the Court/ How to mark a Badminton court
- iv. Laws of Badminton, ITTO & General Competitions Regulations

Unit - II Fundamental Skills

- i. Holding of Racket and shuttle
- ii. Service (Singles-high Lob service)
- iii. Service (Singles-Low service)
- iv. Toss (Fore hand over head straight defensive clear/toss)
- v. Toss (Fore hand around the head straight defensive clear/toss)

Unit – III Fundamental Skills/ Attacking technique

- i. Drop shot (Fore hand straight court)
- ii. Drop shot (Around the head Fore hand straight court)
- iii. Smash (Fore hand -straight court)
- iv. Smash (Around the head-Fore hand -straight court)

Unit -IV Basics Foot work

- i. Fore hand under arm straight court clear
- ii. Receiving position for singles-Conventional foot work
- iii. Receiving position for doubles- Conventional foot work
- iv. Game Practice and Drills 1(Singles high lob service + Fore hand over head straight defensive clear + Around the head Fore hand straight court drop shot)
- v. Game Practice and Drills 2. (Singles low service + Fore hand under arm straight clear + Around the head Fore hand straight court defensive clear)
- vi. Officiating

References:

- Plitt, Stephen. (2017). *Badminton for Beginners: Techniques, Tactics, Skills, and Drills for Shuttlecock Success*. CreateSpace Independent Publishing Platform.
- Golds, Mark.(2016).*High performance in Badminton*.The Crowood Press Ltd, Ramsbury, Marlborough, Wiltshire.

Dick, T.P. (2016). *Badminton Tactics in Singles and Doubles Play*, Read Books Ltd.

Brahms, Bernd-Volker (2014). *Badminton Handbook Training. Tactics. Competition* (2nd Edn.). Meyer & Meyer Sport (UK) Ltd.

Edwards, John. (2014). *CROWOOD SPORTS GUIDE Badminton: Technique, Tactics, Training* Crowood Press Ltd.

Chong Wei, Lee, Dato e'; [Patty Peck Sing Tai](#); [Loo Ting Tan](#) (2012). *Dare to be a Champion*. Selangor, Malaysia : Bukuganda Digital & Publication.

Wadood, Tariq. (2014). *Badminton Essentials*. Createspace Independent Pub.

Golds, Mark. (2002). *Badminton: Skills of the Game*. The Crowood Press Ltd.

<https://bwfbadminton.com/>

<https://corporate.bwfbadminton.com/statutes/>

<https://development.bwfbadminton.com/coaches/level-2>

<http://www.badmintonindia.org>

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- III
PART B–PRACTICUM

BPEDI PC 339 WRESTLING

Unit – I Introduction to Wrestling

- i. History of Wrestling, WFI, FILA etc.
- ii. Rules of the Game (Types of Wrestling, ethics of wrestling)
- iii. Measurement of the Mat(Layout of the Mat).

Unit- II Fundamental Skills

- i. Warm up exercises
- ii. Stances
- iii. Penetration
- iv. Attack and Counter attack
- v. Holds (Both thigh hold and lifting)
- vi. Bridging pose
- vii. Bharandaj, back step, Kunde
- viii. Takedowns,

Unit - III Offensive and Defensive positions

- i. Body Movement ,Body mechanics, attack to lower part, attack to upper part, various Holds,
- ii. Thigh hold and take down
- iii. Nelson- single and double
- iv. Technical superiority of the Game.
- v. First -aid and various injuries in the game

Unit -IV Basics of the Game & Mat Exercises.

- i. Motion
- ii. Level Change
- iii. Penetration
- iv. Lifting
- v. Back Step
- vi. Back Arch

References:

Bills, P. (1983). *Sports viewers guide wrestling*. Barcelona Spain: David and Charles Publishers.

Gable, D. (1999). *Coaching Wrestling Successfully*. Champaign, USA: Human Kinetics.

Keith, A. (1990). *Successful wrestling*. Champaign, USA: Human Kinetics.

Mysnyk MD, M., Davis, B., & Simpson, B. (1994). *Winning Wrestling Moves*. Champaign,USA: Human Kinetics.

Singh, H. (1996). *Teaching Coaching Modern Wrestling*. New Delhi: Sports Publication.

Welker , B. (2005). *The Wrestling Drill Book 100 Technical and Tactical Drills*. Champaign:
Human Kinetics.

[Poliakoff, Michael](#) (1996). *Wrestling, Freestyle*. In Christensen, Karen (ed.). [Encyclopedia of
World Sport](#).

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- III
PART B–PRACTICUM

BPEDI PC - 3310 RHYTHMIC GYMNASTICS

Unit - I Introduction to Rhythmic Gymnastics:

- i. History of Rhythmic Gymnastics
- ii. Measurement of Rhythmic Gymnastics Equipment
- iii. Measurement of Rhythmic Gymnastics Floor

Unit - II Competition Rules and Regulations of Rhythmic Gymnastics / Code of Points of Rhythmic Gymnastics

- i. Competition Programme (Individual Competition & Group Competition)
- ii. Composition of (Jury) Judging Panel for International Competitions
- iii. Evaluation Factors of a Routine

Unit - III Rights and responsibilities of Various Officials

- i D' Jury Judges
- ii 'E' Jury Judges
- iii Chairperson Technical Committee

Unit - IV Teaching and Training

- I Teaching and Training of Fundamental Body Difficulties/ Elements
 - a) Jumps/ Leaps
 - b) Balance
 - c) Pivots
 - d) Body Waves
- ii. Teaching and Training of Fundamental and Non-fundamental Technical Groups of Elements specific to each Apparatus
 - a) Rope
 - b) Hoop
 - c) Ball
 - d) Clubs
 - e) Ribbon

References:

Debnath Kalpana & Bawa Gurdial Singh . (2012). *Fundamentals of Rhythmic Gymnastics* . Friends Publication , India .

Heather C. Palmer (1992). *Teaching Rhythmic Gymnastics: A Developmentally Appropriate Approach*. Human Kinetics, UK.

International Gymnastics Federation. (2021). *Code of Points Rhythmic Gymnastics* (2022-24 Edition) Federation Internationale de Gymnastique

Jenny Bott (1989). *Rhythmic Gymnastics*. The Crowood Press Ltd., Houston, USA

[NadejaJastrjemskaia](#), & [Yuri Titov](#) (1998). *Rhythmic Gymnastics*. [USA Gymnastics](#)
Publishers Human Kinetics Publishers

Sara Marijuan (2018). *Rhythmic Gymnastics As a Style of Life*. Independently Published.

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- III
PART B–PRACTICUM

BPEDI PC 3311 WEIGHT TRAINING

Unit – I Introduction to Weight Training

- i. Benefits of weight Training
- ii. Safety principles of weight training
- iii. Warm up for weight training

Unit – II Isolation Exercises

- i. Biceps curls
- ii. Triceps curls
- iii. Lateral raise
- iv. Wrist curls
- v. Reverse wrist curls
- vi. Good morning
- vii. Dumbbell fly
- viii. Leg curl (Hamstring curl)
- ix. Leg extension (quadriceps curl)
- x. Heel raise
- xi. Shoulder shrug

Unit – III Secondary/Supplemental Exercises

- i. Front press
- ii. Press behind the neck
- iii. Bench press (Flat)
- iv. Upright row
- v. Bent -over row
- vi. Lat pull down

Unit – IV Structural Exercises

- i. Dead Lift
- ii. Quarter Squat
- iii. Half Squat
- iv. Full Squat
- v. Lunge

References:

- Thomas ,R Bacechle . (1994) *Essentials of strength Training and Conditioning* . Human Kinetics.
- David Sandler. (2003). *Weight training Fundamentals*. Human Kinetics.
- NSCA.(2008). *Exercise Technique Manual for Resistance Training*(2ndEdn). Human Kinetics.
- Frederic Delavier (2010) *Strength training Anatomy*(3rdEdn). Human Kinetics.
- Thomas R Baechle and Roger. W Earle .(2006) *Weight Training: step to Success*(3rdEdn) Human Kinetics.

Aechle, T. R., & Earle, R. W. (2006). *Weight Training steps to success*. Champaign, USA: Human Kinetics.

Baechle, T. R., & Groves, B. R. (1998). *Weight Training Steps to Success*. Champaign, USA: Human Kinetics.

Brooks, D. (2001). *Effective Strength Training*. Champaign, USA: Human Kinetics.

Kraemer, W. J., & Fleck, S. J. (1993). *Strength Training For Young Athletes*. Champaign, USA: Human Kinetics.

Moir, G. L. (2016). *Strength and Conditioning A Biomechanical Approach*. Burlington: Jones & Bartlett Learning .

Serious Strength Training . (1998). Champaign, USA: Human Kinetics.

SYLLABUS

BACHELOR OF PHYSICAL EDUCATION

(Four Year Innovative Professional Degree Programme)

(Outcome Based)

SEMESTER-IV

THEORY COURSE

BACHELOR OF PHYSICAL EDUCATION

SEMESTER IV

PART A - THEORY COURSES

BPEDI CC 341 METHODS IN PHYSICAL EDUCATION

Objective: To provide knowledge of the pedagogical basis of physical education.

Learning Outcome: The students will develop understanding about the various aspects of teaching, learning and teaching methods in physical education.

After the Completion of First Month

Students will develop understanding of the meaning of teaching, learning and teaching methods. Students will understand the importance of teaching learning methods connected to the field of physical education

After the Completion of Second Month

Students will develop awareness of the principles, characteristics, styles and levels of teaching. They will also learn the characteristics of a learner. Further the students will develop awareness about professional and leadership qualities that strengthen them to lead better professional careers.

After the Completion of Third Month

The students will develop an insight of the meaning, definition and subject matter of pedagogy. Further they will learn about various teaching procedures and methods in physical education.

After the Completion of Fourth Month

The students will develop an idea about the various physical education curriculum models. They will acquire knowledge about the NASPE standards. Further students will gain knowledge regarding meaning, types and principles of lesson plan preparation.

THEORY SYLLABUS

60 Credits

Unit - I Introduction to Teaching

10 Hrs

Meaning, definition and concept of Teaching, Learning and Teaching Methods. Importance of varied methods of teaching in the field of physical education and sports.

Unit - II Foundations of Teaching

20 Hrs

Principles and Characteristics of Teaching. Styles of teaching: Autocratic, Democratic and Laissez Faire. Levels of teaching: Memory, Understanding and Reflective. Lerner's characteristics: Academic, Social, Emotional and Cognitive. Professional Like Qualities (PLQs) of a Physical Education Teacher.

Unit - III Pedagogy of Physical Education **15 Hrs**
Meaning, definition and subject matter of pedagogy. Teaching Procedures: Whole Method, Part-Whole Method, Whole-Part-Whole Method and Progressive Part Method. Methods of Teaching: Lecture method, Demonstration method, Command Method, Imitation Method, Project Method.

Unit - IV Physical Education Curriculum **15 Hrs**
Models of Physical Education Approach: Skill Themes, Teaching Games for Understanding (TGfU), Personal and Social Responsibility, Cooperative Learning, Sport Education and Fitness Education, Standards proposed by National Standards for Physical Education (NASPE), Meaning, concept and types of lesson plans, Principles of lesson plan preparation.

Marking Scheme:

Maximum Marks : 100 Marks
Theory Examination : 70 Marks
Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15
Project/Assignment/Seminar : 10
Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

Dyson, B. & Casey, A. (2016). Cooperative Learning in Physical Education and Physical Activity: A practical introduction. London: Routledge.

Griffin, L.L. & Butler, J.I. (2005). Teaching Games for Understanding: Theory, Research, and Practice. Champaign, IL: Human Kinetics.

Siedentop, D. & Hastie, P.A. (2011). Complete Guide to Sport Education. Second Edition. Champaign, IL: Human Kinetics.

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	Students will develop understanding of the meaning of teaching, learning and teaching methods. Students will understand the importance of teaching learning methods connected to the field of physical education	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Second Month	Students will develop awareness of the principles, characteristics, styles and levels of teaching. They will also learn the characteristics of a learner. Further the students will develop awareness about professional and leadership qualities that strengthen them to lead better professional careers.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Third Month	The students will develop an insight of the meaning, definition and subject matter of pedagogy. Further they will learn about various teaching procedures and methods in physical education.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Fourth Month	The students will develop an idea about the various physical education curriculum models. They will acquire knowledge about the NASPE standards. Further students will gain knowledge regarding meaning, types and principles of lesson plan preparation.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

BACHELOR OF PHYSICAL EDUCATION
SEMESTER IV
PART A - THEORY COURSES

BPEDI CC 342 EDUCATIONAL PSYCHOLOGY

Objective: To provide a wide ranging concept about psychology and educational Psychology

Learning Outcome: The Students will know and develop a concept of the nature of psychology and educational psychology. The student will understand about the concept of mind-Cognition, growth and development. The students also will gain the knowledge of the nature of learning.

After the Completion of First Month

Students will understand the meaning, definition and nature of Psychology and Educational Psychology. They will develop concepts regarding psychology as a science, and schools of psychology. Students will also understand the importance of psychology in education with special reference to physical education.

After the Completion of Second Month

Students will develop the knowledge regarding mind, concept of mind-cognition, affection and conation. They will also learn about characteristics of mind: Conscious, Unconscious, Subconscious, super conscious and stages of mind.

After the Completion of Third Month

Students will acquire knowledge regarding growth and development and different aspects of growth. They will study about the stages of growth and the language development during these stages. Students also will learn regarding educational implications of growth and development.

After the Completion of Fourth Month

Students will attain knowledge regarding learning process, types and nature of Learning. They will achieve strong concepts about theories of learning and their implications. Students also understand laws of learning, learning curve, and transfer of learning.

THEORY SYLLABUS:

60 Credits

Unit–I Introduction to educational psychology

15 Hrs.

Meaning definition and nature of psychology and educational psychology. Psychology as a science and schools of psychology, Importance of psychology in education with special reference to physical education.

Unit –II Personality

15 Hrs.

Definitions and characteristics of personality, Types of personality (Classification) Traditional theories of personality type theory, Problem athletes and problem coaches Causes of maladjustment, Preventive measures of maladjustment

Unit –III Growth and Development

15 Hrs

Meaning of growth and development, Principles of growth and development Factors affecting growth and development, Stages of growth and development Physical, Mental, Social and Language development during following stages: Infancy-Childhood-Adolescence. Educational implications of growth and development.

Unit–IV Learning

15 Hrs

Meaning, definition, types and nature of learning, Theories of learning and their educational implications: Trial & error theory-Conditioned reflex theory- Gestalt /insight theory. Principles/ laws of learning, Learning curve, how to overcome plateau in learning, Transfer of training (positive, negative, zero and bilateral learning transfer)

Marking Scheme:

Maximum Marks	:	100 Marks
Theory Examination	:	70 Marks
Internal Assessment	:	30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva	:	15
Project/Assignment/Seminar	:	10
Attendance	:	05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

- Dandekar, W.M. makhija Sanyog lata, (2006). *Psychological Foundations of Education*. MacmillanFrederickson, N., Birch, S., Gulliford, A., Miller, A., Cline, T. (2015). *Education Psychology*. United Kingdom: Taylor & Francis.
- Taylor & Francis(2015). *Handbook of Educational Psychology*. United Kingdom: Kamlesh. M.L.(1983).*Psychology of physical education of sports*, Metropolitan, New Delhi
- Mangal S.K. (2007). *Essentials of Educational Psychology*, Prentice. Hall of India, New Delhi
- Claxton, G. (1980). *Cognitive psychology*. London: Routledge & Kegan Paul Publishers.

Engler, B. (1991). *Personality Theories an introduction*. Geneva, Illinois: Houghton Mifflin Company Boston.

Lavay, B. W., French, R., & Henderson, H. L. (2006). *Positive behavior management in physical education*. Champaign, USA: Human Kinetics.

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	Students will understand the meaning, definition and nature of Psychology and Educational Psychology. They will develop concepts regarding psychology as a science, and schools of psychology. Students will also understand the importance of psychology in education with special reference to physical education.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Second Month	Students will develop the knowledge regarding mind, concept of mind-cognition, affection and conation. They will also learn about characteristics of mind: Conscious, Unconscious, Subconscious, super conscious and stages of mind	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Third Month	Students will acquire knowledge regarding growth and development and different aspects of growth. They will study about the stages of growth and the language	Lecture Methods Demonstration Methods Assessment Methods	Evaluation of Presentation Evaluation of Assignment MCQ

	development during these stages. Students also will learn regarding educational implications of growth and development.	Presentation	Class-test / viva/ seminar
Fourth Month	Students will attain knowledge regarding learning process, types and nature of Learning. They will achieve strong concepts about theories of learning and their implications. Students also understand laws of learning, learning curve, and transfer of learning.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

**BACHELOR OF PHYSICAL EDUCATION
SEMESTER IV
PART A - THEORY COURSES**

BPEDI CC 343 FIRST AID AND SAFETY EDUCATION

Objective: To acquaint the students with First Aid and basic aspects of Safety Education

Learning Outcome: The Students will be able to understand the concept of First Aid and Safety Education Whereby they will be able to get the knowledge and skills to carry out basic first aid as a physical education teacher. Further they will know about safety measures at school , home , playgrounds, during outdoor activities and learn about natural disasters.

After the Completion of First Month

After the completion of the first unit the students will grasp the correct methods of providing first aid that they would be carrying out as a teacher. This includes managing emergencies on and off the field.

After the Completion of Second Month

After the completion of the second unit the students will gain knowledge of the first aid measures for situations that they might come across at home, in a public place or during travelling. This would enable them to respond without hesitation in providing first aid and arranging transport to the nearest hospital.

After the Completion of Third Month

After the completion of the third unit the students without adequate knowledge carry out safety measures in a school where several students would be gathered inside buildings or outside on the playfields. The student would learn to manage the children when an emergency arises without any warning.

After the Completion of Fourth Month

After the completion of the fourth unit the students would be provided basic safety education to follow appropriate measures on the road, at home or in any situation that requires a proactive approach to ensure safety.

THEORY SYLLABUS

60 Credits

Unit- I: First aid for common conditions occurring in schools 15 Hrs

First aid for soft tissue injuries, First aid for fracture, First aid for bleeding from nose
First aid for heat illnesses, First aid for unconsciousness, Preparing a first aid kit for the school

Unit -II: First aid for other conditions

15 Hrs

First aid for fits, First aid for near-drowning, First aid for burns and electrocution, First aid for choking, Shifting an injured person to hospital, Technique of administering CPR

Unit- III: Safety at School

15 Hrs

Safety measures for the school building, Safety measures for the school grounds, Safety measures in the Gymnasium, Safety measures during lightning, floods, cyclones and earthquakes

Unit IV- Safety Education

15 Hrs

Traffic safety, Preventing falls, fires, poisoning, Recreational safety during camping, fishing, trekking, Water safety, Safety measures during an epidemic, Safety measures during natural disasters

Marking Scheme:

Maximum Marks	:	100 Marks
Theory Examination	:	70 Marks
Internal Assessment	:	30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva	:	15
Project/Assignment/Seminar	:	10
Attendance	:	05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

St. John Ambulance, St Andrew's Ambulance Association & British Red Cross, First Aid Manual, Dorling Kindersley Ltd.

Bala Raj, Dhillon Agnese, Environment Road Safety Education, Violence against Women and Children, Drug Abuse, Amit Books

W.WayneWorick, Safety Education- Man , his machines, and his environment, Prentice Hall Inc. Englewoods Cliffs, New Jersey

Frontera, W. (2003). *Rehabilitation of sports injuries*. Victoria2053, Australia: Blackwell publishing.

Seidenberg, P. H., & Beutler, A. I. (2008). *The sports medicine resource manual*. Philadelphia: Elsevier

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	After the completion of the first unit the students will grasp the correct methods of providing first aid that they would be carrying out as a teacher. This includes managing emergencies on and off the field.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Second Month	After the completion of the second unit the students will gain knowledge of the first aid measures for situations that they might come across at home, in a public place or during travelling. This would enable them to respond without hesitation in providing first aid and arranging transport to the nearest hospital.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Third Month	After the completion of the third unit the students without adequate knowledge carry out safety measures in a school where several students would be gathered inside buildings or outside on the playfields. The student would learn to manage the children when an emergency arises without any warning.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

<p>Fourth Month</p>	<p>After the completion of the fourth unit the students would be provided basic safety education to follow appropriate measures on the road, at home or in any situation that requires a proactive approach to ensure safety.</p>	<p>Lecture Methods Demonstration Methods Assessment Methods Presentation</p>	<p>Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar</p>
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SEMESTER IV
PART A - THEORY COURSES

BPEDI EC 344 FUNDAMENTALS OF BIOMECHANICS

Objective: To provide basic knowledge about Biomechanics and its application in the field of physical education and sports.

Learning Outcome: The students will develop precise concepts of the field. They will further attain insight on the mechanical concepts on force, levers, projectile, stability, equilibrium, and their characteristics, application and influence in human performance.

After the Completion of First Month

The Students will learn the definition of biomechanics and understand the significance of biomechanics and its area of application in sports and physical education. The students also learn definition and perception regarding kinetics, kinematics, force and the principles of force application.

After the Completion of Second Month

The principles of force absorption, Newton's laws of motion and their application in physical activities will be covered. In addition they learn about levers, their classification and their application to human body movements and physical activities.

After the Completion of Third Month

The students will also accomplish knowledge about projectile motion and its characteristics. They will understand spin, the effect of spin on a ball moving through air and rebounding off the surface.

After the Completion of Fourth Month

The students will develop knowledge about the concepts of equilibrium, stability, buoyancy and centre of gravity, and the factors influencing them.

THEORY SYLLABUS

60 Credits

Unit -I Introduction to Biomechanics

10 Hrs

Definition of biomechanics, Importance of biomechanics in physical education and sports
Kinematics and Kinetics

Unit- II Application of mechanical concepts

20 Hrs

Definition of force, Principles of force application, Principles of force absorption, Definition of motion, Types of motion, Newton's laws of motion and their application in sports, Definition of Lever, Classes of lever, Anatomical levers, Angle of pull

Unit -III Projectiles

15 Hrs

Definition of projectile, Factors influencing trajectory of projectile, Optimum conditions of projection, Definition of spin, Effect of spin on a ball travelling through air, Effect of spin on a ball rebounding from surface

Unit- IV Equilibrium

15 Hrs

Definition of equilibrium, Types of equilibrium, Factors affecting equilibrium, Buoyancy
Centre of gravity, Stability, Factors influencing stability

Marking Scheme:

Maximum Marks	:	100 Marks
Theory Examination	:	70 Marks
Internal Assessment	:	30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva	:	15
Project/Assignment/Seminar	:	10
Attendance	:	05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

Bartlett, R. (1997). *Introduction to Sports Biomechanics*. New York: E & FN spon.

Rai, Ramesh.(2003). *Biomechanics Mechanical Aspects of Human Motion*. Agrim Publications.

Hay, James G.(1993).*The Biomechanics of Sports Techniques*. Englewood Cliffs,N.J.: Prentice Hall Inc.

Sprunt, Karen.(1996). *An Introduction to Sports Mechanics*. The National Coaching Foundations

Miller, R. (1990). *Biomechanics* (3rd Ed.). New York: Macmillan.

John W., B. (1979). Principles of coaching. Englewood Cliffs,N.J.: Prentice Hall Inc

Hay, J., & Reid J, G. (1998). *Mechanics of human motion* (2nd Ed.). Englewood Cliffs, N.J.: Prentice Hall inc.

Broer, M, R., &Zemicke. (1979). *Efficiency of human movements*. Philadelphia: W.B. Saunder Co

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
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First Month	The Students will learn the definition of biomechanics and understand the significance of biomechanics and its area of application in sports and physical education. The students also learn definition and perception regarding kinetics, kinematics, force and the principles of force application.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Second Month	The principles of force absorption, Newton's laws of motion and their application in physical activities will be covered. In addition they learn about levers, their classification and their application to human body movements and physical activities.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Third Month	The students will also accomplish knowledge about projectile motion and its characteristics. They will understand spin, the effect of spin on a ball moving through air and rebounding off the surface.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Fourth Month	The students will develop knowledge about the concepts of equilibrium, stability, buoyancy and centre of gravity, and the factors influencing them.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

BACHELOR OF PHYSICAL EDUCATION
SEMESTER IV
PART A - THEORY COURSES

BPEDI EC 345 FUNDAMENTALS OF KINANTHROPOMETRY

Objective: To provide the knowledge of implementation of Fundamentals Sports Anthropometry.

Learning Outcome: The students will understand the concept of fundamentals of Kinanthropometry and its application in the field of sports. Students will learn about different Anthropometric measurement and procedures. Students will also attain knowledge to assess the body composition and to suggest proper body composition for sports. They become capable of providing guidance for proper development of body type for particular sports and to identify talent.

After the Completion of First Month

Students will develop the understanding and knowledge regarding importance, definition, aim, objectives, characteristics and Principles of Sports Anthropometry. They will also develop a clear concept about application of anthropometry in the field of sports.

After the Completion of Second Month

The student will learn about different kinds of anthropometric instruments. They will acquire the knowledge of measurements techniques and procedures to measure skinfold thickness, lengths, diameters, Circumferences of body parts.

After the Completion of Third Month

The Students will gain knowledge of body composition and its role in sports performance. They will understand various methods to estimate human body Composition, body mass index and its importance in sports.

After the Completion of Fourth Month

The Students will develop awareness about the role of physique in Sports and particularly in different sports events. They will also learn about somatotype, its importance in sports, and method of somatotyping.

THEORY SYLLABUS:

60 Credits

Unit-I Introduction to Kinanthropometry

15 Hrs

Meaning and definition of Kinanthropometry, Aim and objectives of kinanthropometry, Characteristics and Principles of kinanthropometry, Application of kinanthropometry in the field of sports

Unit-II Anthropometric Instruments and Measurements

20 Hrs

Anthropometric Instruments: Tools and General Techniques. Anthropometric Measurements and Procedures, Skinfold Thickness, Measurements and procedures, Gross Body Measurements and procedures-Length of Body Parts, Measurements and procedures-Diameters of Body Parts, Measurements and procedures-Circumferences of Body Parts, Measurements and procedures

Unit-III Body Composition

10 Hrs

Body composition and its role in sports participation, Body Composition: various Methods (direct and indirect technique) to estimate of Human Body Composition, Body mass index and its importance in sports

Unit-IV Physique and its components

15 Hrs

Role of Physique in Sports, Physique in Different Sports Activities, Different component of somatotype, its importance & scope in sports, Classification of Somatotype, Health & Carter Method of somatotype

Marking Scheme:

Maximum Marks	:	100 Marks
Theory Examination	:	70 Marks
Internal Assessment	:	30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva	:	15
Project/Assignment/Seminar	:	10
Attendance	:	05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

Francisco Esparza-Ros, Raquel Vaquero- Cristobal and Michael Marfell-Jones (2019).

International Standards for Anthropometric Assessment, International Society for the Advancement of Kinanthropometry.

H.S. Sodhi and L.S. Sidhu (1984). *Physique and Selection of Sportsmen*. Punjab Publishing House.

J.E.L. Carter (2002). *The Heath-Carter Anthropometric Somatotype - Instruction Manual*.

McArdle, W.D., Katch, F.I., and Katch, V.L. (2010). *Exercise Physiology: Energy, nutrition, and human performance* (7th Edn). Lippincot Williams & Wilkins. Baltimore, MD, USA.

Norton, K. & Olds, T. (1996). *Anthropometrica*. Sydney: University of New South Wales Press, Australia.

Sodhi, H.S. (1991). *Sports Anthropometry (A Kinanthropometric Approach)*. Mohali: ANOVA Publications.

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	Students will develop the understanding and knowledge regarding importance, definition, aim, objectives, characteristics and Principles of Sports Anthropometry. They will also develop a clear concept about application of anthropometry in the field of sports.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Second Month	The student will learn about different kinds of anthropometric instruments. They will acquire the knowledge of measurements techniques and procedures to measure skinfold thickness, lengths, diameters, Circumferences of body parts.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Third Month	The Students will gain knowledge of body composition and its role in sports performance. They will understand various methods	Lecture Methods Demonstration Methods	Evaluation of Presentation Evaluation of

	to estimate human body Composition, body mass index and its importance in sports.	Assessment Methods Presentation	Assignment MCQ Class-test / viva/ seminar
Fourth Month	The Students will develop awareness about the role of physique in Sports and particularly in different sports events. They will also learn about somatotype, its importance in sports, and method of somatotyping.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

SYLLABUS

BACHELOR OF PHYSICAL EDUCATION

(Four Year Innovative Professional Degree Programme)

(Outcome Based)

SEMESTER-IV

PRACTICUM

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- IV
PART B–PRACTICUM

BPEDI PC 346 FOOTBALL

Unit -I Advanced Kicking and Dribbling Skill in Football

- Lofted kick
- Chip
- In and out swing
- Full Volley
- Half Volley
- Controlled dribbling
- Fast dribbling
- Straight dribbling
- Zig-Zag dribbling
- Dribbling between the obstacle

Unit- II Ball Reception and Control

- Trapping the ball with the inside of the foot.
- Trapping the ball outside of the foot.
- Receiving the ball with the abdomen.
- Receiving the ball with the shin.
- Receiving the ball with the thigh.
- Receiving the ball with the chest.

Unit – III Heading and Goalkeeping

- Heading
 - Attacking Header
 - Defending Header
 - Heading for long clearance
 - Downward heading
- Goalkeeping
 - Stance and Positioning
 - Balls Collection Techniques
 - Ball Distribution Techniques

Unit -IV Attacking, defending Techniques and Passing and Support Play

- Attacking (Without and With Goalkeeper)
 - 1V1, 2V2, 3V3, 4V4
 - SSG
- Defending (Without and With Goalkeeper)
 - 1V1, 2V2, 3V3, 4V4
 - SSG

Passing and Support Play

References:

- Allan Hargreaves, (1993). *Skills and Strategies for Coaching Soccer*. Leisure press, Champaign, Illinois,
- Roy Rees, Corvander Meer. (2003) *Coaching Soccer Successfully*, Human Kinetics,
- Saunders Tom. Play Better. (1972). *Soccer in all color*. London Colling Geagow.
- Tom Bass. (2004) *Football Skills and Drills*. Human Kinetics.
- Joseph A. Luxbacher. (2005). *Soccer Steps to Success*, Human Kinetics
- John A Reeves & J. Malcolm Siman. (1991). *Select Soccer Drills*. Leisure press, Champaign, Illinois,
- Colin E. Schmidt. (1997). *Advanced Soccer Drills*. Human Kinetics,
- Joe Luxbacher. (1995). *Soccer Practice Games*. Human Kinetics.
- Jens Bangsbo & Birger Peitersen. (2000). *Soccer System and Strategies*. Human Kinetics,
- Paul Galigiuri, *High performance Soccer*.

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- IV
PART B–PRACTICUM

BPEDI PC 347 BASKETBALL

Unit - I Group Tactics

Give and Go.
Screen and Roll.
Split the post.

Unit - II Team Tactics

Basic Man to Man Defense.
Basic Zone Defenses: 3-2, 2-3, 1-2-2.
Offense against Man to Man defense.
Offense against Zone defense.

Unit -III Special Situations.

Organizing throw in: baseline and side-line.
Rebound organization during free throws.
Fast break organization.

Unit -IV Officiating

Operating the score sheet, timer and shot clock.
Official signals and court mechanics.
Marking of the court.
Fundamentals of organizing a tournament.

References:

- Krause, J.V., Meyer, D., & Meyer, J. (2007). *Basketball skills and drills* (3rdEdn.). Human Kinetics.
- Miniscalco, K. & Kot, G. (2015). *Survival guide for coaching youth basketball* (2ndEdn.). Human Kinetics.
- Paye, B. & Paye, P. (2012). *Youth basketball drills* (2ndEdn.). Human Kinetics.
- Showalter, D. (2012). *Coaching youth basketball* (5thEdn.). Human Kinetics.
- Wissel, H. (2011). *Basketball: Steps to success* (3rdEdn.). Human Kinetics.
- Gandolfi, G., & Couzens, G. (1986). *Basketball The NBA Coaches Handbook*. Englewood Cliffs: Prentice.
- McGee, A. s. (2007). *Coaching basketball technical and tactical skills*. Champaign, USA: Human Kinetics.
- Wooten, M. (1992). *Coaching basketball successfully*. Champaign, USA: Human Kinetics.

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- IV
PART B–PRACTICUM

BPEDI PC 348 SOFTBALL

Unit – I Introduction to Softball

History of Softball
Equipment used in fast pitch softball, Difference between baseball and softball,
important terms in softball
Rules of the game
Introduction to Baseball 5- an easy way to teach softball
Measurements of the softball field and its marking methods
Preparation of line-up sheet, officiating and scoring

Unit – II Fielding and Throwing Skills

Throwing techniques (Infield and outfield)
Fielding techniques (Grounders and fly balls)
Specific fielding techniques for first base, second base, third base, short stop, catcher
(blocking)
Combination defensive play techniques: Cut off play and relay throws

Unit -III Pitching

Grips, Method of pitching: windmill
Changeups and curves
Illegal pitches
Importance of power line in pitching and hitting speed pitches

Unit – IV Batting

Batting grips, footwork
Batting techniques
Bunting
Base running techniques, leading off, approaching, rounding, stopping and sliding

References:

Clanton, R. E., & Dwight, M. P. (1997). *Team Handball steps to Success*. Champaign, USA:
Human Kinetics.

Team handball 101 techniques, tactics, and drills. (2015). New Delhi: Bloomsbury Sport an
imprint of Bloomsbury Publishing plc.

Thani, L. (1996). *Skills and tactics in handball*. New Delhi: Sports Publication.

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- IV
PART B–PRACTICUM

BPEDI PC 349 TENNIS

Unit- I Introduction to tennis

History of tennis (India and world)
Types of surfaces
Major national and international tournaments

Unit -II Fundamental skills

Grips (eastern, Continental and western)
Ball sense drills
Ready position (stance)
Back swing
Foot work
Basic forehand drive
Basic two-handed backhand drive
Basic service
Basic volley
Overhead smash (direct and indirect)
Ball feeding – with hand and with racket, mechanical feeding

Unit -II Court and equipment

Dimensions of a tennis court
Marking and upkeep of court
Specifications of ball, racket, net and posts.

Unit – IV Officiating

Rules of play
Officials, their positions and duties
Scoring system
Tiebreak
Umpiring
Linesmen's signals

References:

- Bhushan, N. (1991). *Tennis spectacle*. New Delhi: Willey Eastern Limited.
- Gautschi, M. (1978). *Tennis training and winning*. Gautschi, Marcel: British Library Cataloguing In Publication Data.
- Goya, S. K. (2009). *Tennis*. Darya Ganj, New Delhi: Crescent Publishing Corporation.
- Mottram, T. (1980). *Skills and tactics of tennis*. Hong Kong: Marshall Cavendish.

Murphy, B., & Murphy, C. (1962). *Tennis hand book*. New York: The Ronald Press Company.

Roetert, P., & Ellenbecker, T. S. (1998). *Complete conditioning for tennis*. Champaign: Human Kinetics.

SYLLABUS

BACHELOR OF PHYSICAL EDUCATION

(Four Year Innovative Professional Degree Programme)

(Outcome Based)

SEMESTER-V

THEORY COURSE

BACHELOR OF PHYSICAL EDUCATION
SEMESTER -V
PART A - THEORY COURSES

BPEDICC351 YOGA EDUCATION

Objective: To provide the knowledge and understanding the of importance yoga in daily life

Learning Outcome: The Students will understand the concept of yoga. With the basic understanding of yoga, they will understand cultural, curative, meditative, cleansing measure of yoga. This will also help as a psychological tool. The student will be able to gain the knowledge of therapy, difference between yoga, exercises and competitions.

After the Completion of First Month

The students will develop the knowledge regarding importance, definition, aim and objectives and history of yoga.

After the Completion of Second Month

The students will develop knowledge regarding the importance of ashtanga yoga and different type of yoga.

After the Completion of Third Month

The students will develop knowledge regarding the importance of Asana, pranayama and mediation types, classification and different types of kriyas, SatvikaAhara Banda, Mudras and its types.

After the Completion of Fourth Month

The students will develop knowledge regarding the importance of yoga as therapy, difference between yoga and exercises, competitions and integration of yoga with sports.

THEORY SYLLABUS: **60 Credits**

Unit–I Introduction to yoga **15 Hrs**

Introduction and Scope of Yoga, Meaning and definition of Yoga,Aims and objectives of Yoga, Background of Yoga,Need and importance of Yoga in Physical Education and sports.

Unit–II Foundation of yoga **15 Hrs**

Ashtanga Yoga: Yama, Niyama, Asana, Pranayama, Dharana, Dhayana and Samadhi.
Yoga in the Bhagavadgita : karma Yoga, Raja Yoga, Jnana Yoga and Bhakti yoga.

Unit–III Asanas and Pranayama **15 Hrs**

Definition of Asanas and pranayama and their effects on the various systems of the body,Classification of asanas with special reference to Physical Education and sports, techniques and benefits of various asanas.Definition of meditation, Influence of relaxation and meditative posture on various systems of the body.Bandha, and Mudra, its types.

Satvika Ahara, thamasika, rajasika.Kriya. Types of kriya, Techniques and benefits of various of kriyas

Unit–IV Therapeutic Yoga and Sports

15 Hrs

Therapeutic uses of Yoga, Difference between yogic practices and physical exercises, Competitions in Yoga and Integration of Yoga with Sports for Performance

Marking Scheme:

Maximum Marks : 100 Marks
Theory Examination : 70 Marks
Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15
Project/Assignment/Seminar : 10
Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

Reference:

- Basavaraddi, I.V. et.al. (2009). *SHATKARMA: A Comprehensive description about Cleansing Process*, MDNIY New Delhi,
- Joshi, K.S.(2009). *Yogic Pranayama*, Oriental Paperback, New Delhi,
- Nagendra H R (2005) *Pranayama, The Art & Science*. Swami Vivekananda Yoga Prakashan,Bangalore,
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- Swami SatyanandaSaraswati.(2010) *A Systematic Course in the Ancient Tantric Techniques of Yoga and Kriya*. Yoga Publications Trust, Munger, Bihar, India
- Light on Yoga Yoga Dipika BKS IyengarFirst published by Schocken Books 1979
- Swami, Kuvalyananda. (2010). *Pranayama*. Kaivalyadhama, Lonavla,
- Gharote, M. L., Jha, V. K., Devnath, P., &Sakhalkar, S. B. (2006). *Encyclopaedia of traditional asanas*.Lonavla Yoga Institute.
- Gharote, M.M. et.al. (2010). *Therapeutic references in Traditional Yoga Texts*.The Lonavla Institute, Lonavla,.
- Iyenger B K S (2001) *The Path to Holistic Health*. A Dorling Kindersley Book, Great Britain,

Goel Aruna (2007) *Yoga Education: Philosophy and Practice*. Deep & Deep Publications Pvt.Ltd,
H Kumar Kaul (2006) *Yoga and Healthy Ageing*. BR Publishing Corporation, Delhi,

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	The students will develop the knowledge regarding importance, definition, aim and objectives and history of yoga.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Second Month	The students will develop knowledge regarding the importance of ashtanga yoga and different types of yoga.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Third Month	The students will develop knowledge regarding the importance of Asana, pranayama and mediation types, classification and different types of kriyas, SatvikaAhara Banda, Mudras and its types.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Fourth Month	The students will develop knowledge regarding the importance of yoga as therapy, difference between yoga and exercises, competitions and	Lecture Methods Demonstration Methods	Evaluation of Presentation Evaluation of Assignment

	integration of yoga with sports.	Assessment Methods Presentation	MCQ Class-test / viva/ seminar
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BACHELOR OF PHYSICAL EDUCATION
SEMESTER -V
PART A - THEORY COURSES

BPEDICC 352 BASICS OF COMPUTER APPLICATION

Objective: To develop and achieve knowledge and skills in computer, computers applications peripherals and its functioning.

Learning Outcome: Students will understand the fundamentals of computers and its components. They will also acquire knowledge about Internet and web browsers that helps them to acquire latest trends in the field of Information Technology.

After the Completion of First Month:

The students will develop understanding of the concept, meaning and definition of computers and types of computers-Desktop, Laptops, Tablet. They will also be able to utilize basic application of computers, data & Information, components of computer. Students will learn the importance of input devices, output devices and central processing unit and computer memory and its application in physical education.

After the Completion of Second Month:

The students will understand the concept operating system, booting, shutting down of computers different types of operating system. They will also learn to utilize files, folders, directories. Further they will understand the concepts of windows in computers.

After the completion of third Month:

The students will understand the basics of Word Processors, MS Office, Ms Word. They will acquire the knowledge of MS Excel, Ms Power Point and its benefits.

After the completion of fourth Month:

The students will understand the concepts of Internet and web browsers, search engines, World Wide Web, URL, protocols and basic of Computer Networks. They will also learn about the applications of E-mail, creation of E-mail. Further students will gain knowledge about the merits and demerits of internet and concept of online classes in teaching, coaching, benefits, video conferencing concepts, software for online classes.

THEORY SYLLABUS

60 Credits

Unit - I Introduction to Computer and Components

15 Hrs

Concept, meaning and definition of computers, Types of computers-desktop, laptops, tablet. Basics application of computers, data & information, components of computer. Input Devices, Output Devices and Central Processing unit. Computer Memory-RAM, ROM, Hardware, Software, Storage Devices and Applications of computers in the field of Physical Education & Sports.

Unit - II Operating System and GUI Based Operating System

15 Hrs

Operating System-Concept and Definition, Different Types of Operating System, Applications of OS. Concepts of Booting, shutting down of computers. Files, Folders, Directories: Concept and Definition, Creation and Renaming of files and Folders, Viewing

and Opening of files and Folders. Concept of a Window, Opening and Closing of a window, Parts of a Window and Definition of Menus, Status Bar, Menu Bar, Title Bar, Scroll Bar, Icons

Unit- III Word Processors

15 Hrs

Word Processors: Introduction, Meaning, Definition, Basic Concept. MS Office: Meaning, Concept, Definition. MS Word: Basics, Concept, Mail Merge, Different Menus-Home, Page Layout, Table creation, paragraph, Text Creation and Editing-Cut, Copy and Paste, Save and Save As Concept. MS Excel: Basics, Concept, Cell, Spread Sheet, Menus, Formulas, Opening and Closing of Files, creation of graphs. MS Power Point: Basics, Concept, Menus, Creation of presentation, Animations, Inserting Audio and Video, Pictures and Benefits of Power Point Presentation.

Unit - IV Internet, Network and Web Browsers

15 Hrs

Definition, Concept of Internet and Web Browsers, Search Engines. Concept of World Wide Web, Meaning of URL, Protocols. Basic of Computer Networks-LAN, MAN and WAN Meaning, Definition and Applications of E-mail, Creation of E-mail, Sending and Receiving E-mail. Merits and demerits of Internet. Difference between Internet and Intranet, Netiquettes and Concept of Online Classes in teaching, coaching, Benefits, Video Conferencing Concepts, Software for Online Classes, Examples.

References:

Hahn, H. (1999). *Teaches the Internet*. Eastern Economy Edition, India Prentice Hall.

Irtegov, D. (2004). *Operating System Fundamentals*. Firewall Media.

Marilyn, M. & Roberta, B. (n.d). *Computers in your features*. (2ndEdn). India Prentice Hall.

Milke, M. (2007). *Absolute Beginner’s Guide to Computer Basics*. Pearson education Asia.

Norton, P. (2008). *Introduction to Computers*. (6thEdn). Tata McGraw-Hill.

Rajaraman, V. (2007). *Fundamentals of Computers*.(4thEdn). India Prentice Hall.

Sinha, P.K. & Sinha, P. *Computer Fundamentals*, (4thEdn). Bpb publication.

Subramanian, N. (1996). *Introduction to Computers Fundamentals of Computer Science*. Tata McGraw-Hill.

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	After the Completion of first unit the students will develop understanding of the concept, meaning and definition of	Lecture Methods Demonstration	Evaluation of Presentation

	<p>computers and types of computers-Desktop, Laptops, Tablet. They will also be able to utilize basic application of computers, data & Information, components of computer. Students will learn the importance of input devices, output devices and central processing unit and computer memory and its application in physical education.</p>	<p>Methods Assessment Methods Presentation</p>	<p>Evaluation of Assignment MCQ Class-test / viva/ seminar</p>
<p>Second Month</p>	<p>After the Completion of second unit the students will understand the concept operating system, booting, shutting down of computers different types of operating system. They will also learn to utilize files, folders, directories. Further they will understand the concepts of windows in computers.</p>	<p>Lecture Methods Demonstration Methods Assessment Methods Presentation</p>	<p>Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar</p>
<p>Third Month</p>	<p>After the completion of third unit the students will understand the basics of Word Processors, MS Office, Ms Word. They will acquire the knowledge of MS Excel, Ms Power Point and its benefits.</p>	<p>Lecture Methods Demonstration Methods Assessment Methods Presentation</p>	<p>Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar</p>
<p>Fourth Month</p>	<p>After the completion of fourth unit the students will understand the concepts of Internet and web browsers, search engines, World Wide Web, URL, protocols and basic of Computer Networks. They will also learn about the applications of E-mail, creation of E-mail. Further students will gain knowledge</p>	<p>Lecture Methods Demonstration Methods Assessment Methods Presentation</p>	<p>Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar</p>

	about the merits and demerits of internet and concept of online classes in teaching, coaching, benefits, video conferencing concepts, software for online classes.		
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BACHELOR OF PHYSICAL EDUCATION
SEMESTER -V
PART A - THEORY COURSES

BPEDI CC 353 METHODOLOGY OF SPORTS TRAINING

Objective: To provide fundamental knowledge of methodology of sports training.

Learning Outcome: The students will develop understanding about the structure of sports training and its process. They will obtain the concept of overload and recovery and will develop insight on training programming and planning.

After the completion of first Month:

The students will understand concept of sports training and its aims, objectives and underlining scientific principles. They will also learn about the system of sports training, basic performance, good performance and high performance training.

After the completion of second Month:

The students will develop a wide ranging idea of training process. They will develop concept regarding training load, types of training load, and principles of intensity and volume of stimulus. The students will acquire knowledge on technical training and tactical training, and their methods of training.

After the completion of third Month:

The students will attain the insight of overload and recovery. Further they will learn about over load, causes and symptoms of over load, phases of overload, tackling of over load and means of recovery.

After the completion of fourth Month:

The students will develop an idea about the training programming and planning. Also they will learn about the periodization – meaning and types of periodization, aim and content of periods –preparatory, Competitive, Transitional, planning- Training season, talent identification and growth development.

THEORY SYLLABUS

60 Credits

Unit-I Introduction to Sports Training

15 Hrs

Meaning and definition of sports training, Aim and objective of sports training. Scientific principles of sports training and System of sports training-basic performance, good performance and high performance training

Unit-II Training Process

15 Hrs

Training load-definition and types of training load. Principles of intensity and volume of stimulus, Technical training-meaning and methods of technique training and Tactical training-meaning and methods of tactical training.

Unit-III Overload and Recovery

15 Hrs

Overload: meaning of overload, Causes and symptoms of overload, tackling of overload And Phases and means of recovery.

Unit-IV Training programming and planning

15 Hrs

Periodization – meaning and types of periodization. Aim and content of periods –preparatory, competitive, transitional etc. Planning- training season, Talent identification and growth development.

Marking Scheme:

Maximum Marks	:	100 Marks
Theory Examination	:	70 Marks
Internal Assessment	:	30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva	:	15
Project/Assignment/Seminar	:	10
Attendance	:	05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

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

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

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

Bompa, T.O. &Haff, G.G. (2009). *Periodization: theory and methodology of training*. (5thEdn). Champaign, IL: HumanKinetics.

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

Brown,L.E. & Miller, J. (2005). *How the training work*. In: *Training for speed, agility and quickness*. Champaign, IL: Human Kinetics.

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	After the completion of the first unit the students will understand the concept of sports training and its aims, objectives and underlining scientific principles. They will also learn about the system of sports training, basic performance, good performance and high performance training.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Second Month	After the completion of the second unit the students will develop a wide ranging idea of the training process. They will develop concepts regarding training load, types of training toad, principles of intensity and volume of stimulus. The students will acquire knowledge on technical training and tactical training, and their methods of training.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

<p>Third Month</p>	<p>After the completion of the third unit the students will attain the insight of overload and recovery. Further they will learn about overload, causes and symptoms of overload, phases of overload, tackling of overload and means of recovery.</p>	<p>Lecture Methods Demonstration Methods Assessment Methods Presentation</p>	<p>Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar</p>
<p>Fourth Month</p>	<p>After the completion of the fourth unit the students will develop an idea about the training programming and planning. Also they will learn about the periodization – meaning and types of periodization, aim and content of periods – preparatory, Competitive, Transitional, planning-Training season, talent identification and growth development.</p>	<p>Lecture Methods Demonstration Methods Assessment Methods Presentation</p>	<p>Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar</p>

**BACHELOR OF PHYSICAL EDUCATION
SEMESTER -V
PART A - THEORY COURSES**

BPEDI EC 354 NUTRITION AND WEIGHT MANAGEMENT

Objective: To provide the knowledge on nutrition as a tool in weight management
Learning Outcome: Students will understand the concept of balanced nutrition for athletes and they will get an overview of macro & micro nutrition. Further they will learn the modern concepts in weight management and healthy methods in weight management.

After the completion of the first Month:

The students will develop concepts of nutrition, diet and health, impact of nutrition on health & fitness. Further they will understand nutrition as a tool for improving health and lifestyle and requirement of nutrition.

After the completion of the second Month:

The students will develop an understanding of energy/calories in weight maintenance & management, carbohydrates, proteins & fats and their role in weight management. Further they will understand the vitamins & minerals and their impact on weight management and achieving diversity & frequency in diets.

After the completion of the third Month:

The students will develop an understand the types of obesity. Further they will learn understand biochemistry & physiology of obesity and nutritional deficiencies while losing weight

After the completion of the fourth Month:

The students will develop an idea about the organs that comprise the digestive system. Also they will learn about the structure of the stomach, small intestine and large intestine. Further students will gain knowledge about the structure of neuron, brain and kidney. They will further enhance their knowledge about the organization of the nervous system.

THEORY SYLLABUS

60 Credits

Unit - I Basics of Nutrition

15 Hrs

Understanding Nutrition, Diet and Health. Role of Nutrition in Health – Impact of nutrition on health & fitness. Sustainable Diet and Nutrition – Nutrition as a tool for improving health and Lifestyle and Nutrition Requirements (Required Dietary Allowance- RDA) .

Unit - II Nutrition in weight management

15 Hrs

Energy/Calories in weight maintenance & management. Macronutrients- Carbohydrates, Proteins & Fats and their role in weight management. Micronutrients – Vitamins & Minerals

and their impact on weight management. Balanced Nutrition – Achieving Diversity & Frequency in Diets.

Unit - III Understanding weight management (weight loss and weight gain) 15 Hrs
Types of Obesity, Biochemistry & Physiology of Obesity and Nutritional deficiencies while losing weight.

Unit - IV Sustainable diets – Quantified & Practical Nutrition 15 Hrs
Protein as a tool in weight management, Fad Diets in weight management and Supplements for weight management.

Marking Scheme:

Maximum Marks : 100 Marks

Theory Examination : 70 Marks

Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15

Project/Assignment/Seminar : 10

Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

Nicholas, Bjorn.(2015). *Nutrition: Health, Weight Loss and Wellness: Your Guide to: Healthy Living and Healthy Create Space* Independent Publishing Platform,

Gary, Taubes.(2008).*Good Calories, Bad Calories: Fats, Carbs, and the Controversial Science of Diet and Health*.(Reprint edition) Anchor.

Jason, Fung.(2016). *The Obesity Code: Unlocking the Secrets of Weight Loss* Greystone Books.

Dan Benardot (2012). *Advanced sports Nutrition*, Second Edition, human kinetics.

James L.Groff and Sareen S. Gropper, (2000). *Advanced Nutrition and Human Metabolism*, (3rdEdn). Wardsworth Thomson learning.

Boyd-Eaton. S. et. al (1989).*The Stone Age Health Programme: Diet and Exercise as Nature Intended*. Angus and Robertson.

After the completion of Second Month :

The students will develop knowledge and understanding regarding definition, dimension psychology in exercise & sport, the importance of psychology in sports, complexity of behavior in sport & exercise.

After the completion of Second Month :

The students will get an insight of how mental health, emotions, depression, anxiety, stress and tension effect sports performance and about the methods of sports psychology.

After the completion of Third Month :

The students will gain the knowledge of motivation, types of motivation, guidelines for building motivation and about goal setting and its principles.

After the completion of Fourth Month :

The students will acquire knowledge about personality, how to measure personality and about different personality types.

THEORY SYLLABUS

60 Credits

Unit -I Introduction to Sports Psychology

15 Hrs.

Sport and exercise psychology, Applied sports psychology, Sport psychology Specialties and the history of sport and exercise psychology, Importance of sport psychology.

Unit -II Psychology and sports performance

15 Hrs

Psychological effects of Exercise. Mental Health:Emotion, Mood, Depression, Anxiety, Stress. Methods of sports psychology:Introspection, Observation, clinical procedures, survey methods and Interview.

Unit -III Motivation

15 Hrs.

Define motivation, Intrinsic and extrinsic motivation, Guidelines for building motivation. Goal setting-Types of goals and Goal setting principles.

Unit -IV Personality

15 Hrs

Personality:Definition,structure, Measuring personality and Understanding personality in sports.

Marking Scheme:

- Maximum Marks : 100 Marks
- Theory Examination : 70 Marks
- Internal Assessment : 30 Marks

Internal Assessment Split Up:

- Class Test/Presentation/Viva : 15
- Project/Assignment/Seminar : 10
- Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

REFERENCE

Gill, Diane L. (1986), *Psychological Dynamics of Sport*. Human Kinetics Publishers,USA.

Kmalesh. M.L (2014) *Psychology in Physical Education and Sport*, Khel Sahitya Khendra, NewDelhi.

Martens Raine (1987) *Coaching Guide to Sport Psychology*, Human Kinetics Publishers, USA.

Orlick Terry (1986) *Psyching For Sport Mental Training for Athletes*, Leisure Presss,USA.

Shaw .D F, Corban R M (2005)*Sport and Exercise Psychology*, IndiAN Edition, BIOS Scientific Publishers,USA.

Singer, Robert N (1975) *Motor Learning and Human Performance*, Macmillan Publishing co. NewYork.

Silva. M John, Weinberg .S Robert (1984), *Psychological Foundation of Sport*. Human Kinetics,USA.

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	After the completion of First unit the students will develop knowledge and understanding regarding definition, dimension psychology in exercise & sport, the importance of psychology in sports, complexity of behavior in sport & exercise.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Second	After the completion of Second unit the students will get an insight of how mental	Lecture Methods Demonstration	Evaluation of Presentation

Month	health, emotions, depression, anxiety, stress and tension effect sports performance and about the methods of sports psychology.	Methods Assessment Methods Presentation	Evaluation of Assignment MCQ Class-test / viva/ seminar
Third Month	After the completion of Third unit the students will gain the knowledge of motivation, types of motivation, guidelines for building motivation and about goal setting and its principles.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Fourth Month	After the completion of Fourth unit the students will acquire knowledge about personality, how to measure personality and about different personality types.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

SYLLABUS

BACHELOR OF PHYSICAL EDUCATION

(Four Year Innovative Professional Degree Programme)

(Outcome Based)

SEMESTER-V

PRACTICUM

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- V
PART B–PRACTICUM

BPEDIPC 356 VOLLEYBALL

Unit –I Introduction to volleyball

- i. Origin of volleyball and brief historical development
- ii. Team composition
- iii. Team leaders and their responsibilities
- iv. Structure of play

Unit – II Fundamentals techniques of volleyball

- i. Volley
- ii. Dig
- iii. Underhand serve
- i. Tennis serve
- ii. Jump volley
- iii. Straight Spike
- iv. Block
- v. Back volley
- vi. Side Roll Dig
- vii. Overhead float serve

Unit –III Systems and Tactics

- i. 4-2 Offense System
- ii. 5-1 Offense System
- iii. 5 men Serve reception system
- iv. 4 men serve reception system
- v. Man up Defense System
- vi. Man down defense System

Unit- IV Court and equipment

- i. Facilities and equipment
- ii. Marking of volleyball court and upkeep of court

References:

FIVB,(2016). Official Volleyball Rules. FIVB.

William, J. N. (1990). Coaching Volleyball Successfully. Human Kinetics.

American Sports Education Program.(1993). Coaching Youth Volleyball(2ndEdn). Human Kinetics.

Viera, Barbara Laun. (1989). Teaching Volleyball; Step to Success. Leisure Press.

Reynaud, Cecile. (2011). Coaching Volleyball technical and Tactical Skills. Human Kinetics.

FIVB.(2011). Coaches Manual. FIVB.

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- V
PART B–PRACTICUM

BPEDI PC 357 YOGA

Unit -I Introduction to Yoga

- i. Definition and meaning of Yoga .
- ii. Preparation for Yogic Practice .
- iii. Yogic Suksma, vyayama.
- iv. Suryanamaskar.

Unit- II Cultural Asana, Meditation Asana, Relaxation Asana

- i. Sitting Asana: Paschimottanasana, Padmasana, Vajrasana, Balasana, Siddhasana, Sukasana, Baddha Konasana, Swastikasana, Malasana, Gomukhasana, Simhasana.
- ii. Standing Asana : Ardha Chandrasana, Trikonasana, Tadasana, Veerardha Chandrasana and variations . Padangusthasana, Pada Hastasana, Utkatasana.
- iii. Twisting Asana : Matsyendrasana, Jatarasana, Marichasana .
- iv. Balancing Asana : Natarajasana, Garudaasana, Vrikshasana .

Unit –III Breathing practices

- i. Practice of Puraka, Rechaka & Kumbhaka (Antar & Bahya Kumbhaka).
- ii. Yogic Breathing .
- iii. Anuloma Viloma Pranayama.
- iv. Sectional Breathing Abdomen, Thoracic & Clavicular Breathing.

Unit -IV Mudras and Bandas

- i. Kayamudra.
- ii. Adhara Mudras .
- iii. Manamudra.
- iv. Jalandhara Bandha, Uddiyana Bandha, Mula Bandha, Maha Bandha.

References:

Swami Dharendra Bhramhachari (1980) Yogic Sukshma Vyayama, Dharendra Yoga Publications.

Swami Dharendra Bhramhachari. (1966). Yogasana Vijnana, Dharendra Yoga Publications.

Swami Niranjanananda Saraswati. (2001). Asana Pranayama Mudra Bandha; Bihar school of yoga Publications.

Iyengar, B.K.S.: Light on Yoga, Harper Collins Publishers.

Basavaraddi, I.V. et al: (2011). Yogasana: A Comprehensive description about Yogasana, MDNIY.

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- V
PART B–PRACTICUM

BPEDI PC 358 KHO-KHO

Unit – I Introduction to Kho-Kho

- i. History and development of Kho-Kho.
- ii. Rules of the game and interpretations.
- iii. Mechanics of officiating in Kho-Kho.

Unit – II Basic offensive skills

- i. Sitting inside the block and its variations
 - a) Parallel toe method
 - b) Bullet toe method
- ii. Technique of giving Kho
 - a) Proximal Method
 - b) Distal Method
- iii. Advance Kho and its variations
- iv. Pole turning and its variations
- v. Judgement Kho
 - a) At post
 - b) In between
- vi. Pole dive
 - a) Running pole dive
 - b) From 8th
 - c) With fake
- vii. Moving on the cross line and attacking
 - a) Quadruped method
 - b) Biped method
 - c) Combination method
 - d) Counter for ring game
- viii. Covering the defender after pole turning
- ix. Diagonal attack at the post
- x. Flat dive
 - a) Running dive
 - b) Steady dive
 - c) Side dive

Unit – III Basic Defensive skills

- i. Single chain (single 6 up)
- ii. 3-6 up
- iii. 2-2-2-2 up
- iv. 1-3-3-1 up

- v. Pole turning
 - a) Running pole turning
 - b) Standing pole turning
- vi. Ring game
 - a) Front ring
 - b) Back ring
 - c) Ring game with fake

Unit – IV Tactics and strategies

- i. Counter actions
 - a) Advance Kho
 - b) Tapping
 - c) Pole dive
 - d) Judgement Kho
- ii. Avoiding going to post
- iii. Initial position and subsequent moves
- iv. Avoiding clubbing
- v. Initial attack and its variations
- vi. Clubbing
- vii. Surprise attack

References:

Kho Kho Federation of India (2013). *Kho Kho rules*. (Revised Edn)

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- V
PART B–PRACTICUM

BPEDI PC359TABLE TENNIS

Unit - I Introduction

- i. History of the game.
- ii. Rules of the game.
- iii. Measurements of the Table and Bat/Racquet.

Unit -II Basic Fundamental Skills

- i. Grips
- ii. Ball juggling exercises.
- iii. Serving.
- iv. Simple rally.

Unit- III Fundamental Techniques

- i. Forehand stroke
- ii. Backhand stroke
- iii. Smashing
- iv. Push and Chop.

Unit -IV Developing Player.

- i. Identifying of talents
- ii. Developing of players
- iii. Competitions Level

References:

- Burn, B. (1979). *The Science of Table Tennis*. Ram Nagar, New Delhi: S. Chand & Company Pvt.Ltd.
- Hilton, J., & Eaton, R. (1985). *Tackle Table Tennis*. Conway Street , London: Stanley Paul & Co Ltd.
- Hodges, L. (1993). *Table tennis Steps to Succes*. Champaign, USA: Human Kinetics.
- Myers, H. (1997). *Table Tennis*. Queen Square , London: Faber and faber Limited .
- Steggall, G., & Hirst, P.(1988) (). *Table Tennis The Skills of the Game*. Marlborough TheCrowood Press.

SYLLABUS

BACHELOR OF PHYSICAL EDUCATION

(Four Year Innovative Professional Degree Programme)

(Outcome Based)

SEMESTER-VI

THEORY COURSE

**BACHELOR OF PHYSICAL EDUCATION
SEMESTER -VI
PART A - THEORY COURSES**

BPEDI CC 361 EDUCATIONAL TECHNOLOGY

Objective: To provide fundamental knowledge of education technology in the field of physical education.

Learning Outcome: The students will develop understanding about the fundamentals, applications and innovations in education technology in the field of physical education.

After the Completion of First Month

Students will understand the meaning, definition and concept of education and educational technology and the components of educational technology in physical education.

After the Completion of Second Month

Students will learn the classification of education. They will also gain knowledge about various skills of teaching. Further the students will understand the different applications of technology in physical education.

After the Completion of Third Month

The students will develop insight on the concept, types, steps involved in micro teaching, advantages and disadvantages of various teaching innovations like micro teaching, simulation and team teaching. They will also learn about various teaching aids.

After the Completion of Fourth Month

The students will develop clear concepts about classroom communication. They will also learn about various methods used for effective communication. Further students will gain knowledge about the barriers to communication. They will also enhance their knowledge in the art of probing questions.

THEORY SYLLABUS

60 Credits

Unit- I Introduction to Educational Technology

15 Hrs

Meaning, definition and concept of Education and Educational Technology. Importance of educational technology in the field of physical education. Components of Educational Technology: Hardware and Software.

Unit- II Foundations of Technological Application

15 Hrs

Types of Education: Formal, Informal and Non-Formal. Skills of teaching: Skills of introduction, probing questions, explanation, stimulus variation, reinforcement, illustration, black board writing and achieving closure. Application of Technology into Physical Education Teaching: Pedometers, Accelerometers, Virtual Technology, Gaming, Physical Education and Fitness Apps, Smart Watches and Video Resources.

Unit- III Innovations in Teaching

15 Hrs

Micro-Teaching: Meaning, objectives, steps involved in, advantages and disadvantages.

Simulation Teaching: Meaning, steps involved in, advantages and disadvantages. Team Teaching: Meaning, Principles, advantages and disadvantages. Teaching Aids: Meaning, classification, criteria for selecting and importance.

Unit- IV Communication

15 Hrs

Meaning, types and characteristics of communication. Effective communication: Verbal and Non-Verbal Communication, Inter-Cultural and group communications, classroom communication. Barriers to effective communication. Art of probing questions: classification, purpose and techniques of probing questions.

Marking Scheme:

Maximum Marks : 100 Marks
 Theory Examination : 70 Marks
 Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15
 Project/Assignment/Seminar : 10
 Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

Huang, R., Spector, J. M., & Yang, J. (2019). *Educational technology: A primer for the 21st century*. Singapore: Springer.

Newby, T. J., Stepich, D., Lehman, J., Russel, J. D., & Leftwich, A. T. (2019). *Educational technology for teaching and learning (4th Edn.)*. Pearson.

Niess, M. L. (2016). *Technological pedagogical content knowledge (tpack) framework for k-12 teacher preparation: Emerging research and opportUnities*. Information Science Reference.

Spector, J. M. (2012). *Foundations of educational technology*. Nwe York: Taylor & Francis.

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	Students will understand the meaning, definition and concept of education and educational technology and	Lecture Methods Demonstration	Evaluation of Presentation

	the components of educational technology in physical education.	Methods Assessment Methods Presentation	Evaluation of Assignment MCQ Class-test / viva/ seminar
Second Month	Students will learn the classification of education. They will also gain knowledge about various skills of teaching. Further the students will understand the different applications of technology in physical education.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Third Month	The students will develop insight on the concept, types, steps involved in micro teaching. advantages and disadvantages of various teaching innovations like micro teaching, simulation and team teaching. They will also learn about various teaching aids.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Fourth Month	The students will develop clear concepts about classroom communication. They will also learn about various methods used for effective communication. Further students will gain knowledge about the barriers to communication. They will also enhance their knowledge in the art of probing questions.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

BACHELOR OF PHYSICAL EDUCATION
SEMESTER -VI
PART A - THEORY COURSES

**BPEDI CC 362 ORGANIZATION AND ADMINISTRATION OF PHYSICAL
EDUCATION**

Objective: To provide knowledge of Organization and Administration of Physical Education in various levels.

Learning Outcome: The students will develop a comprehensive knowledge about organizational complex and administrative practices in the field of physical education which will empower them to develop as leaders in physical education.

After the Completion of First Month

Students will develop an insight about organization and administration, and its relevance in physical education. They understand their role and responsibilities as physical education teachers. In addition, they obtain knowledge on program planning and the principles underlying the program planning, staffing, directing, communicating, coordinating and relevant functions of program planning.

After the Completion of Second Month

The students will develop awareness about the meaning, concept and importance of office management. The students will start learning about functions and practices of the office. They will also learn about Office spaces and routines. The students attain knowledge about different aspects of preparation of budget that in turn make them capable of preparing budget in their career.

After the Completion of Third Month

The students will develop ample knowledge to take care of the physical education and sports infrastructure. They also will obtain knowledge about procurement of equipment according to established procedure.

After the Completion of Fourth Month

Students will develop a clear concept on class management and the principles of class management. Additionally, they will equip themselves to deliver speeches in the events connected to sports. They also acquire knowledge about sports competitions of different levels and their organization.

THEORY SYLLABUS

60 Credits

Unit -I Introduction to Organization and administration in Physical Education 15 Hrs

Meaning of Organization and Administration and its importance in physical education.

Qualification, Role and Responsibilities of Physical Education teacher and pupil leader.

Function of Organization and Administration in Physical Education and Sports.

Unit- II Office Management **15 Hrs**

Meaning and definitions and importance of Office Management.
Kinds of office management and its functions.
Records and Registers: Maintenance of attendance Register, stock register, cash register, physical efficiency record, medical examination Record.

Unit -III Facility Management **20Hrs**

Meaning of facilities and equipment management.
Types of facilities Infrastructure-indoor and outdoor.
Considerations for planning sports facilities.
Health aspects of facilities management.

Unit- IV Class Management & Public Relation **20 Hrs**

Meaning, importance of Class management.
Factors affecting class management.
Principles of class management.
Meaning, Importance of Public relation: Relationship with Media.

Marking Scheme:

Maximum Marks : 100 Marks
Theory Examination : 70 Marks
Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15
Project/Assignment/Seminar : 10
Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

- Broyles, F. J. & Rober, H. D. (1979). *Administration of Sports, Athletic program: A Managerial Approach*. New York: Prentice Hall Inc.
- Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*. St. Louis: The C.V. Mosby Co.
- Thomas, J. P. (1967). *Organization & Administration of Physical Education*. Madras: Gyanodayal Press.

Tirunarayanan, C. & Hariharan, S. (1969). *Methods in Physical Education*. Karaikudi: South India Press.

Edward F. Voltmer, *The Organization and Administration of Physical Education*. (5th Edn)

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	Students will develop an insight about organization and administration, and its relevance in physical education. They understand their role and responsibilities as physical education teachers. In addition, they obtain knowledge on program planning and the principles underlying the program planning, staffing, directing, communicating, coordinating and relevant functions of program planning.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Second Month	The students will develop awareness about the meaning, concept and importance of office management. The students will start learning about functions and practices of the office. They will also learn about Office spaces and routines. The students attain knowledge about different aspects of preparation of budget that in turn make them capable of preparing budget in their career.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Third Month	The students will develop ample knowledge to take care of the physical education and sports infrastructure. They	Lecture Methods Demonstration Methods	Evaluation of Presentation Evaluation of

	also will obtain knowledge about procurement of equipment according to established procedure.	Assessment Methods Presentation	Assignment MCQ Class-test / viva/ seminar
Fourth Month	Students will develop a clear concept on class management and the principles of class management. Additionally, they will equip themselves to deliver speeches in the events connected to sports. They also acquire knowledge about sports competitions of different levels and their organization.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

BACHELOR OF PHYSICAL EDUCATION
SEMESTER -VI
PART A - THEORY COURSES

BPEDI CC 363 FUNDAMENTALS OF STRENGTH AND CONDITIONING

Objective: To provide the knowledge of various training components of motor qualities.

Learning Outcome: The students will develop an understanding about the structure of various training components and thereby they will be able to understand the means and methods of developing various motor qualities.

After the Completion of First Month

After completion of the first unit the students will understand the meaning and definition of speed. Students will learn the importance of speed and its classification. They will attain knowledge regarding various means and methods of development of speed abilities

After the Completion of Second Month

The students will understand the concept of strength and its definition. Students will learn the importance of strength and its classification. They will acquire knowledge on various means and methods of development of strength.

After the Completion of Third Month

The students will develop wide ranging knowledge regarding the definition, meaning of endurance and its types. They will also develop knowledge on means and methods of endurance training.

After the Completion of Fourth Month

After completion of the third unit the Students will develop understanding the meaning and definition of flexibility and different coordinative abilities. They will also learn the means and methods to develop flexibility and coordinative abilities.

THEORY SYLLABUS

60 Credits

Unit-I Training Components on Speed

15 Hrs

Concept of Speed, Classification of Speed. Methods of developing speed abilities : Reaction speed, movement, Speed, Acceleration speed, sprinting Speed, Locomotion speed and Speed endurance

Unit-II Training Components on Strength

15 Hrs

Concept of strength, Classification of Strength: Maximum Strength, Explosive strength and Strength Endurance, Methods of strength Training: Isometric, Isotonic and Isokinetic, Various means of developing strength

Unit-III Training Components on Endurance

15 Hrs

Concept of Endurance, Types of endurance. Methods of endurance training

Various means of developing

Unit-IV Training Components on Flexibility and Coordination

15 Hrs

Concept and types of flexibility, Means and methods to develop flexibility, Concept and different coordinative abilities, Means and methods to develop coordination

Marking Scheme:

Maximum Marks : 100 Marks

Theory Examination : 70 Marks

Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15

Project/Assignment/Seminar : 10

Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

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

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

Uppal, A.K., (1999).*Sports Training*. New Delhi FriendsPublication.

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

Brown, L.E., &Ferrigono, V.A. (2005). *Training for speed, agility and quickness*, (2ndEdn) Champaign, IL: HumanKinetics.

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

quickness. Champaign, IL: HumanKinetics.

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	After completion of the first unit the students will understand the meaning and definition of speed. Students will learn the importance of speed and its classification. They will attain knowledge regarding various means and methods of development of speed abilities	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Second Month	The students will understand the concept of strength and its definition. Students will learn the importance of strength and its classification. They will acquire knowledge on various means and methods of development of strength.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Third Month	The students will develop wide ranging knowledge regarding the definition, meaning of endurance and its types. They will also develop knowledge on means and methods of endurance training.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Fourth Month	After completion of the third unit the Students will develop understanding the meaning and definition of flexibility and different coordinative abilities. They will also learn	Lecture Methods Demonstration Methods Assessment	Evaluation of Presentation Evaluation of Assignment

	the means and methods to develop flexibility and coordinative abilities.	Methods Presentation	MCQ Class-test / viva/ seminar
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BACHELOR OF PHYSICAL EDUCATION
SEMESTER -VI
PART A - THEORY COURSES

BPEDI PC 364 FUNDAMENTALS OF RESEARCH

Objective: To provide the knowledge of various research methods to be implemented in conducting quality and meaningful research in the field of Physical education and sport sciences.

Learning Outcome: The students will familiarize with the basics of the research process and will enable them in formulating research problems and conducting research. Students will become acquainted with statistical packages such as SPSS/EXCEL. They will also develop data analytics and interpretation skills to solve the research problem. Further the students will be aware about various ethical issues in the area of research in physical education and sports

After the Completion of First Month

The students will develop general ideas about research in physical education and Sports along with its definition and explanation. In addition, Unscientific and Scientific methods of problem solving would be made clear to the students. The students will also explore the need for research in physical education and sports.

After the Completion of Second Month

The students will develop the knowledge to develop a research problem and understand the criteria for selection of a research problem to use in literature. They will develop insight about the types of Hypotheses. They will also learn the basic literature search strategies and the steps in searching literature.

After the Completion of Third Month

Students will learn about different research designs.

After the Completion of Fourth Month

The students will gain the knowledge of issues related to ethics, copyright and scientific dishonesty in research.

THEORY SYLLABUS

60 Credits

Unit-I Introduction to Research in Physical Education and Sports **15 Hrs**

Definition and Explanation of Research, Nature and Scope of research in Physical Education, Types of research, Unscientific Vs Scientific methods of problem solving, Need of research in Physical Education and sports

Unit -II Development of a research problem and the use of literature **20 Hrs**

Research problem, Criteria for selection of a research problem, Types of Hypotheses (Research and Null Hypothesis), Basic literature search strategies, Purpose of the

literature review and the steps in literature search, Guidelines for writing a Research proposal (For Thesis, for research grant, for PhD research degree)

Unit –III Research Methods

20 Hrs

Descriptive research Methods-Experimental research Methods-Historical Research

Unit-IV Completing the research Process and Reporting

15Hrs

Basic Writing Guidelines according to APA. Referencing format, Format for writing Bibliography and foot notes. Ethical Issues in Research, Various areas of scientific dishonesty, Protecting human subjects

Note:

(a) One Theory period is equal to 1 credit of 1-hour duration.

Marking Scheme:

Maximum Marks - 100 marks

Theory Examination - 70 Marks

Internal Assessment - 30 Marks

Internal Assessment (Maximum Marks – 30)

Presentation/ Class Test/Viva - 10 Marks

Project/Assignment/Seminar - 15 Marks

Attendance - 5 Marks

References :

Thomas, Jerry R, Nelson Jack K & Silverman Stephen J (2011). *Research Methods in Physical Activity (6th Ed)* United Kingdom: Human Kinetics.

Verma, J. P., & Ghufuran, M. (2014). *Research Methods and Statistics in Psychology (6th Ed)*. London: Psychology Press.

Best & Kahn (2003) *Research in Education*, 10th Ed. New Jersey; Prentice Hall, Inc.

Clarke David. H & Clarke H, Harrison (1984) *Research processes in Physical Education*, New Jersey; Prentice Hall Inc.

Craig Williams and Chris Wragg (2006) *Data Analysis and Research for Sport and Exercise Science*, London: Routledge Press

Cresswell, John W. (2016) *Research Design (5th Ed)*, New York: Sage Publications.

Jerry R Thomas & Jack K Nelson (2000) *Research Methods in Physical Activities*; Illinois; Human Kinetics

Kamlesh, M. L. (1999) *Research Methodology in Physical Education and Sports*, New Delhi

Oliver, Paul. (2008) *Writing your thesis*, New Delhi: Sage Publications.

Rothstain, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc.

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	The students will develop general ideas about research in physical education and Sports along with its definition and explanation. In addition, Unscientific and Scientific methods of problem solving would be made clear to the students. The students will also explore the need for research in physical education and sports.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Second Month	The students will develop the knowledge to develop a research problem and understand the criteria for selection of a research problem to use in literature. They will develop insight about the types of Hypotheses. They will also learn the basic literature search strategies and the steps in searching literature.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Third Month	Students will learn about different research designs.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

<p>Fourth Month</p>	<p>The students will gain the knowledge of issues related to ethics, copyright and scientific dishonesty in research.</p>	<p>Lecture Methods Demonstration Methods Assessment Methods Presentation</p>	<p>Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar</p>
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**BACHELOR OF PHYSICAL EDUCATION
SEMESTER -VI
PART A - THEORY COURSES**

BPEDI PC 365CORRECTIVE PHYSICAL EDUCATION

Objective: To provide knowledge and understanding of the importance of Corrective Physical Education

Learning Outcome: The Students will understand the Concept of Corrective Physical Education and they will be able to identify good and bad Posture, provide corrective measures.

After the Completion of First Month

The students will understand the definition of corrective physical education, types of postures, good and bad posture.

After the Completion of Second Month

The students will develop the knowledge of postural defects, types of postural defects, general corrective measures of postural defects and common postural defects.

After the Completion of Third Month

The students will develop the knowledge of common postural defects of spine and corrective exercises, common postural defects of lower extremities, their causes, and treatment.

After the Completion of Fourth Month

The students will develop the knowledge of sports injuries, role and management of trained personnel.

THEORY SYLLABUS

60 Credits

Unit-I Introduction to Corrective Physical Education

15 Hrs

Definition of correctives in physical education, Objectives and Scope of corrective physical education, Corrective physical education class (group therapy) organization, Advantages and disadvantages of corrective physical education class. Posture Definition of posture, Types of Posture (Static, Dynamic), Individual Variations in Postures, Curves in a Normal Spine, Good and Bad Posture, Values of Good Posture, Causes of Bad Posture, Drawbacks of Bad Posture

Unit-II Posture

15Hrs

Postural Defects and Postural Defects in different planes/directions-Antero Posterior-Lateral, Types of Postural Defects-Functional-Structural, General Corrective Measures of Postural Defects, Postural defects of antero-posterior plane of spine, Causes of and corrective exercises of antero-posterior plane of spine defects-Kyphosis-Lordosis-Kypho-Flat Back

Unit-III Postural Defects of Spine and Hip

15 Hrs

Common postural defect of lateral plane of spine (Scoliosis), Types of scoliosis (C & S Curves), Assessments of Scoliosis, Causes of scoliosis, Corrective exercises, Common postural Hip deformities-Coxa Valga-Coxa Vara-Hip dislocation (congenital abnormalities), Corrective exercises

Unit-IV Postural Defects of Lower extremities

15Hrs

Common postural defects of Knee Deformities -Knock -Knees-Bowlegs -Knee Flexion deformity -Tibial Torsion-Corrective exercises, Causes and corrective exercises for postural defects of Foot Deformities- Club foot-Pronation foot-Flat-Foot-Hollow foot-Morton's Toe, Hallux Valgus Corrective exercises

Marking Scheme:

Maximum Marks	:	100 Marks
Theory Examination	:	70 Marks
Internal Assessment	:	30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva	:	15
Project/Assignment/Seminar	:	10
Attendance	:	05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References :

- Bindal, V.D. (2010), Corrective Physical Education, Therapeutic Exercise and Rehabilitation. Associated Publishing House, Agra.
- Ghildyal, Sushma (2007), Methods of Preventive and Corrective Physical Education. Sports Educational Technologies, New Delhi.
- Goel, R.N. (2000). Goel's Physiotherapy. Dr. R.N. Goel, Bhopal.
- Klafs, Carl E. and Arnheim, Daniel D. (1981). Modern Principles of Athletic Training. The C.V. Mosby Company, St. Louis.
- Rasch, P.J. and Burke, R.K. (1978). Kinesiology and Applied Anatomy. Lea and Febiger, Philadelphia.
- Rathbone, J.L. and Hunt, V.V. (1965). Corrective Physical Education. W.B. Saunders Company, Philadelphia.
- Steven. Roy and Irvin, Richard (1983). Sports Medicine. Prentice Hall, Engle Wood Cliff. N.J.

Joseph P, Winnick. (2000), Adopted Physical Education and Sport(3rd Ed), Human kinetics , United States of America , Page 329- 340.

Month wise Progression	Course Learning Outcomes	Teaching and learning Activity	Assessment Tasks
First Month	The students will understand the definition of corrective physical education, types of postures, good and bad posture.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Second Month	The students will develop the knowledge of postural defects, types of postural defects, general corrective measures of postural defects and common postural defects.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Third Month	The students will develop the knowledge of common postural defects of spine and corrective exercises, common postural defects of lower extremities, their causes, and treatment.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar
Fourth Month	The students will develop the knowledge of sports injuries, role and management of trained personnel.	Lecture Methods Demonstration Methods Assessment Methods Presentation	Evaluation of Presentation Evaluation of Assignment MCQ Class-test / viva/ seminar

SYLLABUS

BACHELOR OF PHYSICAL EDUCATION

(Four Year Innovative Professional Degree Programme)

(Outcome Based)

SEMESTER-VI

PRACTICUM

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- VI
PART B–PRACTICUM

BPEDIPC 366 HOCKEY

Unit-I Introduction to Hockey

Introduction of the Hockey game
Historical development with special reference to India.
Rules and their interpretations
Duties of officials.

Unit- II Tournaments and Personality

Tournaments at National and International levels (Rangaswamy Cup, Lady Rattan
Tata Trophy, Olympic, World Cup, Champions Trophy, Asia Cup)
Distinguished personalities related to the game.

Unit- III Fundamental Skills of Hockey

Grip
Rolling the ball
Dribbling
Push
Stopping
Hit
Flick
Scoop
Passing - Forward pass, square pass, triangular pass.
Drills and lead up games related to skill taught.

Unit-IV Advance Skills of Hockey

Stopping the ball on the right, left side and stopping the ball in the air.
Dodging (through the legs, right and left.)
Tackling front, right, left.

References:

Ahmed Khan, Eraj.(1976).*Hockey for Boys and Girls*. Scientific Book Company, Patna.
Durairaj, (1976). *Techniques of Hockey*. ♂ Flint, Rachael, H. Women's Hockey London:
Pelham Books Ltd.,.

Kapur, (1975) *Rules of Hockey with Interpretation (Boys and Girls)*.

Milford, D.S. (1949). *Hockey Practice and Tactics* London: Edward Arnold and Company.

Singh, Gian and Wallia, Kuku.(1975). *Learn Hockey this way*. New Delhi International Hockey Institutes,.

Thani, Yograj (1976)., *Hockey*.

Wein, Horts, (1979). *The Science of Hockey*. London: Pelham Books.

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- VI
PART B-PRACTICUM

BPEDI PC 367 WEIGHT LIFTING AND POWERLIFTING

Unit-1 Introduction of Modern Olympic Weightlifting

History of weightlifting.
Competition rules and regulations
Measurements of platform and equipment

Unit-2 Competition lifts

The snatch
The clean & jerk
Teaching stages of snatch
Teaching stages of clean &jerk

Unit-3 Assistant Exercises for Competitive Lifts

Snatch
 Power snatch
 Snatch from blocks [various height]
 Snatch from hang position [various starting position]
 Overhead squat
 Snatch pulls shrugs & high pull [floor, blocks, hang]
Clean
 Power clean, clean from blocks[various height]
 Clean from hang [various starting position]
 Front squat
 Back squat
 Clean pulls shrug highpull[floor ,blocks, hang]

The jerk

 Front press
 Push press
 Push jerk
 Split jerk

Unit-4 Power lifting

Technical rules of power lifting
The squat
The bench press
The dead lift

References:

Tamas, Ajan& Prof. Lazar Baroga (1988).Weightlifting Fitness For All Sports

Author Tamas Feher (2006). Tamas Feher Olympic Weightlifting

J.Drechsler. (1998). *The Weightlifting Encyclopedia A Guide To World Class Performance*

Greg Evertt. (2016). *Olympic Weightlifting A Complete Guide For Athlete & Coaches, 2nd Edition*

Baechle, T. R., & Earle, R. W. (2006). *Weight training steps to success*. Champaign, USA: Human Kinetics.

Baechle, T. R., & Groves, B. R. (1998). *Weight training steps to success*. Champaign, USA: Human Kinetics.

Bompa, T., Pasquale, M. D., & Cornacchia, L. (2003). *Serious strength training*. Champaign, USA: Human Kinetics.

Brooks, D. (2001). *Effective strength training*. Champaign, USA: Human Kinetics.

kraemer, W. J., & Fleck, S. J. (1993). *Strength training for young athletes*. Champaign, USA: Human Kinetics.

Moir, G. L. (2016). *Strength and conditioning a biomechanical approach*. Burlington: Jones & Bartlett Learning.

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- VI
PART B–PRACTICUM

BPEDI PC 368 JUDO

Unit -I Introduction of Judo

History of judo.
Rules and regulations of Competition .
Classification of Techniques and types .
Principles of Judo.

Unit -II Fundamental techniques

Rei (salutation)-Ritsurei (Salutation in Standing Position), Zarai (Salutation in The Sitting Position).
Kumi Kata (Methods of holding Judo costume), Shisei (Posture in Judo).
Kuzushi (Act of Disturbing The opponent Posture), Tsukuri and kake (Preparatory action for attack).
UKemi (Break fall),Mae MawariUKemi (Front Rolling break fall).

Unit -III Nage-waza(throwing techniques)

Te-waza (hand techniques) [SeoiNage](#), [Tai Otoshi](#),[IpponSeoinage](#).
Koshi-waza (Hip techniques) [O Goshi](#), [HaraiGoshi](#), [SodeTsurikomiGoshi](#)..
Ashi-waza (Foot Techniques) [DeashiHarai](#), [SasaeTsurikomiAshi](#), [Osoto Gari](#)
[Uchi Gari](#) , [Kouchi Gari](#) ,[OkuriashiHarai](#).
Sutemi-waza[Tomoe Nage](#) ,[UkiWaza](#).

Unit -IV Katame-waza(grappling techniques)

[Osae-komi-waza](#)[KuzureKesaGatame](#),[KataGatame](#),[Kami Shiho Gatame](#)
[Yoko Shiho Gatame](#),[Tate Shiho Gatame](#), [KesaGatame](#) .
[Shime-waza](#)[Nami JujiJime](#),[GyakuJujiJime](#), [Kata JujiJime](#), [Hadaka Jime](#) .
[Kansetsu-waza](#)[UdeGarami](#), [UdeHishigiJujiGatame](#), UdeHishigiUdeGatame ,[Hiza](#)
[Gatame](#) .
Method of escaping from each hold .

References:

- Kano, J. Kodokan. (2005).Judo: The Essential Guide to Judo by Its Founder Jigoro Kano.
- Fukuda, D. H., Stout, J. R., Burriss, P. M., & Fukuda, R. S. (2011). Judo for children and adolescents: Benefits of combat sports. *Strength & Conditioning Journal*,
- Inokuma, I., & Satō, N. (1979). *Best judo* (p. 256). Kodansha International.
- Otaki, T., & Draeger, D. F. (2019). *Judo formal techniques: A complete guide to Kodokan Randori no Kata*. Tuttle Publishing.
- Wissel, H. (2011). *Basketball: Steps to success* (3rdEdn.). Human Kinetics.

Hoare, S. (2009). A history of judo. Yamagi.

Inman, R. (2008). The judo handbook. The Rosen Publishing Group, Inc.

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- VI
PART B-PRACTICUM

BPEDI PC 369 HANDBALL

Unit – I Introduction of Handball

Historical developments of Handball with special reference to India.
Rules and their interpretations

Unit -II Fundamental skills and techniques

Catching and passing techniques
Dribbling – High & low dribbling
Shooting – Jump shot high, Jump shot long, wing shot & set shot
Feints : with movements of the body and with ball

Unit - III Offence & Defence techniques

Positional play in attack
Positional play in defence
Attacking and defence tactics

Unit -IV Basics of Handball game

Drills and lead up games
Duties of officials
Important tournaments held at National & International levels

References :

Clanton, R. E., & Dwight, M. P. (1997). *Team Handball steps to Success*. Champaign, USA: Human Kinetics.

Team handball 101 techniques, tactics, and drills. (2015). New Delhi: Bloomsbury Sport an imprint of Bloomsbury Publishing plc.

Thani, L. (1996). *Skills and tactics in handball*. New Delhi: Sports Publication.

IHF Rules of the Game

Teaching Handball Teacher guidelines IHF

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- VI
PART B-PRACTICUM

BPEDI PC 3610 KABADDI

Unit – I Introduction to the Game

History and development of Kabaddi, Beach Kabaddi and Indoor Kabaddi
Rules and regulations interpretations
Duties of Officials and Coach

Unit –II Basic offensive skills

Raiding footwork and its types
Changing direction during Raid
Toe touch and its type
Foot touch
Hand touch and its type
Kicks and its type

Unit –III Basic defensive skills

Basic Position and its subsequent moves

Basic Skills

Individual hold
Ankle hold
Knee hold
Waist hold/Trunk hold
Blocking
Wrist hold

Chain Hold

Chain hold by corner/cover
Running chain hold
Following chain hold

Unit –IV Advance skills, tactics and strategies

Counter moves - Escape from the individual hold

Ankle hold
Thigh hold
Waist hold
Knee Hold

Escape from Chain holds

Escape from Blocking

Defensive and offensive Raid

Fielding on the Baulk line/Bonus line

Introduction of the Bonus line and implementation

Raid on different number of anties and situations

Scoring the bonus point during attack

Pursuit –types of attack

References:

Rao, E.Prasad, (1994) Modern coaching in Kabaddi, DVS publication.

Rao, E.Prasad. (2004) The complete handbook on Kabaddi, Jagadamba publication.

AKFI. (2007). Rules of Kabaddi published by L.B Stadium Hyderabad

SYLLABUS

BACHELOR OF PHYSICAL EDUCATION

(Four Year Innovative Professional Degree Programme)

(Outcome Based)

SEMESTER-VIII

THEORY COURSE

BACHELOR OF PHYSICAL EDUCATION
SEMESTER VIII
PART A - THEORY COURSES

BPEDI CC 381 GENDER PERSPECTIVES IN PHYSICAL EDUCATION

Objective: To provide extensive knowledge about gender equality, social construction of femininity and masculinity.

Learning Outcome: Students will attain knowledge about gender and types of gender, gender role, gender discrimination and objectivities of gender. Students will be enlightened with the knowledge of social construction of femininity and masculinity. They also will attain the knowledge of gender education.

After the Completion of the First Month:

After the completion of the first month, the students will understand the concept of gender equality and its importance. They will learn about gender roles and division of labour. Students will further understand the gender stereotyping and discrimination and the responsibility and objectivities of male.

After the Completion of the Second Month:

After the completion of the second month, the students will attain knowledge about the bio-social perspective of gender and requirements in construction of femininity. They will also learn the challenging cultural concern to femininity and understand the status of women in sports as well as in other fields.

After the Completion of the Third Month:

After the completion of the third month, the students will learn about the meaning and definition of masculinity, social organization of masculinity and privileges of masculinity. Further they will learn about the masculine identities, political statues and influences on the media.

After the Completion of the Fourth Month:

After the completion of the fourth month, the students will develop ideas about the gender disparity in education and bias in school curriculum on the basics of gender. They will also learn about the andro- centric construction of knowledge. Further the students will understand the goal of education from a gender perspective.

THEORY SYLLABUS

60 Credits

Unit-I Introduction

15 Hrs.

Sex and Gender; Types of Gender
Gender Roles and Gender Division of Labour
Gender Stereotyping and Gender Discrimination
The Other and Objectification (Male Gaze and Objectivity)

Unit - II Social Construction of Femininity

15 Hrs.

Bio-Social Perspective of Gender

Essentialism in the Construction of Femininity
Challenging Cultural Notions of Femininity
Images of Women in Sports, Arts, Entertainment and Fashion Industry

Unit -III Social Construction of Masculinity **15Hrs.**

Definition and Understanding of Masculinities
Social Organization of Masculinity and Privileged Position of Masculinity
Politics of Masculinity and Power
Media and Masculine Identities

Unit -IV Gender and Education **15Hrs.**

Gender disparity in education
Gender bias in school curriculum
Andro-centric construction of knowledge
Education goals from gender perspective

Marking Scheme:

Maximum Marks : 100 Marks
Theory Examination : 70 Marks
Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15
Project/Assignment/Seminar : 10
Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

Gatens M. (1991). *A Critique of the Sex/Gender Distinction in S. Gunew (ed.) A Reader in Feminist Knowledge*. London: Routledge.

Holmes, M. (2007). *What is Gender*. New Delhi, Sage Publications.

Jackson. S and Scott, S. (2002). *Gender: A Sociological Reader*. New York: Routledge.

Kessler, S J And Mckenna, W (1978). *Gender: An Ethnomethodological Approach*. Chicago: University of Chicago Press.

Kimmel, S Michael (2004). *The Gendered Society; Reader*. Oxford: Oxford University Press.

Facilitation to the achievement of Course Learning Outcomes

Month Wise Progression	Course Learning Outcomes	Teaching and Learning Activity	Assessment Task
First Month-Unit I	The students will understand the concept of gender equality and its importance. They will learn about gender roles and division of labour. Students will further understand the gender stereotyping and discrimination and the responsibility and objectivities of male.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Second Month-Unit II	The students will attain knowledge about the bio- social perspective of gender and requirements in construction of femininity. They will also learn the challenging cultural concern to femininity and understand the status of women in sports as well as in other fields.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Third Month-Unit III	The students will learn about the meaning and definition of masculinity, social organization of masculinity and privileges of masculinity. Further they will learn about the masculine identities, political statues and influences on the media.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Fourth Month-Unit IV	The students will develop ideas about the gender disparity in education and bias in school curriculum on the basics of gender. They will also learn about the andro- centric construction of knowledge. Further the students will understand the goal of education from a gender perspective.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar

BACHELOR OF PHYSICAL EDUCATION
SEMESTER VIII
PART A - THEORY COURSES

**BPEDI CC 382 TEST, MEASUREMENT AND EVALUATION IN PHYSICAL
EDUCATION**

Objective: To provide the basic knowledge of test, measurement and evaluation in physical education.

Learning Outcome: The Students will be able to understand the concept of test, measurement and evaluation and also to get the knowledge about the classification of tests, administration of tests and various physical fitness and sports skill tests.

After the Completion of the First Month:

After the completion of the first month, the students will understand the meaning and definition of test, measurement and evaluation in Physical Education. Further they will realize the need and importance of test, measurement and evaluation in Physical Education. The students will also know the principles of evaluation.

After the Completion of the Second Month:

After the completion of the second month, the students will attain the basic concepts of criteria of good test, criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms). They will also learn the type and classification of tests, administration of tests, preparation and duties prior, during and post testing.

After the Completion of the Third Month:

After the completion of the third month, the students will develop insight about different physical fitness tests namely AAHPER youth fitness test, National physical Fitness Test, Indiana Motor Fitness Test, JCR test and U.S Army Physical Fitness Test.

After the Completion of the Fourth Month:

After the completion of the fourth month, the students will gain knowledge of the sports skill tests like Lockhart and McPherson Badminton test, Johnson Basketball test, McDonald Soccer test, SAI Volleyball test and SAI Hockey test.

THEORY SYLLABUS

60 Credits

Unit- I Introduction to Test & Measurement & Evaluation

15 hrs

Meaning of Test & Measurement & Evaluation in Physical Education.

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

Principles of Evaluation.

Unit- II Criteria; Classification and Administration of test

15 hrs

Criteria of good Test.

Criteria of tests and scientific authenticity (Reliability, Objectivity, Validity and availability of norms).

Type and classification of Tests.

Administration of test: advance preparation, duties during testing, duties after testing.

Unit- III Physical Fitness Tests **15 hrs**

AAHPER Youth Fitness test.
National Physical Fitness Test.
Indiana Motor Fitness Test.
JCR test.
U.S Army Physical Fitness Test.

Unit- IV Sports Skill Tests **15 hrs**

Lockhart and McPherson Badminton test.
Johnson Basketball test.
McDonald Soccer test.
S.A.I Volleyball test.
S.A.I Hockey test.

Marking Scheme:

Maximum Marks	:	100 Marks
Theory Examination	:	70 Marks
Internal Assessment	:	30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva	:	15 Marks
Project/Assignment/Seminar	:	10 Marks
Attendance	:	05 Marks

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

- Kansal, D.K., (2018) *Test Evaluation Accreditation Measurements and Standards (TEAMS)* KK Publications, New Delhi.
- Lacy, A. C., & Williams, S. M. (2018). *Measurement and Evaluation in Physical Education and Exercise Science*. Routledge.
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Facilitation to the achievement of Course Learning Outcomes

Month Wise Progression	Course Learning Outcomes	Teaching and Learning Activity	Assessment Task
First Month-Unit I	The students will understand the meaning and definition of test, measurement and evaluation in Physical Education. Further they will realize the need and importance of test, measurement and evaluation in Physical Education. The students will also know the principles of evaluation.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Second Month-Unit II	The students will attain the basic concepts of criteria of good test, criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms). They will also learn the type and classification of tests, administration of tests, preparation and duties prior, during and post testing.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Third Month-Unit III	The students will develop insight about different physical fitness tests namely AAHPER youth fitness test, National physical Fitness Test, Indiana Motor Fitness Test, JCR test and U.S Army Physical Fitness Test.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Fourth Month-Unit IV	The students will gain knowledge of the sports skill tests like Lockhart and McPherson Badminton test, Johnson Basketball test, McDonald Soccer test, SAI Volleyball test and SAI Hockey test.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar

BACHELOR OF PHYSICAL EDUCATION
SEMESTER -VIII
PART A - THEORY COURSES

BPEDI CC 383 SPORTS INJURIES AND REHABILITATION

Objective: To acquaint the students with the basic aspects of sports injury and rehabilitation.

Learning Outcome: The students will understand the common injuries, their first aid measures, and rehabilitation procedures.

After the Completion of the First Month:

After the completion of the first month, the students will develop an understanding of common injuries in sports.

After the Completion of the Second Month:

After the completion of the second month, the students will learn the basic concepts of Cardiopulmonary Resuscitation, first aid procedure in bleeding from wounds, controlling bleeding from nose, first aid for fits, drowning, field care of musculoskeletal injuries, transportation of injured athletes.

After the Completion of the Third Month:

After the completion of the third month, the students will gain knowledge of the effect of thermotherapy: basic knowledge of superficial and deep heating method, effect of cryotherapy: Basic knowledge of cryotherapy techniques, definition, and scope-principles of therapeutic exercise – classification, effects and uses.

After the Completion of the Fourth Month:

After the completion of the fourth month, the students will gain knowledge of the principles of massage, indications of massage in sports, contraindications of massage in sports, massage techniques, effect of massage: reflex effects, mechanical effects, psychological effects.

THEORY SYLLABUS

Unit-I Common Injuries in Sports

15 Hrs

Skin injuries: Abrasion, Laceration, Puncture wounds

Musculo-skeletal injuries: Sprain, Strain, Simple fracture, Compound fracture & Dislocation.

Injuries to chest and abdomen

Head injuries

Spine injuries

Unit -II First Aid in Sports

15 Hrs

Cardiopulmonary Resuscitation.

Controlling bleeding from wounds.

Controlling bleeding from nose.

First aid for fits.
First aid for drowning.
Field care of Musculo-skeletal injuries.
Transportation of injured athletes.

Unit-III Principles of Sports Physiotherapy **15 Hrs**

Effect of thermotherapy: Basic knowledge of the superficial and deep heating method.
Effect of cryotherapy: Basic knowledge of cryotherapy techniques.
Ice massage
Ice-bath
Ice Packs
Definition and scope-Principles of Therapeutic Exercise –Classification.
Effects and uses of Therapeutic exercise- passive movements (Relaxed, Forced, and Passive stretching) - Active movements (concentric, Eccentric, and static)

Unit-IV Sports Massage **15 Hrs**

Principles of massage.
Indications of massage in sports.
Contraindications of massage in sports.
Massage techniques: Stroking, Pressure, Percussion & Shaking.
Effect of massage: Reflex effects, Mechanical effects & Psychological effects.

Marking Scheme:

Maximum Marks	:	100 Marks
Theory Examination	:	70 Marks
Internal Assessment	:	30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva	:	15
Project/Assignment/Seminar	:	10
Attendance	:	05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay-type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple-choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

Reference:

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Khanna,G.L.,(1990). Exercise Physiology & sports medicine. Delhi:Lucky Enterprises.
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Micheal Huston (2001) Sports injuries: Recognition and management (3rd Edition) Oxford University press.

First Aid Manual (St.Johns Ambulance, St.Andrews Association of British Red Cross)2006, Penguin company:Britain

Sports Injuries: Basic principles of prevention and care (P.A.F.H Renstrom, Blackwell-Scientific Publication 1993

Facilitation to the achievement of Course Learning Outcomes

Month Wise Progression	Course Learning Outcomes	Teaching and Learning Activity	Assessment Task
First Month-Unit I	The students will develop an understanding of common injuries in sports.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Second Month-Unit II	The students will learn the basic concepts of Cardiopulmonary Resuscitation, first aid procedure in bleeding from wounds, controlling bleeding from nose, first aid for fits, drowning, field care of musculoskeletal injuries, transportation of injured athletes.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Third Month-Unit III	The students will gain knowledge of the effect of thermotherapy: basic knowledge of superficial and deep heating method, effect of cryotherapy: Basic knowledge of cryotherapy techniques, definition, and scope-principles of therapeutic exercise – classification, effects and uses.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Fourth Month-Unit IV	The students will gain knowledge of the principles of massage, indications of massage in sports, contraindications of massage in sports, massage techniques, effect of massage: reflex effects, mechanical effects, psychological effects.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar

BACHELOR OF PHYSICAL EDUCATION
SEMESTER -VIII
PART A - THEORY COURSES

BPEDI EC 384 INTRODUCTION TO STATISTICS

Objective: To provide the knowledge of various methods of statistics to support the students to conduct research in the field of physical education and sport sciences.

Learning Outcome: The students will develop the ability to describe data using appropriate descriptive statistics, interpret a set of descriptive statistics and understand the limitations of each measure. Students will be able to use and apply a wide variety of specific statistical methods and to organize, manage, and present data. They will develop the ability to understand the properties of probability, probability distributions, probabilistic foundations of inference and apply inferential methods relating to the means of normal distributions.

After the completion of the First Month:

After the completion of the first month, the students will be introduced to basics of statistics. Various types of data will be explained to the students with appropriate examples. The students will understand the role of statistics in research conducted in physical education and sports. In addition, validity, reliability and objectivity would be made clear to the students during this month.

After the completion of the Second Month:

After the completion of the second month, the students will attain the knowledge of various measures of central tendency, fundamentals of mean, median and mode. The students would be made to learn calculation of various measures of central tendency for grouped and ungrouped data. During this month students also will understand various types of graphical representation of data.

After the completion of the Third Month:

After the completion of the third month, the students will gain knowledge of sampling and various methods of sampling. By learning this unit students would be able to find out various means and methods of sampling.

After the completion of the Fourth Month:

After the completion of the fourth month, the students will learn the scatter gram and the basics of correlation. Various methods of finding out the correlation coefficient would also be taught to the students. The students will be provided with ample opportunity to practice techniques for determining correlation.

THEORY SYLLABUS:

60 Credits

Unit-I Introduction to Statistics in Physical Education and Sports

20 hrs

Definition and Explanation of Statistics.

Need and Importance of Statistics in Physical Education.

Types of Data and Variables.

Frequency Distribution (Grouped and Ungrouped) and construction of frequency table.

Unit -II Descriptive analysis of Data **20 hrs**

Measures of central tendency (Mean, Median, Mode).

Measures of Variability (The Range and Standard Deviation).

Percentiles and percentile rank.

Graphical Presentation of Data (Basics of Graph like Bar diagram, Histogram, Frequency Polygon, Frequency Curve, Ogive and Pie diagram).

Deviation from Normality (Skewness, Kurtosis).

Unit-III Methods of Sampling **10 hrs**

Population and Sample.

Types of Sampling (Probability and non-probability Sampling).

How to decide which type of sampling to be used.

Sample Size.

Unit-IV Correlation **10hrs**

Introduction to Correlation and Scatter gram.

Correlation Coefficient and correlation Matrix.

Multiple correlation Analysis (Rank order Correlation and Product moment Correlation).

Coefficient of Determination and testing the significance.

Properties and limitations of multiple correlation.

Marking Scheme:

Maximum Marks : 100 Marks

Theory Examination : 70 Marks

Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15

Project/Assignment/Seminar : 10

Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

Best J. W (1971). *Research in Education*. New Jersey; Prentice Hall, Inc.

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Facilitation to the achievement of Course Learning Outcomes

Month Wise Progression	Course Learning Outcomes	Teaching and Learning Activity	Assessment Task
First Month-Unit I	The students will be introduced to basics of statistics. Various types of data will be explained to the students with appropriate examples. The students will understand the role of statistics in research conducted in physical education and sports. In addition, validity, reliability and objectivity would be made clear to the students during this month.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Second Month-Unit II	The students will attain the knowledge of various measures of central tendency, fundamentals of mean, median and mode. The students would be made to learn calculation of various measures of central tendency for grouped and ungrouped data. During this month students also will understand various types of graphical representation of data.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Third Month-Unit III	The students will gain knowledge of sampling and various methods of sampling. By learning this unit students would be able to find out various means and methods of sampling.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Fourth Month-Unit IV	The students will learn the scatter gram and the basics of correlation. Various methods of finding out the correlation coefficient would also be taught to the students. The students will be provided with ample opportunity to practice techniques for determining correlation.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar

**BACHELOR OF PHYSICAL EDUCATION
SEMESTER VIII
PART A - THEORY COURSES**

BPEDI EC 385 FITNESS FACILITY MANAGEMENT

Objective: To acquire knowledge about the infrastructure facilities and maintenance of sports facilities.

Learning Outcome: The students will be able to understand the concept of sports facility management as well as attain the knowledge about maintenance of sports facilities and human resource management. The student will also achieve knowledge about the construction of sports facilities, sports facility preparation and event management.

After the completion of the First Month:

After the completion of the first month, the students will understand the importance of facility management. They will develop concepts about the facility manager, management theory and managerial functions. Students will further develop knowledge about important fitness infrastructure.

After the completion of the Second Month:

After the completion of the second month, the students will develop a concrete concept on maintenance of fitness facilities and equipment. The students will learn the process of selection of suitable equipment. They also acquire basic auditing and managerial skills to manage human resources.

After the completion of the Third Month:

After the completion of the third month, the students will attain knowledge on the development of plans for construction and the comprehensive aspects of construction like documentation, project costs, cost variables, and other costs, construction elements, roofing interior components, exterior components, flooring, seating, restoration and renovation. The students also understand construction planning, advantages and disadvantages of various construction options, site location, site selection and facility design.

After the completion of the Fourth Month:

After the completion of the fourth month, the students acquire skills to prepare facilities and to manage events. They will learn about bid process, sponsorship, booking and scheduling, event preparation, mid event concerns, post event Analysis, post event surveys, Marketing for the future, Marketing efforts and costs and facility analysis.

THEORY SYLLABUS

60 Credits

Unit- I Facility management

15 Hrs

Definition and importance of facility management,
The facility manager, and managerial functions
Management theory

Developing Infrastructure facilities

Fundamentals of planning, planning for existing facilities , planning for future facilities:

Fitness center: Construction of fitness center size, Measurements, Facilities for floor exercise and Aerobics gadget and space.

Swimming pools.

Indoor and outdoor facilities.

Facilities for fitness evaluation and medical aid

Audiovisual facilities

Reception room

Facilities of restroom

Unit II Maintenance of Sports facilities and Human Resource management 5 Hrs

Multi gym.

Weight training equipment.

Operation, maintenance and repair.

Weight plates, Dumbbells and Barbells.

Indoor and Outdoor Swimming pools.

Electrical machines – Exercise bikes, Treadmill & Hydraulic machines.

Criteria to be followed in the selection of equipment – Body wraps – Elastic straps – Vibrating machines, meaning, definition and functions of human resource management, human resource audit and formation management model (Administrative and scientific model).

Unit III Facility Construction 15 Hrs

Construction planning

Advantages and disadvantages of various construction options

Preconstruction phase

Documentation

Construction elements:Interior components, Exterior components, Flooring, Roofing&Seating.

Restoration and renovation.

Project costs.

Cost variables.

Construction and other costs.

Site location.

Site cost.

Site selection.

Facility design.

Unit IV Facility preparation and Event management 15 Hrs

Revisiting planning

Organizational structure

Bid process

Sponsorship

Booking and scheduling

Event preparation: Mid event concerns Post event Analysis, Post event surveys,
Marketing for the future, Marketing efforts, costs and facility analysis.

Marking Scheme:

Maximum Marks : 100 Marks
Theory Examination : 70 Marks
Internal Assessment : 30 Marks

Internal Assessment Split Up:

Class Test/Presentation/Viva : 15
Project/Assignment/Seminar : 10
Attendance : 05

Instructions to Examiners/ Paper Setters for Theory Examination:

- Examiners are required to set **six** essay type questions, for 15 marks each, out of which the students have to attempt **any three**. [15 x 3= 45 Marks]
- There should be **six** short note questions, for 5 marks each, out of which the students have to attempt **any three**. [5 x 3= 15 Marks]
- There should be **twelve** multiple choice questions (MCQs) with four options, for 1 mark each, out of which the students have to attempt **any ten**. [10 x 1= 10 Marks]

References:

Edward T. Howley B. Dov Franks. (1986) *Health Fitness instructor’s Handbook* second edition.

Gil Fried. (2015) *Managing sports facilities*, Third Edition, Human Kinetics, University Of New Haven.

Howley. E.T and Franks B.D. (1997). *Health Fitness Instructor’s handbook*. Third Edition. Champaign Illinois: Human kinetics.

Lindle J. (1997). *Aquatic Fitness Professional Manual*. Florida: Aquatic Exercise Association.

Pyke F.S. (1991). *Better Coaching – Advanced Coach’s Manual*, Australian Coaching Council.

Facilitation to the achievement of Course Learning Outcomes

Month Wise Progression	Course Learning Outcomes	Teaching and Learning Activity	Assessment Task
First Month- Unit I	The students will understand the importance of facility management. They will develop concepts about the facility manager, management theory and managerial functions. Students will further develop knowledge about important fitness infrastructure.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Second	The students will develop a concrete	<ul style="list-style-type: none"> ● Lecture 	<ul style="list-style-type: none"> ● Evaluation of

Month- Unit II	concept on maintenance of fitness facilities and equipment. The students will learn the process of selection of suitable equipment. They also acquire basic auditing and managerial skills to manage human resources.	Method <ul style="list-style-type: none"> ● Demonstration ● Assessment Methods ● Presentation 	Presentation <ul style="list-style-type: none"> ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Third Month- Unit III	The students will develop knowledge on the development of plans for construction and the comprehensive aspects of construction like documentation, project costs, cost variables, and other costs, construction elements, roofing interior components, exterior components, flooring, seating, restoration and renovation. The students also understand construction planning, advantages and disadvantages of various construction options, site location, site selection and facility design.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar
Fourth Month- Unit IV	The students will acquire skills to prepare facilities and to manage events. They will learn about bid process, sponsorship, booking and scheduling, event preparation, mid event concerns, post event Analysis, post event surveys, Marketing for the future, Marketing efforts and costs and facility analysis.	<ul style="list-style-type: none"> ● Lecture Method ● Demonstration ● Assessment Methods ● Presentation 	<ul style="list-style-type: none"> ● Evaluation of Presentation ● Evaluation of Assignment ● MCQ/Class Test/Viva/Seminar

SYLLABUS

BACHELOR OF PHYSICAL EDUCATION

(Four Year Innovative Professional Degree Programme)

(Outcome Based)

SEMESTER-VIII

PART D–COACHING ABILITY

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- VIII
PART D-COACHING ABILITY

BPEDI CA 386 BADMINTON SPECIALISATION

PART – A (Theory)

Unit – I Introduction to Badminton **20 Hrs**

Brief history and development of Badminton.
Organizational structure of BWF, continental confederations and national federations.
Terminologies used in Badminton.
Badminton- Rules of the game.
Events and Tournaments: BWF Tournaments (Grade 1 – Major Events), BWF World Tour (Grade 2), Continental Circuit (Grade 3), Continental Championships, International Multi-Sport Games and Tournaments, International Junior Tournaments Under 19, International Invitation Tournaments, International Team Ties and Exhibition Matches, BWF Sanctioned Team Leagues, National Team Leagues or Regional Team Leagues, International Seniors' Tournaments & National Tournaments.

Unit- II Talent identification and selection of Players **20 Hrs**

Advantages of talent identification.
Identification and selection and development of Badminton talents.
Performance structure/ characteristics of Badminton players: Physiological characteristics, Kinanthropometric characteristics, Motor fitness characteristics, Intellectual, psychological and social characteristics, Technical and tactical characteristics.
Selection procedure of the Badminton team for international tournaments.

Unit – III Fitness and performance analysis **10 Hrs**

Specific motor ability tests in Badminton.
Skill test in Badminton and its criteria.
Methods of performance analysis: Observation method, Statistical method, Video recording and analysis, Court diagrams and Biomechanical analysis of skill.

PART -B (Practical)

Unit – IV Introduction of Badminton **20 Hrs**

Warm up and cooldown.
General, Specific and competition warm up.
Forehand grip.
Backhand grip.
Change of grip- forehand and backhand.
Basic stance in Badminton.

Unit -V Teaching and development of fundamental techniques in Badminton **40 Hrs**

Singles high lob serve.
Singles short serve.
Forehand straight defensive clear.
Forehand cross court defensive clear.

Forehand straight drop shot.
Forehand underarm clear.
Forehand drive.
Conventional foot work.
Forehand straight around the head clear.

Unit – VI Teaching and development of advanced techniques in Badminton 50 Hrs

Flick serve.
Backhand short serve.
Return of services.
Net dribble.
Back hand straight court clear.
Backhand underarm clear.
Forehand push.
Back hand push.
Back hand drive.
Forehand straight court smash.

Unit – VII Systems and Tactics

40 Hrs

Service reception: Singles, Doubles & Mixed doubles.
Defense Systems: Singles, Doubles & Mixed doubles.
Attacking Tactics: Singles & Doubles.
Attack system: Forehand smash and its return for singles, Forehand smash and its return for doubles & Jump smash.

References:

- Plitt, Stephen. (2017). *Badminton for Beginners: Techniques, Tactics, Skills, and Drills for Shuttlecock Success*. CreateSpace Independent Publishing Platform, ISBN: 9781976198335.
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<https://bwfbadminton.com/>

<https://corporate.bwfbadminton.com/statutes/>

<https://development.bwfbadminton.com/coaches/level-2>

<http://www.badmintonindia.org>

BACHELOR OF PHYSICAL EDUCATION
SEMESTER- VIII
PART D-COACHING ABILITY

BPEDI CA 386 BASKETBALL SPECIALISATION

PART – A (Theory)

Unit – I Officiating Basketball **20Hrs**

Rules of the Game.
Marking the basketball court.
Three Man Officiating Mechanics.
Drawing fixture for different types of tournaments.

Unit- II Talent Identification and Selection of Teams **20Hrs**

Position wise demands of basketball: Motor, Anthropometric, Physiological, Psychological and technical-tactical.
Gender and Category based criteria for selection of players: Sub-junior, Junior and Senior.
Adopting defensive and offensive strategy suitable for the team.
Skill Proficiency tests in Basketball.

Unit – III Fitness and performance analysis **10Hrs**

Fitness assessment tests for basketball.
Methods of Developing Specific Fitness using Game Situations.
Corrective and Supplementary Skills for Techniques.
Sports Pedagogy for Teaching Various Skills.

PART -B (Practical)

Unit – IV Teaching the Fundamentals **20Hrs**

Basic Movement Skills: Basic Stance, Footwork, Stopping & Pivoting.
Passing: Chest Pass, Push Pass, Bounce Pass & Overhead Pass
Dribbling: Crossover Dribble, Hesitation Dribble & Behind the Back Dribble
Individual Defense: Defending Player with and without the ball, Low Post & Blocking out an offensive rebounder.

Unit -V Individual Offensive Skills **40Hrs**

Cuts: Horizontal and Turn Out Cuts.
Passing: One Hand Curl Pass, Baseball Pass, Skip passes & Behind the Back Pass.
Dribbling: Reverse Spin Dribble, Throw Down Dribble & Step Back Move.
Shooting: Euro Step & Wrong Foot LayUp.
Post Moves: Getting Post Position, Drop Step & Cross-Over Step.

Unit – VI Offense Team Tactics **50Hrs**

Read and React.
Flex Offense.
Triangle Offense.
Motion Offense (3 out 2 in & 5 Out).
Inbound Plays.

Unit – VII Defense Team Tactics

40Hrs

1-2-2 Match Up Defense.

1-3-1 Match Up Defense.

1-3-1 Match Up Zone Defense.

Half Court Press: 1-3-1, 1-2-1-1.

Full Court Press: 1-3-1, 1-2-1-1.

Breaking the Pressure defense: 1-3-1, 1-2-1-1.

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BACHELOR OF PHYSICAL EDUCATION
SEMESTER- VIII
PART D–COACHING ABILITY

BPEDI CA 386 CRICKET SPECIALISATION

PART – A (Theory)

Unit: I - Introduction to the game Cricket **20 Hrs**

Historical development of the game Cricket: World level & National Level.
Organizational set up of Cricket bodies: ICC & BCCI.
Major National and International Competitions: Test Championships, One day International, T-20 Tournament & IPL Tournament.
Women Cricket: National level & International level

Unit: II - Talent Identification, Team selection and Captaincy **10 Hrs**

Talent Identification in Cricket: Physical Characteristics (Kinanthropometric features), Physiological Characteristics, Motor Fitness Abilities, Psychological and Social Characteristics & Skill proficiency.
Team selection at various levels of cricket.
Captaincy: Qualities of a good captain & Duties of a captain.

Unit: III - Fitness and Training of Players **20 Hrs**

Parameters of fitness: Anaerobic Capacity, Aerobic Capacity, Speed and Agility, Muscular Strength and Power, Muscular Endurance & Flexibility.
Fitness requirements for: Batsmen, Fast Bowlers, Spinners, Wicket Keepers & Fielders.
Principles of Training.
Warm up & Cool Down: General warm up, Specific warm up, Personal Warm up, Schedule of competition warmup & Cool down.

PART – B (Practical)

Unit: IV - Coaching for Junior cricketers **20 Hrs**

Benchmark training schedule for each age group in Junior cricket.
Introduction of Batting, Bowling, Fielding and Wicket keeping skills.
Warm up and lead up activities for Children.
Fitness development.

Unit: V Teaching and development of Fundamental skills in Cricket **40 Hrs**

Batting Skills: Basics of batting (Grip, Stance and Backlift), Forward defence, Back foot defence, Off drive, Straight drive & Off drive.
Bowling Skills: Simple Bowling & Spin Bowling (Off spin and Leg spin).
Fielding Skills: Catching & Throwing.
Wicket Keeping: Standing up to the wicket & Standing back from the wicket.

Unit: VI - Teaching and development of Advanced skills in Cricket **50 Hrs**

Batting Skills: Pull Shot, Hook Shot, Square cut & Late cut
Leg glance (On front foot and backfoot), Step out and drive & Lofted shot.

Bowling Skills: Out swing, In swing, Variations in spin bowling (Googly, Chinaman and arm ball), Use of Left arm bowlers.

Fielding Skills: Defensive fielding (orthodox and long barrier), Attacking fielding (Chasing & retrieving and turn & throw), Slip catches, High catches & Skim catches.

Wicket Keeping: Foot work, Glove work, Stumping & Drills for keepers.

Unit: VII - Strategies and Tactics at different format of the Game 40 Hrs

Test matches, ODI and T-20: Pitch and Out field conditions, Winning toss and decision of fielding and batting first, Announcement of playing eleven & Winning strategies.

Field map and fielding positions for different bowlers.

Team meetings.

Role of captain in team management and winning.

References:

A handbook of Practical Training in Cricket, Mumbai: Jaico publishing House. 1998.

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BACHELOR OF PHYSICAL EDUCATION
SEMESTER- VIII
PART D-COACHING ABILITY
BPEDICA386 FOOTBALL SPECIALISATION

PART – A (Theory)

Unit – I Introduction to Football **20Hrs**

The origin and brief history of Football.
Organizational structure of FIFA, AFC and AIFF.
Structure of a Football club.
Laws of the game.
Qualification and Competition system in major football championships: FIFA World cup, AFC Championship, SAFF championship, Asian Games & Santosh trophy.

Unit- II Talent identification and selection of teams **20Hrs**

Talent identification.
Role of nature and nurture in the development of elite Football players.
Physical predictor of performance.
Influences on Football talent.
Talent identification practice of some professional clubs.
Structure of talent identification.
Talent identification template.
Criteria and methods of selection of football team.

Unit – III Fitness and performance analysis **10Hrs**

Football specific fitness tests
Introduction performance analysis technologies: Manual techniques-Notational analysis, Video montage or statistical analysis software, Players tracking technologies-Digital video, Players tracking technologies-Global positioning system, Players tracking technologies-wireless triangulation sensors & Players tracking technologies-other wearable devices.

PART -B (Practical)

Unit – IV Introduction of football to children **20Hrs**

Philosophy of Grassroot Football: The characteristics of children and the educational approach, Organising a festival and tournament, The grassroots football session, Small-sided games, Basic techniques of football & Examples of exercises and games.
Warm up and cooldown.
General, Specific and competition warm up.

Unit -V Teaching and development of fundamental techniques in football **40Hrs**

Dribbling.
Passing.
Receiving the ball with different body parts.
Shooting.
Goalkeeping.
Heading.
Chipping.
Volley.

Unit – VI Teaching and development principle of play in football **50Hrs**

Attacking: Penetration, Supporting, Mobility, Width/depth, Improvisation&Score / goal attempt.

Defence:Compactness, Delay, Cover/depth, Balance, Concentration & communication, Control/restraint&Win back possession.

Unit – VII Systems and Tactics **40Hrs**

Formation of play: 4-4-2, 4-3-3, 4-2-3-1, 4-3-2-1, 3-4-3&3-5-2.

Tactics in football: Individual, Group&Team.

References:

Mike and Spike ,(1984)*The Principles of coaching football*. USA. Bobo and Mike

Hargreaves, Alan .(1990).*Skill strategies coaching soccer*. USA. Division of Human Kinetics
Mecovy , Nelson .(1998).*Teaching soccer fundamental*. USA. Human Kinetics

Goldman ,Ken.,Dunk,Peter.(1988). *Soccer*. Great Britain. Goldman Ken

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BACHELOR OF PHYSICAL EDUCATION
SEMESTER- VIII
PART D-COACHING ABILITY

BPEDI CA 386 HOCKEY SPECIALISATION
PART – A (Theory)

Unit – I Introduction to Hockey **20 Hrs**

The origin and brief history of Hockey
Organizational structure of Hockey India and FIH, continental confederations and national federations.
Hockey terminologies
Hockey official rules
Qualification and competition system in major Hockey Tournaments
 Olympic games
 World cup
 Asian games
 Asian championship

Unit- II Talent identification and selection of teams **20 Hrs**

Advantages of talent identification
Identification and selection and development Hockey talents
Performance structure/ characteristics of Hockey players
 Physiological characteristics
 Kinanthropometric characteristics
 Motor fitness characteristics
 Intellectual, psychological and social characteristics
 Technical and tactical characteristics
Criteria and methods of selection of Hockey team

Unit – III Fitness and performance analysis **10 Hrs**

Specific motor ability tests in Hockey
Methods of performance analysis
 Observation method
 Statistical method
 Video recording and analysis
 Field diagrams
 Flow chart
Lifestyle issues (balancing the needs of hockey and other commitments)

PART -B (Practical)

Unit – IV Introduction of Hockey to children **20 Hrs**

Introduction of Hockey

HOCKEY 5s

Methodical progression of HOCKEY 5s

Warm up and cooldown

General, Specific and competition warm up

Unit -V Teaching and development of fundamental techniques in Hockey **40 Hrs**

Grip

Skills

Rolling the ball

Dribbling

Push

Stopping

Hit

Flick

Scoop

Passing - Forward pass, square pass, triangular pass.

Unit – VI Teaching and development of advanced techniques in Hockey **50Hrs**

Overhead pass and Trap

Shave and Take-away Tackle

Block Tackle

Jab tackle

Drag flick

Injection

PC trapper

PC Defense

Player Pressure

Dodging (through the legs, right and left.)

Tackling front, right, left.

Triangle Defending

Unit – VII Systems and Tactics **40 Hrs**

Attacking

Use of width, depth

Overload situations

Right- and left-hand side attacking principles

Outletting with 4 at the back

Outletting with 3 at the back

1v1, 2v 1, 3v2

Sideline balls

Long Corners

Defense

Press – full press, ‘split pitch’, $\frac{3}{4}$ press
Defending 2v1, 3v2
Emphasis on ‘working back’
Man to man marking
Penalty Corner roles and responsibilities
Double Teaming

Systems

11 V 11, 1v1, 2v1, 3v2, 4v2
Principles in both attack and defence
3-4-3 formation
4-3-3 formation
4-4-2 formation
Penalty corner attack/defence

References:

Ahmed Khan, Eraj.(1976). *Hockey for Boys and Girls*. Scientific Book Company, Patna.
Durairaj, (1976). *Techniques of Hockey*. ω Flint, Rachael, H. Women's Hockey London:
Pelham Books Ltd.,.

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Affect Successful Talent Identification and Development, The University of
Birmingham

https://www.hampshirehockey.net/advanced_skills_videos

<https://www.sportplan.net/s/Hockey/advanced.jsp>

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SEMESTER- VIII
PART D-COACHING ABILITY

BPEDI CA 386 SWIMMING SPECIALIZATION

PART- A (Theory)

UNIT - I Introduction to the pool & teaching beginners

Rules and Regulations to be followed in the pool and its premises

Facilities – Pool and its specifications

Developing water confidence

Teaching different basic skills

Strokes

Front Crawl Stroke

Back Crawl Stroke

Breaststroke

Butterfly Stroke

UNIT -II Competition

Automatic officiating procedures

Duties and Powers of a Referee

Duties and Powers of Other Officials

Starter

Chief Timekeeper

Time Keepers

Chief Finishing Judge

Finishing Judges

Chief Turning Judge

Turning Judges

Race/ Stroke Judge

Safety Officer

Clerk of the course

Recorder

Course officer

Medical Officer

UNIT -III Professional ethics and life saving

Introduction

Professional Ethics

Personal Responsibilities

Life Saving

Introduction

Methods

Towing Methods

Basic First Aid

Artificial Respiration

Responsibilities of a Life-Guard
Beyond the call of Duty

PART- B (Practical)

UNIT -IV Teaching the beginners

Developing Water confidence
Different types of Floating
Kicks and Kick-Drills
Teaching Basic Stroke and Breathing
Teaching of all other Strokes
Coordination
Drills for stroke correction

Unit -V Coaching and performance evaluation

Dry Land Exercises
Drills for Fitness (Inside Swimming Pool)
Errors and Correction)
Motor Quality Test (Mock

Unit VI Competition

Organization of Competition (Mock)
Practice for officiating (Different Roles)
Starter
Chief Timekeeper
Time Keepers
Chief Finishing Judge
Finishing Judges
Chief Turning Judge
Turning Judges
Race/ Stroke Judge
Safety Officer
Clerk of the course
Recorder
Course officer
Medical Officer

Unit - VII Life-Saving

Methods of Life-Saving
Towing
Releasing Techniques
Artificial Respiration

References:

Maglischo, Ernest W(1993). *Swimming fastest” Revised edition of :swimming even faster.* Mayfield Publishing company,California,

Counsilman J.E (1977). *The science of swimming.* Pelham Book Ltd.,Bedford Square London,”.

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BACHELOR OF PHYSICAL EDUCATION
SEMESTER- VIII
PART D-COACHING ABILITY

BPEDI CA 386 TRACK AND FIELD SPECIALISATION
PART – A (Theory)

Unit-I Insights of Athletic Body at different level **15 hrs**
Historical Development and Modern Trends (National and International Level)
Organizational Structure and its affiliation (State, National and International Level)
Major National and International competition.

Unit-II Talent Identification and Selection **15 hrs**
Importance of Talent identification.
Talent identification models of various countries.
Structure of Talent identification.
Process of identifying talents in Sprinting and jumping
Process of identifying talents in throwing.
Process of identifying talents in middle and long distance events.

Unit –III General Rules and Norms in Track and Field events **20 hrs**
Rules and their interpretation of the sport.
Test and Norms of various events.
 Test and Norms for sprinting and jumping.
 Test and norms for throwing.
 Test and norms for middle and long distance events.

PART – D (Practical)

Unit –IV Technical aspects of Sprinting and jumping **25 hrs**
Basic Skills and Techniques of Sprints and jumps.
Faults, Reason and corrections.

Unit- V Technical aspects of throws, middle and long distance events **25 hrs**
Basic Skills and Techniques of throws, middle and long distance events.
Faults, Reason and corrections.

Unit- VI Lesson Plan and Scoring methods **50 hrs**
Preparation of Teaching Lesson Plan
Competition score sheet
Preparation of score sheet
Calculation method for combined events and its procedure; Heptathlon and Decathlon.

Unit –VII Project work **50 hrs**
1. Lay out of track and field marking and conduct of Project meet.

References:

Competition and technical rules, World Athletics, 2020 Edition.

Track and field facilities manual, World Athletics, 2019 Edition.

Track and Field Coaching essentials, USA Track and Field, Human Kinetics, 2015.

The official IAAF Guide to coaching Athletics, Introduction to coaching, Peter
JL.Thompson, 2009.

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BACHELOR OF PHYSICAL EDUCATION
SEMESTER- VIII
PART D-COACHING ABILITY
BPEDI CA 386 VOLLEYBALL SPECIALISATION
PART – A (Theory)

Unit – I Introduction to volleyball

20 Hrs

The origin and brief history of volleyball
Organizational structure of FIVB, continental confederations and national federations.
Volleyball terminologies
Volleyball official rules
Qualification and competition system in major volleyball championships
 Olympic games
 World championship
 World cup
 Asian games
 Asian championship

Unit- II Talent identification and selection of teams

20 Hrs

Advantages of talent identification
Identification and selection and development volleyball talents
Performance structure/ characteristics of volleyball players
 Physiological characteristics
 Kinanthropometric characteristics
 Motor fitness characteristics
 Intellectual, psychological and social characteristics
 Technical and tactical characteristics
Criteria and methods of selection of volleyball team

Unit – III Fitness and performance analysis

10 Hrs

Specific motor ability tests in volleyball
Methods of performance analysis
 Observation method
 Statistical method
 Video recording and analysis
 Court diagrams
 Flow chart
Scouting of the opponents

PART -B (Practical)

Unit – IV Introduction of volleyball to children

20 Hrs

Introduction of volleyball children
 Mini volleyball

Methodical progression of mini volleyball
Warm up and cooldown
General, Specific and competition warm up

Unit -V Teaching and development of fundamental techniques in volleyball 40 Hrs

Volley pass
Underarm pass
Underarm service
Back volley
Jump volley
Tennis serve
Forward high set
Straight smash
Single block
Back set

Unit – VI Teaching and development of advanced techniques in volleyball 50Hrs

Float serve
One arm pass with side roll / roll over shoulder
Jump set
Shoot set
Double block
Pancake
Forward dive and dig
Back court attack
Jump Serve

Unit – VII Systems and Tactics 40 Hrs

Serve reception systems
Men serve reception system (W formation)
Men Serve reception System (U formation)
Men serve reception system
Defense Systems
1-1-4 Defense formation
1-2 3 Defense formation
Man up Defense System (2-1-3 Defense formation)
Man Down defense System (2-1-3 Defense formation)
Offense Systems
4-2 offense system
5-1 offense system
Attack coverage system
1-3-2 Attack coverage system
1-2-3 Attack coverage system

References:

FIVB,(2016). *Official Volleyball Rules*, FIVB

William. J. N, (1990) *Coaching Volleyball Successfully*, Human Kinetics

American Sports Education Program,(1993) *Coaching Youth Volleyball*(2ndEdn) Human Kinetics,

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FIVB,(2011). *Coaches Manual*. FIVB

BACHELOR OF PHYSICAL EDUCATION

SEMESTER- VIII

PART D-COACHING ABILITY

BPEDI CA 386 YOGA SPECIALIZATION

PART – A (Theory)

Unit – I Introduction to Yoga 20Hrs

Yoga – Meaning, Definition, Concepts, aim, objectives, misconceptions
Types of Yoga and their objectives and approach to achieve their goal.
Compare and contrast yogic Education with Physical Education
Effects of Ashtanga Yoga special reference to eight limbs

Unit- II Concepts of Yoga 20Hrs

Yogic concepts in Vedas Upanishads and yoga sutra
Concept of Normality and Personality as per Yoga
Concept of Competition in Yoga
Yoga and Healthy life

Unit – III Role of Yoga in corporate life and Restructuring of society 10Hrs

Meaning of Corporate yoga Types and Benefits of Corporate Yoga .
Role of AYUSH
Role of Yoga in Re- structuring of society

PART -B (Practical)

Unit – IV Introduction to Yoga Practice 20Hrs

Introduction to yoga practice .
Sukshnavyama,
Suryanamaskar and Prayers
Preparation for yoga practice

Unit -V Teaching asanas 40Hrs

Standing Asana
Sitting Asana
Laying Asana
supine and Prone asana, twisting asana,
Balancing Asana
Relaxing Asana
Meditative asana

Unit – VI Teaching Pranayama , Bandhas and Mudras 50Hrs

Pranayama : selectional breathing, Nadishodan, vilomaAnuloma Surya Bhendana –
Chandra Bhedana.Shitali, ShitakariSadanta Pranayama and Bramari Pranayama.
Bandhas and Mudras

Unit–VII Teaching Kriyas and Mediation 40 Hrs

Shat Kriyas Jala neti, Sutra neti, Vamana dhouti, Dandadouthi and Kapalabathi

Meditation – Japas, Soham & Pranav Japa, AjapaJapa, Antarmouna, Om Nadanusandhana.

References:

Swamy,Kuvalayanand(1971). *Asanas*. Popular Prakashan, Bombay-.

Swami Kuvalyananda.,S.L.Vinekar.(1971).*Yogic therapy*. Central Health Education Bureau, Minitues of Health, New Delhi,.

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Gheranda Samhita – Kaivalyadhama, Lonavla. 1980.

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Gharote, M. L., Jha, V. K., Devnath, P., &Sakhalkar, S. B. (2006). *Encyclopaedia of traditional asanas*. Lonavla Yoga Institute.

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Dr. Goel Aruna(2007).*Yoga Education: Philosophy and Practice*. Deep & Deep Publications Pvt.Ltd,

APPENDIX-I

AAHPER Youth Fitness Test

Norms for BOYS of Age 17+

PERCENTILE SCORES						PERCENTILE
PULL-UP	SIT-UP	SHUTTLE RUN	SBJ	50-YARD DASH	600-YARD RUN	
23	66	7.0	9' 10"	5.4	1:20	100 th
15	54	8.6	8' 5"	5.9	1:32	95 th
13	51	8.9	8' 2"	6.0	1:35	90 th
12	49	9.0	8' 0"	6.1	1:38	85 th
11	47	9.1	7' 10"	6.3	1:41	80 th
10	46	9.2	7' 9"	6.3	1:43	75 th
10	45	9.3	7' 7"	6.4	1:45	70 th
9	43	9.4	7' 6"	6.5	1:47	65 th
8	42	9.5	7' 5"	6.5	1:49	60 th
7	42	9.6	7' 3"	6.6	1:50	55 th
7	41	9.8	7' 2"	6.6	1:52	50 th
6	40	9.9	7' 1"	6.7	1:53	45 th
6	39	10.0	7' 0"	6.8	1:56	40 th
5	38	10.1	6' 10"	6.9	1:57	35 th
5	37	10.2	6' 8"	7.0	1:59	30 th
4	35	10.4	6' 6"	7.0	2:02	25 th
3	34	10.5	6' 4"	7.1	2:06	20 th
2	32	10.7	6' 2"	7.3	2:12	15 th
1	30	11.0	5' 10"	7.5	2:22	10 th
0	26	11.7	5' 3"	7.9	2:38	5 th
0	1	15.7	3' 0"	12.0	5:10	0

AAHPER Youth Fitness Test

Norms for GIRLS of Age 17+

PERCENTILE SCORES						PERCENTILE
FLEXED ARM HANG	SIT-UP	SHUTTLE RUN	SBJ	50-YARD DASH	600-YARD RUN	
73	66	8.2	7' 6"	6.4	1:39	100 th
34	45	9.6	6' 9"	6.8	2:02	95 th
28	41	10.0	6' 6"	7.0	2:10	90 th
22	40	10.1	6' 3"	7.1	2:14	85 th
19	38	10.3	6' 2"	7.3	2:20	80 th
17	35	10.4	6' 0"	7.4	2:24	75 th
14	34	10.5	5' 11"	7.5	2:26	70 th
12	33	10.7	5' 10"	7.5	2:30	65 th
10	32	10.9	5' 9"	7.6	2:35	60 th
9	31	11.0	5' 7"	7.7	2:38	55 th
8	30	11.1	5' 5"	7.9	2:41	50 th
7	30	11.3	5' 4"	8.0	2:45	45 th
6	28	11.5	5' 3"	8.0	2:48	40 th
5	27	11.6	5' 2"	8.1	2:53	35 th
4	26	11.9	5' 0"	8.2	2:56	30 th
3	25	12.0	4' 11"	8.4	3:02	25 th
2	22	12.2	4' 9"	8.5	3:09	20 th
2	20	12.5	4' 7"	8.8	3:19	15 th
1	18	13.0	4' 4"	9.0	3:30	10 th
0	14	14.0	4' 1"	9.5	3:45	5 th
0	1	17.0	3' 3"	15.0	6:40	0

Game/Sport Achievement Rating Scale

Sl.No	Level of Participation in sports/games	Marks
1.	International participation	20
2.	First three position holders in the following championships a. Senior National b. All India Inter University (AIU) c. School Games Federation of India (SGFI) d. Junior National	18
3.	Participation in the following championships a. Senior National b. All India Inter University (AIU) c. School Games Federation of India (SGFI) d. Junior National e. Youth National (First three position holders as well)	16
4.	First three position holders in the following championships a. Sub- Junior National b. Zonal-Senior/Youth/ Junior (Inter State) c. Women National Sports Festival d. Rural National	14
5.	First three position holders in the following championships a. State Senior/Youth/Junior b. State Schools Participation in the following championships a. Sub Junior National b. Women National Sports Festival c. Zonal -Senior/Youth/ Junior(Inter State) d. Rural National University Team Members (Non-Participation)	12
6.	First three position holders in the following championships a. State Sub Junior b. K.V.S/CBSE/ISE/NVS National c. Inter Collegiate(Including College Games) d. Rural State e. State Women Sports Festival Participation in the following championships a. State Senior/Youth/junior b. State School	10
7.	First three position holders in the following championships a. Dist. Senior/Youth/ Junior b. Dist. Schools Participation in the following championships a. K.V.S/CBSE/ISE/NVS National b. State Sub Junior c. Rural State d. State Women Sports Festival	8
8.	First three position holders in the following championships a. KVS /CBSE/ISE/NVS Region b. Rural Dist. c. Sub Junior Dist. d. State VHSC/ Poly Tech	6
9.	First three position holders in the following championships a. Women Dist. Sports Festival Participation in the following championships a. KVS/CBSE/ISE/NVS Region b. Dist. Inter Schools/ Inter collegiate c. Rural Dist. d. Dist. Senior/Youth/Junior e. State VHSC/ Poly Tech	4
10.	Participation in the following Competitions a. KVS/CBSE/ISE/NVS Zone b. District VHSC/Poly Tech, Rural Taluk c. Intramural/ inter club etc.	2