



प्रो० राजेन्द्र सिंह (रज्जू भय्या) विश्वविद्यालय, प्रयागराज
(उत्तर प्रदेश राज्य विश्वविद्यालय)

**शारीरिक शिक्षा स्नातक (बी.पी.एड.) पाठ्यक्रम हेतु समस्त महाविद्यालयों के लिए
दिशानिर्देश**

"शारीरिक शिक्षा स्नातक (बी.पी.एड.) पाठ्यक्रम की परीक्षा प्रणाली को क्रेडिट एवं ग्रेडिंग प्रणाली में परिवर्तित करने हेतु सामान्य दिशानिर्देश"

- ये समस्त दिशानिर्देश राष्ट्रीय शिक्षा नीति-2020 एवं एन.सी.टी.ई. (NCTE), नई दिल्ली के दिशानिर्देशों के आलोक में शारीरिक शिक्षा स्नातक (बी.पी.एड.) पाठ्यक्रम की परीक्षा प्रणाली को क्रेडिट एवं ग्रेडिंग प्रणाली में नियमानुसार प्रभावी करने हेतु जारी किये जा रहे हैं।
- प्रो० राजेन्द्र सिंह (रज्जू भय्या) विश्वविद्यालय, प्रयागराज से सम्बद्ध शारीरिक शिक्षा स्नातक (बी.पी.एड.) पाठ्यक्रम संचालित करने वाले समस्त राजकीय, अनुदानित एवं स्ववित्तपोषित महाविद्यालयों पर ये दिशानिर्देश लागू होंगे तथा समस्त महाविद्यालयों को इन सभी दिशानिर्देशों का पालन अनिवार्य रूप से करना होगा।
- ये समस्त दिशानिर्देश सत्र 2021-22 से शारीरिक शिक्षा स्नातक (बी.पी.एड.) पाठ्यक्रम में प्रवेश लेने वाले विद्यार्थियों की होने वाली सभी परीक्षाओं पर अनिवार्यतः लागू होंगे तथा पूर्व में निर्धारित परीक्षा प्रणाली स्वतः संशोधित मानी जाएगी।

परीक्षा एवं मूल्यांकन व्यवस्था -

- शारीरिक शिक्षा स्नातक (बी.पी.एड.) पाठ्यक्रमों की परीक्षाएं पूर्व की भांति सेमेस्टर पद्धति से ही होंगी।
- सभी प्रश्नपत्र 100 अंक के होंगे, जिनको क्रेडिट एवं ग्रेडिंग प्रणाली के आधार पर परिवर्तित करके अंकपत्र तैयार किये जायेंगे।
- सैद्धान्तिक प्रश्नपत्रों हेतु 100 अंकों में से 75 अंकों की बाह्य परीक्षा (विश्वविद्यालय परीक्षा) तथा 25 अंकों की आंतरिक परीक्षा (सतत आंतरिक मूल्यांकन) होगा। (Annexure-1)
- प्रायोगिक प्रश्नपत्र भी 100 अंक के होंगे, जिनमें प्रथम, द्वितीय, तृतीय एवं चतुर्थ सेमेस्टर में प्रायोगिक परीक्षा पूर्णतया आंतरिक होगी। (Annexure-1)



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सतत आंतरिक मूल्यांकन (Continuous Internal Evaluation):

- प्रत्येक सेमेस्टर में सैद्धांतिक विषयों में सतत आंतरिक मूल्यांकन (Continuous Internal Evaluation) तीन अवसरों पर किया जाएगा। प्रत्येक आंतरिक मूल्यांकन का पूर्णांक 12.5 अंक एवं अधिकतम कालावधि एक घण्टे की होगी।
- सैद्धांतिक विषयों में इन तीन सतत आंतरिक मूल्यांकन में से कम से कम दो मूल्यांकन लिखित परीक्षण एवं तीसरा मूल्यांकन लिखित/ सेमिनार/ असाइनमेंट/ प्रस्तुतीकरण आदि के रूप में होगा। लिखित परीक्षा वर्णनात्मक (लघुउत्तरीय) प्रकार की होगी।

उदाहरणार्थ :

| सतत आंतरिक मूल्यांकन (25 अंक) | | | | | |
|---------------------------------------------------------------|------------|------------|------------|-------------------------|---------|
| Continuous Internal Evolution (CIE) (सतत आंतरिक मूल्यांकन) | TEST – 1 | TEST – 2 | TEST – 3 | BEST OF ANY TWO TEST | TOTAL |
| | (MM-12.50) | (MM-12.50) | (MM-12.50) | (Test-1/Test-2 /Test-3) | (MM-25) |
| PAPER – 1 | 6.00 | 7.00 | 5.00 | 6.00 + 7.00 | 13.00 |
| PAPER – 2 | 4.00 | 8.00 | 9.00 | 8.00 + 9.00 | 17.00 |

- तीन सतत आन्तरिक मूल्यांकन में से दो सर्वश्रेष्ठ प्राप्तांकों को बाह्य मूल्यांकन (विश्वविद्यालय परीक्षा) में पाये गए प्राप्तांकों के साथ जोड़ा जाएगा।
- प्रत्येक विद्यार्थी को सैद्धान्तिक प्रश्नपत्रों में कम से कम दो सतत आन्तरिक मूल्यांकन, प्रायोगिक एवं बाह्य परीक्षा में सम्मिलित होना अनिवार्य है अन्यथा उस प्रश्नपत्र में विद्यार्थी को अनुपस्थित मानकर AB ग्रेड दिया जाएगा अर्थात् विद्यार्थी को तीन सतत आन्तरिक मूल्यांकन में से कम से कम दो आन्तरिक मूल्यांकन तथा प्रायोगिक मूल्यांकन में उपस्थित होना अनिवार्य होगा, नहीं तो वह बाह्य परीक्षा हेतु पात्र नहीं होगा तथा विद्यार्थी को उस प्रश्नपत्र में अनुपस्थित माना जाएगा।
- सतत आन्तरिक मूल्यांकन हेतु प्रश्नपत्र का निर्माण एवं सम्बंधित उत्तर पुस्तिकाओं का मूल्यांकन, उस प्रश्नपत्र का अध्यापन कार्य करने वाले शिक्षक द्वारा ही किया जाएगा।
- सतत आन्तरिक मूल्यांकन फीडबैक आधारित होगा। मूल्यांकित उत्तर पुस्तिका विद्यार्थी को दिखाने एवं उनकी संतुष्टि के उपरान्त वापस ली जाएगी तथा परीक्षा परिणाम घोषित होने के बाद सम्बन्धित संस्था द्वारा कम से कम छः महीने तक सुरक्षित रखी जाएगी। विश्वविद्यालय द्वारा आवश्यकतानुसार इनका परीक्षण किया जा सकता है।
- आन्तरिक मूल्यांकन के संदर्भ में सम्बंधित शिक्षक का निर्णय अन्तिम होगा।



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- आन्तरिक मूल्यांकन में होने वाले समस्त व्यय को सम्बंधित संस्था द्वारा ही वहन किया जाएगा।
- सतत आन्तरिक मूल्यांकन हेतु समय-सारणी विश्वविद्यालय द्वारा जारी की जाएगी। प्रथम आन्तरिक मूल्यांकन के अंक, द्वितीय आन्तरिक मूल्यांकन के पूर्व एवं द्वितीय के अंक, तृतीय के पूर्व तथा तृतीय मूल्यांकन के अंक बाह्य परीक्षा के 15 दिन पूर्व लॉगिन में अपलोड करना सुनिश्चित करना होगा। प्रथम, द्वितीय एवं तृतीय लॉगिन बंद होने के पश्चात अंक किसी भी परिस्थिति में स्वीकार नहीं किये जायेंगे।
- प्रायोगिक पाठ्यक्रमों की परीक्षाएं दो आंतरिक परीक्षकों द्वारा सम्पन्न कराई जाएंगी।
- प्रायोगिक मूल्यांकन के अंकों को भी, अन्तिम सतत आन्तरिक मूल्यांकन हेतु खोली गई लॉगिन के समय ही अपलोड करना सुनिश्चित करना होगा। इनके लिए अलग से लॉगिन नहीं खोली जाएगी।
- सम्बन्धित संस्था द्वारा सतत आन्तरिक मूल्यांकन, प्रायोगिक परीक्षाओं एवं मूल्यांकन के समस्त अभिलेख परिणाम घोषित होने के पश्चात कम से कम छः महीने तक सुरक्षित रखे जायेंगे। विश्वविद्यालय द्वारा आवश्यकतानुसार इनका परीक्षण किया जा सकता है।

बाह्य मूल्यांकन/विश्वविद्यालय परीक्षा (End Term Examination):

- बाह्य मूल्यांकन (विश्वविद्यालय परीक्षा) विश्वविद्यालय द्वारा प्रत्येक सेमेस्टर के अंत में संपन्न कराई जाएगी।
- लिखित बाह्य मूल्यांकन (विश्वविद्यालय परीक्षा) 75 अंको की होगी।
- लिखित परीक्षा की कालावधि 2 घण्टे एवं शब्द सीमा अधिकतम 2000 की होगी।
- लिखित परीक्षा के प्रश्नपत्र सम्पूर्ण पाठ्यक्रम को समाहित करते हुए बनाये जायेंगे। जिसमें अतिलघुउत्तरीय, लघुउत्तरीय एवं दीर्घउत्तरीय प्रकार के प्रश्न होंगे और प्रश्नपत्र में प्रश्नों के उपयुक्त विकल्प दिए जायेंगे। विद्यार्थी को निम्नलिखित संख्या में प्रश्नों को हल करना अनिवार्य होगा :-

| प्रश्नों के प्रकार | प्रश्नों की संख्या | कुल अंक | शब्द सीमा (प्रति प्रश्न) |
|-----------------------|--------------------|---------------------|--------------------------|
| अति लघुउत्तरीय प्रश्न | 03 | $03 \times 03 = 09$ | 50 शब्द |
| लघुउत्तरीय प्रश्न | 04 | $04 \times 09 = 36$ | 200 शब्द |
| दीर्घउत्तरीय प्रश्न | 02 | $02 \times 15 = 30$ | 500 शब्द |
| कुल योग | 09 | 75 | अधिकतम 2000 |

क्रेडिट एवं ग्रेडिंग प्रणाली :-

- समस्त विषयों में क्रेडिट एवं ग्रेडिंग प्रणाली लागू होगी। सैद्धांतिक विषयों हेतु एक क्रेडिट एक घण्टे के अध्यापन के बराबर होगा, जबकि प्रायोगिक विषयों हेतु एक क्रेडिट दो घण्टे के अध्यापन के बराबर होगा।



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(उत्तर प्रदेश राज्य विश्वविद्यालय)

- सैद्धान्तिक पाठ्यक्रमों में 4 क्रेडिट के प्रश्न पत्र की कक्षाएँ सत्र में न्यूनतम 60 घण्टे, 5 क्रेडिट के प्रश्न पत्र की कक्षाएँ सत्र में न्यूनतम 75 घण्टे की होगी। जबकि प्रयोगात्मक पाठ्यक्रमों में 5 क्रेडिट के प्रश्नपत्र की कक्षाएँ न्यूनतम 150 घण्टे की तथा 8 क्रेडिट के प्रश्नपत्र की कक्षाएँ न्यूनतम 240 घण्टे की होगी।

| सत्र | प्रश्नपत्र (क्रेडिट) | अध्यापन की न्यूनतम अवधि | |
|----------|----------------------|-------------------------|---------------------|
| | | सैद्धान्तिक पाठ्यक्रम | प्रायोगिक पाठ्यक्रम |
| सेमेस्टर | 4 क्रेडिट | 60 घण्टे | 120 घण्टे |
| सेमेस्टर | 5 क्रेडिट | 75 घण्टे | 150 घण्टे |
| सेमेस्टर | 8 क्रेडिट | 120 घण्टे | 240 घण्टे |

- विद्यार्थी कुल 60 प्रतिशत क्रेडिट अर्जित करने के पश्चात ही अगले वर्ष/सेमेस्टर में प्रोन्नत किया जाएगा। 60 प्रतिशत से कम क्रेडिट प्राप्तांको की दशा में विद्यार्थी को पुनः अगले सत्र में उसी वर्ष/सेमेस्टर में प्रवेश लेकर अध्ययन करना होगा।
- मस्त पाठ्यक्रमों में 10 पॉइंट ग्रेडिंग प्रणाली लागू होगी जो निम्नवत है :-

| लेटर ग्रेड | ग्रेड पॉइंट | विवरण | अंको की सीमा (प्रतिशत) |
|----------------|-------------|---------------|------------------------|
| O | 10 | Outstanding | 91-100 |
| A ⁺ | 9 | Excellent | 81-90 |
| A | 8 | Very good | 71-80 |
| B ⁺ | 7 | Good | 61-70 |
| B | 6 | Above Average | 51-60 |
| C | 5 | Average | 41-50 |
| P | 4 | Pass | 33-40 |
| F | 0 | Fail | 0-32 |
| AB | 0 | Absent | Absent |

- SGPA एवं CGPA की गणना निम्नवत सूत्र के तहत की जाएगी :

| | |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| $SGPA (S_i) = \sum (C_i \times G_i) / \sum C_i$ | <p>यहाँ पर :</p> <p>C_i = the number of credits of the ith course in a semester</p> <p>G_i = the grade point scored by the student in the ith course.</p> |
| $CGPA = \sum (C_i \times S_i) / \sum C_i$ | <p>S_i = S_i is the SGPA of the ith semester</p> <p>C_i = the total number of credits in the ith semester.</p> |



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(उत्तर प्रदेश राज्य विश्वविद्यालय)

- CGPA को प्रतिशत अंको में निम्नलिखित सूत्र के अनुसार परिवर्तित किया जायेगा :

$$\text{समतुल्य प्रतिशत} = \text{CGPA} \times 10$$

- विद्यार्थियों को निम्नवत सारणी के अनुसार श्रेणी प्रदान की जाएगी :

| श्रेणी | वर्गीकरण |
|-------------------------------|-------------------------------------------------------|
| विशिष्टता के साथ प्रथम श्रेणी | 8.00 अथवा उससे अधिक CGPA प्राप्त अभ्यर्थी को। |
| प्रथम श्रेणी | 6.50 से अधिक तथा 8.00 से कम CGPA प्राप्त अभ्यर्थी को। |
| द्वितीय श्रेणी | 5.00 से अधिक तथा 6.50 से कम CGPA प्राप्त अभ्यर्थी को। |
| उत्तीर्ण श्रेणी | 4.00 से अधिक तथा 5.00 से कम CGPA प्राप्त अभ्यर्थी को। |

- विश्वविद्यालय भविष्य में उपर्युक्त दिशानिर्देशों में किसी भी प्रकार का संशोधन एवं परिवर्तन कर सकता है तथा उपर्युक्त किसी भी बिन्दु को किसी भी समय निरस्त कर सकता है।

कुलसचिव,
प्रो. राजेन्द्र सिंह (रज्जू भय्या) विश्वविद्यालय,
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Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

B.P.Ed. (Credit and Grading System) (Session 2021-2022 onwards)

| B.P.Ed. Semester-I | | | | | | |
|--------------------|------------------------------|------------------------------------------------------------------|---------------------|-----------|----------|---------|
| Course Code | | Course Title | Evaluation (MM=100) | | | Credits |
| | | | Internal | | External | |
| | | | CIE | Practical | ETE | |
| E080101T | Core | HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION | 25 | - | 75 | 4 |
| E080102T | Core | ANATOMY AND PHYSIOLOGY | 25 | - | 75 | 4 |
| E080103T | Core | MANAGEMENT OF PHYSICAL EDUCATION AND SOPORTS & GAMES | 25 | - | 75 | 4 |
| E080104T | Elective (select any one) | SPORTS SOCIOLOGY AND ENVIRONMENTAL STUDIES | 25 | - | 75 | 3 |
| E080105T | | OLYMPIC MOVEMENT | 25 | - | 75 | 3 |
| E080106P | Elective (select any two) | TRACK AND FIELD (RUNNING EVENTS) | - | 100 | - | 3 |
| E080107P | | YOGA | - | 100 | - | 3 |
| E080108P | | GYMNASTICS | - | 100 | - | 3 |
| E080109P | | AEROBICS | - | 100 | - | 3 |
| E080110P | Core | GENERAL LESSON PLAN/SPECIFIC LESSON PLAN ON MAJOR GAMES & SPORTS | - | 100 | - | 3 |

There is:

CIE: Continuous Internal Evaluation.

Practical: 100% Internal

ETE: End Term Examination (University Exam)

Note: Continuous Internal Evaluation (CIE) will be three time as Test-I, Test-II and Test-III as per schedule decided by University and Best of Two test marks will be included in final marks. Each test will be of 12.50 marks. Please refer to examinations guideline.

| B.P.Ed. Semester-II | | | | | | |
|---------------------|------------------------------|----------------------------------------------------------------------|---------------------|-----------|----------|---------|
| Course Code | | Course Title | Evaluation (MM=100) | | | Credits |
| | | | Internal | | External | |
| | | | CIE | Practical | ETE | |
| E080201T | Core | YOGA EDUCATION | 25 | - | 75 | 4 |
| E080202T | Core | EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION | 25 | - | 75 | 4 |
| E080203T | Core | METHODOLOGY OF TEACHING SPECILAL SUBJECT : SPORTS COACHING | 25 | - | 75 | 4 |
| E080204T | Elective (select any one) | CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS, AND WELLNESS | 25 | - | 75 | 3 |
| E080205T | | SPORTS NUTRITION AND WEIGHT MANAGEMENT | 25 | - | 75 | 3 |
| E080206P | Elective (select any two) | TRACK AND FIELDS (JUMPING EVENTS) | - | 100 | - | 3 |
| E080207P | | SWIMMING | - | 100 | - | 3 |
| E080208P | | RACKET SPORTS | - | 100 | - | 3 |
| E080209P | | INDIGENOUS SPORTS | - | 100 | - | 3 |
| E080210P | Core | EDUCATIONAL TOUR AND INTERSHIP | - | 100 | - | 3 |



Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj

B.P.Ed.

(Credit and Grading System)

(Session 2021-2022 onwards)

| B.P.Ed. Semester-III | | | | | | |
|----------------------|------------------------------|------------------------------------------------------------------|---------------------|-----------|----------|---------|
| Course Code | | Course Title | Evaluation (MM=100) | | | Credits |
| | | | Internal | | External | |
| | | | CIE | Practical | ETE | |
| E080301T | Core | SPORTS TRAINING | 25 | - | 75 | 4 |
| E080302T | Core | COMPUTER APPLICATIONS IN PHYSICAL EDUCATION | 25 | - | 75 | 4 |
| E080303T | Core | SPORTS PSYCHOLOGY AND SOCIOLOGY | 25 | - | 75 | 4 |
| E080304T | Elective (select any one) | SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION | 25 | - | 75 | 3 |
| E080305T | | CURRICULUM DESIGN | 25 | - | 75 | 3 |
| E080306P | Elective (select any two) | TRACK AND FIELD (THROWING EVENTS) | - | 100 | - | 3 |
| E080307P | | TEAM GAMES(HOCKEY/FOOTBALL/CRICKET/BASKETBALL/VOLLYBALL/HANDBALL | - | 100 | - | 3 |
| E080308P | | COMBATIVE SPORTS(JUDO/WRESTLING/BOXING | - | 100 | - | 3 |
| E080309P | | MARTIAL ARTS(WUSHU/TAEKWANDO/KARATE | - | 100 | - | 3 |
| E080310P | Core | THEORY LESSON PLAN | - | 100 | - | 3 |

| B.P.Ed. Semester-IV | | | | | | |
|---------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------|----------|---------|
| Course Code | | Course Title | Evaluation (MM=100) | | | Credits |
| | | | Internal | | External | |
| | | | CIE | Practical | ETE | |
| E080401T | Core | MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION | 25 | - | 75 | 4 |
| E080402T | Core | KINESIOLOGY AND BIOMECHANICS | 25 | - | 75 | 4 |
| E080403T | Core | RESEARCH AND STATISTICS IN PHYSICAL EDUCATION | 25 | - | 75 | 4 |
| E080404T | Elective (select any one) | THEORY OF SPORTS AND GAMES | 25 | - | 75 | 2 |
| E080405T | | HEALTH EDUCATION | 25 | - | 75 | 2 |
| E080406P | Core | SPORTS SPECIALIZATION- PRACTICAL, SPECIFIC FITNESS TEST, SPORTS SKILL TEST, PROJECT FILE OR PROJECT MODEL | - | 100 | - | 5 |
| E080407P | Core | COACHING LESSON PLAN ON SPORTS SPECIALIZATION (5 SPORTS THEORY LESSON & 5 LESSON ON TACTICS & STRATEGY OF SPORTS SPECIALIZATION) | - | 100 | - | 5 |

Note: Continuous Internal Evaluation (CIE) will be three time as Test-I, Test-II and Test-III as per schedule decided by University and Best of Two test marks will be included in final marks. Each test will be of 12.50 marks. Please refer to examinations guideline.

CURRICULUM FRAMEWORK for B.P.Ed. Post U.G. DEGRRE PROGRAMME

Preamble:

Brief Background of Physical Education:

Physical education makes a unique and important contribution to the balanced development of people and communities by providing learning programmes focused on movement. It encourages student engagement in movement experiences that promotes and supports the development of physical skills, social skills, the acceptance of challenge, teamwork, optimism, acceptance of diversity and decision making. The purpose is to create a national culture that supports physically active lifestyles so that one day, all Indians will be physically active. To accomplish this ultimate goal/purpose, the Physical Education curriculum calls for improvement in the quantity and quality of physical education for students from pre-primary to XIIth grade through significant policy initiatives.

In short physical education can be conceptualized as to:

- ❖ make a unique contribution to balanced development and living;
- ❖ movement being essential to be a human;
- ❖ learning focused on movement and students need to be engaged in it;
- ❖ a medium for developing skills across diverse areas of endeavour;
- ❖ fostering a pedagogy based around critical thought and action;

Conceptualizing Physical Education in India

The NCTE has set out with the intention of developing a new teaching/learning paradigm for physical education. The Curriculum attempts to:

- define learning outcomes for physical education which encourages a holistic approach based on a socio-ecological perspective;
- promote greater integration and balance between the social and physical sciences;
- contextualise physical education with a set of attitudes and values that signify the importance of movement as a valued human practice;
- centralize and acknowledge that the individual, in his /her search for personal meaning, once educated in health and physical education, would be able to make positive contributions to the enhancement of society;
- Promote the learning of new skills;
- Enhance, extend, inform and critique the deliberate use of exercise, play, sport and other forms of physical activity within and individual and societal context;

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Physical Education Model

Physical education is a formal content area of study in schools, and it encompasses assessment according to standards and benchmarks. The curriculum-based physical education

program describes the potential of high-quality physical education in developing children into active adults. This model would provide the only opportunity for all school-age children to access health-enhancing physical activities.

The suggested curriculum model for physical education programs includes movement education, which emphasizes the importance of fundamental motor skills competence as a prerequisite for engagement in physical activity throughout the life span; sport education, which emphasize helping students become skilful players in lifetime sports of their choosing; and fitness education, which impart physical fitness concept to students, including the profit and scientific values of exercise, with the target of developing and maintaining individual fitness and positive lifestyle change. The emergence of a technology-focused physical education curriculum offers further motivational opportunities for students to engage in lifelong physical activities.

Teacher Preparation

Teaching physical education to children effectively and safely requires specific knowledge about children and their physical/mental development, body composition (anatomy) and functions (physiology and biomechanics), and motor skills development and acquisition.

In addition, teaching physical education requires substantial knowledge and skill in pedagogy (the science and art of teaching).

Excellence in teaching Physical education and health

Teaching physical education and, to a certain extent, health education is different from teaching other school subjects in several key ways.

First, the curriculum is different. In Physical education, the focus is on learning skills and attitudes more than learning content. In particular the opportunity to teach important lessons about character, teamwork, courage, self-respect, perseverance, and so forth, is available in every lesson. In health, the curriculum concerns issues that are more fundamental to the well-being of students- fitness, diet, self-concept, disease prevention than most topics in other classroom subjects.

Second, student's intrinsic motivation for some tricky management issues regarding monitoring and guiding large number of students. The teacher may be in participating maybe either stronger or much weaker than in core academic subjects.

Third, physical education presents physical contact with students more than in other instructional situations.

GOAL OF THE B. P. Ed. PROGRAMME

To prepare professionally fit teachers of Physical Education and Academic subjects who are capable of responding to the changing needs of the modern Indian society with the challenges and opportunities available therein. i.e. Bachelor of Physical Education (B.P.Ed.) two years (Four Semesters based on Credit System programme is a professional programme meant for preparing teachers of physical education in Std. VI to X and for conducting physical education and sports activities in Std. XI-XII.



OBJECTIVES OF THE B. P. Ed. PROGRAMME

1. To enable the trainee-learners to understand the nature, purpose and philosophy of education and physical education at the secondary stage.
2. To prepare teachers of Physical Education with broader educational perspective.
3. To develop personnel, Professionals and Social competencies required in teaching profession of physical education.
4. To develop potential for planning and organizing Physical Education programmes and other play-activities.
5. To empower trainee-learners to inspire their students to actively participate in Physical and Yogic Exercises, Games and Sports.
6. To enable teachers to develop personality, character, will power, democratic values and positives attitude towards life among their students through Physical Education.
7. To make teachers capable of imparting basic knowledge about health, hygiene, nutrition and physical fitness.
8. To develop skills and competencies to organize school and community games and sports.
9. To cultivate the spirit of sportsmanship, mental and physical alertness, scientific temper and optimism.
10. To promote mental health, power of self-decision and self-control, correct judgment and action, emotional stability, respect for other and acceptance of the authority and rules.
11. To promote appreciation and interest for indigenous games, sports and yogic practices among trainee-learner.
12. To create awareness about health and hygiene in the community.

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SYLLABUS PRESCRIBED FOR B.P.ED Two Year Programme (Four Semester) Based on Credit System

(CS)

Theory Courses (Part I) : BPED CC-101

HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION

| Credit | | | Teaching Hours | | |
|----------|----------------------|-------|----------------|----------------------|-------|
| Lectures | Practical/Internship | Total | Lectures | Practical/Internship | Total |
| 4 | - | 4 | 68 | - | 68 |

Objectives of the Course:

- To gain the knowledge of physical education.
- To understand the historical perspectives of physical education in India.
- To understand the various isms to become familiar with Indian philosophy.
- To equip with the ideas of Fitness Promotion.

COURSE CONTENTS:

Unit – I Introduction:

1. Physical Education: Meaning, Definition and Scope.
2. Physical Education: Aims and Objective
3. Importance of Physical Education in present era.
4. Physical Education as an Art and Science.
5. Relationship of Physical Education with Gender Education

Unit-II Historical Perspectives of Physical Education in India:

1. Indus Valley Civilization Period. (3250 BC – 2500 BC)
2. Vedic Period (2500 BC – 600 BC)
3. Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)
4. Medieval Period (1000 AD – 1757 AD)
5. British Period (Before 1947)
6. Physical Education in India (After 1947)
7. Contributions of Y.M.C.A; Akhadas and Vyayamshalas

Unit-III Principles of Physical Education:

A) Biological -

- a) Growth and development
- b) Age and gender characteristics
- c) Body Types
- d) Anthropometric differences

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B) Psychological -

- a) Learning types, learning curve
- b) Laws and principles of learning
- c) Attitude, interest, cognition, emotions and sentiments

C) Sociological -

- a) Society and culture
- b) Social acceptance and recognition
- c) Leadership
- d) Social integration and cohesiveness

Unit- IV Foundation of Physical Education

1. Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism.
2. Philosophical Foundation as an Indian Culture.
3. Fitness and wellness movement in the contemporary perspectives.
4. Sports for all and its role in the maintenance and promotion of fitness.

TEACHING LEARNING STRATEGIES -

The class shall be taught by using lectures, seminars, educational videos, charts and assignment method.

The teacher shall cover the ways to think innovatively liberally using thinking techniques.

ACTIVITIES -

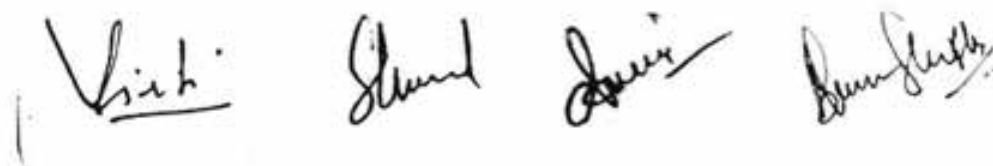
Lectures/Library Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/ Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

ASSESSMENT RUBRICS -

Classroom Test, Project Work, Assignments, Presentations

References/Suggested Readings:

- Adams, William. C. Foundation of Physical Education Exercises and Sports Sciences. Philadelphia: Lea and Febigor, 1991.
- Bhatia, K. K., & Narang, C. L. Philosophical & Sociological Bases of Education. Ludhiana: Prakash Bros., 1984.
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- Dash, B. N. Principles of Education. Hyderabad: Neelkamal publication, 2003.
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 - Wellman and Cowell., Philosophy and Principles of Physical Education., Amravati: Suyog Prakashan,
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 - वीरकर, प्रभाकर व प्रतिभा वीरकर, उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक, पुणे: द्वारका प्रकाशन, 1985.

1. *Vish* *Sham* *Shiv* *Shankar*

Semester I

Theory Courses (Part I) : BPed CC-102

ANATOMY AND PHYSIOLOGY

| Credit | | | Teaching Hours | | |
|----------|----------------------|-------|----------------|----------------------|-------|
| Lectures | Practical/Internship | Total | Lectures | Practical/Internship | Total |
| 3 | 1 | 4 | 48 | 32 | 80 |

Objectives of the Course:

To gain the knowledge of Organization of the human body and its regulation. To understand the support and movement of systems of the body.

To understand the human body and its function.

To understand and analyze the structural aspect of systems of the body. To understand the concept of fundamental of human body organs.

To understand and analyze the functional aspects of Human body. To understand the integration and control system.

COURSE CONTENTS

Unit – 1 Introduction:

1. Brief Introduction of Anatomy, Physiology and Exercise Physiology.
2. Need and Importance of Anatomy & Physiology in the field of physical education.
3. Cell: Structure, Function & Histology of Tissue (Epithelial, Connective, muscular, nervous).
4. Blood-Constituent, Functions and Blood Groups.

Unit – II Muscular-Skeletal, Cardiovascular and Respiratory Systems:

1. *Bones*: Classification, Structure and function.
2. *Joints*: Types / Basic movements at Joint
3. *The Muscular System*: Types, structure and function of the Muscles.
4. *The Circulatory System*: Structure of Heart, Properties of Heart muscles, Blood Circulation, cardiac cycle, Blood-Pressure, Lymph & Lymphatic circulation, Cardiac output.
5. *The Respiratory System*: Structure of Lung, Exchange of Gases in the lungs, Respiration Mechanism, Lung Capacity, Tidal Volume.

Unit – III Nervous System, Renal Excretory System and Endocrine Glands:

1. *The Nervous System* (Central & Peripheral): Structure and Functions of Automatic Nervous System, Nerve Control Activities (Neuromuscular Junction, Transmission of nerve Impulses).

Vish *Sham* *Sanvi* *Sanjiv*

2. *The Digestive System*: Structure & Function Digestive Organs; Absorption & Assimilation of food Metabolism (Metabolic Rate and Body Temperature Regulation).
3. *The Excretory System*: Structure and Function of Kidney and Skin.
4. *Endocrine/Ductless Glands*-Classification and functions of hormones (Pituitary, pineal, Thyroid, Parathyroid, Adrenal, Pancreas & Sex).

Unit – IV Integration and control systems for better performance:

1. Sensory System: Structure and functions of Eye and Ear.
2. Role of Oxygen during Physical exercise/Training: Oxygen Debt, Second Wind & Vital Capacity
3. Warming up, Conditioning Exercises and Fatigue.
4. Effect of Exercise and Training on Cardiovascular, Respiratory and Muscular system.

TEACHING LEARNING STRATEGIES -

The class shall be taught by using lectures, seminars, educational videos, charts and assignment method.

The teacher shall cover the ways to think innovatively liberally using thinking techniques. **ACTIVITIES -**

Lectures/Library Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/ Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

ASSESSMENT RUBRICS -

Classroom Test, Project Work, Assignments, Presentations

References/Suggested Readings:

- Christine, M. D., *Physiology of Sports and Exercise*. USA: Human Kinetics, 1999.
- Conley, M. *Bioenergetics of Exercise Training*. In T. R. Baechle, & R.W. Earle, (Eds.), *Essentials of Strength Training and Conditioning*. (pp. 73-90). Champaign, IL: Human Kinetics, 2000.
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- Pearce, E. C. *Anatomy and Physiology for Nurses*. London: Faber & Faber Ltd., 1962.
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- Singh, S. *Anatomy and Physiology and Health Education*. Ropar: Jeet Publications 1979.
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- वर्मा, के.के. शरीर रचना तथा शरीर कीया विज्ञान. लुधीयाना: प्रकाश ब्रदर्स, 1983. वाखारकर, दि. गो. शरीर विज्ञान व आरोग्य शास्त्रपुणे: कीडातंत्र, 1992.
- साठे, विवेक. गतिशास्त्र आणि आरोग्य शिक्षण, नागपूर: नर्मदा प्रकाशन, 1995. साठे, विवेक. शरीर रचना व काय. नागपूर: नर्मदा प्रकाशन, 1995.
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- श्रध्मानव शरीर रचना एवं कीया विज्ञान. श्री हनुमान व्यायामप्रसारक मंडळ, अमरावती.

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Semester I

Theory Courses (Part I) : BPed CC-103

MANAGEMENT OF PHYSICAL EDUCATION AND SPORTS & GAMES

| Credit | | | Teaching Hours | | |
|----------|----------------------|-------|----------------|----------------------|-------|
| Lectures | Practical/Internship | Total | Lectures | Practical/Internship | Total |
| 4 | - | 4 | 68 | - | 68 |

Objectives of the Course:

- To understand the concept and to equip with the essential skills of sports management.
- To understand the qualities and to equip with competencies required for the sports manager.
- To gain the knowledge of the basic concept of planning.
- To gain the knowledge of the concept of leadership and its known forms.
- To understand the Organization and Administration of Sports Programs.
- To let be familiar with the Preparation of the financial proposals for physical education & sports in Schools/Colleges/Universities.
- To be equipped with the skill of Organization, designing and evaluating the sports events.

COURSE CONTENTS:

Unit – I Introduction

1. Nature and Concept of Sports Management.
2. Progressive concept of Sports management.
3. The purpose and scope of Sports Management.
4. Essential skills of Sports Management.
5. Qualities and competencies required for the Sports Manager.
6. Event Management in physical education and sports.

Unit- II Leadership

1. Leadership: Meaning, Definition, and The Elements.
2. Leadership: style and methods.
3. Forms of Leadership: Autocratic, Laissez-faire, Democratic, and Benevolent Dictator
4. Qualities of administrative leader.
5. Preparation of administrative leader.
6. Leadership and Organizational performance.



Unit-III Programme Management

1. Sports Management in Schools, Colleges & Universities and Factors affecting Programme Management.
2. Planning and Directing the School/College Sports Programme.

Time-Table Management: Importance and Factor affecting Time-Table, Preparation of Time-Table, Principles for preparing Time-Table.

3. Organization of Sports Competition & Games Tournaments; Designing and Evaluating the Event -
 - a. Athletics Meet, Extramural and Intramural.
 - b. Fixing the Preliminary and Final Hits of Track and field events
 - c. Fixtures of Tournaments: Advantage & Disadvantage of Knock out, League/Round Robin, Combination and Challenge Tournament.
4. Controlling the sports programme for -
 - a. Developing performance standard of a school, college and university
 - b. Establishing a reporting system of a school, college and university
 - c. Evaluation of a school, college and university
 - d. The reward/punishment system in a school, college and university

Unit-IV Budgetary Provisions, Purchase of Equipment, Audit Management and Records & Registers.

1. SWOT analysis
2. Preparation of the Financial Proposal for Physical Education & Sports in Schools/ Colleges/ Universities,
3. *Budget Drafting: Importance and Criteria of good Budget, Steps of Budget making, Principles of Budgeting*

Purchase of Equipment and Materials: Need, Importance, Purchase, Care and Maintenance.

4. Audit Management of any sports schemes, sports schools, sports colleges, sports department, clubs etc.

Records and Registers: Type of Record and Registers, Maintenance of attendance register stock register etc.

TEACHING LEARNING STRATEGIES -

The class shall be taught by using lectures, seminars, educational videos, charts and assignment method.

The teacher shall cover the ways to think innovatively liberally using thinking techniques. **ACTIVITIES -**



Lectures/Library Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/ Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

ASSESSMENT RUBRICS -

Classroom Test, Project Work, Assignments, Presentations

References/Suggested Readings:

- Broyles, F. J. & H. D. Rober (1979). Administration of sports, Athletic programme: A Managerial Approach.
New York: Prentice hall Inc.
 - Bucher, C. A. (1983). Administration of Physical Education and Athletic programme. St. Louis: The C.V. Mosby Co. London.
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 - Earl, F. Z. & Gary, W. B. (1963). Management competency development in sports and physical education.
Philadelphia: W. Lea and Febiger.
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 - Horin, Lory. Administration of Physical Education and Sports Programme. Philadelphia: Sounders College publication, 1985
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 - पसरिजा, मीनू, शारीरिक शिक्षा संगठन एवं प्रशासन. नई दिल्ली: स्पोर्ट्स पब्लिकेशन्स, 2004.पसरिजा, मीनू, शारीरिक शिक्षा की विधियां. नई दिल्ली: स्पोर्ट्स पब्लिकेशन्स, 2004.
 - पांडेय लक्ष्मीकांत, शारीरिक शिक्षा एवं संघटन प्रशासन.ग्वालीयर: प्रभात बुक, तिसरी आवृत्ती, 1985.
 - श्रीवास्तव, अभयकुमार, शारीरिक शिक्षा और खेल संगठन, प्रशासन और पर्यवेक्ष.दिल्ली:नबी आर. इंटरनेशनल ।
 - शर्मा, करमरकर, तिवारी. शारीरिक शिक्षा प्रबंध एवं प्रशासन. अमरावती: ह. व्या. प्र. मं. प्रकाशन.
 - शारीरिक शिक्षण आणि आरोग्य शिक्षक हस्तपुस्तिका, 5वीई ते 9वी.पुणे: महाराष्ट्र राज्य पाठ्य पुस्तिका निर्मिती मंडळ सुखिया, एस.पी. विद्यालय प्रशासन एवं संगठन.आग्रा:विनोद बुक, 1992-

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Semester I

Theory Courses (Part I) : BPED EC-101

SPORTS SOCIOLOGY AND ENVIRONMENTAL STUDIES

| Credit | | | Teaching Hours | | |
|----------|----------------------|-------|----------------|----------------------|-------|
| Lectures | Practical/Internship | Total | Lectures | Practical/Internship | Total |
| 3 | 0 | 4 | 68 | 0 | 68 |

ESSENCE OF THE COURSE

Objectives of the Course:

To understand the Sociological aspects of human behavior in relation to physical education and sports. To understand the socialization through Physical Education.

To gain knowledge of the culture and its effect on life style of people.

To be equipped with knowledge of the Environmental studies in promotion of nation's development.

COURSE CONTENTS

Unit – I SOCIOLOGICAL FOUNDATION

- Meaning, Nature and Scope of Sociology in the field of Physical Education and Sports
- Orthodoxy, Customs, Traditions and Physical Education
- Factors affecting Social change through Physical Education.
- Festivals and Physical Education.
- Social Group Life: Social conglomeration and social group, Primary group and Remote group.

Unit – II ROLE OF TEACHING IN SOCIETY

- Professional ethics*: Ethics and values related to sports, Sportsman Spirit.
- Role of teachers in changing society through Physical Education and Sports.
- Culture*: Features, Importance and Effect of culture on people life-style.
- Relationship of Culture with Sports.
- Different methods of study*: Observation/Inspection, Questionnaire, and Interview.

Unit – III BASIC OF ENVIRONMENTAL STUDIES:

- Meaning, Scope, Need and Importance of Environmental Studies.
- Celebration of various days in relation with environment.
- Role of school environmental conservation and sustainable development.
- Social issues and the Environment.
- Meaning of occupational hazards and its Measures

Unit-IV Natural Resources and related Environmental issues:

- a. Resources of Water, Food and Land.
- b. *Control Measures*: Meaning/Definition and Effects of Air Pollution, Water Pollution, Noise Pollution, Thermal Pollution.
- c. Management of Environment.
- d. Governmental policies regarding Environmental management.
- e. Back ground and Role of Pollution Control Board.

References/Suggested Readings:

For Sports Sociology –

- Ball D. W. & Loy, J. W. (1975). *Sports and social order; Contribution to the sociology of sports*. London: Addison Wesley Publishing Co., Inc.
- Bhatia, K. K. & Narang, C. L., *Philosophical & Sociological Bases of Education*., Ludhiana: Prakash Bros., 1984.
- Kamlesh, M. L., *Sociological Foundation of Physical Education*., Delhi: Metropolitan Book co. Pvt. Ltd., 2002
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*., Philadelphia: Lea & Febiger.
- William F. O. & Meyer, (1979). *A handbook of sociology*., New Delhi: Eurasia Publishing House Pvt. Ltd.
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- जर्दे, श्रीपाल, व सुनिता जर्दे, *शारीरिक शिक्षणाचे स्वरूप*, कोल्हापूर: चंद्रमा प्रकाशन, 1991.
- वाखारकर, दि. गो., *शारीरिक शिक्षणाचे आधुनिक स्वरूप व अभ्यास*, पुणे, निलकंठ प्रकाशन, 1969.
- प्रभारक वीरकर व प्रतिभा वीरकर, *उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक*, पुणे द्वारका प्रकाशन, 1985.

For Environmental Studies –

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

Odum, E. P. (1971), *Fundamental of Ecology*, U.S.A.: W. B. Saunders Co.

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Semester I

Theory Courses (Part I) : B.P.Ed. EC-102

OLYMPIC MOVEMENT

| Credit | | | Teaching Hours | | |
|---------|----------------------|-------|----------------|----------------------|-------|
| Lecture | Practical/Internship | Total | Lecture | Practical/Internship | Total |
| 4 | - | 4 | 68 | - | 68 |

Objectives of the Course:

To understand the philosophy and to gain knowledge of early history of Olympic Movements. To gain the knowledge of Olympic Ideals, Code, Ethics, protocol etc.
To gain the knowledge of different Olympic Games and committees.

To understand the Classification and identification of the Olympic values and to apply the same to the society.

To understand the concept the Olympics in organizing various sports activities.

To become familiar with and to Recognize distinguished functional operations of national and international Olympic Federations.

COURSE CONTENTS

Unit – I Origin of Olympic Movement:

1. Philosophy of Olympic Movement.
2. Early history of Olympic Movement.
3. Significant stages in the development of the modern Olympic Movement.
4. Educational and cultural values of Olympic Movement.

Unit – II Modern Olympic Games

1. Significance of Olympic Ideals, Olympic Rings, Olympic Flag.
2. Olympic Protocol for member countries.
3. Olympic Code of Ethics.
4. Olympus in action.
5. Sports for All.

Unit – III Different Olympic Games

1. Para Olympic Games.
2. Summer Olympics.
3. Winter Olympics.
4. Youth Olympic Games.

Unit – IV Committees of Olympic Games

1. International Olympic Committee - Structure and Functions.



2. National Olympic committees and their role in Olympic Movement.
3. Olympic Commissions and their functions.
4. Olympic medal winners of India.

References/Suggested Readings:

- Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001), Olympic dreams: the impact of mega- events on local politics; Lynne Rienner_Osborne, M. P. (2004), *Magictree house fact tracker: ancient Greece and the Olympics: a nonfiction companion to magic tree house: hour of the Olympics*. New York: Random House Books for Young Readers.

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**SYLLABUS OF PRACTICAL ACTIVITIES
PART-B-SPORT PRACTICUM COURSES
SEMESTER -I**

PE 106 -TRACK & FIELD (RUNNING EVENTS)/YOGA/GYMNASTIC/AEROBICS

NOTE- Select any two of the list as per feasibility.

Objectives-

- Brief History including important competitions and personalities.
- Demonstration of basic skills of sports and games.
- To familiarize with the rules of sports and games.
- To familiarize with the basic teaching patterns.
- To familiarize with methods of construction layout and making of court, Field, ground and track and field.
- Officiating.

Theory-

- A brief historical survey of sports/games and also and elementary knowledge of international and national development, important competitions, achievements, tables of India, Asia and World level leading nations and outstanding personalities, specially of India.
- Rules of sports and games.
- Conditioning and warming-up exercises.
- Officiating.
- Test and evaluation-specific fitness and skill test.

Practical-

- Conditioning and warming-up exercises.
- Teaching and Training of fundamental skill and drills.
- Brief introduction of tactics and strategies (if applicable)
- Officiating.
- Test and measurement.

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Syllabus prescribed for B.P.Ed. Semester-II

(Effective from Summer-2016 Exam.
Semester II
Theory Courses (Part I) : BPED CC-201

YOGA EDUCATION

| Credit | | | Teaching Hours | | |
|---------|----------------------|-------|----------------|----------------------|-------|
| Lecture | Practical/Internship | Total | Lecture | Practical/Internship | Total |
| 3 | 1 | 4 | 48 | 32 | 80 |

Objectives of the Course:

- To understand and to be equipped with the Concepts of Yogic practices and Asana.
- To be Equipped with the knowledge of Upanisadas and importance in one's life.
- To be Equipped with the knowledge of Yoga sutra, Astang Yoga and Hatayoga.
- To become familiar Classify and Identify the Yogic practices' and Adana's values and apply the same to the society.

COURSE CONTENTS

Unit –I Introduction to Yoga and its concepts.

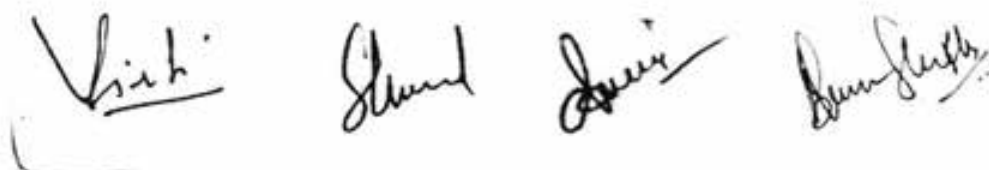
1. Meaning, Aim & Objectives of Yoga And Historical Background. & of Yoga.
2. Yoga in early Upanisadas.
3. Concept, Need and Importance of Yoga in Physical Education.
4. Yoga Education Centers in India and abroad.
5. Difference between Yogic Practices and Physical Exercises.

Unit –II Foundation of Yoga/General consideration of Yoga

1. The Yoga Sutra:
2. *Astanga Yoga*: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana & Samadhi
3. *Yoga in the Bhagvadgita*: 1) Dhyana Yoga 2) Karma Yoga 3) Bhakti Yoga 4) Raj Yoga
4. *Hathayogic Texts*: Hatapradipika and Gherand Samhita

Unit –III Principles, Mechanism and Effects

1. *Aim, Objectives and Principles of Asana*, Shatkriyas, Bandhas and Mudras.
2. Mechanism and Effects of *Asanas* on various system of the body.
3. Mechanism and Effects of *Shatkriyas* on various system of the body.
4. Mechanism and Effects of *Bandhas & Mudras* describe in Hathayogic Texts.
5. *Pranayama*: Mechanism and its effects on various system of the body and on mind.



Unit –IV Application of Yoga:

1. Yogic therapies and modern concept of Yoga.
2. Competitions in Yogasanas at various levels.
3. **Meditation:** Meaning, types and principles of Meditation.
4. Yoga for prevention, cure and Rehabilitation.
5. Yoga for Stress Management.

References/Suggested Readings:

- Gharote, M. L. Hathapradipika, Lonavala: Yoga Institute.
- Jayadeo, singh, Shiva Sutra, Delhi: Motilal Banarasisdas publication.
- Karabelkar, P. V., Kaivalyadhama-Patanjala Yoga Sutra, Lonavala:
- Karbelkar, N. V., Patanjal-Yoga Sutra Bhashya, Amravati: Hanuman Vyayam Prasarak Mandal Publication.
- Ronghe, Prafulla N., Physiology of Yoga.
- Swami, Digambarji & M. L., Gharote, Gherand Samhita, Lonavala:
- Swami, Kuvalayanand, Kaivalyadhama-Asana, Lonavala:
- Swami, Kuvalayanand, Kaivalyadhama-Pranayama, Lonavala:
- Tiwari, R. H. Prachin Bharat main Sharirik shikshan Darshan, Amravati: HVPM Publication.
- कौत्ल, शंभुनाथ.अष्टांग योग दर्पण.पी दिल्ली: जैन पब्लिशर्स।
- खोडस्कर, एएन. योग स्वास्थ्य कुजी, अमरावती: हव्या. प्र. मं. प्रकाशन।
- गोरे, म. शरीर विज्ञान आणि योगाभ्यास.लोणावळा: कांचन प्रकाशन, 2001.
- धरोटे, लम. योगिक प्रक्रियांचे मार्गदर्शन.लोणावळा: मेघा पब्लिकेशन, 1983.
- शर्मा, पी. डी. योगासन व प्रायामण करा आणि निरोगी रहा.मुंबई: नवनीत पब्लिकेशन, 2005.

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Semester II

Theory Courses (Part I) : BPEd CC-202

EDUCATIONAL TECHNOLOGY AND

METHODS OF TEACHING IN PHYSICAL EDUCATION

| Credit | | | Teaching Hours | | |
|---------|----------------------|-------|----------------|----------------------|-------|
| Lecture | Practical/Internship | Total | Lecture | Practical/Internship | Total |
| 4 | - | 4 | 68 | - | 68 |

OBJECTIVES:

- To understand the importance of Educational Technology for Teaching lessons of physical education.
- To understand the importance and types of teaching methods and techniques with its devices to teach various aspects Physical education skilfully.
- To acquire information on current directions in special Teaching Aids.
- To be sensitive to the proficiency in construction of Lesson Plans for various physical education activities.
- To inculcate the interests in lesson Planning and its innovations.
- To gain the knowledge of classifying the types of presentation-techniques and technical preparations required for physical education lessons.
- To understand the principles of class management and factors affecting class management.
- To acquire the skill of utilization of various teaching aids for conduct of physical education program effectively.

COURSE CONTENTS

Unit – I Introduction

1. Education and Education Technology- Meaning and Definitions
2. Types of Education- Formal, Informal and Non- Formal Education.
3. Educative Process
4. Importance of Devices and Methods of Teaching.

Unit – II Teaching Techniques

1. Teaching Techniques – Lecture method, Command method, Demonstration method, Imitation method, project method etc.
2. Teaching Procedure – Whole method, whole – part – whole method, part – whole method.
3. Presentation Technique – Personal and technical preparation
4. Command- Meaning, Types and its uses in different situations.

Unit – III Teaching Aids

1. Teaching Aids – Meaning, Importance and criteria for selecting teaching aids.
2. Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board, Charts, Model, Slide & LCD projector, Motion pictures, computers, Laptops etc.
3. Team Teaching – Meaning, Principles and advantage of team teaching.

Difference between Teaching Methods and Teaching Aid.

Unit – IV Lesson Planning and Teaching Innovations

1. Lesson Planning – Meaning, Type and principles of lesson plan.
2. General and specific lesson plan.
3. Micro Teaching – Meaning, Types and steps of micro teaching.
4. Simulation Teaching - Meaning, Types and steps of simulation teaching.

Reference/Suggestion for Reading:

- Bernard, H. C. Introduction of Teaching.
- Bharadwas, A. New media of educational planning. New Delhi: Sarup and Sons, 2003.
- Bhatia, & Bahtia. The principles & Methods of Teaching. New Delhi: Doaba House, 1959.
- Kochar, S. K. Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1982.
- Pande, R. S. Principles of Education.
- Sampath, K. A. Pannirselvam, & S. Santhanam. Introduction to Educational Technology. New Delhi: Sterling Publishers Pvt. Ltd., 1981.
- Tiwari, R. H. Saphal Path Niyojan. Amravati HVPM Publication.
- Walia, J. S. Principles of Methods of Education. Jalandhar: Paul Publishers, 1999.
- असनारे, मुह. शिक्षण शारीरिक शिक्षण अध्यापन पद्धती ।
- करमरकर, शर्मा, तिवारी. शारीरिक शिक्षा अध्यापन पद्धती ।
- कुडले, बाम. अध्यापन शास्त्र आणि पद्धती
- पाटील, लीला. आजचे अध्यापन
- प्राठक, और त्यागी. शिक्षा के सामान्य सिद्धांत ।
- भाटिया, के.के., सी. एल. नारंग. शिक्षा के सामान्य सिद्धांत तथा विधियाँ ।
- माधुर, एस.एस. शिक्षण, कला, शिक्षण तकनीक एवं नवीन पद्धतियाँ ।

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Semester II

Theory Courses (Part I) : B.P.Ed CC-203

METHODOLOGY OF TEACHING SPECIAL SUBJECT

OPTIONAL METHOD: 9 – SPORTS COACHING

| Credit | | | Teaching Hours | | |
|---------|----------------------|-------|----------------|----------------------|-------|
| Lecture | Practical/Internship | Total | Lecture | Practical/Internship | Total |
| 2 | 2 | 4 | 32 | 64 | 96 |

Objectives:

- To develop an understanding of the nature and values of Sports Coaching.
- To acquire knowledge of pedagogical analysis of various concepts in Sports Coaching.
- To understand the various methods and techniques of teaching Sports Coaching.
- To develop required competencies in teaching of Sports Coaching.
- To develop the skill of conducting recreational activities of Sports Coaching.

Unit-I INTRODUCTION TO SPORTS COACHING TEACHING SUBJECT

1. Aims, Objectives and Specifications of Coaching Sports Skills and Techniques.
2. Principles of coaching.
3. Stages of skill teaching.
4. Class organization.

Unit-II METHODS AND DEVICES FOR SPORTS COACHING

1. Stages of Skill Teaching/Coaching
2. Different Methods of coaching sports skills.
3. **Coaching aids and devices:** Charts, Models, Film - strips, Posters, Motion films, Gadgets, Flannel graph, Slide Projector, Overhead Projector, L.C.D. Projector.
4. Principles of the selection and use of Audio-Visual aids in Coaching sports skills.

Unit-III PLANNING OF COACHING

1. Qualification and Qualities of a good coach
2. Long term, Short Term.
3. Conditioning exercises and lead up-games.
4. Evaluation and Testing procedures in Physical Education and in the field of Sports & Games.

Unit –IV PREPARATION OF SPORT COACHING LESSON:

1. Criteria of a good Textbook for Sports-Coaching.
2. Knowledge of Achievement tests and preparation of unit tests.
3. Various parts of lesson
4. Basic requirements for lesson.

References/Suggested Reading:

- Bompa, T. O., & M. C. Carrera. Periodization Training For Sports. USA: Human Kinetics, 2005.
- Bounder, J. B. How to be a Successful Coach. New York: Mac Milan Publication.
- Bunn, J. W. (1972). Scientific Principles of Coaching. New Jersey: Prentice-Hall Inc Englewood Cliff.
- Fuoss, D. E. & R. J. Troppmann. Effective Coaching. New York: Mac Milan Publication, 1985.
- Geoffrey, Dyson.. The Mechanics of Athletics.
- Gummerson, T. (1992). Sports Coaching and Teaching. London: A and C Black Publisher Ltd.
- Karmarkar, A. K. Method of Coaching. Amravati: Suyog Publication.
- Kozman, Gassidy Jackson. Methods in Physical education. Philadelphia: W. B. Sunderdas Co.
- Lawther, J. D. Psychology of Coaching. Philadelphia: W. B. Sunderdas Co.
- Sabok, Ralph J. The coach. Philadelphia: W. B. Sunderdas Co., 1979.
- Sharma, O. P. Teaching and Coaching Physical Education in School. Delhi: Sports Publication, 1994.
- Tayler, Joe. How to be an Effective Coach. Canada: Manulife, 1975.
- Thomas, J. P. Physical Education Lessons. Philadelphia: W. B. Sunderdas Co.
- अरोडा, पी.के. खेल संचालन एवं प्रशिक्षण विधियाँ। नया प्रकाश ब्रदर्स, 1978.
- शारीरिक शिक्षण आणि आरोग्य शिक्षक हस्तपुस्तिका। 5वीं ते 9वीं पुणे महाराष्ट्र राज्यपाठ्य पुस्तिका निर्मिती मंडळ, पसरगाव, मीनू. शारीरिक शिक्षा की विधियाँ। नई दिल्ली: स्पोर्ट्स पब्लिकेशन्स, 4, 200

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Semester II

Theory Courses (Part I) : BPed EC-201

CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS, AND WELLNESS

| Credit | | | Teaching Hours | | |
|-------------------|----------------------|-------|-------------------|----------------------|-------|
| Lecture/Tutorials | Practical/Internship | Total | Lecture/Tutorials | Practical/Internship | Total |
| 4 | - | 4 | 64 | - | 64 |

Objectives:

After completing this course, the students will be able to

- Understand the modern concept of Fitness and Wellness.
- Employ the knowledge about concept of holistic health through fitness and wellness.
- Orient students toward the approach of positive life style.
- Develop competencies for profile development, exercise guidelines adherence.
- Apply the holistic concept of health and wellness.
- Realize and apply the fitness and wellness management techniques.
- Acquaint towards contemporary health issues and its interventions.
- Design different fitness training program for different age group.

- Explain common injuries and their management

COURSE CONTENTS

Unit-I Concept of Physical Education and Fitness

1. Definition, Meaning and Aims of fitness and Wellness.
2. Physiological, Psychological and Sociological Objectives of Fitness and Wellness.
3. Importance and Scope of Fitness and Wellness.
4. Modern concept of Physical Fitness and Wellness.
5. Physical Education and its Relevance in Inter Disciplinary Context.

Unit-II Fitness, Wellness and Lifestyle

1. Fitness – Types of Fitness and Components of Fitness.
2. Understanding of Wellness.
3. Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management.
4. Physical Activity and Health Benefits.
5. Calculation of fitness index level 1-4.

Unit-III Principles of Exercise Program

1. Means of Fitness development – aerobic and anaerobic exercises



2. Exercises and Heart rate Zones for various aerobic exercise intensities.
3. Concept of free weight Vs Machine, Sets and Repetition etc
4. Concept of designing different fitness training program for different age group.
5. Methods of training – Continues, Interval, Circuit, Fartlek and Plyometric.

Unit-IV Safety Education and Fitness Promotion

1. Health and Safety in Daily Life.
2. First Aid and Emergency Care.
3. Common Injuries and their Management.
4. Waist-hip ratio larger heart rate, BMI and types and principles of exercise (FITT).

References/Suggested Readings:

- Bud, G. (1992) *Physical Fitness. A Way of Life*. USA: Macmillan Publishing co.
- Carbin, C. B., L. Ruth & G. Welk, (2000) *Concepts of Physical Fitness*. USA: WC Brown.
- Daryl, S. (1994) *Introduction to Physical Education, Fitness and Sport*. USA: Mayfield Publishing Co.
- Difiore, J. (1998) *Complete guide to postnatal fitness*. London: A & C Black,.
- Giam, C. K & K. C. The, (1994) *Sport medicine exercise and fitness*. Singapore: P. G. Medical Book.
- Greenberg, J. S., G. B., Dintiman, & B. M. Oakes (1998) *Physical Fitness and Wellness*. USA: Library of Congress Cataloging-in-publication data.
- Halfield, F. C. (2001) *Fitness: The Complete Guide* USA: International Sports Science Association.
- Hoeger, W. K., & S. A. Hoeger, (1999) *Principles and Labs for Fitness and Wellness*. USA: Englewood Morton.
- Jackson, A. L., J. R. Morrow, (2004) *Physical activity for health & fitness*. I L: Human kinetics.
- Lancaster S. & R. Teodororessu, (2008) *Athletic Fitness for Kids*. USA: Human Kinetics. Maud, J. R., & Foster, C. (1995) *Physiology Assessment of Human Fitness*. New Delhi: Mcglynn, G., (1993)
- *Dynamics of fitness*. Madison: W. C. B Brown. Muller, J. P. (2000) *Health, Exercise and Fitness*. Delhi: Sports.
- Russell, R. P.(1994) *Health and Fitness through Physical Education*. USA: Human Kinetics.
- Sharkey, B. J.(1990) *Physiology of fitness*. Human Kinetics Book.
- Uppal, A. K. (1992) *Physical Fitness*. New Delhi: Friends Publication.
- Werner, W. K. (1986) *Lifetime Physical Fitness and Wellness*. USA: Morton Publishing Co.

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Semester II

Theory Courses (Part I) : BPed EC-202

SPORTS NUTRITION AND WEIGHT MANAGEMENT

| Credit | | | Teaching Hours | | |
|-------------------|----------------------|-------|-------------------|----------------------|-------|
| Lecture/Tutorials | Practical/Internship | Total | Lecture/Tutorials | Practical/Internship | Total |
| 4 | - | 4 | 64 | - | 64 |

OBJECTIVES:

- To understand the components of Sports Nutrition.
- To acquaint student with principles of Weight Management. To understand the application of human energy.
- To understand the role of food in Physical performance.
- To offer student the opportunity of understanding the diet for various life cycle.

Unit-I Introduction to Sports Nutrition:

1. Meaning and Definition of Sports Nutrition
2. Basic nutritious Gradients and guidelines
3. Role of nutrition in sports,
4. Recommended dietary Allowances for Sports persons.

Unit-II Nutrients: Ingestion to Energy Metabolism.

1. Carbohydrates, Protein, Fat: Meaning, Classification.
2. Role of Carbohydrates, Protein, Fat, Vitamins, Minerals and Water during exercise
3. Role of hydration during exercise: (water balance, Nutrition during exercise, daily caloric requirement and expenditure).
4. *Obesity*: Definition, Meaning, Types and Associated Risks for Health.
5. *Obesity*: Causes and Solutions for Overcoming Obesity.

Unit-III Nutrition and Weight Management

1. *Weight Management*: Meaning & Concepts in modern era And Affecting Factors & Values.
2. Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction, Dieting versus exercise for weight control, Common Myths about Weight Loss.
3. Nutrition-components, balance diet and diet for athletes.
4. Meaning and definition of doping; cryogenic aids for athletes.



Unit-IV Steps of Planning of Weight Management

1. Methods of Weight Management: Manipulation of energy balance to Induce weight loss and weight gain
2. Weight management program for sporty child, Role of diet and exercise in weight management, Design diet plan and exercise schedule for weight gain and loss.
3. *Nutrition*: Daily calorie intake and expenditure, Determination of desirable body weight.
4. *Competition nutrition*: Before week and the day; On the day and After the day of competition.

References and Reading Suggestions:

- Bean, Anita. (1999) *Food for Fitness*. London: A & C Black
- Bessesen, D. H. (2008) Update on obesity. *J Clin Endocrinol Metab.* 93(6), 2027-2034.
- Butryn, M. L., S. Phelan, & J. O. Hill (2007) Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity (Silver Spring)*. 15(12), 3091-3096.
- Fink, H. H., L. A. Burgoon & A. E. Mikesky (2006) *Practical Applications in Sports Nutrition*. Canada: Jones and Bartlett Publishers.
- Giam, C. K. (1994) *Sport Medicine Exercise and Fitness*. Singapore: P. G. Medical Book. Gossellior, Co. 1995.
- Nutritive value of Indian food: National Institute of Nutrition (NIN).
- Shubhangini A. Joshi. Nutrition and dietetics with Indian case studies: Mc-Grow Hill Publication.
- Vermilion. *The Ultimate Guide to Fitness*. London:

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SYLLABUS OF PRACTICAL ACTIVITIES
PART-B-SPORT PRACTICUM COURSES
SEMESTER -II

PE 206 - TRACK & FIELD (JUMPING EVENTS)/ SWIMMING/ INDIGENOUS (KABBADI, KHO-KHO, MALKHAMBH)/ RACKET (BADMINTON/ TENNIS/ SQUASH/ TABLE TENNIS)

NOTE- Select any two of the list as per feasibility.

Objectives-

- Brief History including important competitions and personalities.
- Demonstration of basic skills of sports and games.
- To familiarize with the rules of sports and games.
- To familiarize with the basic teaching patterns.
- To familiarize with methods of construction layout and making of court, Field, ground and track and field.
- Officiating.

Theory-

- A brief historical survey of sports/games and also and elementary knowledge of international and national development, important competitions, achievements, tables of India, Asia and World level leading nations and outstanding personalities, specially of India.
- Rules of sports and games.
- Conditioning and warming-up exercises.
- Officiating.
- Test and evaluation-specific fitness and skill test.

Practical-

- Conditioning and warming-up exercises.
- Teaching and Training of fundamental skill and drills.
- Brief introduction of tactics and strategies (if applicable)
- Officiating.
- Test and measurement.

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**SYLLABUS OF PRACTICAL ACTIVITIES
PART-B-SPORT PRACTICUM COURSES
SEMESTER –III**

PE 306 - TRACK & FIELD (THROWING EVENTS)/ TEAM GAME (HOCKY/FOOTBAL/CRICKET/ BASKETBALL/ VOLLEYBALL/ HANDBALL)/ COMBATIVE SPORTS (JUDO/WRESTLING/ BOXING)/ MARTIAL ART/ WUSHU/ TAEQUANDO/ KARATE).

NOTE- Select any two of the list as per feasibility.

Objectives-

- Brief History including important competitions and personalities.
- Demonstration of basic skills of sports and games.
- To familiarize with the rules of sports and games.
- To familiarize with the basic teaching patterns.
- To familiarize with methods of construction layout and making of court, Field, ground and track and field.
- Officiating.

Theory-

- A brief historical survey of sports/games and also and elementary knowledge of international and national development, important competitions, achievements, tables of India, Asia and World level leading nations and outstanding personalities, specially of India.
- Rules of sports and games.
- Conditioning and warming-up exercises.
- Officiating.
- Test and evaluation-specific fitness and skill test.

Practical-

- Conditioning and warming-up exercises.
- Teaching and Training of fundamental skill and drills.
- Brief introduction of tactics and strategies (if applicable)
- Officiating.
- Test and measurement.









**SYLLABUS OF PRACTICAL ACTIVITIES
PART-B-SPORT PRACTICAL COURSES
SEMESTER -IV**

PE 406 – SPORTS SPECIALIZATION

UNIT-I History and Organization.

1. Historical development of the game/sport at National and International level.
2. Main competition organized in National and International level.
3. Functions of National and International federation and their affiliated units.
4. Major National and International competitions.

UNIT-II - Rules officiating and layout of play-field

1. Rules and their interpretations.
2. Mechanics of officiating.
3. Duties and power of various officials caption and coaches.
4. Measurement/Dimension of play field and equipments.

UNIT-III - Techniques- Tactics and Strategy

Techniques

1. Classification of techniques/skills.
2. Technical training-preparatory basic and Supplementary exercise recreational and lead-up activities.

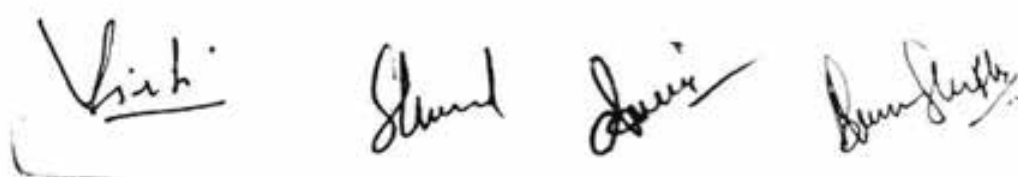
Tactics Classification and teaching to tactics and strategy various system of play---

1. Selection of Players.
2. Different tactical concepts applicable to the game/sport.
3. Tactical training.

UNIT-IV - Training and Evaluation

- a) Systematization of training process for a beginning intermediate and high performances.
- b) Training methods and means for the developments of motor abilities (strength, speed, Endurance and flexibility) and warming up and conditioning.
- c) Basic concept of preparation of a training schedule.
- d) Evaluation- Objective and subjective skill test of concerning game/sport.
- e) General fitness test. Specific fitness test and performance/skill test.

Note-The list of reference books will be provided by the concerned staff member.



B. P. Ed - New Course 0

Semester - III

Theory Courses

CC-301 SPORTS TRAINING

Unit - I Introduction to Sports Training oMeaning and Definition of Sports

Training oAim and Objective of Sports Training oPrinciples of Sports Training
oSystem of Sports Training - Basic Performance, Good Performance and High
Performance Training

Unit - II Training Components oStrength - Mean and Methods of

Strength Development oSpeed - Mean and Methods of Speed
Development oEndurance - Mean and Methods of Endurance
Development oCoordination - Mean and Methods of coordination
Development oFlexibility - Mean and Methods of Flexibility
Development

Unit - III Training Process oTraining Load- Definition and

Types of Training Load oPrinciples of Intensity and
Volume of stimulus

o Technical Training - Meaning and Methods of Technique Training oTactical Training -
Meaning and Methods of Tactical Training

Unit - IV Training programming and planning oPeriodization - Meaning and

types of Periodization oAim and Content of Periods - Preparatory,
Competition, Transitional etc.

o Planning - Training session oTalent Identification and Development

Reference:

Dick, W. F. (1980). *Sports training principles*. London: Lepus Books.

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

Jensen, R. C. & Fisher, A. G. (1979). *Scientific basis of athletic conditioning*. Philadelphia:
Lea and Fibiger, 2nd Edn.

Matvyew, L. P. (1981). *Fundamental of sports training*. Moscow: Progress Publishers.

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

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

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Semester III

Theory Courses

CC-302 COMPUTER APPLICATIONS IN PHYSICAL EDUCATION

Unit – I: Introduction to Computer oMeaning, need and importance of information and communication technology (ICT).

Application of Computers in Physical Education

oComponents of computer, input and output device

oApplication software used in Physical Education and sports

Unit – II: MS Word oIntroduction to MS Word

oCreating, saving and opening a document

oFormatting Editing features Drawing table ,

o page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes

Unit – III: MS Excel

oIntroduction to MS Excel

o Creating, saving and opening spreadsheet ocreating formulas

o Format and editing features adjusting columns width and row height, inserting charts.

Unit – IV: MS Power Point oIntroduction to

MS PowerPoint oCreating, saving and

opening a ppt. file

o format and editing features slide show , design , inserting slide number opicture ,graph ,table

o Preparation of Power point presentations

Referances:

James D. (2004). *Operating system fundamentals*. Firewall Media.

Marilyn, M.& Roberta, B.(n.d.).*Computers in your future*. 2nd edition, India: Prentice Hall.

Milke, M.(2007). *Absolute beginner's guide to computer basics*. Pearson Education Asia.

Sinha, P. K. & Sinha, P. (n.d.).*Computer fundamentals*. 4th edition, BPB Publication.

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Unit -I: Introduction oMeaning, Importance and scope of Educational and Sports Psychology oGeneral characteristics of Various Stages of growth and

development oTypes and nature of individual differences; Factors responsible
-Heredity

And environment oPsycho-sociological aspects of Human behavior in relation to physical education and sports

Unit-II: Sports Psychology oNature of learning, theories of learning, Laws of learning, oPlateau in Learning; & transfer of training

- o Meaning and definition of personality, characteristics of personality, oDimension of personality, Personality and Sports performance
- o Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance.
- o Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imaginary.
- o Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety
- o Meaning and nature of stress; Types of stress, Anxiety, Stress, Arousal and their effects on sports performance

Unit-III: Relation between Social Science and Physical Education.

- o Orthodoxy, customs, Tradition and Physical Education.
- o Festivals and Physical Education.
- o Socialization through Physical Education.
- o Social Group life, Social conglomeration and Social group, Primary group and Reference group.

Unit-4 Culture : Meaning and Importance.

- o Features of culture, oImportance of culture.
- o Effects of culture on people life style.
- o Different methods of studying Observation/ Inspection method, Questionnaire method, Interview method

References:

- Ball, D. W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport*. London: Addison Wesley Publishing Co., Inc.
- Blair, J. & Simpson, R. (1962). *Educational psychology*, New York: McMillan Co.
- Cratty, B. J. (1968). *Psychology and physical activity*. Eaglewood Cliffs. Prentice Hall.
- Kamlesh, M.L. (1998). *Psychology in physical education and sport*. New Delhi: Metropolitan Book Co.
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). *Sport and social system*. London: Addison Wesley Publishing Company Inc.
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*. Philadelphia: Lea & Febiger.
- Mathur, S.S., (1962). *Educational psychology*. Agra. Vinod Pustak Mandir.
- Skinners, C. E., (1984.). *Education psychology*. New Delhi: Prentice Hall of India.

Mathur, S. S. & Meyer, J. N. (1979). *A handbook of sociology*. New Delhi: Lotus

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Semester – III

Theory Courses

**EC-301 SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION
(ELECTIVE)**

Unit-I: - Sports Medicine:

- o Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance.
- o Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.
- o Need and Importance of the study of sports injuries in the field of Physical Education o Prevention of injuries in sports – Common sports injuries – Diagnosis – oFirst Aid - Treatment - Laceration – Blisters – Contusion - Strain – Sprain – Fracture – Dislocation and Cramps – Bandages – Types of Bandages – trapping and supports.

Unit-II: Physiotherapy oDefinition – Guiding principles of physiotherapy, Importance of physiotherapy, Introduction and demonstration of treatments - Electrotherapy – infrared rays – Ultraviolet rays –short wave diathermy – ultrasonic rays.

Unit-III: Hydrotherapy:

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

Unit-IV: Therapeutic Exercise:

- o 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) application of the therapeutic exercise: Free Mobility Exercise – Shoulder, Elbow – Wrist and Finger Joints – Hips, Knee, ankle and Foot joints – Trunk, Head and Neck exercises.

References:

- Christine, M. D., (1999). *Physiology of sports and exercise*. USA: Human Kinetics.
- Conley, M. (2000). *Bioenergetics of exercise training*. In T.R. Baechle, & R.W. Earle, (Eds.), *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.
- David, R. M. (2005). *Drugs in sports*, (4th Ed). Routledge Taylor and Francis Group.
- Hunter, M. D. (1979). *A dictionary for physical educators*. In H. M. Borrow & R. McGee. (Eds.), *A Practical approach to measurement in Physical Education* (pp. 3. 5. 1.).

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Philadelphia: Lea & Febiger.

Jeyaprakash, C. S., Sports Medicine, J.P. Brothers Pub., New Delhi. 2003.

Khanna, G.L., (1990). *Exercise physiology & sports medicine*. Delhi: Lucky Enterprises.

Mathew, D.K. & Fox, E.L., (1971). *Physiological basis of physical education and athletics*. Philadelphia: W.B. Saunders Co.

Pandey, P.K., (1987). *Outline of sports medicine*, New Delhi: J.P. Brothers Pub.

Williams, J. G. P. (1962). *Sports medicine*. London: Edward Arnold Ltd.

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EC-302 CURRICULUM DESIGN (Elective)

UNIT-I Modern concept of the curriculum oNeed and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.

- o Factors affecting curriculum - Social factors - Personnel qualifications - Climatic consideration - Equipment and facilities -Time suitability of hours.
- o National and Professional policies, Research finding

UNIT-II Basic Guide line for curriculum construction; contest (selection and expansion).

- o Focalization oSocialization oIndividualization oSequence and operation oSteps in curriculum construction.

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

- o Basic principles of curriculum construction.
- o Curriculum Design, Meaning, Importance and factors affecting curriculum:
 - oPrinciples of Curriculum design according to the needs of the students and state and national level policies.
- o Role of Teachers

UNIT-IV Under-graduate preparation of professional preparation.

- o Areas of Health education, Physical education and Recreation.
- o Curriculum design-Experience of Education, Field and Laboratory.
- o Teaching practice.
- o Professional Competencies to be developed-Facilities and special resources for library, laboratory and other facilities.

Reference:

- Barrow, H. M. (1983). *Man and movement: principles of physical education*. Philadelphia: Lea and Febiger.
- Bucher, C. A. (1986). *Foundation of physical education*: St. Louis: The C. V. Mosby & Company.
- Cassidy, R. (1986). *Curriculum development in physical education*. New York: Harper & Company.
- Cowell, C.C. & Hazelton, H.W. (1965). *Curriculum designs in physical education*. Englewood Cliffs: N.J. prentice Hall Inc.
- Larson, L.A. (n.d.). *Curriculum foundation in physical education*. Englewood Cliffs: N.J Prentice Hall Inc.
- Underwood, G. L. (1983). *The physical education curriculum in secondary school: planning and implementation*. England: Taylor and Francis Ltd.
- Willgoose, C.E. (1979). *Curriculum in physical education*. 3rd Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.

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SYLLABUS OF PRACTICAL ACTIVITIES

PART-B-SPORT PRACTICUM COURSES

SEMESTER -III

PE 306 -

- TRACK & FIELD (THROWING EVENTS)
- TEAM GAME (HOCKEY/ FOOTBALL/ CRICKET/ BASKETBALL/ VOLLEYBALL/ HANDBALL)
- COMBATIVE SPORTS (JUDO/WRESTLING/ BOXING)/ MARTIAL ART/ WUSHU/ TAEKWANDO/ KARATE)

NOTE- Select any two of the list as per feasibility.

Objectives-

- Brief History including important competitions and personalities.
- Demonstration of basic skills of sports and games.
- To familiarize with the rules of sports and games.
- To familiarize with the basic teaching patterns.
- To familiarize with methods of construction layout and making of court, Field, ground and track and field.
- Officiating.

Theory-

- A brief historical survey of sports/games and also and elementary knowledge of international and national development, important competitions, achievements, tables of India, Asia and World level leading nations and outstanding personalities, specially of India.
- Rules of sports and games.
- Conditioning and warming-up exercises.
- Officiating.
- Test and evaluation-specific fitness and skill test.

Practical-

- Conditioning and warming-up exercises.
- Teaching and Training of fundamental skill and drills.
- Brief introduction of tactics and strategies (if applicable)
- Officiating.
- Test and measurement.

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Semester – IV

Theory Courses

CC-401 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Unit- I Introduction to Test & Measurement & Evaluation
 o Meaning of Test & Measurement & Evaluation in Physical Education
 o Need & Importance of Test & Measurement & Evaluation in Physical Education
 o Principles of Evaluation

Unit- II Criteria; Classification and Administration of test
 o Criteria of good Test

- o Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms)
- o Type and classification of Test o Administration of test, advance preparation – Duties during testing – Duties after testing.

Unit- III Physical Fitness Tests

- o AAHPER youth fitness test
- o National physical Fitness Test
- o Indiana Motor Fitness Test
- o JCR test
- o U.S Army Physical Fitness Test

Unit- IV Sports Skill Tests o Lockhart and McPherson badminton test

- o Johnson basketball test o McDonald soccer test o S.A.I volleyball test o S.A.I Hockey test
- References:**

Bangsbo, J. (1994). *Fitness training in football: A scientific approach*. Bagsvaerd, Denmark: Ho+Storm.

Barron, H. M., & Mcchee, R. (1997). *A practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.

Barron, H.M. & Mcchee, R. (1997). *A Practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.

Kansal, D.K. (1996). *Test and measurement in sports and physical education*. New Delhi: D.V.S. Publications.

Mathews, D.K., (1973). *Measurement in physical education*, Philadelphia: W.B. Saunders Company.

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Wells, G. (1996). *Body space: anthropometry, ergonomics and design of work*. Taylor & Francis, New York.

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

Sodhi, H.S., & Sidhu, L.S. (1984). *Physique and selection of sports- a kinanthropometric study*. Patiala: Punjab Publishing House.

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Semester – IV
Theory Courses

CC-402 KINESIOLOGY AND BIOMECHANICS

Unit – I Introduction to Kinesiology and Sports Biomechanics

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

Unit – II Fundamental Concept of Anatomy and Physiology o Classification of Joints and Muscles o Types of Muscle Contractions o Posture – Meaning, Types and Importance of good posture. o Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal Innovation

Unit – III Mechanical Concepts o Force - Meaning, definition, types and its application to sports activities o Lever - Meaning, definition, types and its application to human body. o Newton's Laws of Motion – Meaning, definition and its application to sports activities o Projectile – Factors influencing projectile trajectory.

Unit – IV Kinematics and Kinetics of Human Movement o Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration o Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.
o Linear Kinetics – Inertia, Mass, Momentum, Friction. o Angular Kinetics – Moment of inertia, Couple, Stability. Reference:

Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood Cliffs, N.J.: Prentice Hall Inc.

Hay, J. G. & Reid, J. G. (1982). *The anatomical and mechanical basis of human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.

Hay, J. G. & Reid, J. G. (1988). *Anatomy, mechanics and human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.

Hay, J. G. (1970). *The biomechanics of sports techniques*. Englewood Cliffs, N.J.: Prentice Hall, Inc.

Simonian, C. (1911). *Fundamentals of sport biomechanics*. Englewood Cliffs, N.J.: Prentice Hall Inc.

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Semester – IV
Theory Courses

CC-403 RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Unit-I Introduction to Research o Definition of Research o Need and importance of Research in Physical Education and Sports.
o Scope of Research in Physical Education & Sports.
o Classification of Research o Research Problem, Meaning of the term, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations.

Unit-II Survey of Related Literature o Need for surveying related literature. o Literature Sources, Library Reading o Research Proposal, Meaning and Significance of Research Proposal. o Preparation of Research proposal / project.
o Research Report: A group project is to be undertaken by a small batch of students under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment programme evaluation, fitness status of the students, staff and other stakeholders etc. and submit the report to the institution.

Unit-III Basics of Statistical Analysis o Statistics: Meaning, Definition, Nature and Importance
o Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables o Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram
Unit-IV Statistical Models in Physical Education and Sports o Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data
o Measures of Variability: Meaning, importance, computing from group and ungroup data
o Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data
References:

Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.

Bompa, T. O. & Haff, G. G. (2009). *Periodization: theory and methodology of training*, 5th ed. Champaign, IL: Human Kinetics.

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

Brown, L.E. & Miller, J., (2005). *How the training work*. In: Training Speed, Agility, and Quickness. Brown, L.E. & Ferrigno, V.A & Ferrigno, V.A., eds. Champaign, IL: Human Kinetics.

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- Clark, L. R., & Daniel, D. A. (1969). *Modern principles of athletics training*. St. Louis: St. Louis's Mosby Company.
- Clark, H. H., & Clark, D. H. (1975). *Research process in physical education*. Englewood cliffs, New Jersey: Prentice Hall, Inc.
- Garrett, H.E. (1981). *Statistics in psychology and education*. New York: VakilsFeffer and Simon Ltd.
- Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987). *Introduction to research: A guide for the health science professional*. Landon: J.B. Lippincott Company.
- Thomas, J.R., & Nelson J.K. (2005). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
- Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
- Uppal, A. K. (1990). *Physical fitness: how to develop*. New Delhi: Friends Publication.
- Verma, J. P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

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Theory Courses

EC-404 THEORY OF SPORTS AND GAMES (ELECTIVE)

UNIT-I-INTRODUCTION

General Introduction of specialized games and sports—
 o Athletics, o Badminton, o Basketball, o Cricket, o Football,
 o Gymnastic, o Hockey, o Handball, o Kabaddi, o Kho-Kho,
 o Tennis, o Volleyball and o Yoga.

Each game or sports to be dealt under the following heads
 o History and development of the Game and Sports
 o Ground preparation, dimensions and marking
 o Standard equipment and their specifications
 o Ethics of sports and sportsmanship

UNIT-II Scientific Principles of coaching: (particular sports and game specific)

- o Motion – Types of motion and Displacement, Speed, Velocity, Acceleration, Distance and Newton's Law of motions.
- o Force – Friction, Centripetal and Centrifugal force, Principles of force.
- o Equilibrium and its types o Lever and its types o Sports Training – Aims, Principles and characteristics.
- o Training load – Components, Principles of load, Over Load (causes and symptoms)

UNIT-III Physical fitness components: (particular sports and game specific)

- o Speed and its types
- o Strength and its types
- o Endurance and its types
- o Flexibility and its types
- o Coordinative ability and its types
- o Training methods: - Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek /speed play and weight training)

UNIT-IV Conditioning exercises and warming up.

- o Concept of Conditioning and warming up.
- o Role of weight training in games and sports.
- o Teaching of fundamental skill & their mastery (technique, tactic and different phases of skill acquisition).
- o Recreational and Lead up games o Strategy – Offence and defense, Principles of offence and defense. 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.

Lawther, J.D. (1965). *Psychology of coaching*. New York: Pre. Hall.

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

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B.P.Ed. (Two Year Course)
Semester IV
PE-401 Paper III Elective
Health Education

Unit-I

1. Meaning and definitions of Health, Factors that influence Health.
2. Heredity and Environment.
3. Immunity.
4. Personal Hygiene-desirable hygienic habits for each system of the body.

Unit-II

1. Causes of diseases, Infections-spread of infections. Public Health measures to control infection-general methods of sanitation) drinking water supply, disposal of garbage, sewage, night soil and dead bodies).
2. Common Communicable diseases like Malaria and Filariasis, Typhoid, Cholera, and Dysentery, Small Pox, Whooping Cough, Diphtheria, Tetanus, Hydrophobia.
3. Tuberculosis and Leprosy with special emphasis on their preventive methods.

Unit-III

1. Public Health Administration.
2. School Health Program and school health problems.
3. School Health Organization - Instruction - Service Supervision, Community Health Agencies.

Unit-IV

1. Balance diet, classification of food and role of various nutrients.
2. National Health Programme - National Malaria eradication programme, T.B. Control programme, Filaria Control programme.
3. International Health Agency - W.H.O., UNICEF.

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