

**COURSE OF STUDY
AND
SCHEME OF EXAMINATION
CHOICE BASED CREDIT SYSTEM
(CBCS)
B .P.ED
UNDER FACULTY OF PHYSICAL
EDUCATION
TWO YEARS (FOUR SEMESTERS)
(w.e.f. 2022-2023)**



**SCHOOL OF STUDIES IN PHYSICAL
EDUCATION
JIWAJI UNIVERSITY, GWALIOR (M.P.)
NAAC ACCREDITED 'A' GRADE UNIVERSITY**

GENERAL OBJECTIVES OF B.P.Ed COURSE

(SEMESTER SYSTEM)

1. To prepare professionally qualified teachers in Physical Education for Secondary School Education.
2. To prepare professionally trained professionals for Clubs, Gyms, and Fitness Centers etc.
3. To prepare competent, committed and willing to perform Professionals.
4. To teach effective and efficient competency and skills required for professional growth of the prospective teachers.
5. To train teachers in modern technology as well as trends in Health, Wellness, Fitness and Personality Development.
6. To inculcate rational thinking and to develop scientific temperament among the prospective teachers.
7. To be able to use Organizational, Administrative and Managerial Skills in the Practical Field.
8. To empower learners to inspire their students to actively participate in Physical and Yogic Exercises, Games and Sports.
9. To cultivate the spirit of sportsmanship, mental and physical alertness, scientific temper and optimism. To promote appreciation and interest for indigenous games, sports and yogic practices among learner.



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LEARNING OUTCOMES- BASED APPROACH:

1. In this course the students will be taught to meet the health, physical fitness and positive life style related challenges faced by the members of the society.
2. The programme has compulsory learning of foundation and allied sports science courses besides being trained in numerous sports.
3. The element of research shall help the students to learn the technique of data collection, evaluation and interpretation of the results. This will enable to students to provide necessary feedback in the related area of investigation.
4. This course creates strong foundation for all form of teachers training courses in physical education and sports sciences at various levels.

GRADUATE ATTRIBUTES:

1. The ability to understand, identify and solve problems related to fitness, acquiring sound health and importance of yogic practices and physical activity.
2. To acquire the knowledge with respect to information on various postural disorders and their possible correction through appropriate rehabilitative exercises.
3. To develop plans for rural and urban needs in the matter of installations, facilities and equipment for physical education and sports.
4. To develop clear concept to meet the individual and social needs through Physical Education and sports programmes.



5. To educate sports authorities and sports persons, especially the children, the risk of precocious and inappropriate training and psychological pressures of every kind.
6. Able to analyze that top-class sport and sport practiced by all must be protected against any abuse. The serious dangers with which phenomenon such as violence, doping and commercial excesses threaten its moral values, image and prestige pervert its very nature and change it's educative and health promotion function.

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PROGRAMME LEARNING OUTCOMES:

1. The programme will be helpful in spreading the need and importance of physical activity, yoga and indulging in sports and the effect it produces on the human body.
2. After completing the course students will be able to provide knowledge to the public at large about Physical Education, Health Education, and Yoga & Sports Sciences (like Anatomy and Physiology, Sports Nutrition, Sports Management, Sports Psychology) and various sports (like- Team, Individual, Combative and Dual sports).
3. The students will acquire the aptitude of teaching in Class Room, field and possible Teaching/ Coaching Environment (Theory, Practical and Applications) through various assignments and projects.
4. The Programme provides the basics of Research and Computer Applications and develop Scientific and Research aptitude and attitude towards all forms of related professional areas.
5. The course will develop Leadership Qualities, Entrepreneurship, Organizational Abilities and Team Work among the Students.

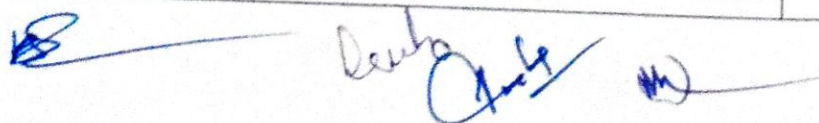
Credit Distribution in B.P.Ed.

FIRST SEMESTER

Course Code	Course Name	Credit C(i)	
		Theory/Practical	Tutorial
BPEd-101	History, Principles and foundation of Physical Education	3	1
BPEd-102	Anatomy and Physiology	3	1
BPEd-103	Health Education and Environmental Studies	3	1
BPEd-104	Officiating and Coaching	3	1
BPEd-105	PRACTICAL-I Track and Field (Running Events)	3	1
BPEd-106	PRACTICAL-II Gymnastics	3	1
BPEd-107	PRACTICAL- III Indigenous Sports: Kho-Kho / Kabaddi / Malkhambh and Light Apparatus (Any one out of these)	3	1
BPEd-108	PRACTICAL-IV Mass Demonstration Activities: dumbbells / tipri / lezim / wands / hoop /umbrella	3	1
Grand Total		24 + 08 = 32	

SECOND SEMESTER

Course Code	Course Name	Credit C(i)	
		Theory/Practical	Tutorial
BPEd-201	Yoga Education	3	1
BPEd-202	Educational Technology and Methods of Teaching in Physical Education	3	1
BPEd-203	Organization and Administration	3	1
BPEd-204	Sports Nutrition and Weight Management	3	1
BPEd-205	PRACTICAL-I Track and Field (Jumping Events)	3	1
BPEd-206	PRACTICAL-II Yoga/Aerobics/ Gymnastics/ Swimming (Any two out of these)	3	1
BPEd-207	PRACTICAL-III Racket Sports: Badminton/ Table Tennis/ Squash/ Tennis (Any two out of these)	3	1
BPEd-208	PRACTICAL-IV Teaching Practices (05lessons in class room teaching and 05 lessons in outdoor activities)	3	1
Grand Total		24 + 08 = 32	



THIRD SEMESTER

Course Code	Course Name	Credit C(i)	
		Theory/Practical	Tutorial
BPEd-301	Sports Training	3	1
BPEd-302	Computer Applications in Physical Education	3	1
BPEd-303	Sports Psychology and Sociology	3	1
BPEd-304	ELECTIVE Sports Medicine, Physiotherapy and Rehabilitation / Curriculum Design	3	1
BPEd-305	PRACTICAL-I Track and Field (Throwing Events)	3	1
BPEd-306	PRACTICAL-II Combative Sports: Martial Art / Karate / Judo / Fencing / Boxing / Taekwondo/ Wrestling (Any two out of these)	3	1
BPEd-307	PRACTICAL-III Team Games: Baseball/ Cricket/ Football/ Hockey/ Softball/ Volleyball/ Handball/ Basketball/ Netball (Any two of these)	3	1
BPEd-308	PRACTICAL-IV Teaching Practice: (Teaching Lesson Plans for Racket Sport/ Team Games/Indigenous Sports) (out of 10 lessons 5 internal and 5 external at practicing school)	3	1
Grand Total		24 + 08 = 32	

FOURTH SEMESTER

Course Code	Course Name	Credit C(i)	
		Theory/Practical	Tutorial
BPEd-401	Measurement and Evaluation in Physical Education	3	1
BPEd-402	Kinesiology and Biomechanics	3	1
BPEd-403	Research and Statistics in Physical Education	3	1
BPEd-404	ELECTIVE Theory of sports and game / Sports Management	3	1
BPEd-405	PRACTICAL-I (Track and Field/Swimming/Gymnastics) (Any one out of these)	3	1
BPEd-406	PRACTICAL-II Kabaddi/ Kho-Kho/ Baseball/ Cricket/ Football/Hockey/Softball/ Volleyball/ Handball/ Basketball/ Netball/ Badminton/ Table Tennis/ Squash/ Tennis (Any Two of these)	3	1
BPEd-407	PRACTICAL-III Games & Sports specialization: Coaching lessons Plans Track and field/Gymnastics/Swimming/Kabaddi/ Kho-Kho/Baseball/ Cricket/Football/Hockey/Softball/ Volleyball/ Handball/Basketball/Netball/Badminton/Table Tennis/Squash/Tennis/Yoga/Weight Lifting (Any one out of these)	3	1
BPEd-408	Internship & Project	8	--
Grand Total		29 + 07 = 36	

Scheme of Examination
B. P.ED
FIRST SEMESTER

COURSE CODE	COURSE NAME	TOTAL MARKS	CREDIT C(I)		END SEM. EXAM MARKS		SESSIONAL MARKS	
			THEORY/ PRACTICAL	TUTORIAL	MAX	MIN	MAX	MIN
PART - A (Theory)								
BPEd-101	History, Principles and foundation of Physical Education	100	3	1	60	21	40	14
BPEd-102	Anatomy and Physiology	100	3	1	60	21	40	14
BPEd-103	Health Education and Environmental Studies	100	3	1	60	21	40	14
BPEd-104	Officiating and Coaching	100	3	1	60	21	40	14
PART - B (Practical)								
BPEd-105	PRACTICAL-I Track and Field (Running Events)	100	3	1	60	21	40	14
BPEd-106	PRACTICAL-II Gymnastics	100	3	1	60	21	40	14
BPEd-107	PRACTICAL-III Indigenous Sports: Kho-Kho / Kabaddi / Malkhambh and Light Apparatus (Any one out of these)	100	3	1	60	21	40	14
BPEd-108	PRACTICAL-IV Mass Demonstration Activities: dumbbells / tipri / lezim / wands / hoop / umbrella	100	3	1	60	21	40	14
Grand Total		800	24 + 08 = 32		480	168	320	112

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Semester - I

BPed -101 HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION

Max. Marks = 100

Credit = 4 (3 Theory+ 1 Tutorial)

Theory=60 marks + Internal Assessment =40 Marks

OBJECTIVE:

- To offer an introduction of Physical Education and its Principles & Foundation.
- To develop understanding about physical education, its aim and objectives, Historical developments, Philosophical, Biological, Sociological and Psychological foundation.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Know the concept of physical education.
- Learn the historical development of physical education in India and abroad.
- Learn Biological, Psychological, Sociological Foundation of Physical Education.

COURSE CONTENT:

Unit - 1

Introduction

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

Unit- 2

Historical Development of Physical Education in India

- Indus Valley Civilization Period. (3250 BC-2500 BC)
- Vedic Period (2500 BC-600 BC)
- Early Hindu Period (600 BC-320 AD)
- Later Hindu Period (320 AD-1000 AD)
- Medieval Period (1000 AD-1757 AD)
- British Period (Before 1947)
- Physical Education in India (After 1947)
- Contribution of Akhadas and Vyayamshals
- Y.M.C.A. and its contributions.
- LNIPE and its contribution.
- HVP Mandal and its contribution.

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Unit- 3

Foundation of Physical Education

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

Unit-4

Principles of Physical Education

- Biological
 - Growth and development
 - Age and gender characteristics
 - Body Types
 - Anthropometric differences
- Psychological
 - Learning types, learning curve
 - Laws and principles of learning
 - Role of Psychology in sports
- Sociological
- Society and culture
 - Social acceptance and recognition, Leadership
 - Social integration and cohesiveness
 - Role of Sociology in sports

References:

- Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001).
- Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
- Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co
- 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.
- Bucher, C.A., (2010). Foundation of Physical education (16thed.). New Delhi: Tata McGraw-Hill.
- Barrow, H.M. (1983). Man and Movement: Principles and Physical Education. Phi: Lea and Febiger
- Ziegler, E.F. (2007). An introduction to Sports & Phy.Edu.Philosophy. Delhi: Sp. Educational Tehno.
- Kretchmar, R.S. (1994). Practical Philosophy of Sport. IL: Human Kinetics.
- Young, D.C. (2004). A brief History of Olympic Games. UK: Blackwell Publishing.
- Frank, A.M. (2003). Sports & education. CA: ABC-CLIO
- Susan Capel, Susan Piotrowski (2000). Issues in Physical Education. London: Routledge

Semester I

BPEd -102 ANATOMY AND PHYSIOLOGY

Max. Marks = 100

Credit = 4 (3 Theory+ 1 Tutorial)

Theory=60 marks + Internal Assessment =40 Marks

OBJECTIVE:

- To enable students to understand the structural and functional aspect of human body.
- To develop understanding about organization of the human body and its regulations, their support and movements, integration and control systems.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Describe organization of the human body and its regulation.
- Understand the support and movement of systems of the body.
- Describe the integration and control system.
- Discuss the human body and its function.
- Analyze the structural aspect of systems of the body.
- Describe the concept of fundamental of human body organs.
- Analyze the functional aspects of Human body.

COURSE CONTENT:

UNIT-I

- Brief Introduction of Anatomy and physiology in the field of Physical Education.
- Introduction of Cell and Tissue.
- Skeletal system- Bone and their types
- Joints and their types
- Gender differences in the skeleton.
- Types of muscles.

UNIT-II

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



- **The Endocrine glands:** Functions of glands pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands.
- **Nervous systems:** Function of the Autonomic nervous system and Central nervous system. Reflex Action,
- **Sense organs:** A brief account of the structure and functions of the Eye and Ear.

UNIT-III

- Definition of physiology and its importance in the field of physical education and sports.
- Structure, Composition, Properties and functions of skeletal muscles.
- Nervous control of muscular activity:
- Neuromuscular junction
- Fuel for muscular activity-(ATP)
- Role of oxygen- physical training, oxygen debt, second wind, vital capacity, Lung Volume & Capacity

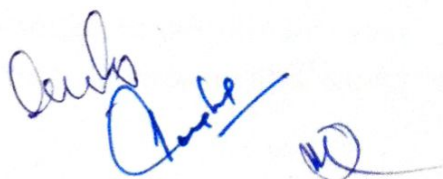
UNIT-IV

- Effect of environmental condition on Exercise (Hot, Humid Cold and High Attitude)
- Effect of exercise and training on cardiovascular system.
- Effect of exercise and training on respiratory system.
- Effect of exercise and training on muscular system

References:

- Gupta, A. P. (2010). *Anatomy and physiology*. Agra: Sumit Prakashan.
- Karpovich, P. V. (n.d.). *Philosophy of muscular activity*. London: W.B. Saunders Co.
- Lamb, G. S. (1982). *Essentials of exercise physiology*. Delhi: Surjeet Publication.
- Moorthy, A. M. (2014). *Anatomy physiology and health education*. Karaikudi: Madalayam Publications.
- Morehouse, L. E. & Miller, J. (1967). *Physiology of exercise*. St. Louis: The C.V. Mosby
- Co. Pearce, E. C. (1962). *Anatomy and physiology for nurses*. London: Faber & Faber Ltd.
- Sharma, R. D. (1979). *Health and physical education*, Gupta Prakashan.
- Singh, S. (1979). *Anatomy of physiology and health education*. Ropar: Jeet Publications.





BPed -103 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

Max. Marks = 100

Credit = 4 (3 Theory+ 1 Tutorial)

Theory=60 marks + Internal Assessment =40 Marks

OBJECTIVE:

- To enable students to understand the basic concept of Health Education and Educational Studies.
- To understand the concept, dimensions, spectrum and determinants of Health and Health Education.
- To develop understanding of Health problems in India, environmental science, natural resources and related environmental issues.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn about the concept of health and health education.
- Learn and understand the health problems in India.
- Know about hygiene, nutritional aspects and prevention and control of communicable and non-communicable diseases.
- Apply the comprehensive knowledge of the concept of health education, school health services and prevention of the environment related problems.
- Realize the value of environmental science.
- To look at the natural resources and related environmental issues.

COURSE CONTENT:

Unit - I

Health Education

- Definition of Health, Health Education, Health Instruction, Health Supervision
- Aim, Concept, objective and Principles of Health Education
- Dimensions, Spectrum and Determinants of Health, Positive Health
- Health Service and guidance instruction in personal hygiene

Unit - II

Health Problems in India

- Communicable T.B., HIV, Malaria, Small pox, Chicken Pox, Measles, COVID-19 (Cause Symptoms, Prevention, Treatment) and Non Communicable Diseases
- Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population.
- Personal and Environmental Hygiene.
- Objective of school health service, Role of health education in schools.



- Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first- aid and emergency care.

Unit – III

Environmental Science

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

Unit – IV

Natural Resources and related environmental issues:

- Water resources, food resources and Land resources
- Definition, effects and control measures of: Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution
- Management of environment and Govt. policies, Role of pollution control board.
- Conservation of water & Energy.

References:

- A.C. Pandey (2013). "Ozone" Academic Excellence, New Delhi.
- A.C. Pandey (2014). "Frontiers in Environmental Research, Academic Excellence, India.
- Agrawal, K. C. (2001). Environmental biology. Bikaner: Nidhi publishers Ltd.
- K. Glaz, B.K. Rimer, K. Viswanath (2008). Healthy Behavior and Healthy Education (4th edition). Jossey-Bass A Wileyimprint.
- K. Tones, Y.K. Robinson's, S. Tilfor (2013). Health Education, Springer.
- L.B. Lave, E.P. Seskin (2013). Air Pollution and Human Health, Ref. Press, New York.
- P. Elliot, J.C. Wakefield, N.G. Best, D.J. Biggs (2000). Spatial Epidemiology: Methods and Application
- Agrawal, K.C. (2001). *Environmental biology*. Bikaner: Nidhi publishers Ltd.





Semester - I

BPEd -104 OFFICIATING AND COACHING

Max. Marks = 100

Credit = 4 (3 Theory+ 1 Tutorial)

Theory=60 marks + Internal Assessment =40 Marks

OBJECTIVE:

- To enable students to understand the basic concept of Officiating and Coaching.
- To enable the students to perform the duties of a good coach in future.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Know about the importance and principles of Officiating.
- Learn to establish relations with management, players and spectators.
- Understand the psychology of competition and coaching.
- Realize the duties and responsibilities of coaches on and off field.
- Learn ethics of officiating.

COURSE CONTENT:

Unit- I

Introduction of Officiating and coaching

- 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

Duties of Official

- Duties of official in general, pre, during and post game.
- Philosophy of officiating
- Mechanics of officiating—position, singles and movement etc.
- Ethics of officiating

Unit- III

Coach as a Mentor

- Duties of coach in general, pre, during and post game & Responsibilities of a coach on and off the field.
- Philosophy of coaching.
- Psychology of competition and coaching.
- Factors affecting coaching

Unit- IV

Qualities and Qualifications of Coach and Official

- Qualities and qualification of coach and official o General rules of games and sports
- Eligibility rules of intercollegiate and inter-university tournaments, preparation of



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- Integrity and values of sports

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.



Semester - I
(Practical Courses)
BPEd - 105 TRACK AND FIELD:

Max. Marks =100

Credit = 4(3 Practical + 1Tutorial)

Practical=60 marks + Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of track and field, structure and functions of federations of track and field.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of skill.
- Acquire the required motor skills.
- Appraise the rule & regulation.
- Demonstrate and assess various techniques of starts and finish.
- Interpret the rules, regulations and officiate in competition.

COURSE CONTENT:

UNIT- 1

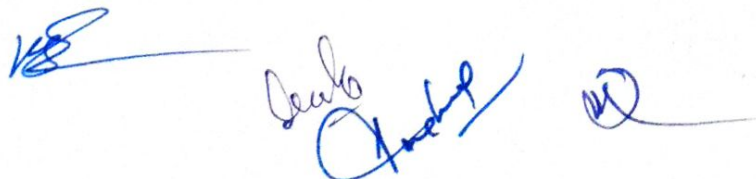
INTRODUCTION

- Indian History of Running Events.
- International History of Running Events.
- Structure and functions of Controlling Bodies.
AAFI (Amateur athletics federation of India)
IAAF(International Association of Athletics Federation)

UNIT - 2

FUNDAMENTAL SKILLS OF RUNNING EVENTS

- Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks.
- Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug
- Hurdles: Fundamental Skills- Starting, Clearance and Landing Techniques.
- Types of Hurdles



UNIT - 3

FUNDAMENTAL SKILLS OF RELAY AND MARKING

- Various patterns of Baton Exchange for Understanding of Relay Zones
- Ground Marking
- Interpretation of Rules and Officiating.
- Steps in 200m & 400m Track Marking

UNIT-4

PEDAGOGY OF FUNDAMENTAL SKILLS OF TRACK AT

- Primary level
- Upper primary level
- Secondary level

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BPEd - 106 GYMNASTICS:

Max. Marks = 100

Credit = 4(3 Practical + 1Tutorial)
Practical=60 marks + Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of gymnastics, structure and functions of federations of gymnastics.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of skill.
- learn and acquire various skills of Gymnastics.
- Appraise the rule & regulation.
- Demonstrate and assess various techniques of gymnastics
- Interpret the rules, regulations and officiate in competition.

COURSE CONTENT:

UNIT-1

INTRODUCTION

- Historical development
 - National
 - International
- Structure and functions of Controlling Bodies
 - National
 - International

UNIT-2

FUNDAMENTAL SKILLS: I

- Floor Exercise
 - Forward, Backward and side Roll, Dive Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Hand stand, Jumps-leap, scissors leap, Cartwheel

UNIT -3

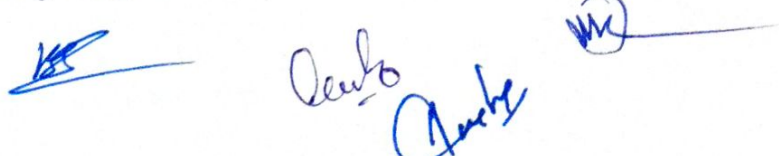
FUNDAMENTAL SKILLS- II

- b. Vaulting Table
 - Approach Run, Take off from the beat board, Cat Vault, Straddle Vault, through Vault.

UNIT -4

PEDAGOGY OF FUNDAMENTAL SKILLS OF GYMNASTICS AT

- Primary level
- Upper primary level
- Secondary level



BPEd - 107 INDIGENOUS SPORTS: KABADDI

Max. Marks =100

Credit = 4(3 Practical + 1Tutorial)

Practical=60 marks + Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Kabaddi, structure and functions of federations of Kabaddi.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & understand the concept of skill.
- Learn and acquire various skills of Kabaddi.
- Appraise the rule & regulation.
- Demonstrate and assess various techniques of Kabaddi.
- Interpret the rules, regulations and officiate in competition.

COURSE CONTENT:

UNIT -1

INTRODUCTION

- Indian History of Kabaddi.
- International History of Kabaddi.
- Structure and functions of Controlling Bodies
AKFI (amateur Kabaddi Federation of India)
IKF (International kabaddi Federation)
- Kabaddi league and its advantages

UNIT -2

FUNDAMENTAL SKILLS- I

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

UNIT -3

FUNDAMENTAL SKILLS- II AND MARKING

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

UNIT -4

PEDAGOGY OF FUNDAMENTAL SKILLS OF KABADDI AT

- Primary level
- Upper primary level
- Secondary level



BPEd – 107 INDIGENOUS SPORTS: MALKHAMBH AND LIGHT APPARATUS

Max. Marks =100

Credit = 4(3 Practical + 1Tutorial)

Practical=60 marks + Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Malkhamb and Light Apparatus, structure and functions of federations of gymnastics.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of skill.
- Learn and acquire various skills of Malkhamb and Light Apparatus.
- Appraise the rule & regulation.
- Demonstrate and assess various techniques of Malkhamb and Light Apparatus.
- Interpret the rules, regulations and officiate in competition.

COURSE CONTENT:

UNIT I:

Introduction

- Indian History of malkhamb
- Structure and functions of Controlling Bodies
MFI (malkhamb Federation of India)

UNIT II:

Pole Malkamb

- Specification of pole malkhamb.
- Skills of PoleMalkhamb-Salaami, Hold, Saadiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Soydoro, Phirki, Padmasana, T.Balance, Pataka, Landing.

UNIT III:

Rope malkhamb

- Specification of pole malkhamb.
- Rope Malkhamb-Salaami, PadmasanaChadh, Katibandh1-2, Sadiadhi, Rikebpakkad, Rikebpagniadhi, Kamaradhi, Nakkikasadhi, Kamaradhi, Nakkikasadhi, Urubandhtedhi, Sadibagli, Do hatibagli, Kamarbandhbagli, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing.

UNIT - IV :

Light Apparatus

- Lathi-Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.
- Mass P.T. Exercises-Two count, four count and eight count exercises.
- Drill and Marching

BPEd – 107 INDIGENOUS SPORTS: KHO KHO

Max. Marks =100

Credit = 4(3 Practical + 1Tutorial)

Practical=60 marks + Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Kho-Kho, structure and functions of federations of Kho-Kho.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of skill.
- Learn and acquire various skills of Kho-Kho.
- Appraise the rule & regulation.
- Demonstrate and assess various techniques of Kho-Kho.
- Interpret the rules, regulations and officiate in competition.

COURSE CONTENT:

UNIT I:

Introduction

- Indian History of Kho-Kho.
- International History of Kho-Kho.
- Structure and functions of Controlling Bodies
KKFI (Kho-Kho Federation of India)
IKKF (International Kho-Kho Federation)
- Kho-Kho league and its advantages

UNIT II:

Fundamental Skills- I

- General skills of the game-Running, chasing, Dodging, Faking etc.
- Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the in active runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgement in giving Kho, Rectification of Foul.

UNIT III:

Fundamental Skills- II and Marking

- Skills in Running-Zigzag running, Single and double chain, Ring play, Rolling In the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills.
- Rules and their interpretations and duties of officials.
- Ground Marking

UNIT IV:

Pedagogy of Fundamental Skills of Kho-kho at

- Primary level
- Upper primary level
- Secondary level

**BPEd – 108 MASS DEMONSTRATION ACTIVITIES:
Dumbbells/Wands/Hoop/ Umbrella/Tipri: Fundamentals skills**

Max. Marks = 100

Credit = 4 (3 Practical + 1 Tutorial)

Practical = 60 marks + Internal Assessment = 40 Marks

UNIT - I:

Free Hand exercises and Exercises with Dumbbell and Indian Clubs

- Freehand Exercises in standing, sitting and Kneeling down Position
 - Two Counts, Four counts, Eight counts and Sixteen counts exercises
- Dumbbell and Indian Club exercises:
 - Two Counts, Four counts, Eight counts and Sixteen counts exercises

UNIT - II:

Exercises with Light Apparatus

- **Wands and Hoops**
 - Wands exercises- Four counts, Eight counts and Sixteen counts exercises.
 - Hoops exercises- Four counts, Eight counts and Sixteen counts exercises.
- **Lezium, Pom Pom and Swiss ball**
 - Lezium exercises- Char thoke, Aath thoke, peeche paon, Aage paon, Baithak and Phirki
 - Pom Pom Exercises- Four counts, Eight counts and Sixteen counts exercises
 - Swiss Ball Exercises- Four counts, Eight counts and Sixteen counts exercises

UNIT - III:

Marching and Minor Games

- Marching Drills: Attention / Stand-at-ease, Turn (About turn, right turn, left turn), Mark time mark, Quick march, Salute, about turn while marching and halt
- Minor Games: Minor games to be taught at the end of every period for 10-12 minutes.

UNIT- IV:

Pedagogy of Light Apparatus and Minor Games at

- Primary level
- Upper primary level
- Secondary level

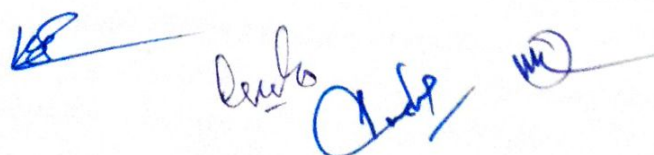
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Scheme of Examination

B. P .ED

SECOND SEMESTER

COURSE CODE	COURSE NAME	TOTAL MARKS	CREDIT C(I)		END SEM. EXAM MARKS		SESSIONAL MARKS	
			THEORY/ PRACTICAL	TUTORIAL	MAX	MIN	MAX	MIN
PART - A (Theory)								
BPEd-201	Yoga Education	100	3	1	60	21	40	14
BPEd-202	Educational Technology and Methods of Teaching in Physical Education	100	3	1	60	21	40	14
BPEd-203	Organization and Administration	100	3	1	60	21	40	14
BPEd-204	Sports Nutrition and Weight Management	100	3	1	60	21	40	14
PART - B (Practical)								
BPEd-205	PRACTICAL-I Track and Field (Jumping Events)	100	3	1	60	21	40	14
BPEd-206	PRACTICAL-II Yoga/Aerobics/ Gymnastics/ Swimming (Any two out of these)	100	3	1	60	21	40	14
BPEd-207	PRACTICAL-III Racket Sports: Badminton/ Table Tennis/ Squash/ Tennis (Any two out of these)	100	3	1	60	21	40	14
BPEd-208	PRACTICAL-IV Teaching Practices (05 lessons in class room teaching and 05 lessons in outdoor activities)	100	3	1	60	21	40	14
Grand Total		800	24 + 08 = 32		480	168	320	112



Semester - II

BPEd -201 YOGA EDUCATION

Max. Marks =100

Credit = 4 (3 Theory+ 1 Tutorial)

Theory =60 marks + Internal Assessment =40 Marks

OBJECTIVE:

- To enable students to understand the concept of yoga.
- To develop understanding about foundation of yoga, need and importance of yoga in physical education and modern lifestyle.
- To conceptualize and practice astanga yoga, various asanas and pranayama with reference to wellness.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Understand the yoga and its historical development. Learn to establish relations with management, players and spectators.
- Differentiate between various stages of astanga yoga.
- Demonstrate different asanas, pranayamas and kriyas.
- Apply and demonstrate various benefits of yoga to be applied in the field of sports.
- Relate yoga with health and wellness.
- Develop yogic programs/schedules.

COURSE CONTENT:

Unit - I

Introduction

- Meaning and Definition of Yoga o Aims and Objectives of Yoga
- Yoga in Early Upanishads
- Introduction to Patanjali Yoga Sutra: Four Path and its four Pada
- Need and Importance of Yoga in Physical Education and Sports

Unit - II

Foundation of Yoga

- The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi
- Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

Unit - III

Asanas

- Effect of Asanas and Pranayama on various system of the body
- Classification of asanas with special reference to physical education and sports
- Influences of relaxtive, meditative posture on various system of the body



- Types of Bandhas and mudras
- Type of kriyas

Unit - IV

Yoga Education

- Basic, applied and action research in Yoga
- Difference between yogic practices and physical exercises
- Yoga education centers in India and abroad
- Competitions in Yogasanas

References:

Brown, F. Y.(2000). *How to use yoga*. Delhi: Sports Publication.

Gharote, M. L. &Ganguly, H. (1988). *Teaching methods for yogic practices*. Lonawala: Kaixydahmoe.

Rajjan, S. M. (1985). *Yoga strenthening of frelexation for sports man*. New Delhi:Allied Publishers.

Shankar, G.(1998). *Holistic approach of yoga*. New Delhi:Aditya Publishers.

Shekar,K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.





Semester - II

BPEd-202 EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION

Max. Marks = 100

Credit = 4 (3 Theory+ 1 Tutorial)

Theory = 60 marks + Internal Assessment = 40 Marks

OBJECTIVE:

- To enable students to understand the concept of educational technology and methods of teaching in physical education and sports.
- To develop understanding about educational technology, importance of devices, methods of teaching, teaching technique and style, teaching aids, lesson planning, teaching innovations and organization of tournament.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Understand the concept of educational technology and methods of teaching.
- Describe and use various teaching methods according to suitability
- Construct the lesson plans for various physical education activities.
- Classify the types of presentation, techniques and technical preparations required for physical education lessons.
- Understand the principles of class management and factors affecting class management.
- Effectively utilize various teaching aids for conduct of physical education program.

COURSE CONTENT:

Unit - I

Introduction of Education Technology

- Meaning & Definitions of Education Technology
- Nature and scope of education technology
- Types of Education- Formal, Informal and Non- Formal education.

An outline of Teaching method used in the past and present

- Approaches of Education Technology
- Hardware Approach
- Software Approach
- System Approach

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Unit - II

Teaching Aids

- Meaning and Importance of Teaching aids
- Criteria for selecting teaching aids.

Type of Teaching Aids

- Audio aids,
- Visual aids,
- Audio – visual aids,

Team Teaching

- Meaning , Definition and Steps of Team Teaching
- Principles and Type of team teaching
- Advantage and Limitation of team teaching.
-

Unit - III

Teaching Methods

- Teacher-Cantered Methods
- Learner-Centred Methods
- Content-Focused Methods
- Interactive/Participative Methods
- Lecture method, Command method, Demonstration method, Imitation method, project method etc.

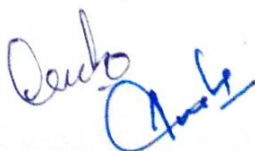
Communication

- Types of Communication
- Communication Cycle
Communication in the Classroom

Unit - IV

Lesson Planning

- Meaning & Importance Lesson Plan
- Types and principles of Lesson plan
- Criteria for preparing Effective Lesson Plan
- Approaches of Lesson Planning
 - a. Herbartian Approach
 - b. Morrison's or Unit Approach
 - c. Bloom's or Evaluation Approach

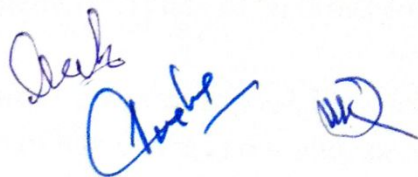


Teaching Techniques

- **Micro Teaching**
 - Meaning, Types of Micro Teaching
 - Steps in Micro Teaching
 - Principles of Micro Teaching
 - Limitation of Micro Teaching
- **Simulation Teaching**
 - Meaning & Types of Simulation
 - Steps in Simulation
 - Advantages of Simulation
 - Limitations of Simulation

Reference:

- Aggarwal, D.D. (2004). Educational Technology. New Delhi: Sarup & Sons.
- Bhardwaj, A. (2003) New Media of Educational Planning. New Delhi: Sarup & Sons.
- Chakravarty, Mohit (2005). Education in the 4 Century. Delhi: Kalpana Publication.
- Chandra, Ramesh, Aneja, Dittel (2004). Corporate Global Environment. Delhi: Usha Books.
- Chandra, Ramesh (2004). Technology in the preparation of Teachers. Delhi: Usha Books.
- Kochar, S.K. (1982). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Mohanty, Jagannath (2003). Educational Technology. New Delhi: Deep and Deep Publication. Pvt. Ltd.
- Pandey, V.C. (2005). Educational Technology. Delhi: Usha Books.
- Singh, Ajmer (2000). Modern Text Book of Physical Education, Health and Sports, B.A. Part-I. Ludhiana: Kalyani Publishers.
- Walia, J.S. (1999). Principles and Methods of Education. Jullandhar: Paul Publishers.



Semester - II

BPEd -203 ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION

Max. Marks =100

Credit = 4 (3 Theory+ 1 Tutorial)

Theory =60 marks + Internal Assessment =40 Marks

OBJECTIVE:

- To enable students to understand the concept of Organization and Administration in physical education and sports.
- To develop understanding about event management in physical education and sports, leadership, and sports programme management in School, College and Universities.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Describe the essential skills and importance of Organization and Administration.
- Describe the qualities and competencies required for the sports manager.
- Explain the basic concept of planning.
- Prepare of the financial proposal for physical education & sports in schools/ colleges/universities.
- Organization, designing and evaluate sports events.

COURSE CONTENT:

Unit - I

Organization and administration

- Meaning and importance of Organization and Administration in physical education
- Qualification and Responsibilities of Physical Education teacher.
- Planning and their basic principles,
- Program planning: Meaning, Importance, Principles of program planning in physical education.
- Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.

Unit- II

Facilities, & Time-Table Management

- Facilities and equipment management: Types of facilities Infrastructure-indoor, out door.
- Care of school building, Gymnasium, swimming pool, Play fields, Play grounds
- Equipment: Need, importance, purchase, care and maintenance.
- Time Table Management: Meaning, Need, Importance and Factor affecting time table.

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Unit-III

Office Management, Record, Register & Budget

- Office Management: Meaning, definition, functions and kinds of office management
- Records and Registers: Maintenance of attendance Register, stock register, cash register, physical efficiency record, Medical examination Record.
- Budget: Meaning, Importance of Budget making,

Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.

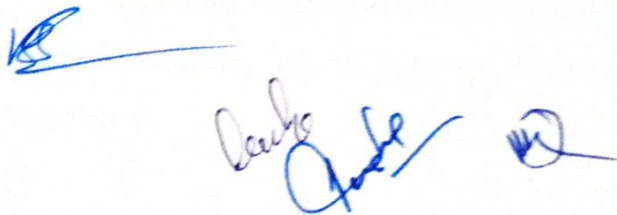
Unit-IV

Competition Organization

- Importance of Tournament, Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament.
- Organization structure of Athletic Meet
- Sports Event Intramural & Extramural Tournament planning

References:

- Broyles, F. J. & Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.
- Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*. St. Louis: The C.V. Mosby Co.
- Kozman, H.C. Cassidy, R. & Jackson, C. (1960). *Methods in Physical Education*. London: W.B. Saunders Co.
- Pandey, L.K. (1977). *Methods in Physical Education*. Delhi: Metropolitan Book Depot.
- Sharma, V.M. & Tiwari, R.H.: (1979). *Teaching Methods in Physical Education*. Amaravati: Shakti Publication.
- Thomas, J. P. (1967). *Organization & administration of Physical Education*. Madras: Gyanodayal Press.
- Tirunaryanan, C. & Hariharan, S. (1969). *Methods in Physical Education*. Karaikudi: South India Press.
- Voltmer, E. F. & Esslinger, A. A. (1979). *The organization and administration of Physical Education*. New York: Prentice Hall Inc.



Semester II

BPEd -204 SPORTS NUTRITION AND WEIGHT MANAGEMENT

Max. Marks =100

Credit = 4 (3 Theory+ 1 Tutorial)

Theory =60 marks + Internal Assessment =40 Marks

OBJECTIVE:

- To enable students to understand the concept of Sports Nutrition and Weight Management.
- To develop understanding about Role of Nutrition in Sports, Daily caloric requirement, development of nutritional plan and weight management plan.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Describe the basic nutritional guidelines and role of nutrition in sports.
- Develop nutrition plan.
- Explain the basic concept of essential nutrients.
- Calculate daily caloric requirement and expenditure.
- Describe the steps of planning of weight management plan.

COURSE CONTENT:

Unit - I


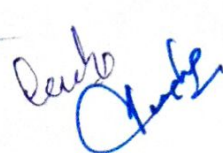

Introduction to Sports Nutrition

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

Unit - II

Nutrients: Ingestion to energy metabolism

- Proteins, Carbohydrates, Fat-Meaning, classification and its function
- Role of proteins, carbohydrates and Fat during exercise
- Vitamins, Minerals, Water-Meaning, classification and its function
- Role of hydration during exercise, water balance, Nutrition - daily caloric requirement and expenditure.

Unit - III

Nutrition and Weight Management

- Meaning of weight management, Concept of weight management in modern era
- Factor affecting weight management and values of weight management
- 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
- Obesity-Definition, meaning and types of obesity,
- Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.

Unit - IV

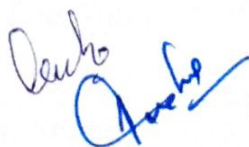
Steps of planning of Weight Management

- Nutrition-Daily calorie intake and expenditure, Determination of desirable body weight
- Balanced diet for Maintaining good Health
- 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

References:

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







Semester - II
(Practical Courses)
BPEd - 205 TRACK AND FIELD

Max. Marks =100

Credit = 4 (3 Practical + 1Tutorial)

Practical =60 marks + Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), basic skills and techniques of track and field, structure and functions of federations of track and field.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Acquire, analyze and interpret the required jumping and throwing techniques.
- Demonstrate and assess various techniques of starts and finish.
- Interpret the rules, regulations and officiate in competition.

COURSE CONTENT:

UNIT I

Introduction

Historical and development (Jumping Events)

- National
- International

Structure and functions of Controlling Bodies

- National
- International

UNIT II

Jumping Events: Fundamental Skills/Techniques

Long Jump and Triple Jump

- Approach Run
- Takeoff
- Clearance over the bar
- Landing

UNIT III

Jumping Events: Fundamental Skills/Techniques

High Jump and Introduction Pole Vault

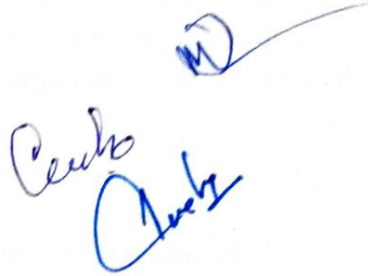
- Approach Run
- Takeoff
- Clearance over the bar/flight
- Landing



UNIT IV

Fundamental movement of jumping events at

- Primary level
- Upper primary level
- Secondary level

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BPEd - 206 GYMNASTICS

Max. Marks =100

Credit = 4 (3 Practical + 1Tutorial)

Practical =60 marks + Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Gymnastics, structure and functions of federations of Gymnastics.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of skill.
- Learn and acquire various skills of Gymnastics.
- Appraise the rule & regulation.
- Demonstrate and assess various techniques of Gymnastics.
- Interpret the rules, regulations and officiate in competition.

COURSE CONTENT:

UNIT I

Introduction

Historical development

- National
- International

Structure and functions of Controlling Bodies

- National
- International

UNIT II

Fundamental Skills: I

Floor Exercise

- Forward, Backward and side Roll, Dive Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Hand stand, Jumps-leap, scissors leap, Cartwheel

UNIT III

Fundamental Skills- II

Vaulting Table

- Approach Run, Take off from the beat board, Cat Vault, Straddle Vault, through Vault.

UNIT IV

Pedagogy of Fundamental Skills of Gymnastics at

- Primary level
- Upper primary level
- Secondary level

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BPEd - 206 YOGA

Max. Marks = 100

Credit = 4 (3 Practical + 1 Tutorial)

Practical = 60 marks + Internal Assessment = 40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To provide the knowledge of Yoga including the various Asanas & pranayama and their effects.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Gain knowledge of the Asanas: Types, importance of Asanas in special reference to Physical Education & Sports.
- Demonstrate and assess various techniques of starts and finish.
- Interpret the rules, regulations and officiate in competition.
- To lead a happy and satisfied life.

COURSE CONTENT:

UNIT I

Introduction

Historical development

- National
- International

Structure and functions of Controlling Bodies

- National
- International

UNIT II

Asana

- Basic Asana
- Sitting Asana (10)
- Standing Asana (10)
- Lying (Prone and supine) Asana (10)

UNIT III

Dhayan and Kriyas

- Pranayama
- Anulom and Viloma
- KapalBhati
- Bhastrika

- Kriyas
- Neti
- Nauli

UNIT IV

Pedagogy of Fundamental of Yoga at

- Primary level
- Upper primary level
- Secondary level

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BPEd – 206 SWIMMING

Max. Marks =100

Credit = 4 (3 Practical + 1Tutorial)

Practical =60 marks + Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Swimming, structure and functions of federations of Swimming.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of skill.
- Learn and acquire various skills of Swimming.
- Appraise the rule & regulation.
- Demonstrate and assess various techniques of Swimming.
- Interpret the rules, regulations and officiate in competition.

COURSE CONTENT:

UNIT I

Introduction

- o Historical development
 - National
 - International
- o Structure and functions of Controlling Bodies
 - SFI
 - FINA

UNIT II

Fundamental Skills-I

- Entry into the pool.
- Developing water balance and confidence
- Water fear removing drills.
- Floating-Mushroom and Jellyfish etc.
- Gliding with and without kickboard.

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UNIT III

Introduction of various strokes

- Body Position, Leg, Kick, Arm pull, Breathing and Coordination.
- Start and turns of the concerned strokes.
- Water Treading and Simple Jumping.
- Starts and turns of concerned strokes.

UNIT IV

Pedagogy of Fundamental Skills of Swimming at

- Primary level
- Upper primary level
- Secondary level

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BPEd - 206 AEROBICS

Max. Marks = 100

Credit = 4 (3 Practical + 1 Tutorial)

Practical = 60 marks + Internal Assessment = 40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Aerobics, structure and functions of federations of Aerobics.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of skill.
- Learn and acquire various skills of Aerobics.
- Appraise the rule & regulation.
- Demonstrate and assess various techniques of Aerobics.
- Interpret the rules, regulations and officiate in competition.

COURSE CONTENT:

Unit I :

Introduction

- Differentiate between physical exercises, aerobics and dance.
- Single movement aerobic exercises.
- Double movement aerobic exercises.
- Multi movement aerobic exercises.

Unit II :

Development and practice of small set of aerobic exercises. (Four to six exercises)

- Practice of set on beats
- Practice of set on signal
- Practice of set on music

Unit III :

Development and practice of small set of aerobic exercises (Eight to twelve exercises)

- Practice of set on beats
- Practice of set on signal
- Practice of set on music

Unit IV :

Performing aerobics exercises in pair, mixed pair, trios and group

- Movement of traditional/ Folk/Regional dance
- Introduction of western dance/Aerobics
- Books consisting aerobics exercises

Seetha

Chaitanya

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BPEd – 207 RACKET SPORTS: BADMINTON

Max. Marks =100

Credit = 4 (3 Practical + 1Tutorial)

Practical =60 marks + Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Badminton, structure and functions of federations of Badminton.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Acquire, analyze and interpret the fundamental techniques of the game.
- Appraise the rule & regulation.
- Demonstrate and assess various techniques of Badminton.
- Interpret the rules, regulations and officiate in competition.

COURSE CONTENT:

UNIT I

Introduction

- Historical development
 - o National
 - o International
- Structure and functions of Controlling Bodies
 - o BAI
 - o BWF

UNIT II

Fundamental Skills-I

- o Racket parts, Racket grips, Shuttle (dimensions).
- o The basics stances.
- o The basic strokes-Serves, Forehand-overhead and underarm, Backhand-Over head and underarm

Unit III

Lead up Game and Marking

- o Drills and lead up games
- o Types of games-Singles, doubles, including mixed doubles.
- o Marking and Layout of Court

Unit VI

- Types of games-Singles, doubles, including mixed doubles.
- Rules and their interpretations and duties of officials.

BPEd - 207 RACKET SPORTS: TABLE TENNIS

Max. Marks = 100

Credit = 4 (3 Practical + 1 Tutorial)
Practical = 60 marks + Internal Assessment = 40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Table Tennis, structure and functions of federations of Table Tennis.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Acquire, analyze and interpret the fundamental techniques of the game.
- Appraise the rule & regulation.
- Demonstrate and assess various techniques of Table Tennis.
- Interpret the rules, regulations and officiate in competition.

COURSE CONTENT:

UNIT I

Introduction

a. Historical development

- National
- International
- Structure and functions of Controlling Bodies
- TTFI
- ITTF

UNIT II

Fundamental skills- I

- The Grip-The Tennis Grip, Pen Holder Grip.
- Service-Forehand, Backhand, Side Spin, High Toss.

UNIT III

Fundamental Skills- II

- Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick, Loop Drive.
- Stance and Ready position and footwork.

UNIT IV

Pedagogy of Fundamental Skills of Table Tennis at

- Primary level
- Upper primary level
- Secondary level

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BPEd - 207 RACKET SPORTS: SQUASH

Max. Marks =100

Credit = 4 (3 Practical + 1 Tutorial)

Practical =60 marks + Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Squash, structure and functions of federations of Squash.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Acquire, analyze and interpret the fundamental techniques of the game.
- Appraise the rule & regulation.
- Demonstrate and assess various techniques of Squash.
- Interpret the rules, regulations and officiate in competition.

COURSE CONTENT:

UNIT I:

Introduction

- o Historical development
 - National
 - International
- o Structure and functions of Controlling Bodies
 - SRFI
 - WSF

UNIT II:

Fundamental Skills- I

- o Fundamental Skills
 - Stance and Footwork.
 - Service (Under hand and over hand)
 - Service Reception

UNIT III:

Fundamental Skills- II

- Shot
- Down the line
- Cross Court
- Angular Hit (Boast)
- Concept of Game - Domination of "T"

UNIT IV:

Pedagogy of Fundamental Skills of Squash Racket at

- Primary level
- Upper primary level
- Secondary level

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BPEd - 207 RACKET SPORTS: TENNIS

Max. Marks =100

Credit = 4 (3 Practical + 1Tutorial)

Practical =60 marks + Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Tennis, structure and functions of federations of Tennis.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Acquire, analyze and interpret the fundamental techniques of the game.
- Appraise the rule & regulation.
- Demonstrate and assess various techniques of Tennis.
- Interpret the rules, regulations and officiate in competition.

COURSE CONTENT:

UNIT I:

Introduction

- o Historical development
 - National
 - International
- o Structure and functions of Controlling Bodies
 - AITA
 - ITF

UNIT II:

Fundamental Skills- I

- Grips-Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.
- Stance and Footwork.
- Basic Ground strokes-Forehand drive, Backhand drive.

UNIT III:

Fundamental Skills- II and Marking

- Basic service.
- Basic Volley.
- Over-head Volley.
- marking and layout of court

UNIT IV:

Pedagogy of Fundamental Skills of Tennis at

- Primary level
- Upper primary level
- Secondary level

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BPEd - 208 TEACHING PRACTICES

Max. Marks =100

Credit = 4 (3 Practical + 1Tutorial)

Practical =60 marks + Internal Assessment=40 Marks

OBJECTIVE:

- To enable students to develop competence and professional identity as a Teacher, by means of their engagement in school-classroomcommunity matters that will shape their perspective and develop their professional competence to exhibit ethical responsibility as a teacher.
- To provide the student (intern) with the opportunity to inculcate and demonstrate necessary skills for excelling as a professional teacher, develop skills and competencies for working with diverse groups (individual, cultural, gender, special ability, etc.) in the school, demonstrate the professional ability to provide physical education; outreach and liaison through collaboration with the school community and off-school campus community, interdisciplinary colleagues/experts and Educational Institution

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Demonstrate professional responsibility with 'self- classroom- school' management, proper documentation & reporting, timely submissionscorrection-signature and time management.
- Identify complex ethical situations that challenge professional values and seek guidance for addressing these situations from mentors at appropriate venue.
- Demonstrate awareness of the impact teachers' behavior has on school children, staff members, the public, and the profession.
- Demonstrate the ability to provide services sensitive to individuals with various types of diversity issues.
- Demonstrate competence in facilitation and presentation of skills using appropriate technology and with proper documentation for ensuring efficient liasoning.
- Develop teaching proficiency for outdoor and indoor activities.
- Organize and compose mass demonstration /displays.
- Conduct physical education program for various age groups.

COURSE CONTENT:

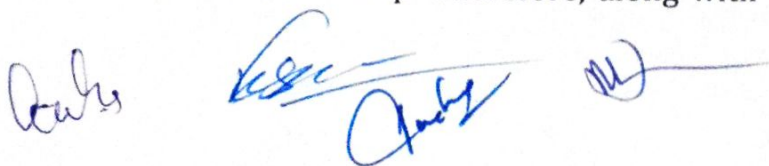
- 10 teaching practice lessons out of which 5 lessons in class-room situation and 5 lessons for out-door activities within premises on the students of B.P.Ed course.
- Be provided a School Internship Program Diary (SIPD) which will have all details of SIP.
- Practice in accordance with professional ethics for school teachers given in SIPD. Identify and make detailed note of complex ethical situations that challenge professional values and seek guidance for addressing these situations from mentors at appropriate venue.

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- Apply knowledge of perspectives, curriculum, and pedagogy and enhanced professional capacity to their professional practice in schools. With an intention to actively involve himself/herself TI will ensure planning, documentation and teaching (with feedback schedules) of lessons.
- TI should be able to articulate individual theoretical perspective and approach prior to, during, and after completing internship experience and how they utilize it within the context of treatment in and outside classroom in school. Articulation opportunity will be provided in a 'Follow-up Workshop (FW)' (preferably from 4.00 pm to 6.00 pm on Friday/Saturday) every week by IO in Teacher Education department/Faculty during which all mentors will be present
- TI should demonstrate awareness of the impact behaviour has on school children, staff members, the public, and the profession. They will share their recorded observations during follow-up workshop every week. Complete required case documentation and report signing promptly and accurately every day and every week.(TI behaviour & its impact record sheet).
- Participate in all regularly scheduled activities of the school and develop a daily routine schedule for his/her Internship School (IS) based on personal observation, participation and thorough consultation with the mentors (Internship School daily routine schedule).
- Become familiar with all sorts of formal and informal activities in and outside classroom in the school campus and develop a detailed checklist of all such activities (formal and informal separately) with brief notes of each of them.(Checklist of Formal and Informal Activities in School) Better understand the beliefs, attitudes, and behaviour of diverse individuals (students) in the class and learn to observe, identify and report them for feedback and holistic growth of child to appropriate professional and community member. They will develop student profile, anecdotal record and report card for all students of one class (Assuming roles of a class teacher for the class of his/her MST preferably) and present them in FW.
- Involve themselves in creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school teachers, or forums for supporting and dialoguing with the School Management Committee, parents and the community. The various efforts must be recorded as planning, preparation, procedure, implementation and feedback of various creative ways (Creative Ways Record File).

Some Other Important notes for ITS :

- This should include an initial phase of 4 weeks for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty.
- It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing



reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

- Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school.
- The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school teachers, or forums for supporting and engaging in dialogue with the School Management Committee, parents and the community.
- Based on the experiences and actions during SIP, TI will prepare an innovative practices record file for himself/herself. This will enrich professionalism in TI.
- The details of records of attendance for all Internships will be maintained by Mentors and countersigned by IO (Attendance Record of TI)

TEACHING LEARNING STRATEGIES

- The class will be taught by using the latest/innovative method, as per available resources and teaching aids in the classroom and on the field.

SUGGESTED MODE OF TRANSACTION

- Demonstration/Explanation/Field Work/learning by doing etc.

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**Scheme of Examination
B. P.ED
THIRD SEMESTER**

COURSE CODE	COURSE NAME	TOTAL MARKS	CREDIT C(I)		END SEM. EXAM MARKS		SESSIONAL MARKS	
			THEORY/ PRACTICAL	TUTORIAL	MAX	MIN	MAX	MIN
PART - A (Theory)								
BPEd-301	Sports Training	100	3	1	60	21	40	14
BPEd-302	Computer Applications in Physical Education	100	3	1	60	21	40	14
BPEd-303	Sports Psychology and Sociology	100	3	1	60	21	40	14
BPEd-304	ELECTIVE A- Sports Medicine, Physiotherapy and Rehabilitation or B- Curriculum Design	100	3	1	60	21	40	14
PART - B (Practical)								
BPEd-305	PRACTICAL-I Track and Field (Throwing Events)	100	3	1	60	21	40	14
BPEd-306	PRACTICAL-II Combative Sports: Martial Art / Karate/ Judo/ Fencing/ Boxing/ Taekwondo/ Wrestling (Any two out of these)	100	3	1	60	21	40	14
BPEd-307	PRACTICAL-III Team Games: Baseball/ Cricket/ Football/ Hockey/ Softball/ Volleyball/ Handball/ Basketball/ Netball (Any two of these)	100	3	1	60	21	40	14
BPEd-308	PRACTICAL-IV Teaching Practice: (Teaching Lesson Plans for Racket Sport/ Team Games/Indigenous Sports) (out of 10 lessons 5 internal and 5 external at practicing school)	100	3	1	60	21	40	14
Grand Total		800	24 + 08 = 32		480	168	320	112

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Semester - III

BPEd -301 SPORTS TRAINING

Max. Marks =100

Credit = 4 (3 Theory+ 1 Tutorial)

Theory = 60 marks + Internal Assessment =40 Marks

OBJECTIVE:

- To enable students to understand the modern concept of sports training.
- To discuss about the aim and objective of sports training, principles of sports training, system of sports training, training components and training process.
- To develop training programme and planning.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Understand the modern concept of sports training.
- Describe the principles of sports training.
- Evaluate and develop system of sports training - basic performance, intermediate performance and high performance training.
- Plan training sessions.
- Realize and apply the Methods of Technique Training.
- Design different training program for Training Components.
- Explain Periodization and its types.
- Identify talents.

COURSE CONTENT:

Unit - I

Introduction to Sports Training

- Meaning and Definition of Sports Training
- Aim and Objective of Sports Training
- Principles of Sports Training
- System of Sports Training - Basic Performance, Good Performance and High Performance Training

Unit - II

Training Components

- Strength-Mean and Methods of Strength Development
- Speed-Mean and Methods of Speed Development
- Endurance - Mean and Methods of Endurance Development
- Coordination-Mean and Methods of coordination Development
- Flexibility-Mean and Methods of Flexibility Development

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Unit - III

Training Process

- Training Load- Definition and Types of Training Load
- Principles of Intensity and Volume of stimulus
- Technical Training-Meaning and Methods of Technique Training
- Tactical Training-Meaning and Methods of Tactical Training
- Competitions, Build Up competition and main competitions

Unit - IV

Training programming and planning

- Periodization-Meaning and types of Periodization
- Aim and Content of Periods-Preparatory, Competition, Transitional etc.
- Planning-Training session
- Talent Identification and Development
- Psychological preparation during training and competitions

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
BPEd -302 COMPUTER APPLICATIONS IN PHYSICAL EDUCATION

Max. Marks =100

Credit = 4 (3 Theory+ 1 Tutorial)

Theory = 60 marks + Internal Assessment =40 Marks

OBJECTIVE:

- To enable students to understand the importance of information and communication technology (ICT).
- To develop understanding about the components of computer, application software used in Physical Education and sports, format and editing features of MS word, MS excel and MS power point.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Understand the application of computers in Physical Education.
- Describe the importance of information and communication technology (ICT).
- Understand the components of computer.
- Recognize and use application software used in Physical Education and sports.
- Create, format and edit features of MS word, MS excel and MS power point.

COURSE CONTENT:

Unit - I

Introduction to Computer

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

Unit - II

MS Word

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

Unit - III

MS Excel

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

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Unit - IV

MS Power Point

- Introduction to MS Power Point
- Creating, saving and opening a ppt. file
- format and editing features slide show , design , inserting slide number
- picture, graph, table
- Preparation of Power point presentations

Referances:

- Irtegov, D. (2004). *Operating system fundamentals*. Firewall Media.
- Marilyn, M.& Roberta, B.(n.d.).*Computers in your future*. 2nd edition, India: Prentice Hall.
- Milke, M.(2007). *Absolute beginner's guide to computer basics*. Pearson Education Asia.
- Sinha, P. K. & Sinha, P. (n.d.).*Computer fundamentals*. 4th edition, BPB Publication.

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Semester - III

BPEd -303 SPORTS PSYCHOLOGY AND SOCIOLOGY

Max. Marks =100

Credit = 4 (3 Theory+ 1 Tutorial)

Theory = 60 marks + Internal Assessment =40 Marks

OBJECTIVE:

- To enable students to understand the psycho-sociological aspects of human behavior in relation to physical education and sports.
- To develop understanding about the general characteristics of various stages of growth and development, types and nature of individual differences, nature of learning, theories of learning, laws of learning, personality, orthodoxy, customs, tradition and socialization through physical education.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Describe the role of sports psychology for athletes and in their performance
- Apply psychological theories in the field of physical education and sports for enhanced participation and optimal performance among children.
- Describe the general characteristics of various stages of growth and development.
- Describe the personality and its characteristics
- Develop skill proficiency in psychological assessment.
- Develop programs and strategies to enhance athletic participation among school children.
- Discuss the psycho-sociological aspects of human behavior in relation to physical education and sports.
- Describe the socialization through participation in Physical Education and sports activities.
- Understand the culture and its effect on life style of people.

COURSE CONTENT:

Unit -I

Introduction

- Meaning, Importance and scope of Educational and Sports Psychology
- General characteristics of Various Stages of growth and development
- Types and nature of individual differences; Factors responsible -Heredity And environment
- Psycho-sociological aspects of Human behavior in relation to physical education and sports

Unit-II

Sports Psychology

- Nature of learning, theories of learning, Laws of learning,
- Plateau in Learning; & transfer of training

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

Unit-III

Relation between Social Science and Physical Education.

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

Unit-IV

Culture : Meaning and Importance.

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

References:

- Coaklay, J.J. (2009). *Sporting Sociology, Issues and controversies*, Mcgraw Hill International (Unit-1,3,4&5) Dixit S (2006). *Khel- Manovigyan*. Sports Publications. Delhi
- Cohen RJ and Swerdlik ME (2002). *Psychological testing and Assessment: An Introduction to Tests and Measurement*. McGraw Hill. New York. U.S.A.
- Cox RH (2002). *Sport Psychology*. McGraw Hill. London.
- Liukkonen JED (2007). *Psychology for Physical Educators*. Human Kinetics. U.S.A.
- Mortin GL (2003). *Sports Psychology, Sports Science*. Press. USA.
- Sahni SP (2005). *Psychology and Its Application in Sports*. D.V.S. Delhi. Shaw D and Other (2005). *Sport & Exercise Psychology*. Bios. U.K.
- 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. Skinner, C. E., (1984). *Education psychology*. New Delhi: Prentice Hall of India.
- William, F. O. & Meyer, F. N. (1979). *A handbook of sociology*. New Delhi: Eurasia Publishing House Pvt Ltd.

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Semester - III

**BPEd-304(A) SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION
(ELECTIVE)**

Max. Marks=100

Credit= 4(3 Theory+ 1 Tutorial)

Theory=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- To enable students to understand the modern concept of sports medicine.
- To develop understanding about the aim and objectives of sports medicine, athletes care and rehabilitation, prevention of injuries in sports, guiding principles of therapeutic modalities.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Outline the objectives of sports medicine and rehabilitation in athletic performance.
- Take care of the preventive and curative aspect of sports injuries.
- Apply the concept of rehabilitation exercise in post injury care.
- Realize and apply different modalities of therapy.

COURSE CONTENT:

Unit-I

Sports Medicine:

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

Unit-II

Hydrotherapy:

- Introduction and demonstration of treatments:
- Cry therapy,
- Thermo therapy,
- Contrast Bath,
- Whirlpool Bath
- Steam Bath
- Sauna Bath

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- Massage: History of Massage
- Classification of Massage
- Physiological Effect of Massage.

Unit-III

Physiotherapy

- Definition, Guiding principles of physiotherapy & Importance of physiotherapy.
- Introduction and demonstration of treatments,
- Electrotherapy
- Infrared rays
- Ultraviolet rays
- Short wave diathermy
- Ultrasonic rays.

Unit-IV

Therapeutic Exercise:

- Definition, 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. 573-74). 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.

Semester - III

BPEd -304(B) CURRICULUM DESIGN (ELECTIVE)

Max. Marks=100

Credit= 4(3 Theory+ 1 Tutorial)

Theory=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- To enable students to understand the modern concept of curriculum.
- To develop understanding about the Need and importance of curriculum development, Factors affecting curriculum, basic guide line for curriculum construction and mechanics of curriculum planning.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Appraise the understanding of the concept of the curriculum .
- Explain the need and importance of curriculum development
- Interpret the concept.
- Realize and apply Basic principles of curriculum construction
- Design different Curriculum

COURSE CONTENT:

UNIT-I

Modern concept of the curriculum

- Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.
- Factors affecting curriculum - Social factors - Personnel qualifications - Climatic consideration - Equipment and facilities -Time suitability of hours.
- National and Professional policies, Research finding

UNIT-II

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

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

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UNIT-III

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

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

UNIT-IV

Under-graduate preparation of professional preparation.

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

Reference:

- Carr, J. C., & Harris, D. E. (2001). *Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lampert, M. (2001). *Teaching problems and the problems of teaching*. New haven, CT: Yale University Press.
- Lewis, Catherine C. (2002). *Lesson Study: A handbook of Teacher-led Instructional Change*. Philadelphia, PA: research for Better Schools, Inc.
- 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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Semester - III

BPEd - 305 TRACK AND FIELD

Max. Marks=100

Credit= 4(3 Practical + 1 Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of track and field, structure and functions of federations of Throwing Events.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & understand the concept of throwing skill.
- Acquire the required motor skills.
- Appraise the rule & regulation of throwing events.
- Demonstrate and assess various techniques of throwing events.
- Interpret the rules, regulations and officiate in competition.

CONTENT:

UNIT I:

Introduction

- a. **Historical development (Throwing and Jumping Events)**
 - National
 - International
- b. **Structure and functions of Controlling Bodies**
 - National
 - International

UNIT II:

Throwing Events: Fundamental Skills

- a. **Shot put and Discus**
 - Techniques of the Throwing events
 - Grip, Stance, Release and follow through
- b. Circle, Runway and Sector Markings

UNIT II:

Throwing Events: Fundamental Skills

- a. Javelin throw and Hammer throw

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- Techniques of the Throwing events
 - Grip, Stance, Release and follow through
- b. Circle, Runway and Sector Markings

UNIT IV:

Pedagogy of Fundamental movement of throwing events at

- a. Primary level
- b. Upper primary level
- c. Secondary level
- d. Rules and their interpretations and duties of officials

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BPEd - 306 COMBATIVE SPORTS: BOXING

Max. Marks=100

Credit= 4(3 Practical + 1Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of boxing structure and functions of federations of Boxing.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of Boxing.
- Acquire the required motor skills of Boxing.
- Appraise the rule & regulation of Boxing.
- Demonstrate and assess various techniques of Boxing.
- Interpret the rules, regulations and officiate in competition.

CONTENT:

UNIT I:

Introduction

Historical development

- National
- International

Structure and functions of Controlling Bodies

- National
- International

UNIT II:

Fundamental Skills-I

- Player stance
- Stance-Right hand stance, left hand stance.
- Footwork-Attack, defense.
- Punches-Jab, cross, hook, uppercut, combinations.

UNIT III:

Fundamental Skills-II

- Defense slip-bob and weave, parry/block, cover up, clinch, counterattack
- Tactics-Toe to toe, counter attack, fighting in close, feinting

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UNIT IV:

Pedagogy of Fundamental Skills of Boxing at

- Primary level
- Upper primary level
- Secondary level

Arche

Arche

BPEd - 306 COMBATIVE SPORTS: MARTIAL ARTS/KARATE

Max. Marks=100

Credit= 4(3 Practical + 1 Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Karate, structure and functions of federations of Karate.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of Karate.
- Acquire the required motor skills of Karate.
- Appraise the rule & regulation of Karate.
- Demonstrate and assess various techniques of Karate.
- Interpret the rules, regulations and officiate in competition.

CONTENT:

UNIT I:

Introduction

- **Historical development**
 - National
 - International
- **Structure and functions of Controlling Bodies**
 - National
 - International

UNIT II:

Fundamental Skills-I

- Player Stances-walking, hand positions, front-leaning, side-fighting.
- Hand Techniques - Punches (form of a punch, straight punch, and reverse punch), Blocks (eight basic).
- Leg Techniques - Snap kicks, stretching straight leg, thrust kicks, sidekicks, round house.
- Forms - The first cause Katas.

Scarb *red* *Amok* *W*

UNIT III:

Fundamental Skills-II

- Self Defense - against punches, grabs and strikes, against basic weapons (knife, club sticks).
- Sparring - One step for middle punch, high punch and groin punch. (Defended by appropriate block from eight basic blocks).
- Rules and their interpretations and duties of officials.

UNIT IV:

Pedagogy of Fundamental Skills of Martial Arts/Karate at

- Primary level
- Upper primary level
- Secondary level

Quels *Quels* *Quels* 

BPEd – 306 COMBATIVE SPORTS: TAEKWONDO

Max. Marks=100

Credit= 4(3 Theory+ 1Practical)

Theory=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Taekwondo, structure and functions of federations of Taekwondo.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of Taekwondo.
- Acquire the required motor skills of Taekwondo.
- Appraise the rule & regulation of Taekwondo.
- Demonstrate and assess various techniques of Taekwondo.
- Interpret the rules, regulations and officiate in competition.

CONTENT:

UNIT I:

Introduction

- **Historical development**
 - National
 - International
- **Structure and functions of Controlling Bodies**
 - National
 - International

UNIT II:

Fundamental Skills-I

- Player Stances–walking, extending walking, L stance, cat stance.
- Fundamental Skills–Sitting stance punch, single punch, double punch, triple punch.
- Punching Skill from sparring position – front-fist punch, rear fist punch, double punch, and four combination punch.
- Foot Techniques (Balgisul) – standing kick (soseoChagi), Front kick (AP Chagi), Arc kick (BandalChagi), Side kick, (YeopChagi), Turning kick (DollyoChagi), Back kick (Twit Chagi), Reverse turning kick (BandaedollyoChagi), Jump kick (TwimyoChagi),



UNIT III:

Fundamental Skills-II

- Poomsae (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jang, Yook Jang, Chil Jang, Pal Jang (Fundamental Movement – eye control, concentration of spirit, speed control, strength control, flexibility, balance, variety in techniques)
- Sparring (Kyorugi) – One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring.
- Board Breaking (Kyokpa)–eye control, balance, power control, speed, point of attack.
- Rules and their interpretations and duties of officials.

UNIT IV:

Pedagogy of Fundamental Skills of Taekwondo at

- Primary level
- Upper primary level
- Secondary level

Seo

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BPEd - 306 COMBATIVE SPORTS: JUDO

Max. Marks=100

Credit= 4(3 Theory+ 1Practical)

Theory=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Judo, structure and functions of federations of Judo.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of Judo.
- Acquire the required motor skills of Judo.
- Appraise the rule & regulation of Judo.
- Demonstrate and assess various techniques of Judo.
- Interpret the rules, regulations and officiate in competition.

CONTENT:

UNIT I:

Introduction

- **Historical development**
 - National
 - International
- **Structure and functions of Controlling Bodies**
 - National
 - International

UNIT II:

Fundamental Skills-I

- 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)-UrhiroUkemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front Break Fall), Mae mawariUkemi (Front Rolling break fall)

Judo *Rei* *Ukemi* *Ukemi*

- Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps).

UNIT III:

Fundamental Skills-II

- Tai Sabaki (Management of the body)
- NageWaze (Throwing techniques)-HizaGuruma (Knee wheel), SesaeTwurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major loinm), SeoiNage (Shoulder throw).
- Katamawaze(Grappling techniques)-Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kami shihogatama (Locking of upper four quarters), Method of escaping from each hold.
- Rules and their interpretations and duties of officials.

UNIT IV:

Pedagogy of Fundamental Skills of Judo at

- Primary level
- Upper primary level
- Secondary level

Quke *Quke* *Quke* *MD*

BPEd – 306 COMBATIVE SPORTS: WRESTLING

Max. Marks=100

Credit= 4(3 Practical + 1Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Wrestling, structure and functions of federations of Wrestling.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of Wrestling.
- Acquire the required motor skills of Wrestling.
- Appraise the rule & regulation of Wrestling.
- Demonstrate and assess various techniques of Wrestling.
- Interpret the rules, regulations and officiate in competition.

CONTENT:

UNIT I:

Introduction

- **Historical development**
 - National
 - International
- **Structure and functions of Controlling Bodies**
 - National
 - International

UNIT II:

Fundamental Skills-I

- Take downs, Leg tackles, Arm drag.
- Counters for take downs, Cross face, Whizzer series.
- Escapes from under-sit-out turn in tripped.
- Counters for escapes from under-Basic control back drop, Counters for stand up.

UNIT III:

Fundamental Skills-II

- Pinning combination-Nelson series(Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson.
- Escapes from pinning: Wing lock series, Dopuble arm lock roll, Cridge.

- Standing Wrestling-Head under arm series, whizzer series.
- Referees positions.
- Rules and their interpretations and duties of officials.

UNIT IV:

Pedagogy of Fundamental Skills of Wrestling at

- Primary level
- Upper primary level
- Secondary level

Arb

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BPEd – 306 COMBATIVE SPORTS: FENCING

Max. Marks=100

Credit= 4(3 Practical + 1Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Fencing, structure and functions of federations of Fencing.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of Fencing.
- Acquire the required motor skills of Fencing.
- Appraise the rule & regulation of Fencing.
- Demonstrate and assess various techniques of Fencing.
- Interpret the rules, regulations and officiate in competition

CONTENT:

UNIT I:

Introduction

- **Historical development**
 - National
 - International
- **Structure and functions of Controlling Bodies**
 - National
 - International

UNIT II:

Fundamental Skills-I

- Basic Stance - on-guard position (feet and legs)
- Footwork—advance, retire, lunge, Step-lunge
- Grip—hold a foil correctly, Etiquette—salute and handshake to coaches and partners
- Hit a target (glove, mask, person) at riposte distance
- Lunge from an on-guard position.

Debo *Kan* *Arsh* *W*

UNIT III:

Fundamental Skills-II

- Attack - simple attacks from sixte - direct, disengage, doublé attack, compound attacks high line - one-two and cut-over disengage, Cut-over attack, Low line attacks
- Semi circular parries-octave and septime
- Understand the layout of a piste.
- Compound or successive parries.
- Lateral parry and direct riposte
- Fence a bout-judges etc. salutes and handshakes
- Rules and their interpretations and duties of officials.

UNIT IV:

Pedagogy of Fundamental Skills of Fencing at

- Primary level
- Upper primary level
- Secondary level

Decks *Decks* *Decks* *MD*

BPEd – 307 TEAM GAMES: BASE BALL

Max. Marks=100

Credit= 4(3 Practical + 1Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Base Ball, structure and functions of federations of Base Ball.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of Base Ball.
- Acquire the required motor skills of Base Ball.
- Appraise the rule & regulation of Base Ball.
- Demonstrate and assess various techniques of Base Ball.
- Interpret the rules, regulations and officiate in competition.

CONTENT:

UNIT I:

Introduction

- **Historical development**
 - National
 - International
- **Structure and functions of Controlling Bodies**
 - National
 - International

UNIT II:

Fundamental Skills-I

- Basic Stance - on-guard position (feet and legs)
- Footwork—advance, retire, lunge, Step-lunge
- Grip—hold a foil correctly, Etiquette—salute and handshake to coaches and partners
- Hit a target (glove, mask, person) at riposte distance
- Lunge from an on-guard position. Player Stances—walking, extending walking, L stance, cat stance.
- Grip—standard grip, choke grip,

Handwritten signatures and initials:
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- Batting–swing and bunt.
- Pitching -Baseball : slider, fast pitch, curve ball, drop ball, rise ball, change up, knuckle ball, screw ball

UNIT III:

Fundamental Skills-II

- Fielding–Catching: basics to catch fly hits, rolling hits,
- Throwing: over arm, side arm.
- Base running: single, double, triple, home run,
- Sliding: bent leg slide, hook slide, head first slide.
- Rules and their interpretations and duties of officials.

UNIT IV:

Pedagogy of Fundamental Skills of Base Ball at

- Primary level
- Upper primary level
- Secondary level

Leuko red Archie M

BPEd – 307 TEAM GAMES: NETBALL

Max. Marks=100

Credit= 4(3 Practical + 1Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Netball, structure and functions of federations of Netball.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of Netball.
- Acquire the required motor skills of Netball.
- Appraise the rule & regulation of Netball.
- Demonstrate and assess various techniques of Netball.
- Interpret the rules, regulations and officiate in competition.

UNIT I:

Introduction

- **Historical development**
 - National
 - International
- **Structure and functions of Controlling Bodies**
 - National
 - International

UNIT II:

Fundamental Skills-I

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- Shooting: one hand; two hands; forward step shot; backward step shot.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.

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UNIT III:

Fundamental Skills-II

- Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).
- Intercepting: pass; shot.
- The toss-up.
- Role of individual players
- Rules and their interpretations and duties of officials.

UNIT IV:

Pedagogy of Fundamental Skills of Net Ball at

- Primary level
- Upper primary level
- Secondary level

Archie *Archie* *Archie*

BPEd - 307 TEAM GAMES: CRICKET

Max. Marks=100

Credit= 4(3 Practical + 1 Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Cricket, structure and functions of federations of Cricket.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of Cricket.
- Acquire the required motor skills of Cricket.
- Appraise the rule & regulation of Cricket.
- Demonstrate and assess various techniques of Cricket.
- Interpret the rules, regulations and officiate in competition.

CONTENTS

UNIT I:

Introduction

a. Historical development

- National
- International

b. Structure and functions of Controlling Bodies

- National
- International

UNIT II:

Fundamental Skills -I

- Batting-Forward and backward defensive skills
- Bowling-Simple bowling techniques
- Fielding-Defensive and offensive fielding

UNIT III:

Fundamental Skills- II and Marking

- Various catching skills
- Wicket keeping techniques
- marking and Layout of ground

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UNIT IV:

Pedagogy of Fundamental Skills Cricket at

- Primary level
- Upper primary level
- Secondary level

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BPEd - 307TEAM GAMES: VOLLEYBALL

Max. Marks=100

Credit= 4(3 Practical + 1Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Volleyball, structure and functions of federations of Volleyball.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of Volleyball.
- Acquire the required motor skills of Volleyball.
- Appraise the rule & regulation of Volleyball.
- Demonstrate and assess various techniques of Volleyball.
- Interpret the rules, regulations and officiate in competition.

CONTENT:

UNIT I:

Introduction

- Historical development**
 - National
 - International
- Structure and functions of Controlling Bodies**
 - National
 - International

UNIT II:

Fundamental Skills-I

- Service-Under Arm Service, Tennis Service, Floating Service.
- Overhead finger pass.
- The Dig (Under Arm pass).
- Smash and Block-individual and team

UNIT III:

Fundamental Skills -II and Marking

- Back court defense
- Defensive and Offensive strategies
- Marking of court

UNIT IV:

Pedagogy of Fundamental Skills Volleyball at

- Primary level
- Upper primary level
- Secondary level

Choko *Choko* *Choko* *MD*

BPEd - 307 TEAM GAMES: FOOTBALL

Max. Marks=100

Credit= 4(3 Practical + 1 Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Football, structure and functions of federations of Football.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of Football.
- Acquire the required motor skills of Football.
- Appraise the rule & regulation of Football.
- Demonstrate and assess various techniques of Football.
- Interpret the rules, regulations and officiate in competition.

CONTENT:

UNIT I:

INTRODUCTION

a. Historical development

- National
- International

b. Structure and functions of Controlling Bodies

- National
- International

c. Measurement and layout of Football field.

UNIT II:

Fundamental Skills- I

- Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick
- Trapping- trapping rolling the ball, trapping bouncing ball with sole
- Dribbling-Within step, inside and outer instep of the foot.
- Heading-From standing, running and jumping.

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UNIT III:

Fundamental Skills- II

- Throw in
- Feinting-With the lower limb and upper part of the body.
- Tackling-Simple tackling, Slide tackling.
- Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting.

UNIT IV:

Pedagogy of Fundamental Skills of Football at

- a. Primary level
- b. Upper primary level
- c. Secondary level

Qwbo *Ky* *Qwbo* *M*

BPEd - 307TEAM GAMES: HOCKEY

Max. Marks=100

Credit= 4(3 Practical + 1Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Hockey, structure and functions of federations of Hockey.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of Hockey.
- Acquire the required motor skills of Hockey.
- Appraise the rule & regulation of Hockey.
- Demonstrate and assess various techniques of Hockey.
- Interpret the rules, regulations and officiate in competition.

CONTENT:

UNIT I:

Introduction

a. Historical development

- National
- International

b. Structure and functions of Controlling Bodies

- National
- International

UNIT II:

Fundamental Skills- I

- Player stance & Grip, Rolling the ball, Dribbling
- Push, Stopping, Hit, Flick, Scoop
- Passing-Forward pass, square pass, triangular pass, diagonal pass, return Pass.
- Reverse hit, Dodging

UNIT III:

Fundamental Skills- II and Marking

- Goalkeeping-Hand defense, foot defense
- Positional play in attack and defense.
- Steps in marking of field/ground

UNIT IV:

Pedagogy of Fundamental Skills of Hockey at

- Primary level
- Upper primary level
- Secondary level

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BPEd – 307TEAM GAMES: SOFTBALL

Max. Marks=100

Credit= 4(3 Practical + 1Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Softball, structure and functions of federations of Softball.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of Softball.
- Acquire the required motor skills of Softball.
- Appraise the rule & regulation of Softball.
- Demonstrate and assess various techniques of Softball.
- Interpret the rules, regulations and officiate in competition.

CONTENT:

UNIT I:

INTRODUCTION

a. Historical development

- National
- International

b. Structure and functions of Controlling Bodies

- National
- International

UNIT II:

Fundamental Skills- I

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- Shooting: one hand; two hands; forward step shot; backward step shot.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.



UNIT III:

Fundamental Skills- II

- Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).
- Intercepting: pass; shot.
- The toss-up.
- Role of individual players
- Rules and their interpretations and duties of officials.

UNIT IV:

Pedagogy of Fundamental Skills of Softball at

- Primary level
- Upper primary level
- Secondary level

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BPEd - 307TEAM GAMES: HAND BALL

Max. Marks=100

Credit= 4(3 Practical + 1Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Handball, structure and functions of federations of Handball.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of Handball.
- Acquire the required motor skills of Handball.
- Appraise the rule & regulation of Handball.
- Demonstrate and assess various techniques of Handball.
- Interpret the rules, regulations and officiate in competition.

CONTENT:

UNIT I: INTRODUCTION

c. Historical development

- National
- International

d. Structure and functions of Controlling Bodies

- National
- International

UNIT II: Fundamental Skills- I

- Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot, Dribbling-High and Low

UNIT III: Fundamental Skills- II

- Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense.
- Rules and their interpretations and duties of officials.

UNIT IV: Pedagogy of Fundamental Skills of Softball at

- d. Primary level
- e. Upper primary level
- f. Secondary level

Sub *Amal* *Amal* *Amal*

BPEd - 307 TEAM GAMES: BASKETBALL

Max. Marks=100

Credit= 4(3 Practical + 1Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Basketball, structure and functions of federations of Basketball.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of Basketball.
- Acquire the required motor skills of Basketball.
- Appraise the rule & regulation of Basketball.
- Demonstrate and assess various techniques of Basketball.
- Interpret the rules, regulations and officiate in competition.

CONTENT:

UNIT - I :

Introduction

a. Historical development

- National
- International

b. Structure and functions of Controlling Bodies

- National
- International

UNIT - II :

Fundamental Skills- I

- Player stance and ball handling
- Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass.
- Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.
- Dribbling-How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble. Shooting-Lay up shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw.

UNIT - III:

Fundamental Skills- II

- Rebounding- Defensive and Offensive rebound, Knock out, Rebound



Organization.

- Individual Defensive-Guarding the man with and without the ball, Pivoting.
- Marking of court and preparation of score sheet
- Steps in marking of court

UNIT - IV:

Pedagogy of Fundamental skills of Basketball at

- Primary level
- Upper primary level
- Secondary level

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BPEd – 308 TEACHING PRACTICES

Max. Marks=100

Credit= 4(3 Practical + 1Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- To enable students to develop competence and professional identity as a Teacher, by means of their engagement in school-classroom community matters that will shape their perspective and develop their professional competence to exhibit ethical responsibility as a teacher.
- To provide the student (intern) with the opportunity to inculcate and demonstrate necessary skills for excelling as a professional teacher, develop skills and competencies for working with diverse groups (individual, cultural, gender, special ability, etc.) in the school, demonstrate the professional ability to provide physical education; outreach and liaison through collaboration with the school community and off-school campus community, interdisciplinary colleagues/experts and Educational Institution

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Demonstrate professional responsibility with 'self- classroom- school' management, proper documentation & reporting, timely submissions correction-signature and time management.
- Identify complex ethical situations that challenge professional values and seek guidance for addressing these situations from mentors at appropriate venue.
- Demonstrate awareness of the impact teachers' behavior has on school children, staff members, the public, and the profession.
- Demonstrate the ability to provide services sensitive to individuals with various types of diversity issues.
- Demonstrate competence in facilitation and presentation of skills using appropriate technology and with proper documentation for ensuring efficient liasoning.
- Develop teaching proficiency for outdoor and indoor activities.
- Organize and compose mass demonstration /displays.
- Conduct physical education program for various age groups.

COURSE CONTENT:

- 10 teaching practice lessons out of which 5 lessons in class-room situation and 5 lessons for out-door activities within premises on the students of B.P.Ed course.
- Be provided a School Internship Program Diary (SIPD) which will have all details of SIP.
- Practice in accordance with professional ethics for school teachers given in SIPD. Identify and make detailed note of complex ethical situations that challenge professional values and seek guidance for addressing these situations

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from mentors at appropriate venue.

- Apply knowledge of perspectives, curriculum, and pedagogy and enhanced professional capacity to their professional practice in schools. With an intention to actively involve himself/herself TI will ensure planning, documentation and teaching (with feedback schedules) of lessons.
- TI should be able to articulate individual theoretical perspective and approach prior to, during, and after completing internship experience and how they utilize it within the context of treatment in and outside classroom in school. Articulation opportunity will be provided in a 'Follow-up Workshop (FW)' (preferably from 4.00 pm to 6.00 pm on Friday/Saturday) every week by IO in Teacher Education department/Faculty during which all mentors will be present
- TI should demonstrate awareness of the impact behaviour has on school children, staff members, the public, and the profession. They will share their recorded observations during follow-up workshop every week. Complete required case documentation and report signing promptly and accurately every day and every week. (TI behaviour & its impact record sheet).
- Participate in all regularly scheduled activities of the school and develop a daily routine schedule for his/her Internship School (IS) based on personal observation, participation and thorough consultation with the mentors (Internship School daily routine schedule).
- Become familiar with all sorts of formal and informal activities in and outside classroom in the school campus and develop a detailed checklist of all such activities (formal and informal separately) with brief notes of each of them. (Checklist of Formal and Informal Activities in School) Better understand the beliefs, attitudes, and behaviour of diverse individuals (students) in the class and learn to observe, identify and report them for feedback and holistic growth of child to appropriate professional and community member. They will develop student profile, anecdotal record and report card for all students of one class (Assuming roles of a class teacher for the class of his/her MST preferably) and present them in FW.
- Involve themselves in creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school teachers, or forums for supporting and dialoguing with the School Management Committee, parents and the community. The various efforts must be recorded as planning, preparation, procedure, implementation and feedback of various creative ways (Creative Ways Record File).

Some Other Important notes for ITS :

- This should include an initial phase of 4 weeks for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty.
- It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along

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with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.

- Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school.
- The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school teachers, or forums for supporting and engaging in dialogue with the School Management Committee, parents and the community.
- Based on the experiences and actions during SIP, TI will prepare an innovative practices record file for himself/herself. This will enrich professionalism in TI.
- The details of records of attendance for all Internships will be maintained by Mentors and countersigned by IO (Attendance Record of TI)

TEACHING LEARNING STRATEGIES

- The class will be taught by using the latest/innovative method, as per available resources and teaching aids in the classroom and on the field.

SUGGESTED MODE OF TRANSACTION

Demonstration/Explanation/Field Work/learning by doing etc.

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**Scheme of Examination
B. P. ED
FOURTH SEMESTER**

COURSE CODE	COURSE NAME	TOTAL MARKS	CREDIT C(I)		END SEM. EXAM MARKS		SESSIONAL MARKS	
			THEORY/ PRACTICAL	TUTORIAL	MAX	MIN	MAX	MIN
PART - A (Theory)								
BPEd-401	Measurement and Evaluation in Physical Education	100	3	1	60	21	40	14
BPEd-402	Kinesiology and Biomechanics	100	3	1	60	21	40	14
BPEd-403	Research and Statistics in Physical Education	100	3	1	60	21	40	14
BPEd-404	ELECTIVE A- Theory of sports and game or B- Sports Management	100	3	1	60	21	40	14
PART - B (Practical)								
BPEd-405	PRACTICAL-I A- Track and Field B- Swimming C- Gymnastics (Any one out of these)	100	3	1	60	21	40	14
BPEd-406	PRACTICAL-II Kabaddi/ Kho-Kho/ Baseball/ Cricket/ Football/Hockey/Softball/ Volleyball/ Handball/ Basketball/ Netball/ Badminton/ Table Tennis/ Squash/ Tennis (Any Two of these)	100	3	1	60	21	40	14
BPEd-407	PRACTICAL-III Games & Sports specialization: Coaching lessons Plans Track and field /Gymnastics /Swimming/Kabaddi/ Kho-Kho/ Baseball/ Cricket/ Football/Hockey/Softball/ Volleyball/ Handball/ Basketball/ Netball/ Badminton/ Table Tennis/ Squash/ Tennis/Yoga/Weight Lifting (Any one out of these)	100	3	1	60	21	40	14

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BPEd-408	INTERNSHIP & PROJECT	100	8	--	60	21	40	14
	Grand Total	800	29 + 07 = 36		480	168	320	112

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Semester - IV

BPEd -401 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Max. Marks=100

Theory=60 marks+ Internal Assessment=40 Marks

Credit= 4(3 Theory+ 1 Tutorial)

OBJECTIVE:

- To enable students to understand the concept of test, measurement & evaluation in Physical Education.
- To develop understanding of Criteria of selection, classification and administration of test, physical fitness tests and sports skill tests.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Describe the need & importance of test, measurement and evaluation in physical education.
- Describe the criteria, classification and administration of test.
- Develop concepts related to test, measurement & evaluation.
- Construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education.
- Learn and administer different physical fitness and skill tests.

COURSE CONTENT:

Unit- I

Introduction to Test & Measurement & Evaluation .

- Meaning of Test & Measurement & Evaluation in Physical Education
- Need & Importance of Test & Measurement & Evaluation in Physical Education
- Principles of Evaluation

Unit- II

Criteria, Classification and Administration of test

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

Unit- III

Physical Fitness Tests

- 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

- Lockhart and McPherson badminton test
- Johnson basketball test
- McDonald soccer test
- S.A.I. volleyball test
- Mehrottra and Dureha Hockey test Battery

References:

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BPEd -402 KINESIOLOGY AND BIOMECHANICS

Max. Marks=100

Credit= 4(3 Theory+ 1 Tutorial)

Theory=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- To develop the Knowledge of Kinesiology and Biomechanics is important for understanding the human movement, including those involved in sports and games.
- To know an overview of Kinesiology and Sports Biomechanics followed by fundamental concepts, mechanical concepts, kinematics and kinetics of human movement.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Define and describe the term kinesiology and biomechanics.
- Explain mechanical concepts (force, lever, Newton's laws of motion and Projectile).
- Develop the knowledge and appreciation of the importance of the study of kinesiology as a foundation for further studies in biomechanics and performance analysis.
- Develop an understanding of the fundamental connection between structure and basic functions for muscles and joints.
- Identify the goals of exercise and sports biomechanics.
- Describe the methods used to achieve the goals of exercise and sports biomechanics
- Analyze sport movements and design movement-oriented exercise prescriptions.

COURSE CONTENT:

Unit - I

Introduction to Kinesiology and Sports Biomechanics

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

Unit - II

Fundamental Concept of Anatomy and Physiology

- Classification of Joints and Muscles
- Types of Muscle Contractions

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- Posture–Meaning, Types and Importance of good posture.
- Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal Innovation

Unit - III

Kinematics and Kinetics of Human Movement

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

Unit - IV

Mechanical Concepts

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

Reference:

- David A. Winter (2004). Biomechanics and motor control of human movement. Wiley. ISBN 0-471-44989-X
- AKBARSHAH M., SCHACHE A.G., FERNANDEZ J.W., et al., "Non-invasive assessment of soft-tissue artifact and its effect on knee joint kinematics during functional activity", Journal of Biomechanics, vol. 43, pp. 1292–1301, 2010.
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Semester - IV

BPEd -403 RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Max. Marks=100

Credit= 4(3 Theory+ 1 Tutorial)

Theory=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- To enable students to understand the modern concept of research and statistics in physical education and sports.
- To develop understanding about the need and importance of research in physical education and sports, research problem, survey of related literature, basics of statistical analysis and statistical models in physical education and sports.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Understand the basic framework of research process.
- Classify of research
- Describe the research process and research methods.
- Identify various sources of information for literature review and data collection.
- Know how to organize, manage, and present data.
- Use and apply a wide variety of specific statistical methods.
- Formulate research problem.
- Construct of tables and graphs.
- Search literature reviews.
- Understand statistical models used in physical education and sports.

COURSE CONTENT:

Unit-I

Introduction to Research

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

Unit-II

Survey of Related Literature

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

Unit-III

Basics of Statistical Analysis

- Statistics: Meaning, Definition, Nature and Importance
- Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables
- Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram

Unit- IV

Statistical Models in Physical Education and Sports

- Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data
- Measures of Variability: Meaning, importance, computing from group and 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*, 5thed. Champaign, IL: Human Kinetics.
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Semester - IV

BPEd- 404 (A) THEORY OF SPORTS AND GAMES (ELECTIVE)

Max. Marks=100

Credit= 4(3 Theory+ 1 Tutorial)

Theory=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- To enable students to understand the concept officiating and coaching.
- To develop the philosophy of coaching, qualities and qualifications of coach and official, general introduction of specialized games and sports.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Understand the concept and mechanism of officiating and coaching.
- Describe the duties of coaches and officials.
- Know the ethics and philosophy of coaching and officiating.
- Realize the qualities and qualification of coach and officials.
- Apply the concept of coaching and officiating.

COURSE CONTENT:

UNIT-I

INTRODUCTION

General Introduction of specialized games and sports-

- | | |
|--------------|------------------|
| ● Athletics | ● Kabaddi |
| ● Badminton | ● Kho-Kho |
| ● Basketball | ● Table-Tennis |
| ● Cricket | ● Tennis |
| ● Football | ● Volleyball |
| ● Gymnastic | ● Weight Lifting |
| ● Hockey | ● Yoga. |
| ● Handball | |

Each game or sports to be dealt under the following heads

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

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UNIT-II

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

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

UNIT-III

Physical fitness components: (particular sports and game specific)

- Speed and its types o Strength and its types
- Endurance and its types
- Flexibility and its types
- Coordinative ability and its types
- 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.

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

References:

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Semester - IV
BPEd -404(B) SPORTS MANAGEMENT (ELECTIVE)

Max. Marks=100

Credit= 4(3 Theory+ 1 Tutorial)

Theory=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- To enable students to understand the concept of Sports Management, essential skills of sports management
- To discuss event management in physical education and sports, leadership, and sports programme management in School, College and Universities.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Understand the concept of sports management.
- Describe the essential skills of sports management.
- Describe the qualities and competencies required for the sports manager.
- Explain the basic concept of planning.
- Understand the concept of leadership and its forms.
- Describe organization and administration of sports programs.
- Prepare of the financial proposal for physical education & sports in schools/ colleges/universities.
- Organization, designing and evaluate sports events.

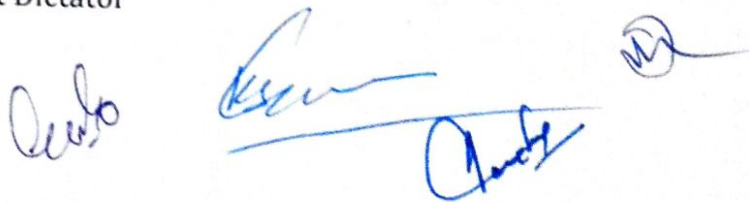
COURSE CONTENT:

Unit-I

- Nature and Concept of Sports Management.
- Progressive concept of Sports management.
- The purpose and scope of Sports Management.
- Essential skills of Sports Management.
- Qualities and competencies required for the Sports Manager.
- Event Management in physical education and sports.

Unit-II

- Meaning and Definition of leadership
- Leadership style and method.
- Elements of leadership.
- Forms of Leadership.
 - Autocratic
 - Laissez-faire
 - Democratic
 - Benevolent Dictator



- Qualities of administrative leader.
- Preparation of administrative leader.
- Leadership and Organizational performance.

Unit-III

- Sports Management in Schools, colleges and Universities.
- Factors affecting planning
- Planning a school or college sports programme.
- Directing of school or college sports programme.
- Controlling a school, college and university sports programme.
 - Developing performance standard
 - Establishing a reporting system
 - Evaluation
 - The reward/punishment system

Unit-IV

- Financial management in Physical Education & sports in schools, Colleges and Universities.
- Budget-Importance, Criteria of good budget,
- Steps of Budget making
- Principles of budgeting

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- Drayer, Joris, Stephen L. Shapiro, and Seoki Lee. "Dynamic ticket pricing in sport: an agenda for research and practice." *Sport Marketing Quarterly* 21.3 (2012): 184
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- Daughtrey, G. & Woods, J.B. (1976). *Physical education and intramural programmes, organisation and administration*. Philadelphia U.S.A. : W.B. Saunders Cp.
- Earl, F. Z, & Gary, W. B. (1963). *Management competency development in sports and physicaleducation*. Philadelphia: W. Lea and Febiger.

Semester- IV
BPEd - 405(A) TRACK AND FIELD:

Max. Marks=100

Credit= 4 (3Practical + 1Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of Running Events, structure and functions of federations of Running Events.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of Running Events.
- Acquire the required motor Running Events.
- Appraise the rule & regulation of Running Events.
- Demonstrate and assess various techniques of Running Events.
- Interpret the rules, regulations and officiate in competition.

CONTENT:

Unit I

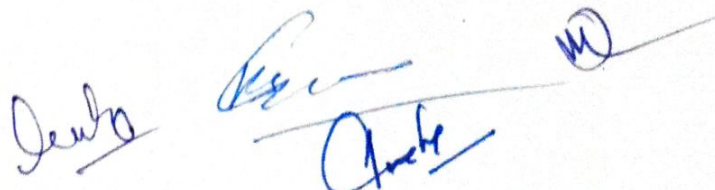
Running Event:

- Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks.
- Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug
- Ground Marking, Rules and Officiating
- Hurdles:
- Fundamental Skills- Starting, Clearance and Landing Techniques.
- Types of Hurdles
- Ground Marking and Officiating.

Unit- II

Relays: Fundamental Skills

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



Unit- III

Jumping Events: Fundamental Skills/Techniques

- High Jump and Introduction Pole Vault, Long Jump and Triple Jump)
- Approach Run
- Takeoff
- Clearance over the bar/flight
- Landing

Unit- IV

Throwing Events:

- Discus Throw, Javelin, Hammer throw, shot-put
- Basic Skills and techniques of the Throwing events
- Ground Marking / Sector Marking
- Interpretation of Rules and Officiating.
- Grip
- Stance
- Release
- Reserve/ (Follow through action)
- Rules and their interpretations and duties of officials

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BPEd - 405(B) SWIMMING:

Max. Marks=100

Credit= 4 (3Practical + 1Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skill and techniques of Swimming, structure and functions of federations of Swimming.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & develop water safety skills and water confidence
- Learn and acquire various Skills and techniques of Swimming.
- Appraise the rule & regulation of Swimming.
- Demonstrate various techniques of Swimming.
- Interpret the rules, regulations and officiate in competition.

COURSE CONTENT:

UNIT I

Introduction

- o Historical development
 - National
 - International
- o Structure and functions of Controlling Bodies
 - SFI
 - FINA

UNIT II

Fundamental Skills-I

- Entry into the pool.
- Developing water balance and confidence
- Water fear removing drills.
- Floating-Mushroom and Jellyfish etc.
- Gliding with and without kickboard.

UNIT III

Introduction of various strokes

- Body Position, Leg, Kick, Arm pull, Breathing and Coordination.

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- Start and turns of the concerned strokes.
- Water Treading and Simple Jumping.
- Starts and turns of concerned strokes.

UNIT IV

Pedagogy of Fundamental Skills of Swimming at

- Primary level
- Upper primary level
- Secondary level

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BPEd – 405(C) GYMNASTICS:

Max. Marks=100

Credit= 4 (3Practical + 1Tutorial)

Practical=60 marks+ Internal Assessment=40 Marks

OBJECTIVE:

- Enable students to understand the basic skills, strategies, tactics and the way to improve performance.
- To develop understanding about the rules and regulations, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of gymnastics, structure and functions of federations of gymnastics.

LEARNING OUTCOMES:

After completing this course, the students will be able to

- Learn & Understand the concept of skill.
- learn and acquire various skills of Gymnastics.
- Appraise the rule & regulation.
- Demonstrate and assess various techniques of gymnastics
- Interpret the rules, regulations and officiate in competition.

CONTENT:

UNIT I

Introduction

- o Historical development
 - National
 - International
- o Structure and functions of Controlling Bodies
 - National
 - International

UNIT II

Fundamental Skills: I

Floor Exercise

- Forward, Backward and side Roll, Dive Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Hand stand, Jumps-leap, scissors leap, Cartwheel

UNIT III

Fundamental Skills- II

Vaulting Table

- Approach Run, Take off from the beat board, Cat Vault, Straddle Vault, through Vault.

UNIT IV

Pedagogy of Fundamental Skills of Gymnastics at

- Primary level
- Upper primary level
- Secondary level



BPEd - 406 Kabaddi, Kho-kho, Base ball, cricket, Football, Hockey, Softball, Volleyball, Handball, Basketball, Netball, Badminton, Table Tennis, Squash, Tennis

BPEd - 407 GAMES &SPORTS SPECIALIZATION: TRACK AND FIELD/GYMNASTICS/SWIMMING/SHOOTING/ KABADDI, KHO-KHO, BASE BALL, CRICKET, FOOTBALL, HOCKEY, SOFTBALL VOLLEYBALL, HANDBALL, BASKETBALL, NETBALL, BADMINTON, TABLE TENNIS, SQUASH, TENNIS, YOGA, WEIGHT LIFTING

(4 internal lesson at practicing school and 1 final external lesson on the students of practicing school as a sports specialization of any discipline mentioned above.)

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BPEd - 408 INTERNSHIP & PROJECT

Max. Marks=100

Theory=60 marks+ Internal Assessment=40 Marks

Credit= 8(Theory)

INTERNSHIP:

OBJECTIVES:

- This course will enable students to develop professional identity and their professional competence to exhibit ethical responsibility as a teacher and teacher dispositions.
- Will be able to observe the school environment, capabilities and skills of the Pupil/Teacher Interns (TI) to cater to the diverse needs of learners in schools.
- To provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner.

LEARNING OUTCOME

After completing this course, the students will be able to

- Develop concept of teaching and learning skills.
- Develop teaching proficiency for outdoor and indoor activities.
- To understand the school in totality, its philosophy and aims, organisation and management;
- Understand the needs of the physical, mental, emotional development of children;
- Understand aspects of curriculum and its transaction;
- Assess quality transaction, and teaching-learning
- Organize and execute mass demonstration/displays
- Conduct physical education program for various age groups

CONTENT

- Every student has to serve honorary in the institution/ School/fitness centers.
- The pupil teacher will work out a holistic view of school including everything inside and outside the classroom in school campus, **as anattaché to a regular teacher**. He/she will interact with the school teachers and make a detailed documentation of activities and other minute details of all types of observations related to: students, school routine-activities-schedule-calendar, classroom

Deebo *Keen* *Amby* *M*

teaching, teachers, non-teaching staff, infrastructure related to building, fields, labs, office, library etc. every day (first half/ second half) in the form of 'School Record-Activity Details' followed by individual presentation and discussion in the Teacher Education (TE) department.

- Planning, Development and Presentation of Twenty (20) theory and practical Lessons (only one every day with complete preparation), followed by intensive interaction with peers and mentors on Supervisory comments. Observation and comments on student report cards developed by class teachers. Critical Evaluation of each lesson plan and its delivery has to be ensured by TI and the Mentor. It has to be submitted as Lesson Plans on Teaching Subjects I & II (It will include detailed report by TI on one's own experiences/ fears/ problems/ issues named as TI Comment sheet).
- Report: detailed report of observation of at least 2 school teachers (Class Teacher-one, Subject Teacher-one) and their classroom management, teaching styles, class control, dispositions, 'energy', presence etc., in the form of 'Classroom behaviours Report' followed by individual presentation and discussion in the Teacher Education (TE) department.
- Evaluation on the basis of Daily Diary preparation, regularity, teaching quality, sincerity, class control and job execution.

TEACHING LEARNING STRATEGIES

- The class will be taught by using the latest/innovative method, as per available resources and teaching aids in the classroom and on the field.

SUGGESTED MODE OF TRANSACTION

- Demonstration/Explanation/Field Work/learning by doing etc.

CRITERIA FOR EVALUATING INTERNSHIP PROGRAMME:

- A Student will be required to join any school/ organization in any one of the Following areas:
 - Gym and Health Club management.
 - Aerobics/Mass Demonstration.
 - Training of Life guard for water sports.
 - Sports Management/Journalism.
 - Teaching Physical Education in Schools/Institutions/Centers.
- A student is required to bring a certificate on letter head of the Institute from the Head of the Organization., specifying that he/she has imparted instruction/training/teaching in that organization w.e.f to and his/her work has been excellent/very good/good/satisfactory/poor (The administrator may tick any one of the five alternatives).

PROJECT:

- Informative model (working or simple, preparation of informative chart or flex board) related to Physical Education, sport, health, wellness, yoga & fitness to be prepared individually or in group.

Letter grade and grade points:

The grades for each course would be decided on the basis of the percentage marks of obtained at the end - semester external & Internal examinations as per following table.

MARKS	GRADE	GRADE PT.
90-100	O	10
80-89	A+	9
70-79	A	8
60-69	B+	7
50-59	B	6
40-49	C	5
35-39	P	4
0-34	F	0

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