



DEPARTMENT OF PHYSICAL EDUCATION

(Dr. Bhimrao Ambedkar University, Agra (Formerly- Agra University, Agra))

1.1.1 Curricula developed and implemented have relevance to the local, national, regional, and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes of the programs offered by the University

Department of Physical Education

B.P.E.S

PROGRAMME OUTCOME (POs)	
PO1	After successful completion of the programme, an individual will be able to:
PO2	Interpret practical, theoretical and sports skills required for physical education development
PO3	Able to officiate in the tournaments.
PO4	Able to understand functioning of various internal organs of the human body
PO5	Appraise food safety and prevention of injury to maintain a safe and healthy environment.
PO6	Able to apply and interpretation of applied psychology.
PO7	Develop long term goals and strategies that map the actions needed to each year to meet the objectives.
PO8	Develop organizational and marketing processes of sports equipments and tournaments
PO9	To conduct rehabilitation programs for the players and society.
PO10	Able to take anthropometric measurement in the field of sports and physical education.
PO11	Able to help responsible authorities during natural disaster in their management.

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Programme specific outcomes (PSOs)

PSO1 Graduates will demonstrate effective communication and pedagogical skills, utilize strategies to enhance student engagement and learning, and create appropriate managerial rules and routines in order to create a safe effective learning environment.

PSO2 Graduates will demonstrate competence in movement skills, analyze the performance of motor skills (particularly team and individual sports activities and dance/rhythms), as well as prepare and teach written lesson plans which address student learning of motor skills and analysis and assessment of these skills.

PSO3 students will select and create learning experiences that are appropriate for curriculum goals, relevant to learners, show evidence of sequential learning, incorporate modifications for variations in learning styles and performance, and are based on the principles of effective instruction.

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B.P.E.S SEMESTER –I

Part-A Theory Courses				
Course Code	Title of the Papers	Marks Theory		Total marks
		External	Internal	
B.P.E.S.TC- 101	Hindi/ English (Optional)	40 _m	20	60
B.P.E.S.TC-102	Principles and History of Physical Education	40	20	60
B.P.E.S.TC -103	Foundations Of Physical Education	40	20	60
B.P.E.S.TC - 104	Olympic Study	40	20	60
	TOTAL	160	80	240
Part-B Practical Course				
Course Code	Activities	Marks [Practical]		Total marks
		External	Internal	
B.P.E.S.PC-101	Games Specialization- (Any One) Kabaddi/ Kho-Kho/Badminton/ Table Tennis/ Tennis/ Squash/ Baseball/ Volleyball/Basketball/ Cricket/ football/ Handball/ Hockey/ Netball/ Softball, etc	40	20	60
B.P.E.S.PC-102	Athletics:- Running events	40	20	60
B.P.E.S.PC-103	Yoga (Asanas)	40	20	60
B.P.E.S.PC-104	Swimming/Gymnastics(Grou nd)/Shooting (Any one)	40	20	60
B.P.E.S.PC-105	Drill & Marching	40	20	60
	TOTAL	200	100	300

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PAPER –I ENGLISH LANGUAGE (Optional)

12L-T-P

Objectives of the course:

1. Explain the importance of language as a subject in life.
2. Apply the methods and techniques of teaching, various aspects of language teaching.
3. Apply current directions in English language teaching.
4. Identify and be sensitive to the proficiency, interests and needs of trainee-learners.

SYLLABUS

PAPER –I ENGLISH LANGUAGE (Optional) (12hours)

Max. Marks: 50

External Marks: 40

Internal Marks: 10

Time: 3 hours

Section-A

- (1) Story/ Prose One essay type question on Summary/Character/Incident (one out of two with internal choice.)
- (2) Story/ Prose: Short questions to test student's grasp
- (3) Poetry: Summary (one out of two with internal choice)
Paraphrase/Explanation of a Stanza (one out of two with internal choice)

Section-B

Grammar

The grammar related to the text to test the understanding of the language, syntax and tenses etc.

Section-C

Language-in-Use

1. Letter-Writing (Personal and Applications)
2. Essay: five or six topics to be given, out of which three topics should be related to Sports/physical education.

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After completion of the unit students will be able to:-

Course Outcomes:

CO1. They will learn the use of vocabulary.

CO2. Student will develop the knowledge about the grammar.

CO3..They will develop the writing skills.

REFERENCE :

- “ Practical English Usage”
- “Oxford Guide to English Grammar”
- “Cambridge Grammar of English”
- “The Oxford Dictionary of English Grammar”
- “The Best Punctuation Book, Period”



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PAPER-1, HINDI LANGUAGE (OPTIONAL)

Objectives of the course:

01. हिन्दी भारत लाखों लोगों के लिए संचार के साधन के रूप में कार्य करती है।
02. सरकारी दस्तावेजीकरण एवं संचार में हिन्दी की महत्वपूर्ण भूमिका है।
03. हिन्दी को बढ़ावा देने से भारत की सांस्कृतिक उपस्थिति बढ़ सकती है।
04. भारत की अन्य भाषाओं की भाषाई विविधता का सम्मान करना।

हिन्दी भाषा और साहित्य :-

- क. आधुनिक भारतीय भाषाओं का उदभव और विकास
- ख. हिन्दी भाषा का परिचय एवं विकास
- ग. हिन्दी साहित्य का इतिहास:- आदिकाल, ममयकाल, सामान्य परिचय
- घ. हिन्दी साहित्य का इतिहास पाठ्य विषय :- आधुनिक काल, सामान्य परिचय

01. हिन्दी ध्वनियों का स्वरूप-

- क. स्वर का व्यंजन
- ख. संज्ञा सर्वनाम, क्रिया विशेषण
- ग. वाक्य संरचना

02. हिन्दी शब्द समूह-

03. हिन्दी शब्द संरचना - पर्यायवाची, समानार्थक, विलोमार्थक, अनेकार्थक
अनेक शब्दों के स्थान पर एक शब्द समूहार्थक शब्दों के प्रयोग, निकाटार्थी शब्दों के सूक्ष्म अर्थ, समानार्थक शब्दों के भेद।

04. लिंग विधान और कारक प्रयोग।

- क. वर्तनी।
- ख. विराम आदि चिन्हों के प्रयोग।
- ग. मुहावरे और लोकोक्तियों तथा उनके रचनात्मक प्रयोग।
05. निबंध

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COURSE OUT COMES

CO1. हिन्दी भाषा का विकासात्मक परिचय

CO2. हिन्दी के विविध स्वरूपों, भाषाओं, लिपि आदि से छात्रों को अवगत कराना।

CO3. हिन्दी – ध्वनियों, शब्द संरचना, शब्द समूहों, वर्तनी, लोकोक्तियों मुहावरे आदि का ज्ञान कराना।

सन्दर्भ

01. राजभाषा हिन्दी – गोविंद दास – हिन्दी साहित्य सम्मेलन, प्रयागराज।
02. राष्ट्रभाषा आंदोलन – गोपाल परशुराम – महाराष्ट्र सभा।
03. आधुनिक हिन्दी व्याकरण एवं संरचना – वासुदेव नन्दन प्रसाद, पटना।
04. हिन्दी शब्द मीमांसा – किशोरी प्रसाद वाजपेयी।
05. हिन्दी का सामान्य ज्ञान भाग-2, हरदेव वीरही, लोकभारती, इलाहाबाद।
06. शुद्ध हिन्दी – जगदीश प्रसाद कौशिक।
07. अच्छी हिन्दी – रामचन्द्र वर्मा।
08. निबंध के रूम और तत्व – देवमित्र।

Dr. Arun



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PAPER- II

24L-T-P

PRINCIPLES AND HISTORY OF PHYSICAL EDUCATION

Max Marks: 60

External Marks: 40

Internal Marks: 20

Time: 3hours

Objectives of the course:

1. Development of mental health.
2. Development of organic fitness.
3. Development of Neuro muscular co-ordination.
4. Development of qualities of a good citizenship.

SYLLABUS:-

UNIT –I (6hours)

- 1.1 Meaning, concept and scope of physical education.
- 1.2 Importance of physical education as a profession.

UNIT –II(6hours)

2. Physiological Principles:

- 2.1 Principles governing growth and development significance of age & sex.
- 2.2 Fatigue, stress and its effect on physical; mental health; relaxation; flexibility, rhythms and strength.

UNIT – III(6hours)

3. Psychological principles:

- 3.1 Personality, psycho-social needs for the normal development, success, recognition, security adventures experience.

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UNIT-IV

4. History of physical education: (6hours)

4.1 Physical education in ancient civilizations

4.2 Ancient India - Vedic and Epic period.

4.3 Ancient Greece- Sparta and Athens.

5. Physical Education in modern India:

5.1 Physical Education during British Period (from 1825-1930 AD)

5.2 Asian Games

After completion of the unit students will be able to:-

Course Outcomes:

CO1. Understand the concept of physical education.

CO2. Understand the historical development of physical education in India and abroad.

CO3. Describe the different Olympic games and its committees.

CO4. Recognize and distinguish the functional operations of national and international Olympic federations.

CO5. Understand the contribution of famous sports facilities.

Reference:

(Principles of Physical Education)

physical education by Charles A. Bucher. 2. Introduction of Education by J.R. Sharman. 3. Physical education by Obertcuffer, Delbert.

Foundation

Bucher C.A, - Foundation of Physical Education Barrow H.M. - Man and Movement

Singer Robert Foundation of Physical Education Free man - Physical Education in Changing Society

Howell - Foundation of Physical Education, Friend publication, New Delhi

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PAPER-III

FOUNDATION OF PHYSICAL EDUCATION

20L-T-P

Max Marks: 60

External Marks:40

Internal Marks:20

Time:3hours

Objectives of the course:

1. Develop the motor skills which is necessary to participate successfully in a variety of physical activities.
2. Experience enjoyment and satisfaction through physical activity.
3. Develop social skill that demonstrate in group activities.
4. To help the children in overall development of their physical, mental state.

SYLLABUS:-

Unit I Introduction (6HOURS)

Concept and definition of education and physical education.

Terminologies related to physical education. Need and importance of physical education.

Modern concept and scope of physical education.

Unit II Biological Foundation(6HOURS)

Biological basis of physical education and biological weakness of human in relation to physical activities. Growth and development –

Principles, Stages and Affecting factors.

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Unit III Philosophical Foundation(5HOURS)

Meaning of philosophy

Different schools of philosophy applied to physical education.

Unit IV (5HOURS)

Sociological Foundation: Concept of social institutions and socialization, Sports as social institution and their influence on society.

After completion of the unit students will be able to:-

Course Outcomes:

CO1. They will develop the basic Biological foundation in the field of physical education.

CO2. They develop the basic Psychological foundation in the field of physical education.

CO3. They will develop the basic Philosophical foundation in the field of physical education.

Reference:

(Principles of Physical Education)

physical education by Charles A. Bucher. 2. Introduction of Education by J.R. Sharman. 3. Physical education by Oberteuffer, Delbert.

Foundation

Bucher C.A, - Foundation of Physical Education Barrow H.M. - Man and Movement

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PAPER-IV STUDY OF OLYMPICS

24L-T-P

Max. Marks: 50

External Marks: 35

Internal Marks: 15

Time: 3 hours

Objectives of the course:

- 1.. To contribute to building a peaceful and better world by educating youth through .
- 2.. create awareness in sports to participate in games without any kind of discrimination.
- 3.. To develop good habits and sportsmen spirit among sports persons .
- 4.. To develop personality, characters, citizenship among nations.

SYLLABUS:-

UNIT-I THE OLYMPIC MOVEMENT (6HOURS)

- Olympic Games –Ancient.
- Symbol of the Olympic movement
- The International Olympic Committee (IOC)

UNIT-II STRUCTURE OF THE OLYMPIC MOVEMENT (6HOURS)

- The National Olympic Committee (NOC)
- The International Sports Federations (ISF)

UNIT-III THE OLYMPIC GAMES (6HOURS)

- Organization
- Participation in Olympic Games
- Women and sports



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UNIT-IV IOC PROGRAMMES(6HOURS)

- Olympic academy
- Paralympics games
- Sports for all
- Culture, Olympics, winning, Participation
- Drug abuse and doping.

After completion of the unit students will be able to:-

Course Outcomes:

C01. Understand the importance of language as a subject and learn about method and techniques of teaching.

C02. Remember the physiological principle and physiological principle of growth and development. They also learn the history of physical education from ancient civilizations to current time.

C03. Apply the knowledge about foundation of physical education and ideology of Indian philosophy.

C04. Remember the ancient Olympics games their history ,aim symbol, motto and international Olympic committee and their various committees.

References:

Carto, J.E.L And Cal if, S.D. [ed], Medicine & Sport Science: Physical Structure of Olympic Athletes, London Karger, 1984

Clew, Gifford, Summer Olympic" 2004

Daw, Anderson, The Story of the Olympics, 2008.

Maranirs bavid, Rome 1960: The Olympics that changed the world, 2008 Osborne, Manpopo, Ancient Greece and the Olympic, 2004 Oxlade, chris, Olympic, 1999.

Perrottet, Tony, The Naked Olympics: the true story of the Ancient Games, 2004

Singh, M.K. Indian Women and Sports, Rawat Publication, 1991

Toropove, Brandon, The Olympic for Beginners, 2008

Wallechineley, Davi, The Complete Book of the Olympic, 1992

Dr. Anand

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B.P.E.S SEMESTER-II

22L-T-P

Part-A Theory Courses				
Course Code	Title of the Papers	Marks Theory		Total marks
		External	Internal	
B.P.E.S.TC-201	Anatomy and Physiology	40	20	60
B.P.E.S.TC- 202	Yoga	40	20	60
B.P.E.S.TC-203	Kinesiology	40	20	60
B.P.E.S.TC - 204	Sports Nutrition	40	20	60
	TOTAL	160	80	240
Part-B Practical Course				
Course Code	Activities	Marks [Practical]		Total marks
		External	Internal	
B.P.E.S.PC-201	Games Specialization- (Any One) Kabaddi/ Kho-Kho/Badminton/ Table Tennis/ Tennis/ Squash/ Baseball/ Volleyball/Basketball/ Cricket/ football/ Handball/ Hockey/ Netball/ Softball, etc((Different form 1 st S em)	40	20	60
B.P.E.S.PC-202	Athletics	40	20	60
B.P.E.S.PC-203	Yoga (Kriyas, Bandhas & Pranayama)	40	20	60
B.P.E.S.PC-204	Swimming/Gymnastics(Ground)/Shooting (Any one)	40	20	60
B.P.E.S.PC - 205	Lezim/ Lezim / Hoop/Umbrella	40	20	60
	TOTAL	200	100	300

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PAPER -I

ANATOMY & PHYSIOLOGY

22L-T-P

Max. Marks:60

External Marks:40

Internal Marks:20

Time:3 hours

Objectives of the course:

- 1.. Develop in depth and through understanding of human body at macroscopic level, including system, based on regional anatomy.
- 2.. Provides knowledge about human body structure and function to know effects of exercises.
- 3.. To provide knowledge about prevention in sports injuries.
- 4.. To providing the knowledge of environmental effect of sports person.

SYLLABUS:-

UNIT –I (5HOURS)

Meaning of anatomy, cell, structure, properties of living matter. The role of anatomy in physical education & sports, anatomy of bones cartilages

UNIT- II(5HOURS)

Analogy of muscular system, structure of muscles and their kinds. Properties of muscles. Muscle work and, fatigue, anatomy of respiratory organs, tissue and palmary respiration, anatomy of heart, function of heart, heartbeat, stroke volume, cardiac output.

UNIT- III(6HOURS)

Anatomy of digestive organs (alimentary canal), structure and functions of excretory system.

UNIT – IV(6HOURS)

Effect of exercise and training on cardiovascular system.

Effect of exercise and training on muscular system

Physiological concept of physical fitness, warming up, conditioning and fatigue.

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After completion of the unit students will be able to:-

Course Outcomes:

- CO1. Understand the different systems of human body.
- CO2. Identify and describe the different organs of the human body and its regulation.
- CO3. Understand the effects of the exercise on different systems of human body.
- CO4. They will understand the need and importance of principles of Physiology.
- CO5. They will understand the student about application of Physiology in the field of physical education.

Reference:

- Introduction to anatomy & physiology - Dr. Shemsher Singh
- Gupta, A. P. (2010). Anatomy and physiology. Agra: Sumit Prakashan.
- Gupta, M. and Gupta, M. C. (1980). Body and anatomical science. Delhi: Swaran Printing Press.
- Guyton, A.C. (1996). Textbook of Medical Physiology, 9th edition. Philadelphia: W.B. Saunders.
- 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.



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PAPER-II

24L-T-P

YOGA

Max. Marks :60

External Marks:40

Internal Marks:20

Time:-3 hours

Objectives of the course:

1. To enable the students to have good health.
2. To provide students with a holistic approach to physical activity, promoting not only physical fitness but also mental and emotional well-being
3. To increase concentration and self control.
4. To promote physical, mental, and emotional well-being through the practice of various yoga postures (asanas), breathing techniques (pranayama), and meditation.

SYLLABUS:-

Unit-I YOGA(6HOURS)

- 1.1 Yoga-Meaning concept, Mis -conceptions about Yoga-Relationship with Physical Education.
- 1.2 Historical Background of Yoga.

Unit-II TYPES OF YOGA(6HOURS)

- 2.1 Yoga as a discipline of life mode of living, cuits of Yoga. (only central ideas)
 - 2.1.1 Bhakti Yoga.
 - 2.1.2 Karm Yoga.
 - 2.1.3 Gyan Yoga.

Unit-III SPECIAL ACTIVITIES (6HOURS)

- 3.1 Astanga Yoga with special reference to -
 - 3.1.1 Yamas
 - 3.1.2 Niyams

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3.1.3 Asanas

3.1.4 Pranayams; Types of Asanas and Pranayams.

Unit-IV. YOGIC PRACTICE (8HOURS)

4.1 Bandhas, Mudras and Chakras of Yoga.

5.1 The Therapeutic Values of Yogic Practices

5.2 Corrective Values of Yogic Practices.

After completion of the unit students will be able to:-

Course Outcomes:

CO1. Students will be able to understand importance of Yoga and it's types.

CO2. Students will be able to understand importance of asana in different field and cure different diseases by different Asana.

CO3. Students will be able to understand Sudhkriya and Pranayama.

REFERENCES :

Asanas & Pranayams - Swami Kuvalayananda. Yoga Personal Hygiene - Shri Yogendra.

Yogic Exercises by the Fit and the Ailing - S. Muzumdar Yogic Asanas for Health and Vigour -

Dr. Role Hath Yoga : Goswami, S.S.

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PAPER - III KINESIOLOGY

L-T-P

Max. Marks :60

External Marks:40

Internal Marks:20

Time:3 hours

Objectives of the course:

1. To study and understand the principles of human movement and how the body responds to physical activity.
2. To develop appropriate and effective exercise programs tailored to the specific needs and abilities of their students.
3. To develop tools and methodologies for assessing various physical abilities, such as strength, flexibility, and balance.
4. To provide helps reduce the risk of injuries and ensures a safer learning environment.

SYLLABUS:-

UNIT- I

1.1 Introduction to Kinesiology

1.1.1 Definition

1.1.2 Role of Kinesiology in physical education

1.2 Fundamental concepts of following terms with their application to the human body.

1.2.1 Axes and planes

1.2.2 Centre of Gravity

UNIT- II

2.1 Anatomical and Physiological fundamentals

2.1.1 Classification of joint and muscles

2.1.2 Terminology of fundamental movements.

2.2 Kinesiology of Joints

2.2.1 Two joints muscles

2.2.2 Roles in which muscles may act.



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UNIT- III

3.1 Upper Extremity

3.1.1 Major characteristics of joints

3.1.2 Location and action of major muscles acting at the following joints

- Shoulder

- Elbow

3.2 Lower Extremity

3.2.1 Major characteristics of joints

3.2.2 Location and action of major muscles acting at the following joints:

- Hip

- Knee

- Ankle and Foot

UNIT -IV

4. Application of Mechanical Concepts

4.1 Motion

4.1.1 Definition

4.1.2 Newton's Laws of Motion

4.2 Force

4.2.1 Definition

4.2.2 Application to sports activities

4.3 Lever

4.4.1 Definition of Lever

4.4.2 Types of Lever

4.4.3 Application of Human Body.



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After completion of the unit students will be able to:-

Course Outcomes:

CO1. Students will be able to understand the basics kinesiology, Physics and it's application in human movement.

CO2. Students will be able to understand the need and importance of principles of Kinesiology.

CO3. Students will be able to understand the function of Various muscles and joints.

References:

Broer, M.R. Efficiency of Human movement (Philadelphia : W.B. Saunders Co. 1996)

Bunn, John W. Scientific Principles of Coaching (Engle Wood Cliffs: N Prentice Hall Inc. 1966)

Duvall, E.N. Kinesiology (Engle wood cliffs : N.J. Prentice Hall Incl. 1956) Rasch and Burke, Kinesiology and Applied Anatomy (Philadelphia : Lea and Fibger 1967)

Scot M.G. Analysis of Human Motion, New York.

Wells, K.P. Kinesiology (Philadelphia: W.B. Saunders Co. 1996)

Cooper, John M. and Glasgow, R.B. Kinesiology (St. Louis C. Mcsby Co. 1963)

Hoffman S.J. Introduction to Kinesiology (Human Kinesiology publication in 2005)

Uppal A.k. Lawrence Mamta MP Kinesiology (Friends publication India 2004).

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PAPER-IV

Sports Nutrition

18L-T-P

Max. Marks:60

External Marks:40

Internal Marks:20

Time:3hours

Objectives of the course:

1. To improve an athlete's performance by providing the necessary nutrients to fuel workouts, enhance endurance, and optimize recovery. Objectives of the course:
2. To provide information Proper nutrition can lead to better strength, speed, agility, and overall athletic capabilities.
3. Ensuring the knowledge Individualized nutrition plans ensure that athletes get the most out of their dietary choices.

SYLLABUS:-

Unit-I Nutrition(5HOURS)

Concept of Nutrition, Sport Nutrition and Health Types and Sources of Nutrients
Balanced diet.

Unit-II Energy(4HOURS)

Energy for sports performance and the role of carbohydrate, protein, fat and their sources.

- A factor affecting the energy needs in different categories of sports events.
- Sports supplements and their effect on performance.

Unit-III Management(6HOURS)

- Management of Hypertension atherosclerosis and dieters mellitus in sport persons.

Management of the female sportsperson.

Amenorrhea

Anemia and Iron Supplementation.



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Unit-IV Weight Control(3HOURS)

- Basic Principles of Weight Control. Calorie concept of Weight Control. Role of Diet in Weight Control.

After completion of the unit students will be able to:-

Course Outcomes:

- CO1. Will develop skills to establish daily caloric requirement and to design the diet plan.
- CO1. Will acquaint student with principles of sports nutrition. Will orient the student to the Role of food on Physical performance.
- CO1. Would make the student understand and prepare weight management plans

Reference Books :

1. Bean, A. (2001).
2. Sports Nutrition. Biddles Ltd, Guildford and Kings Lynn.
3. Zimmermann, M. (2007). Handbook of Nutrition, Saurab Printers Pvt. Ltd.
4. Antoonio, J and Stout J.R. (2001). Sports supplements. Lippincott Williams & Wilkins.



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Practical Courses

B.P.E.S. (SEMESTER- 1ST AND 2ND)

GAMES SPECIALIZATION WITH (OFFICIATING) (ANY TWO GAMES)

Kabaddi: Fundamental Skills

1. Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.
2. Skills of Holding the Raider-Variou formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques.
3. Additional skills in raiding-Bringing the antis in to particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense.
4. Ground Marking, Rules and Officiating

Kho Kho:

O General skills of the game-Running, chasing, Dodging, Faking etc.

o Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgment in giving Kho, Rectification of Foul.

o Skills in Running-Zig zag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills.

o Ground Marking

o Rules and their interpretations and duties of officials.

Badminton: Fundamental Skills

o Racket parts, Racket grips, Shuttle Grips.

O The basic stances.

o The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and



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Underarm

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

Table Tennis: Fundamental Skills

- o The Grip-The Tennis Grip, Pen Holder Grip.
- o Service-Forehand, Backhand, Side Spin, High Toss. *
- o Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shot, Loop Drive.
- o Stance and Ready position and foot work.
- o Rules and their interpretations and duties of officials.

Squash Fundamental Skills

- o Service- Under hand and Over hand
- o Service Reception
- o Shot- Down the line, Cross Court
- o Drop
- o Half Volley
- o Tactics - Defensive, attacking in game
- o Rules and their interpretations and duties of officials.

Tennis: Fundamental Skills.

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

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Base Ball Fundamental Skills

- o Player Stances - walking, extending walking, L stance, cat stance, o Grip - standard grip, choke grip, o Batting - swing and bunt, o Pitching -
 - o Baseball: slider, fast pitch, curve ball, drop ball, rise ball, change up, knuckle ball, screw ball,
 - o Softball: windmill, sling shot,
 - o starting position: wind up, set.
 - o Fielding -
 - o Catching: basics to catch fly hits, rolling hits,
 - o Throwing: over arm, side arm.
 - o Base running -
 - o Base running: single, double, triple, home run,
 - o Sliding: bent leg slide, hook slide, head first slide.
 - o Rules and their interpretations and duties of officials.

Netball: Fundamental Skills

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

Boyer



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

Cricket: Fundamental Skills

- o Batting-Forward and backward defensive stroke
- o Bowling-Simple bowling techniques
- o Fielding-Defensive and offensive fielding
- o Catching-High catching and Slip catching
- o Stopping and throwing techniques
- o Wicket keeping techniques

Football: Fundamental Skills

- o Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick
- o Trapping-trapping rolling the ball, trapping bouncing ball with sole
- o Dribbling-With instep, inside and outer instep of the foot.
- o Heading-From standing, running and jumping.
- o Throw in
- o Feinting-With the lower limb and upper part of the body.
- o Tackling-Simple tackling, Slide tackling.
- o Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting.

Hockey: Fundamental Skills

- o Player stance & Grip
- o Rolling the ball
- o Dribbling
- o Push
- o Stopping



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

Softball Fundamental Skills

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

Volleyball: Fundamental Skills

- o Players Stance- Receiving the ball and passing to the team mates,
- o The Volley (Over head pass),
- o The Dig (Under hand pass).
- o Service- Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service.
- o Rules and their interpretations and duties of officials.

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Hand Ball:

- o Fundamental Skills-Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot, Dribbling-High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense.
- o Rules and their interpretations and duties of officials.

Basket ball: Fundamental Skills

- O Player stance and ball handling
- o Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass.
- O Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.
- o Dribbling-How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble.
- o Shooting-Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw.
- o Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization.
- o Individual Defensive-Guarding the man with the ball and without the ball.
- O Pivoting.
- o Rules and their interpretations and duties of the officials.

Track and Field: Track and Field (OFFICIATING) (ANY TWO EVENTS) Running Event

- o Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks, o Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug o Ground Marking, Rules and Officiating

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Yoga:

- Asanas
- Sitting
- Standing
- Laying Prone Position,
- Laying Spine Position
- Surya Namaskara,
- Pranayams
- Corrective Asanas
- Kriyas

GYMNASTICS /SWIMMING/SHOOTING (ANY ONE)

Gymnastics: Floor Exercise

- o Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap, scissors leap.
- O Vaulting Horse
- O Approach Run, Take off from the beat board, Cat Vault, Squat Vault.

Swimming: Fundamental Skills

- O Entry into the pool.
- O Developing water balance and confidence
- o Water fear removing drills.
- o Floating-Mushroom and Jelly fish etc.
- o Gliding with and without kickboard.
- o Introduction of various strokes
- o Body Position, Leg, Kick, Arm pull, Breathing and Co ordination.
- o Start and turns of the concerned strokes.
- o Introduction of Various Strokes.
- o Water Treading and Simple Jumping.
- o Starts and turns of concerned strokes.
- o Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.

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Shooting Fundamental Skills

- o Basic stance, grip, Holding rifle/ Pistol, aiming target
- o Safety issues related to rifle shooting
- o Rules and their interpretations and duties of officials

Light Apparatus:

- o Lathi-Two counts exercises, Four Count exercises, eight count exercises sixteen count exercises.
- o Drill & Marching
- Lezim/ Lezim / Hoop/Umbrella

After completion of the unit students will be able to:-

Course Outcomes:

SEMESTER 1

- CO1. To study a foundation for participation in various sports, recreational activities, and physical fitness routines throughout life.
- CO2.To gaining the facilitating social interaction and teamwork through cooperative an group-based activities.
- CO3.To study the calming the mind and reducing stress through focused breath control and meditative aspect of yoga kriyas.
- CO4.These activities promote physical fitness, motor skill acquisition, stress reduction, and a deeper connection between the body, breath, and mind.
- CO5.To gaining of contributing to a lifelong appreciation for physical activity and self-care.

SEMESTER 2

- CO1.To study in physical education offer a holistic approach to physical, mental, and emotional well-being.
- CO2.To gaining of developing foundational physical skills such as running, jumping, throwing, and catching, which form the basis for more complex movement.



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CO3. To study how can we purifying the body and improving physical health through practices that cleanses the digestive system, respiratory tract, and other organs

CO4. To gaining stimulating the flow of vital energy through specific breathing techniques and movement, promoting vitality.

CO5. To study how the balancing emotions and promoting a sense of inner calm and emotional well-being.

Phalguni - Shawlay Jan Munni
Shawlay Shawlay



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B.P.E.S

SEMESTER –III

Part-A Theory Courses				
Course Code	Title of the Papers	Marks Theory		Total marks
		External	Internal	
B.P.E.S.TC-301	Health Education	40	20	60
B.P.E.S.TC-302	Sports Psychology	40	20	60
B.P.E.S.TC-303	Physiology of Exercise	40	20	60
B.P.E.S.TC - 304	Management in Physical Education	40	20	60
	TOTAL	160	80	240
Part-B Practical Course				
Course Code	Activities	Marks [Practical]		Total marks
		External	Internal	
B.P.E.S.PC-301	Games Specialization- (Any One) Kabaddi/ Kho-Kho/Badminton/ Table Tennis/ Tennis/ Squash/ Baseball/ Volleyball/Basketball/ Cricket/ football/ Handball/ Hockey/ Netball/ Softball, etc	40	20	60
B.P.E.S.PC-302	Officiating of Major Game (any One games)	40	20	60
B.P.E.S.PC-303	Athletics:- Throwing events, (any two events)	40	20	60
B.P.E.S.PC-304	Swimming/Gymnastics(Any One Apparatus)/Shooting (Any one)	40	20	60
Part - C Teaching Practices				

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B.P.E.S.TC - 30i	Teaching Lesson A)General Lesson Plan (OSlessons) B) Lessons in outdoor Sports & Game activities (OSlessons)	40	20	60
	TOTAL	200	10	300

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PAPER -I

20L-T-P

HEALTH EDUCATION

Max. Marks: 60

External Marks: 40

Internal Marks: 20

Time: 3 Hours

Objectives of the course:

1. To increase awareness of health-related issues, risks, and potential consequences.
2. Provides information on healthy habits, such as maintaining a balanced diet, engaging in regular physical activity, avoiding tobacco and substance use, and practicing safe sex, among others.
3. By educating individuals about preventive measures, health education helps reduce the incidence of diseases and injuries.
4. To promote the development of supportive environments that foster healthy behaviors.

SYLLABUS:-

Unit-I Health Education(6HOURS)

Concept and Meaning of Health.

Meaning, Definition and Scope of Health Education.

Principles of Health Education.

Organization and administrative set up of health service in India

Unit-II- Hygiene(4HOURS)

Hygiene : The concept of hygiene and personal hygiene. Importance of rest, sleep, diet and exercise.

School Health Programmes:

School Health Service. School Health Problems, Healthy School Environment, Nutritional Services, Mental Health, School Health Programmes /Services, School Health Records, Safety, Measures in the Playfields -First Aid.



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Unit-III –Diseases(6HOURS)

Disease: Meaning of a disease, diseases cycle, modes of disease transmission and immunity.

Health Problem in India: Problems related to communicable diseases: (HIV- AIDs, Hepatitis, Malaria) Nutrition, Population.

Unit-IV - Sex Education(4HOURS)

Concept and meaning of Sex Education and Importance in Phy. Edu. Family Planning

Meaning and Concept of Family Planning.

National Family Welfare Programme.

Mother and Child Health Care.

After completion of the unit students will be able to:-

Course Outcomes:

CO1. The student will be able to identify and synthesize the factors that influence health

CO2.The student will be able to recognize the health-related challenges in the current time and be able to apply the preventive measures.

CO3. The student will be able to identify the role of peers, community and media in Health promotion and protection.

CO4.The student will be able to demonstrate expertise in the above-stated domains in a school setup

Reference Books:

Singh Ajmer and et al, "Essential of Physical Education" (2007) 3rd Edition, Kalyani.

Publisher B-1/292, Rajinder Nagar, Ludhiana, Punjab.

Pandey P.K. and Gongopadhay, S.R. "Health Education for School Children", Friends Publication, 6, Mukerjee Tower, Dr.Mukerjee Nagar-Delhi.

Park, J.E. and Park K, "Text Book of Preventive and Social Medicine", (1985) Bnasidar 91 Bhanot, Publisher, Jabalpur-1985



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PAPER-II: SPORTS PSYCHOLOGY

18L-T-P

Max. Marks-60

External Marks-40

Internal Marks:20

Time:3 hours

Objectives of the course:

1. To optimize athletic performance and well-being by addressing the mental aspects of sports in each and every condition.
2. To provide the mental and emotional health of athletes is essential beyond their performance
3. Providing knowledge about Sports psychology techniques can boost athletes' self-confidence by focusing on their strengths.

SYLLABUS:-

Unit-I -Introduction:(6HOURS)

Meaning, Definition and Nature of Psychology and Educational Psychology Importance of Psychology in Physical Education.

Unit-II Growth and Development:(4HOURS)

1.1 Meaning of Growth and Development.

1.2 Physical, Mental. Ages :

1.2.1 Early Childhood.

1.2.2 Middle Childhood.

1.2.3 Adolescence

Individual Differences:

2.1 Meaning of the term individual difference.

2.2 Interaction of Heredity and Environment.

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Unit-III Learning(4HOURS)

- 3.1 Meaning and Definition of learning
- 3.2 Principles/Laws of Learning.
- 3.3 Factors affecting Learning.

Unit-IV

Motivation and Emotion (4HOURS)

4.1 Meaning of Motivation.

- 4.1.1 Concept of Need, Drive, Motive, Incentive and Achievement.
- 4.1.2 Types of Motivation.

4.2 Emotion :

- 4.2.1 Meaning and Nature of Emotion.
- 4.2.2 Types of Emotion

4.3 Personality :

- 4.3.1 Meaning and Nature of Personality.

5. Introduction to Sports Psychology

- 5.1 Meaning and Area/Scope of Sports Psychology.
- 5.2 Importance of sports psychology for physical educationist's coaches and players.

After completion of the unit students will be able to:-

Course Outcomes:

- CO1. Learn about psychology and educational psychology for the development of students
- CO2. Understand about growth and development which represents the individual life.
- CO3. Learn about how the motivation and emotion take changes in the life of a students and how it impact theme.



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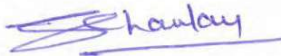
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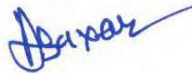
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Gates, A.I. et al. Educational Psychology (Macmillan Co. N.Y. 1957)

- Lindgram, H.E. Advanced Educational Psychology in the Classroom.
- Kuppanswami, B. Advanced Educational Psychology (Sterling Publishers Pvt. Ltd., 1947)
- Oxendine, J.B. Psychology and Motor Learning (Engle Wood Cliffs: New Jersey, 1968)
- Dr. M.L.O. Kamlesh, "Psychology of Physical Education of Sports" Metropolitan, New Delhi 1983.

Jack H. Liewellyn, Judy A. Bluckeve, Psychology of Coaching Theory and Application Subject Publication, Delhi. 1982







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PAPER-III

PHYSIOLOGY OF EXERCISE

18L-T-P

Max. Marks:60

External Marks :40

Internal Marks:20

Time:3 hours

Objectives of the course:

- 1..To study and understand the physiological responses and adaptations
- 2.. Giving knowledge about exercise that relate with changes in human body system.
- 3.. To Make them able to analyzing muscular responses.
- 4..providing the knowledge about how human body responds to physical activity and exercise.

SYLLABUS:-

PHYSIOLOGY

Definition of Physiology and its importance in the field of Physical Education and Sports.
Structure, Composition, Properties and Functions of Skeletal Muscles. Nerve Control of Muscular Activity: Transmission of nerve impulse across it.

Unit- 1: Energy(3HOURS)

- 1.1 Meaning of Energy.
- 1.2 Types of Energy.
- 1.3 Aerobic and Anaerobic of Muscular Energy.

Unit-II 2: Muscles(4HOURS)

- 2.1 Type of Muscles
- 2.2 Characteristics of Skeletal Muscles, Innervations and Blood supply.
- 2.3 Microscopic structure of Muscles fiber organ of Muscle.

Signature



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Unit-III 3. Circulatory System :(6HOURS)

3.1. Functioning of Heart during exercise.

3.1.1 Stroke Volume

3.2 Effect of Training on Functioning of Heart.

3.3 Blood-constituents, Role during exercise-Blood Lacto CO₂ in blood, Blood Pressure changes during exercise.

Unit-IV 4. Respiratory System (5HOURS)

4.1 General functioning of the System-Variouse measures and capacities like Vital capacity inspiration and expired air pressure.

4.2 Transportation of Gases.

4.3Changes during exercise in respiratory system.

4.4 Effect of long term training on respiratory capacities.

After completion of the unit students will be able to:-

Course Outcomes:

1. They will gain knowledge about the basic Physiology.
2. They will understand the need and importance of principles of Physiology.
3. They will understand the student about application of Physiology in the field of physical education.

Reference:

Physiology of exercises- by Maccurdy and Mekenzh.

Physiology of exercise - by Karpovich.

Sports Physiology - by Fox

Exercise Physiology - by Moorhens & Miller.

Physiological Basis of Physical Education and Athletics by Mathews and Fox. Exercise

Physiology - by David H. Clarke.

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PAPER-IV

MANAGEMENT IN PHYSICAL EDUCATION 22L-T-P

Max. Marks: 60

External Marks:40

Internal Marks: 20

Time:3 Hours

Objectives of the course:

1. Making Students familiar with the how to manage an events with their planning and supervision.
2. Develop students about the uses of equipments, facilities, and personal to make a event successful.

SYLLABUS:-

Unit-I

1. Management and Organizational Structure :(8HOURS)

Meaning, Definition of the terms Administration and Management, Elements/Phases of Management (Planning Organizing; staffing; Directing and Coordination; Supervision and Control/Evaluation; Re-adjustments and Improvement/Follow-up.

Unit-II

2. Facilities and Equipments :(6HOURS)

The Need for Out-door Facilities: Principles for their Location and the Recommended Area.

Selection/Types of Surfaces, Drainage System.

Guidelines/Principles for the Lay-out of out-door facilities. Care and Maintenance of Out-door facilities.

Gymnasium: The need, location, sample floor plans.

Swimming Pool: The Need, Maintenance and Supervision.

The need for Equipments and their Types. Procedure for the purchase of Equipments.



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Unit-III

Staff and Leadership:(4HOURS)

3. Head of the Institute/Department and his Role in Imbibing the Spirit of Discipline among his staff and students.

Qualities of a Good Physical Education Teacher.

Unit-IV

4. Class Management & office Management :(4HOURS)

Teacher's preparation before Class (Lesson Plan, Marking of the Courts, Necessary Equipments Suitable Uniform.)

Students preparation Handling and Controlling the Class.

Attendance System.

After completion of the unit students will be able to:-

Course Outcomes:

CO1. Student will understand the constructions and administration of gymnasium and swimming pool.

CO2. They will learn Maintenance of outdoor, indoor facilities & equipments.

They will gain knowledge about sports management & their functional phases.

CO3. To bring knowledge about organizing sports events, budget making, & event management.

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Voltmar, B.P. et. al. The Organization and Administration of Physical Education, Prentice Hall Inc. New Jersey, 1979.

Bucher, C.H. Administration of Physical Education and Athletic Programmes, The C.V. Mosby Company, London, 1983.

Allen, L.A. Management and Organization Mc-Graw Hill Book Company Inc. London, 1958.

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Newman, W.D. Administrative Action, Prentice Hall| I.C. New Jersey 1963. Hughes W.L. et. al. Administrative of Physical Education. The Ronald Press, Company, New York, 1962. Venderzwaq H.J. Sports Management in Schools and Colleges, M Publishing Company, New York, 1935. Larry Horine, Administration of Physical Education and Sports, Wm. C. Brown Publishers, 1991 (Ind Edition).

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B.P.E.S. SEMESTER-IV

Part-A Theory Courses				
:V Course Code	Title of the Papers	Marks Theory		Total marks
		External	Internal	
B.P.E.S.TC -401	Fundamental of Computer and its use in Physical & Sport	40	20	60
B.P.E.S.TC-402	Basic principles of Sports Training	40	20	60
B.P.E.S.TC -403	Recreation	40	20	60
B.P.E.S.TC-404	Adapted Physical Education	40	20	60
	TOTAL	160	80	240
Part-B Practical Course				
Course ' Code	Activities-	Marks [Practical]		Total marks
		External	Internal	
B.P.E.S.PC-401	Games Specialization- (Any One) Kabaddi/ Kho-Rho/Badminton/ Table Tennis/ Tennis/ Squash/.. Baseball/ Volleyball/Basketball/ Cricket/ football/ Handball/,. . Hockey/ Netball/ Softball, etc	40	20	•1 60
B.P.E.S.PC-402	Athletics:- Officiating of Throwing events, (any two events)	40	20	60
B.P.E.S.PC-403	Racket Sports: Badminton/ Table Tennis/Squash/ Lawn Tennis. (Any one)	40	20	60

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B-.P.E.S.PC-404	Swimming/Gymnastics (One Apparatus)/Shooting (Any one)	740	20	60
Part -C Teaching Practices				
B.P.E.S.TC -401 x	Teaching Lesson A) Lessons in Racket Sports (OS lessons) B) Lessons in Throwing: events (05 lessons)	50	10	60
	TOTAL	200	100	300

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PAPER-I FUNDAMENTAL OF COMPUTER AND ITS USE IN PHYSICAL EDUCATION

20L-T-P

Max. Marks:60

External Marks:40

Internal Marks:20

Time:3 hours

Objectives of the course:

- 1.. provide a simple and well knowledge for development of the student.
- 2.. To enhance the teaching skills and learning ability.
- 3.. To develop the knowledge of ms word ms excel for collect the data at one place called computer.
- 4.. Teaching them how computer change the method of teaching and learning with new and innovative learning technology.

SYLLABUS:-

Unit-I

1. Introduction to Computers (6HOURS)

Brief History of Development of Computers. Generations of Computers.

Types of Components of a Computer System. Basic Components of a Computer System

Memory RAM-ROM and other types of memory. Operating System.

Unit-II 2. Introduction to Windows (4HOURS)

Using mouse and moving icons on the screen. My Computer, Recycle Bin, Status Bar.

Start Menu selection, Running an application.

window Explorer to view files, folders and directories creating and renaming offices and folders, Operating and closing of different.

Windows, Minimize, Restore and Maximize forms of windows.



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Unit-III

3. Introduction to MS-Office and Word Processor (8HOURS)

Types of Word Processor.

Creating and Saving a documents, Editing and Formatting document. Including changing color, size font, alignment of text.

Using Grammar and Spell check utilities, etc. printing document. Inserting Word Art, Clipart and Pictures. Inserting Tables, Mail Merge.

Unit-IV

4. Introduction to Information and Communication Technology (4HOURS)

Concept, importance, meaning and nature of information and communication technology.

Need of information and communication technology in physical education.

Scope of ICT in education and physical education Teaching Learning Process, Publication, Evaluation, Research Administration.

Role of teacher, methods of teaching, classroom environment, evaluation procedure.

After completion of the unit students will be able to:-

Course Outcomes:

CO1. Students will be able to understand how computer application in Physical Education changes and expands over time.

CO2. Students will be understand the cultural and educational implications of using computers in classroom settings.

CO3. Students will know about computer applications in Physical Education.

CO4. Students will be understand computer applications in educational settings.

REFERENCES:

ITL Education Solution Ltd. Introduction to Information Technology Research and Development Wing-2006.

Simmons Ian, Computer Dictionary BPB Publication-2005.

Pradeep K. Sinha and Prit; Sinha Foundation Computing BFB Publication- 2006.

Douglas E. Corner, The Internet Book, Produce University, West Lafayette in 2005.

V. Rajaram, Fundamentals of Computers, Prentice Hall of India, New Delhi- 2000.

B.Ram Computer Fundamentals, New Age International Publishers 2006.

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PAPER-II

BASIC PRINCIPLES OF SPORTS TRAINING

24L-T-P

Max. Marks:60

External Mark:40

Internal Marks:20

Time: 3hours

Objectives of the course:

1. Teaching students about the effect of training or sports training on human body.
2. Teaching them various training method for strengthening their speed , strength, endurance.
- 3.. for improvement of physical and tactical efficiency and training.
- 4.. Improvement of mental abilities and physical fitness.

SYLLABUS:-

Unit-I

1.1Introduction (8hours)

- 1.1.1 Meaning and Definitions of Sports Training.
- 1.1.2 Terminology of Coaching, Teaching, Conditioning and Training.
- 1.2 Aims and Tasks of Sports Training.
- 1.2.1 Systemization of sports training
- 1.2.2 Basic Training

Unit-II

2.1Training Load(6hours)

- 2.1.1 Definition and Types of Training Load.
- 2.1.2 Features/Factors of Training Load.
- 2.2 Over Load
- 2.2.1 Meaning and Types of Over Load
- 2.2.2 Causes of Over Load.

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Unit-III

3.1 Strength(6hours)

3.1.1 Concept and Types of Strength.

3.1.2 Methods of Strength Training.

3.2 Endurance

3.2.1 Concept and Types Of Endurance.

3.2.2 Methods of Endurance Training.

3.3 Speed

3.1.1 Concepts and Classification of Speed.

3.1.2 Methods of Developing Speed Abilities.

Unit-IV

4.1 Technical Training(6hours)

4.1.1 Definition of Technique and Skill.

4.1.2 Importance of Technique.

4.2 Tactical Training

4.1.1 Concept of Tactics and Strategy.

4.3 Planning

4.1.1 Concept of Training Plan.

4.1.2 Types of Training Plan.

After completion of the unit students will be able to:-

Course Outcomes:

CO1. Understand the modern concept of sports training.

CO2. Describe and principles of sports training.

CO3. Evaluate and develop system of sports training and plan training.

CO4. Explain periodization and its types.



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REFERENCE:

- Dick W. Frank, Sports Training Principles 4th ed. (London :A & C Black Ltd.),2002.
- Harre, D. Principles of Sports Training (Berlin : Sport Veulag), 1982.
- Matveyev, LP. Fundamentals of Sports Training (Moscow Progress Publishers), 1977.
- Singh, Hardayal, Science of Sports Training (New Delhi : DVS Publications),1991.
- Uppal, A.K. Principles of Sports Training (Delhi : Friends Publication). 2001. Tudor B. Bompa & Mihai C. Carera, Periodiation Training for Sports, Human Kinetics, 2005 (IInd Edition) Yograj
- Thani, Sports Training, Sports Publication 2003.
- K. Chandra Shekar, Sports Training, Khel Sahitya Kendra, 2004.

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PAPER-III RECREATION

20L-T-P

Max. Mark:60

External Marks: 40

Internal Marks:20

Time:3 Hours

Objectives of the course:

1. To provide students with enjoyable and leisure-oriented physical activities.
2. To instill a love for physical activity that extends beyond the classroom.
3. To boost students' self-confidence and self-esteem, encouraging them to develop a positive self-image and a willingness to try new physical challenges.
4. Students learn to manage their time effectively as they engage in recreational activities.

SYLLABUS:-

Unit-I

1. Introduction(4HOURS)

Meaning, Definitions and Characteristics of Recreation.

Importance of Recreation.

Scope of Recreation.

Unit-II

2. Influence of Recreation in Social Institutions(6HOURS)

Family

Educational Institutions.

Religious Organization

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Unit-III

3. Planning for Recreation(4hours)

Planning Criteria and Objectives of Recreation facilities.

Different types of Indoor and Outdoor Recreation for Urban and Rural population.

Unit-IV

4. Programmes in Recreation(6hours)

Classification of Recreational Activities.

Indoor and Outdoor Activities.

Hobbies-Introduction to hobbies and types of hobbies.

Agencies providing Recreation.

5. Camping and Leadership

Aims, Objectives and Importance of Camping.

Organization and Type of camp.

Types and functions of recreation leaders.

Qualification, qualities and training and recreation leaders.

After completion of the unit students will be able to:-

Course Outcomes:

CO1. Student will develop the quality of organizing recreation.

CO2.They will develop the values of recreation at different age level.

CO3.They will develop leadership skills.

CO4.Students will create an environment for real life learning.

REFERENCES :

Bright Charles K. and Herold C. Meyer. Recreational Test and Readings, Eaglewood Cliff, New Jersey Prentice Hall, In 1953.

Ness Wed, M.H. and New Meyer E.s. Leisure and Recreation, Ney York, Ronald Press.

Vannier Maryhalen, Methods and material in Recreation Leadership Philadelphia, W.B.

Sounders Company, 1959.



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(Dr. Bhimrao Ambedkar University, Agra (Formerly- Agra University, Agra))

Planning Facilities for Health Physical Education and Recreation, Chicago, the Athletic Institute, 1936.

Recreation Areas: their Design and Equipments, New York ; Ronald Press 1958. Kran, R.G.

Recreation and the Schools : New York: Mac Melon Company. Shivers J.S., Principles and Practices of Recreational Services, London : Mac Melon Company 1964.

Kledienst V.K. & Weston A the Recreational Sports Programme Prentice Hall International Inc. London 1978.

Butler George Introduction to Community Recreation (Mc Gram Hill Book Company 1976).

Dubey and Nayak Recreation Reston AP Publishers, Jalandhar. Marrow GS Therapeutic Recreation Reston Publishing Company 1976.

Kelly JR Leisure Prentice Hall Inc. Englewood Cliffs N.J. (1982).

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PAPER-IV

ADAPTED PHYSICAL EDUCATION

24L-T-P

Max. Marks:60

External Marks: 40

Internal Marks:20

Time:3hours

Objectives of the course:

1. To provide the knowledge of adapted physical education and how it is useful for the students who is differently able.
2. To Develop competency in movement and motor skills.
3. To demonstrate the rules and strategies of the game in their use in in-game settings.
4. Develop muscular strength, balance, healthy level of flexibility.

SYLLABUS:-

Unit-I

1. Introduction to Adapted Physical Education (4hours)

Meaning and Definitions.

Need & Importance of Adapted Physical Education.

Unit-II

2. Classification of Disability(6hours)

Physical Disabilities, Causes, Characteristics.

Functional Limitations and mental retardation Modifications for Teaching and Programming in Physical Education and Sports.

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Unit-III

3. Adapted Physical Education Programme(6hours)

Guiding Principles for Adapted Physical Education Programme.

(AAPHER Principles)

Physical Education Program for Disabled for Elementary School

• Middle school College & University Level.

Unit-IV

4. Co-curricular Activities for Disabled Outdoor programme for the disabled.(8hours)

Adventure based outdoor programme.

5.1 Rehabilitation

5.1.1 Aims and Objectives of Rehabilitation Council of India.

5.2 Governmental Welfare Programme

5.2.1 Provision of Special Rights and Privilege for disabled through legislations.

5.2.2 Mass Public Education/Awareness Programme.

5.2.3 Education Approach.

After completion of the unit students will be able to:-

Course Outcomes:

C01. Understand the basic of computer, basic of Microsoft office (Ms word ,Ms Excel, Ms PowerPoint) and their use in the field of physical education.

C02. Understanding about the basic principles of sports training which is helpful in training, strength, Speed, endurance.

C03. Learn about the recreation activities their benefits and learn about programmes in Recreation .

C04. Understand about the Adaptive physical education for disabilities and Adaptive physical education programme.

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REFERENCES :

Auxter, Byler, Howtting, Adapted Physical Education and Reactions.

Morbey-St. LouisMirrauri, Arthur G. Miller and James, Teaching Physical Activities to

Impaired Yough, John Wilage& Sons Inc. Canada. Ronal W. French, & Paul J., Special Physical Education.

Charles E. Merrics Publishing Co. Edinburgh, Ohio. Arthur S. Daniles and Euily, Adapted Physical Education, Harpet& R.W. Publisher - New York.

Anoop Jain, Adapted Physical Education, Sports Publications, Ashok Vihar, Delhi-52

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B.P.E.S. (SEMESTER-3RD AND 4TH)

TEAM GAMES AND GAMES OF SPECIALIZATION same as semester -I & II

Officiating of Major Game (any two games)

ATHLETICS:- THROWING EVENTS. (ANY TWO EVENTS) WITH OFFICIATING

Fundamental Skills- throwing Techniques.

- Types of throwing
- Ground Marking and Officiating.

SWIMMING/GYMNASTICS(APPARATUS)/SHOOTING (ANY ONE) Same as semester -I & II

TEACHING PRACTICES:

- a. General Lesson Plan (05lessons in outdoor) (4 Internal 1 external)
- b. Lessons in outdoor Sports & Game activities (05lessons). (4 Internal 1 external)

RACKET SPORTS: (ANY ONE)

Badminton: Fundamental Skills

- o Racket parts, Racket grips, Shuttle Grips.
- o The basic stances.
- o The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm,
- o Drills and lead up games
- o Types of games-Singles, doubles, including mixed doubles.
- o Rules and their interpretations and duties of officials.

Table Tennis: Fundamental Skills

- O The Grip-The Tennis Grip, Pen Holder Grip.
- O Service-Forehand, Backhand, Side Spin, High Toss.
- O Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shot, Loop Drive.
- O Stance and Ready position and foot work..
- o Duties and their interpretations and duties of officials.

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Squash Fundamental Skills

- o Service- Under hand and Over hand
- o Service Reception
- o Shot- Down the line, Cross Court
- o Drop
- o Half Volley
- o Tactics - Defensive, attacking in game
- o Rules and their interpretations and duties of officials.

Tennis: Fundamental Skills.

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

TEACHING PRACTICES:

A) Lessons in Racket Sports (05lessons) (4 Internal 1 external) B) Lessons in Throwing events(05lessons) (4 Internal 1 external)

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After completion of the unit students will be able to:-

Course Outcomes:

SEMESTER 3

CO1. To study how developing effective communication, cooperation, and collaboration skill while working together towards a common goal.

CO2. To study understanding the cultivating sportsmanship, respect for opponents, and adherence to rules.

CO3. To study about the nurturing student physical, motor, and cognitive skills through well-structured and progressive lesson plans.

CO4. To study promoting not only physical fitness but also cognitive, social, and emotional development through physical education.

SEMESTER 4

CO1. To engaging in team games and employing teaching practices in physical education.

CO2. To study for building strong interpersonal relationship, friendship, and a sense of camaraderie among teammate.

CO3. To gaining acquiring knowledge and expertise in teaching methods that cater to diverse learning styles, abilities, and developmental stages.

CO4. To study about the establishing a supportive atmosphere that encourage participation, skill development, and personal growth.

CO5. To gaining instilling a love for physical activities and encouraging students to adopt healthy and active lifestyles.

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B.P.E.S SEMESTER-V

Part-A Theory Courses				
Course Code	Title of the Papers	Marks Theory		Total marks
		External	Internal	
B.P.E.S.TC-501	Sports Sociology	40	20	60
B.P.E.S.TC- 502	Method of Physical Education	40	20	60
B.P.E.S.TC-503	Remedial and Corrective Physical Education	40	20	60
B.P.E.S.TC - 504	Test and Measurement in Physical Education	40	20	60
	TOTAL	160	80	240
Part-B Practical Course				
Course Code	Activities	Marks [Practical]		Total marks
		External	Internal	
B.P.E.S.PC-501	Games Specialization- (Any One) Kabaddi/ Kho-Kho/Badminton/ Table Tennis/ Tennis/ Squash/ Baseball/ Volleyball/Basketball/ Cricket/ football/ Handball/ Hockey/ Netball/ Softball, etc	40	20	60
B.P.E.S.PC - 502	Athletics:- Jumping events, (any two events)	40	20	60
B.P.E.S.PC-503	Yoga Performance in Asanas, Kriyas, Bandhas & Pranayama	40	20	60

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Part - C Teaching Practices				
B.P.E.S.TC -501	Teaching Lesson Lessons in Yoga (5Lessons)	40	20	60
B.P.E.S.TC -502	Class Room Teaching Lessons (5Lessons)	40	20	60
	TOTAL	20	100	300

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PAPER-I

20L-T-P

SPORTS SOCIOLOGY

Max. Marks: 60

External Marks: 40

Internal Marks: 20

Time: 3 hours

Objectives of the course:

1. Provide the knowledge about the sociology their concept and effect on personality.
2. To provide the information the relationship between sports and society
3. Teaching about the relation between society and sports and the impact of this on our social life.

SYLLABUS:-

UNIT-I

1. Concept of Sociology(6hours)

- 1.1 Meaning, nature and scope of sociology
- 1.2 Methods of sociology and their relationship with other social sciences.
- 1.3 Effect of various social forces on personality development.
- 1.4 Sport-medium of socio-cultural change.

UNIT-II

2. Introduction to sports sociology (8hours)

- 2.1 Meaning and scope of sports sociology
- 2.2 Sports sociology as a discipline
- 2.3 Sports as a social occurrence
- 2.4 Effect of appearance, sociability and specialization on sport participation



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UNIT-III

3. Sports and society(4hours)

- 3.1 Socialization through games and sports
- 3.2 Recreation and its scope through games and sports.
- 3.3 Sport as an element of society
- 3.4 Sport as an element of cultural development
- 3.5 Sport as an art.

UNIT-IV

4. Social factors concerning sports in society(4hours).

- 4.1 Social stratification in sports
- 4.2 Demonstration in sports
- 4.3 Sport and women
- 4.4 Sport and children
- 4.5 Sport and older adults

After completion of the unit students will be able to:-

Course Outcomes:

- CO1. Know the basics of sports sociology.
- CO2. Understand personality.
- CO3. Know the components of sociology.
- CO4. Know sociology and its application in physical education.
- CO5. Understand the importance of culture and its effects

REFERENCES :

- Sharma, S.R., Sociological foundation in physical education and sports, friends publication, New Delhi.
- Singh, Kawaljeet, Sociology of sports, Friends publication, New Delhi. OG Sing. Bhupinder., Sports Sociology-An Indian perspective, Friends publication, New Delhi.
- Yobu, A, Sociology of Sports, Friends publication, New Delhi.

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PAPER-II

METHOD OF PHYSICAL EDUCATION

24L-T-P

Max. Marks: 60

External Marks: 40

Internal Marks: 20

Time: 3 hours

Objectives of the course:

1. To facilitate the learning and acquisition of various motor skills and movement techniques.
2. For providing Effective methods in physical education encourage active participation and engagement among students during lessons and activities.
3. Catering to diverse learning styles.
4. For emphasizes cooperative learning strategies that foster teamwork, communication, and collaboration among students.

SYLLABUS:-

UNIT-I

I. Physical Educational Method :(8hours)

1.1 Definitions - Scope and importance of method in Physical education:

1.2 Teaching Techniques in Physical Education

1.2.1 Lecturer Method

1.2.2 Command Method

1.2.3 Demonstration Method

1.2.4 Limitation Method

1.2.5 Project Method

1.2.6 Discussion Method

1.2.7 Group Directed Practice Method

1.3 Teaching Procedure in Physical Education :

1.3.1 Whole Method

1.3.2 Whole part whole method

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1.3.3 Part whole method

1.3.4 Stage whole method

UNIT-II

2. Classification :-(4hours)

2.1 Classification of pupils for routine physical Education

Activities and competitions

2.2 Various method of classification

2.3 Advantage and disadvantage of classification.

UNIT-III

Lesson Planning :(4hours)

a) i) Types of lessons: Knowledge lesson, Drill lesson, skill lesson, Review lesson, Appreciation lesson. ii) Planning and observation of Class- Room Teaching lesson.

iii) Planning and observation of field Activity Teaching lesson.

b) Teaching aids-importance, Types and uses, Audio-Visuals, Charts, Models, Films, Black Board, etc.

UNIT-IV (8hours)

4.1 Tournaments and competitions :

Group competitions and their importance, Methods of organizing competitions types of tournaments, methods of conducting tournaments

4.2 Methods of conducting intra- Mural and Extra mural completions, games of law organization, organization of excursions.

5.1. Construction and marking of play field tor various games, laying out of running's. Track, construction of jump it pits preparing and markings of different play fields. The admeasurements and requirements

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After completion of the unit students will be able to:-

Course Outcomes:

CO1. Students will understand the use of various methods in teaching & coaching in the field of physical education & sports.

CO2. They will also learn the officiating in various sports events.

REFERENCES :

Sharma, S.R., Sociological foundation in physical education and sports, friends publication, New Delhi.

Singh, Kawaljeet, Sociology of sports, Friends publication, New Delhi. OG Sing. Bhupinder.,

Sports Sociology-An Indian perspective, Friends publication, New Delhi.

Yobu, A, Sociology of Sports, Friends publication, New Delhi.



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PAPER-III

22L-T-P

REMEDIAL AND CORRECTIVE PHYSICAL EDUCATION

Max. Marks: 60

External Marks: 40

Internal Marks: 20

Time: 3 hours

Objectives of the course:

1. We studied about specific physical challenges.
2. Developing personalized intervention plans based on the assessment.
3. To developing and improving physical functioning.
4. To developing physical challenges to lead more active.

SYLLABUS:-

UNIT-I(6hours)

- 1.1 Meaning, importance and scope of posture education.
- 1.2 concept and classification of posture-
 - 1.2.1 Correct and incorrect posture-
 - 1.2.2 Static and dynamic posture-
 - 1.2.3 Body type and posture-

UNIT-II

2. Postural Deformities:(8hours)

A study of Physical defects in posture and the corrections to be arrived at-

Kyphosis

Lordosis

Scoliosis

Flat foot.

Bowed legs

Knocked knees

Corrective exercise



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Assessment of posture-posture test.

Therapeutic exercise and their classification.

UNIT-III (5hours)

3.1 Sports Injuries :

3.1.1. Introduction to sports injuries

3.1.2 Role of trained personnel in the management of the sports injuries

3.2 Prevention injuries:

3.2.1 Factors causing sports injuries

3.2.2 Factors sports injuries

3.2.3 Complications of incomplete treatment

UNIT-IV(5hours)

4.1 Common sport injuries and their immediate treatment

4.1.1 Sprain

4.1.2 Strain

4.1.3 Contusion and hematoma

4.1.4 Dislocation

4.1.5 Fracture

4.2 Rehabilitation :

4.2.1 Definition objectives and scope

4.2.2 Effects and uses of the therapeutic modalities in

4.2.2.1 Cold therapy

4.2.2.2 Hot most

4.2.2.3 Infra Red

4.2.2.4 Contrast bath

4.2.2.5 Wax bath therapy

5. Massage

5.1 Brief history of massage.

5.2 Principles of application of Massage.

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S.3 Classification of the manipulations used in massage and the effects of each such type on different systems of human body.

5.3.1 Stroking manipulation

5.3.2 Pressure manipulation

5.3.3 Percussion Manipulation

After completion of the unit students will be able to:-

Course Outcomes:

CO1. Learn about various type of postural deformities.

CO1. Learn about how to fight with these deformities and sports injuries.

CO1. Learn about various type of therapy and use of those of therapy in rehabilitation .

CO1. Understanding the massage therapy and its effect on system of human body.

Reference:-

1. Corrective physical education by rathbone (J.I.H.B. Saunders and Co.)
2. Manual of message and movement by Prof. E.M.Naro (Faber & Faber)
3. Therapeutic exercises for body alignment and function by William Maclimond, Catherine Worthinghw (W.B.Saunders & Co.)
4. Message and Medical Gymnastics by M.V.Lace (J & A Churchhill Ltd.
5. Preventive and Corrective Physical Education by Stafford and Kelly (Ronald Press Co. New York)
6. Tests and Measurements by McColy and Young.



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PAPER-IV

22L-T-P

TEST AND MEASUREMENT IN PHYSICAL EDUCATION

Max. Marks: 60

External Marks: 40

Internal Marks: 20

Time: 3 hours

Objectives of the course:

- 1.. To evaluate the learners
- 2..To know the capacities and abilities.
- 3..To discover the needs of the participants.
- 4..Teaching about various physical fitness test which is helpful in the selection of best athlete.

SYLLABUS:-

UNIT-I

1. History and Need:(6hours)

- 1.History of measurement in physical education.
- 1.2 Meaning of test and measurement
- 1.3 Need for test and measurement in phy-education.
- 1.4 The use of test and measurement in phy- education.

UNIT-II

2. Criteria for selecting tests :(4hours)

- 2.1 Validity
- 2.2 Reliability
- 2.3 Objectivity
- 2.4 Norms
- 2.5 Standard norms
- 2.6 Accuracy and interpretability

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UNIT-III

3. Physical Fitness Test(6hours)

3.1 Strength Test

3.1.1 Freshman's battery on basic fitness test

3.1.2 Physical fitness index

3.1.3 Sargent test

3.2 Motor Fitness Tests -

3.2.1 J.C.R. Test

3.2.2 National Physical efficiency test

3.3 Cardiovascular test-

3.3.1 Harvard's Step test

3.3.2 Foster test

3.3.3 Copper's Twelve mauler Run and walk test

UNIT-IV

4. Sport skills test(6hours)

4.1.1 Application of skill test.

4.1.2 Fundamental of measuring techniques in sports.

4.1.3 Standard activity tests Miler Volley ball test, Johnson Basketball ability test. Goal shooting test in hockey.

After completion of the unit students will be able to:-

Course Outcomes:

CO1. Understand the need & importance of test, measurement and evaluation in physical education.

CO2. Describe the criteria, classification and administration of test.

CO3. Develop concepts related to test, measurement & evaluation.

CO4. Construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education.

CO5. Explain different physical fitness and skill tests.

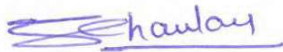


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B.P.E. S

SEMESTER-VI

Part-A Theory Courses				
Course Code	Title of the Papers	Marks Theory		Total marks
		External	Internal	
B.P.E.S.TC -601	Professional Preparation in Physical Education & Sports	40	20	60
B.P.E.S.TC -602	Educational Technology	40	20	60
B.P.E.S.TC -603	Officiating and Coaching	40	20	60
B.P.E.S.TC -604	Fitness & Wellness	40	20	60
	TOTAL	160	80	240
Part-B Practical Course				
Course Code	Activities	Marks [Practical]		Total marks
		External	Internal	
B.P.E.S.PC -601	Games Specialization- (Any One) Kabaddi/ Kho-Kho/Badminton/ Table Tennis/ Tennis/ Squash/ Baseball/ Volleyball/Basketball/ Cricket/ football/ Handball/ Hockey/ Netball/ Softball, etc	40	20	60
B.P.E.S.PC -602	Swimming/Gymnastics(Apparatus)/Shooting (Any one)	40	20	60
B.P.E.S.PC -603	Athletics:- Officiating Jumping events, (any two events)	40	20	60

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Part - C Teaching Practices				
B.P.E.S.TC -601	Officiating Lessons A)Game Specializations (5 Lessons each) B) Track and Field (5 Lessons each)	40	20	60
BDI?CTV AAO r.Jb.o. 1C — oUz	PROJECT ORGANIZED Athletic (any one events) / Games Specialization(any one Game) Events		60	60
	TOTAL	160	140	300

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PAPER-I

24L-T-P

PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION & SPORTS

Max. Marks: 60

External Marks: 40

Internal Marks: 20

Time: 3 hours

Objectives of the course:

1. To developing their content knowledge.
2. To developing pedagogical skills.
3. Developing their personal skills.
4. Understanding child development.
5. To training on promoting health and safety.

SYLLABUS:-

UNIT-I(6hours)

- 1.1 Meaning Nature and Criteria of profession.
- 1.2 Physical Education as a profession.
- 1.3 Aims and objectives of General Education contribution of professional preparation to the purpose of education.
- 1.4 Forces and Factors affecting the policies and programmers of professional preparation educational, social, political. Economical, religions etc.
- 1.5 Accreditation and Certification.

UNIT-II(8hours)

- 2.1 Qualifications for teaching courses of professional preparation in physical education.
- 2.2 Specific qualifications for physical educators.
- 2.3 Teaching evaluation
- 2.4 Duties and services of physical education teachers.

Answer



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- 2.4.1 Experience through movement education including games, sports and other activities.
- 2.4.2 Professional preparation programmes Health, safety, recreation, camping and outdoor education.
- 2.4.3 Coaching (d) conducting research.
- 2.4.4 Administrative functions () Measurement and Evaluation.
- 2.4.5 Community Responsibilities
- 2.4.6 Professional Leadership

UNIT-III(4hours)

Role of central and state Government in professional preparation.

- 3.2 Role of non-official agencies in improving professional preparations.
- 3.3 Historical perspective of teachers training in physical education in India.

UNIT-IV(6hours)

- 4.1 Allied subjects their meaning, concept and scope sports, psychology, sports sociology, sports philosophy, sports, mechanics, kinesiology. physiology sports medicine, health education.
- 4.2 Sports and other field
 - 4.2.1 Sports and politics
 - 4.2.2 Sports and Culture
 - 4.2.3 Sports and Economics (Commerce)

After completion of the unit students will be able to:-

Course Outcomes:

- CO1. Understand the concept of professional preparation.
- CO2. Describe the historical perspective of professional preparation at Indian and Abroad .
- CO3. Classify and identify the basic knowledge of preparation.

REFERENCES:

Bucher, Wuest: Foundation of physical education and sport. - Seidel Reseck : Physical education : An overview (2nd Edn)- Richard S. Revenes : Foundation of physical education.

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PAPER-II

22L-T-P

EDUCATIONAL TECHNOLOGY-

Max. Marks: 60

External Marks: 40

Internal Marks: 20

Time: 3 hours

Objectives of the course:

1. To developing learning experiences.
2. It is helping to using technology to provide educational opportunities.
3. To improving assessment and feedback.

SYLLABUS:-

UNIT-1

1. Introduction to Educational Technology: (6hours)

- 1.1 Definition
- 1.2 Educative process
- 1.3 The Teacher of Yesterday & Today.
- 1.4 An outline of teaching method used then and now

UNIT-II

2. Teaching Aids :(6hours)

Importance of Teaching Aids.

Criteria for selecting teaching aids

Difference between teaching method and teaching aid Broad classification to teaching aids

Audio Aids

visual Aids

Audio Visual Aids

Effectiveness of Edger Dale's cone classification.

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UNIT-III

3. Advantage and suggestions for effective use of selected teaching aids. (4hours)

Verbal

Chock Board

Charts

Models

Slide Projector

Over Head Projector

Motion Picture

Self Experiment and Projects

UNIT-IV

4. New Teaching Techniques and INNOVATIONS-II (8 Hours)

Micro Teaching

Concept and features of micro teaching

Micro teaching verses traditional teaching.

Steps in micro teaching

Micro teaching skills

Limitation of Micro teaching

5. Simulation Teaching:

5.1 Meaning of Simulation

5.2 Types of activities in simulation

5.3 Steps in simulation

5.4 Advantages of simulation

5.5 Limitations of simulation

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After completion of the unit students will be able to:-

Course Outcomes:

- CO1. Understand the concept of educational technology and methods of teaching.
- CO2. Describe and use various teaching methods according to suitability
- CO3. Understand the concept of programmed learning & team teaching.
- CO4. Effectively utilize various teaching machines and system approach.

REFERENCES:

- K Smapath, A Pannirselvan and S. Santhanam , Introduction to Educational Technology (New Delhi : Sterling Publishers Pvt. Ltd.)1981.
- Bhatia and Bhatia. The Principles and Methods of Teaching (New Delhi: Doaba House) 1959
- Walia J.S.Principles and Methods of Educatin (Paul Publishers Jullandhar), 1999
- Kochar, S.K.Methods and TEchniques of Teaching (New Delhi Jallandhar, Sterling Publishers Pvt. Ltd.), 1982.
- Lozman Cassidy and K Jackson, Methods in Physical educatin (W.B.Saunders Company, Philadelphia and Londe 1952.
- Singh, Ajmer and other Modern Text Book of Physical Education. Health and sports B.A.Part-I (Kalyani Publisher Ludhiana), 2000
- Amita Bhardwaj, New Media of Educational Planning Sarup of Sons, New Delhi, 2003.

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PAPER-III

20L-T-P

OFFICIATING AND COACHING

Max. Marks: 60

External Marks: 40

Internal Marks: 20

Time: 3 hours

Objectives of the course:

1. To develop their decision-making skills while they do coaching or officiating.
2. Development of long-term athlete as a coach or official.
3. Developing their positive character for the fair game play.
4. Developing their personal growth regarding their decision making ability, judgment and many more.

SYLLABUS:-

UNIT-I(6hours)

- 1.1 Teaching and Training, Principles of Coaching.
- 1.2 Personality of Coach, Methods of Personality Skills.
- 2.1. Principles of conditioning, methodical principles of weight training isometric training. circuit training.
- 2.2 Cross country, Fartlek, pressure Training and Sprint Training.

UNIT-II (4hours)

3. Basic Principles and planning of training schedule maintenance fitness.
- 3.2 Selection of players, measures for maintaining and stimulating the interest of students in games and sports.

UNIT-III(4hours)

- 4.1 Analysis of individual and team performance.
- 4.2 Sports hygiene, safety measures in sports.



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UNIT-IV(6hours)

5.1 Official his duties and qualities, factors influencing officiating.

5.2 Record sheets, facilities, techniques, strategies and rules and their interpretations of the following athletics, football, hockey, volleyball, basketball, cricket, kabaddi, kho-kho, gymnastics, and wrestling also for girls- Netball, Throw ball, Badminton, Table Tennis etc.

After completion of the unit students will be able to:-

Course Outcomes:

CO1. Understand the concept and mechanism of officiating and coaching.

CO2. Describe the duties of coaches and officials.

CO3. Realize the qualities and qualification of coach and officials.

CO4. Apply the concepts of coaching and officiating.

REFERENCES:

1. Harold, Abraham and Jack Crumps (Athletics The Naldrett Press, London)
2. Doherty: Modern Track and Field.
3. Miller: Fundamentals of Track and Field.
4. D.B.Crmwell Championship Technique in Track and Field
5. Breshnabam and Tuttle: Track and Field.
6. Meeley: Test and Measurements



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PAPER-IV

FITNESS & WELLNESS

28L-T-P

Max. Marks: 60

External Marks: 40

Internal Marks: 20

Time: 3 hours

Objectives of the course:

1. To improve respiratory, cardiovascular health, and overall health.
2. To promote and maintain a state of overall well-being through regular physical activity, healthy lifestyle practices, and self-care.
3. To improve physical health by regular exercise, improving cardiovascular fitness, muscular strength, flexibility, and body composition.
4. To achieve a state of comprehensive well-being by incorporating regular physical activity, healthy lifestyle choices, and self-care practices.

SYLLABUS:-

UNIT –INTRODUCTION(6hours)

- 1.1 Concept and meaning of fitness and wellness
- 1.2 Components of fitness and their description
- 1.3 Components of wellness and their description
- 1.4 Significance of fitness and wellness in present scenario.
- 1.5 Fitness and wellness for life

UNIT- II FITNESS PROFILE, DEVELOPMENT AND MAINTAINENCE OF FOLLOWING(8hours)

- 2.1 Types:- physical (cardio respiratory, strength, speed agility, flexibility, power, muscular endurance) health related (cardio-respiratory, flexibility, body composition, muscular strength and endurance) motor skill related (speed, paw agility, coordination, endurance, balance)
- 2.2 Principals of physical fitness

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2.3 Benefits of fitness programme.

2.4 Obesity (causes and prevention)

2.5 Weight management (role of diet & exercise in maintenance of ideal weight)

UNIT- III WELLNESS(8hours)

3.1 Identifying dimensions of wellness, achieving and maintenance of wellness

Adopting healthy & positive lifestyle.

Identifying stressors and managing stress

Staying safe & preventing injuries

Knowledge of Nutrition & its implication on healthy lifestyle

Factors leading to eating disorders

Hazards of substance abuse (smoking, alcohol & tobacco)

Adoption of spirituality principals & their remedial measures

Yogic practices for achieving health and fitness Worthwhile use of leisure time.

Sexuality - preventive measures for sexual transmitted diseases. Emphasis on proper rest & sleep.

Prevention of cancer, cardio-vascular disorders & other diseases.

3.2 Relationship of wellness towards positive lifestyle

3.3 Benefits of wellness

UNIT - IV BEHAVIOR MODIFICATION(6hours)

4.1 Barriers to change

4.2 Process of change (6 stages) SMART

4.3 Technique of change & smart goal setting.

4.4 Healthy lifestyle approach. (Introduction, prevention, and treatment of inactivity diseases)

5.1 Daily schedule based upon one's attitude, gender, age & occupation.

5.2 Basic - module: - Time split for rest, sleep, diet, activity & recreation.

5.3 Principles to achieve quality of life:- positive attitude, daily regular exercise, control over food habits & healthy hygienic practices.

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After completion of the unit students will be able to:-

Course Outcomes:

- CO1. Understand the modern concept of physical fitness and wellness.
- CO2. Understand the components of health and skill related physical fitness wellness
- CO3. Develop competencies of different types of exercises for physical fitness

REFERENCES:-

- Anderson, B., Stretch Yourself for Health & Fitness, Delhi : UBSPD, 2002.
- Austin and Noble, Swimming For Fitness, Madras: All India Pub., 1997.
- El Bean, Anita, Food For Fitness, London : A & C Black, 1999.
- Callno Flood. D.K., Practical Math For Health Fitness. New Delhi, 1996.
- Cox, Corbin, C.B & Indsey, R.. Concepts of Physical Fitness,
WC Brown, 1994.
- Difiore, Judy. Complete Guide to Postnatal Fitness. London:A & CBlack, 1998.



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B..P.E.S. (SEMESTER- 5TH AND 6TH)

TEAM GAMES AND GAMES OF SPECIALIZATION

ATHLETICS:- JUMPING EVENTS. (ANY TWO EVENTS) WITH OFFICIATING

- o Approach Run.
- o Take off
- o Clearance over the bar.
- o Landing

SWIMMING/GYMNASTICS(APPARATUS)/SHOOTING (ANY ONE) Same as semester -III & IV

TEACHING PRACTICES:

- a. Teaching Lesson Lessons in Yoga (5lessons) (4 Internal 1 external)
- b. Class Room Teaching Lessons (5Lessons). (4 Internal 1 external)

OFFICIATING LESSON PLAN:

- a. Game of specialization (05lessons in outdoor) (4 Internal 1 external)
- b. Lessons in Track and Field (5 Lessons each). (4 Internal 1 external)

PROJECT ORGANIZED

(MAXIMUM 4 STUDENT IN ONE ATHLETIC EVENT(SEMESTER I to V) OR ANY ONE

GAME

SEMESTER I to V)

- A) Athletic (any one events)
- B) Games Specialization(any one Game)

OFFICIATING LESSON OF TRACK & FIELD & GAMES SPECIALIZATION

- 05 Lesson each (4 Internal 1 external)



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After completion of the unit students will be able to:-

Course Outcomes:

SEMESTER 5

CO1. To study about the enhancing cardiovascular fitness, muscular strength, and explosive power through activities like long jump, high jump, and triple jump.

CO2. To study how we increasing our flexibility in lower body and improving balance, which are crucial for successful jumping performance.

CO3. To gaining of tailoring teaching approaches to accommodate divers learning styles, abilities, and individual needs.

CO4. To integrating jumping events with thoughtful teaching approaches enhancing student physical and cognitive development.

SEMESTER 6

CO1. To study the fostering self-confidence and a sense of accomplishment as individuals improve their jumping abilities and achieve personal bests.

CO2. To gaining the demonstrating sportsmanship by respecting opponents, following rules, and exhibiting fair play during competition.

CO3. To study the student with a comprehensive understanding of jumping techniques, safety guidelines, and benefits.

CO4. To study about the communication skills to convey instructions, demonstrate techniques, and provide feedback.

CO5. Education student about proper warm-up routines, landing techniques, and injury prevention strategies.

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