

UNIVERSITY OF PATANJALI

HARIDWAR



DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS

UNDER GRADUATE PROGRAM

Bachelor in Physical Education and Sports

(B.P.E.S.)

REVISED SYLLABUS (As Per National Education Policy 2023-24)



Preamble:

Physical Education is a form of one of the most effective means of education imparted through physical exercises, recreational activities and sports. It is an integral part of education. Which by mere participation in it gives the outcomes? These outcomes are both instant as well as have strong carry over values in the life. The children as well as the adults and the old enjoy physical activities & sports and gets benefit in the form of stronger muscles and bones, increased energy, coordination level and most importantly the decreased risk of developing chronic diseases. The UNESCO in its General Conference in 1978 was convinced that, everyone should be free to develop and preserve his or her physical, intellectual and moral powers. Physical Education and Sport should consequently be assured and guaranteed for all human beings. Physical Education is now a regular feature in the primary and secondary schools as well as it is gaining popularity in the higher education. The course opted for this is elective as well as the core at the college and the university level in India. The graduate level course in Physical Education and Sports contains subjects varying from foundation of Physical Education to Anatomy, Physiology, Kinesiology, Officiating & coaching, Test & Measurement, Nutrition, Rehabilitation, Psychology, Sports Training, Sports Biomechanics, Methods of Teachings etc. which are aimed to give thorough knowledge and skills to the students. Students perusing physical education courses are fit to join the jobs as physical trainers, coaches, game officials, referees, umpires, curators, gym trainers, lifeguards, personal trainers etc. During their course of education the students also develops the expertise to establish their own business as entrepreneurs in the field of sports, fitness, recreation, adventure sports, Camping, event management etc.

Aims of the Bachelor's degree program in Physical Education

Physical education is not only concerned with the physical outcome that accrue from participation in physical activities but also the development of knowledge and attitude conducive to lifelong learning and participation in motor activities. The overall aim of bachelor's degree program in

Physical Education is;

1. The acquisition and refinement of motor skills,
2. To equip the students with the scientific knowledge of body response to various types of exercise.
3. Maintenance of fitness for optimal health and well being,
4. Attainment of knowledge and the growth of positive attitude towards physical activity and sports.

Nature and extent of the B.P.E.S degree program

Physical Education is normally referred to as the science that aims to develop all-inclusive aspects of human personality through physical and sports activities. Physical education practical, is a Multidisciplinary subject that cannot be studied in seclusion under the scope of one or two subjects. The scope of Physical Education as a subject is very broad. It caters to the need for developing capability of the students on physical, mental and social aspects. Physical education also aims to develop activity as an alternate and prophylactic medicine. The key areas of study within the Physical Education are 'Exercise Physiology, Sports Psychology, Sports Sociology, Sports Management, Sports Journalism, Kinesiology- Biomechanics, Sports Training, Sports Medicine, Kin anthropometry, yoga etc.

Degree program in Physical Education covers topics that overlap with the areas outlined above and that address the interfaces of Physical Education with other subjects such as Physiology, Bio- Chemistry, Physics, Physiotherapy, Psychology, Management, and Sociology along with training pedagogy employed for enhancing the functional status of individuals with varied needs. As a part of the effort, to enhance the employability of graduates of Physical Education, programs include learning experiences that offer opportunities in various spheres of human

Program Outcomes:

Program Specific Outcomes of Bachelor's Degree Program in Physical Education

After successful completion of the program, an individual will be able to :

PO-1 Interpret practical and sports skills required for physical education

Development

PO-2 Able to officiate in the tournaments

PO-3 Able to understand functioning of various internal organs of the human body

PO-4 Appraise food safety and prevention of injury to maintain a safe and healthy

Environment

PO-5 Able to apply and interpret aspects of applied psychology

PO-6 Develop long range goals and strategies that the action needed to each year to

meet the objectives

PO-7 To conduct the rehabilitation program for the players and society

PO-8 Able to take anthropometric measurement in the field of sports and physical

education

PO-9 Able to help responsible authorities during natural disaster in their

Management.

Program Specific Objectives

Program Specific Objectives of Bachelor's Degree Program in Physical Education.

- To enable students to understand history, philosophy, values, ethics and functions of Physical Education profession, and its linkages with other social science & science disciplines;
- To equip students with knowledge on core and ancillary methods of professional work, and its practice base;
- To inculcate in the student's values of enquiry and research; and thereby develop problem solving and decision making abilities;
- To prepare professionals to practice in diverse field settings and also address contemporary issues and concerns such as of games and sports;
- To make learners- the young professionals sensitive to the needs of the people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context;
- To develop young professionals with good communication skills and quest for a self-motivated life-long learning, focusing on skilling and re-skilling in their respective field of Physical Education;

Program Specific Outcomes (PSOs)

Program Specific Outcomes of Bachelor's Degree Program in Physical Education.

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

- PSO-1** Remembering and Understanding the concepts, theories, functions, structures, terminology and skills of physical education and sports sciences.
- PSO-2** Applying and demonstrating various concepts, theories, procedures and skills in different sports situations.
- PSO-3** Analyzing and relating the valuable knowledge about the Health, related issues various communicable disease, its preventive measures, Nutrition, its role in weight management and healthy life..
- PSO-4** Evaluating and measuring the important methods used for teaching in Physical Education.
- PSO-5** Creating and designing research problem, training sessions, diet plans.

Sem.	Discipline specific course (M J) M a j o r	Minor Courses (MN)	Inter Disciplinary Courses (ID)	Ability Enhancement Courses (AE)	Skill Enhancement Courses (SE)	Common Value Added Courses (VA)	Total Credits
01.	BPPEMJ-101 (Anatomy and exercise physiology)-04	BPPEMN-102 History of Physical Education -04	BPPEID-103 Personality Development-04	BAYSAE-104 Communicative English-02	BSYSSE-105 Methods of Teaching Yoga-03	BPPEVA-106 Computer Application -03	22
	BPPEMJ-101(P) (Anatomy and exercise physiology)02						
02.	BPPEMJ-201 Track and field event Theory-04	BPPEMN-202 (Sports Training) 04	BPPEAE-203 Olympic Asian & Commonwealth Games-04	BPPEAE-204 Basic Hindi-02	BPPESE-205 Environmental Science-03	BPPEVA-206 Project internally evaluated-03	22
	BPPEMJ-201(P) Track and field event Practical-02						
Total Credit	12	8	8	4	6	6	44
	Those students want to exit in 1 st years they need to complete summer training of credit						04
	Grand Total						48

Sem.	Discipline specific course (M J) Major	Minor Courses (MN)	Discipline specific course (M J) Major	Skill Enhancement Courses (SE)	Inter Disciplinary Courses (ID)	Ability Enhancement Courses (AE)	Total Credits
03.	BPPEMJ-301 Sports Training -05	BPPEMN-302 Biomechanics -06	BPPEMJ-303 Health Education -04	BPPESE-304(P1) Handball -3 BPPESE-304(P2) Gymnastic-3 Yoga Practical-03 BPBASE-304(P3) (OPT ANY ONE)	BPPEID-305 Health Awareness and General Fitness-02 BPPEID-305 History of Golden Age-02 (OPT ANY ONE)	BPPEAE-306 English II-02	22
04.	BPPEMJ-401 Officiating and Coaching - 06	BPPEMJ-402 Test Measurement and Evaluation in Physical Education and Sports - 06 BPPEMN-404(P1) Kho-kho -4 BPPEMN-404(P2) Taekwondo -4 BPPEMN-404(P3) Wrestling (OPT ANY ONE)	BPPEMJ-403 Management of Physical Education -04			BPPEAE-405 Basic Sanskrit - 02	22
Total Credit	11	16	8	3	2	4	44
	Those students want to exit 2 nd years they need to complete summer training of credit						04
	Grand Total						48

Sem.	Discipline specific course (M J) M a j o r	Minor Courses (MN)	Inter Disciplinary Courses (ID)	Ability Enhancement Courses (AE)	Skill Enhancement Courses (SE)	Common Value Added Courses (VA)	Total Credits
05.	BPPEMJ-501 Method in Physical Education -04	BPPEMN-504(P1) Basketball -6 BPPEMN-504(P2) Badminton – 6 BPBAMN-504(P3) Yoga Practical Credit: 06 (OPT ANY ONE)			BPPESE-505 Internship-04		22
	BPPEMJ-502 Sports Psychology -04						
	BPPEMJ-503 Athletic care and Rehabilitation of Sports Injuries -04						
06.	BPPEMJ-601 Research Process in Physical Education -06	BPPEMN-602- Kinesiology-05					22
	BPPEMJ-604(P1) Volleyball -6 BPPEMN-604(P2) Kabaddi –6 (OPT ANY ONE)	BPPEMN-603 Adventure Sports -05					
Total Credit	24	16			4		44

S.N.	Subject Code	Subject Title	Credits	Evaluation Scheme				Subject Total
				INTERNAL			ESE	
				CT	TA	Total		
I SEMESTER(B.P.E.S I YEAR)								
1	BPPEMJ-101	Anatomy And Exercise Physiology-04	4	15	10	25	75	100
2	BPPEMJ-101(P)	Anatomy and exercise physiology (practical)-02	2	15	10	25	75	100
3	BPPEMN-102	History of Physical Education -04	4	15	10	25	75	100
4	BPPEID-103	Personality Development-04	4	15	10	25	75	100
5	BPPEAE-104	Communicative English-02	2	08	05	13	37	50
6	BPPESE-105	Methods of Teaching Yoga-03	2	15	10	25	75	100
7	BPPEVA-106	Computer Application-03	3	15	10	25	75	100

III-SEMESTER (B.P.E.S. 2nd YEAR)

1	BPPEMJ-301	Sports Training	5	15	10	25	75	100
2	BPPEMN-302	Biomechanics	6	15	10	25	75	100
3	BPPEMJ-303	Health Education (4	15	10	25	75	100
4	BPPESE-304(P1) BPPESE-304(P2) BPBASE-304(P3)	Practical Handball Gymnastic, Yoga Practical (opt any one)	3	15	10	25	75	100
5	BPPEID-305 BPPEID-305	Health awareness and general Fitness/ History of Golden Age (Opt any one)	2	15	10	25	75	100
6	BPPEAE-306	English-II	2	08	05	13	37	50
Total			22					550

IV-SEMESTER (B.P.E.S. 2nd YEAR)

1	BPPEMJ-401	Officiating and coaching	6	15	10	25	75	100
2	BPPEMJ-402	Test Measurement and evaluation in physical education and sports	6	15	10	25	75	100
3	BPPEMJ-403	Management of Physical Education	4	15	10	25	75	100
4	BPPEMN-404(P1) BPPEMN-404(P2) BPPEMN-404(P3)	Practical – Kho-kho Taekwondo Wrestling (opt any one)	4	15	10	25	75	100
5	BPPEAE-405	Sanskrit	2	08	05	13	37	50
Total			22					450

V-SEMESTER (B.P.E.S. 3rd YEAR)

1	BPPEMJ-501	Methods In Physical Education	4	15	10	25	75	100
2	BPPEMJ-502	Sports Psychology	4	15	10	25	75	100
3	BPPEMJ-503	Athletic Care and Rehabilitation of sports injuries	4	15	10	25	75	100
4	BPPESE-504(P1) BPPESE-504(P2) BPBAMN-504(P3)	Basketball, Badminton ,Yoga Practical (opt any one)	6	15	10	25	75	100
5	BPESSSE-505	Internship	4	15	10	25	75	100
Total			22					500

VI-SEMESTER (B.P.E.S. 3 YEAR)

1	BPPEMJ-601	Research process in Physical Education	6	15	10	25	75	100
2	BPPEMN-602	Kinesiology	5	15	10	25	75	100
3	BPPEMN-603	Adventure Sports	5	15	10	25	75	100
4	BPPEMJ-601(P1) BPPEMJ-601(P2)	Volleyball & Kabaddi	6	15	10	25	75	100
Total			22					400
Grand Total			132					3200

Semester-I

BPPEMJ-101

Anatomy & Exercise Physiology

Credit: 04

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

Learning objective

- Students in-depth instruction in the organization, structures, and functions of the human body.
- Students will learn the terminology, anatomy and physiology, and pathology of each body system and how they interrelate to maintain homeostasis.
- **The Course learning outcomes (COs):** On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....
- **CO-1.** Describing the concept, need and importance of anatomy and physiology in physical education.
- **CO-2.** Describing and define the cell, tissue, organs and systems.
- **CO-3.** Explaining the circulatory systems and its functions.
- **CO-4.** Describing the respiratory systems and its functions.
- **CO-5.** Explaining the digestive systems and its functions.

Unit-I

Basic concept

Need and importance of anatomy and physiology in physical education

Definition, description of cell

Definition, types & description of tissue

Classification of organ system

Unit II

Circulatory system:

Organs of Circulatory system

functions of circulatory system

Introduction of blood, functions of blood

Unit III

Respiratory System

Organs of Respiratory System

Function of respiratory system

Skeletal System- classification and functions.

Unit IV

Digestive system

Organs of Digestive System

Function of digestive system

Introduction of joints, functions of joints.

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Virtual instructional platforms such as **online lectures**, webcast etc. are to be used. Students can participate in coursework through instant messages, emails and video conferencing. Google class room, Cisco Webex Meeting, OERS, Swayam Platform (www.swayam.gov.in), Swayam Prabha (www.swayamprabha.gov.in) (available on Doordarshan (free dish TV), E-Yantra (www.eyantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spoken tutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronic journals (www.ess.infn.net.ac.in) etc. are to be used. . Courses may also integrate DVD videos as part of the training process. Students may examine current topics in the field through the use of e-textbooks and e-physical education journals. Students can complete some portion of the education at approved testing sites for the practical components wherever necessary.

Initiating Brain based learning- A stress free environment will be created where students will be reoriented in understanding of the brain as organ which could be developed through various mental exercises, like a muscle developed through weight training. Constant feedback regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged / break in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/ Project Work/ Seminars/ Term Papers/Assignments/ Presentations/ Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations

Suggested Readings:

1. Appuseries (2012) *How the Human Body Works - Kids Animation Learn Series*. [Online] Available from: https://www.youtube.com/results?search_query=APPUSERIES+human+body+ [Accessed 20th July 2016].
2. Bannister, L. H. & et.al.(2000) *Gray'sAnatomy*.Churchill Living Stone.
3. Boone, T. (2014) *Exercise physiology*.Jones& Bartlett Learning.
4. Davidson, D.S. & Morgan, B. (2002) *Human body revealed*. Great Britian, Dorling Kindersley.
5. E Learning for kids- Founding Dreams (Date not Available) *Science- Body Parts*. [Online] Available from: <http://www.e-learningforkids.org/science/lesson/body-parts/>[Accessed 20th July 2016].
6. Foss, M. L., Keteyian, S. J. & Fox, E. L., (1998).*Fox's physiological basis for exercise and sport*. Boston, Mass, WCB/McGraw-Hill.
7. Get Body Smart (2016) *An online examination of human anatomy and physiology-Animated Text Narrations and Quizzes to Explain the Structures and Functions of the Human Body Systems*. [Online] Available from: <http://www.getbodysmart.com/> [Accessed 20th July2016].

8. Hall, J. E. & Guyton, A. C. (2011). *Guyton and Hall textbook of medical physiology*. Philadelphia, PA, Saunders Elsevier.
9. Jam Campus (2018) *THE PARTS OF A CELL SONG*. [online video] Available at: <https://www.youtube.com/watch?v=NkC9Aijf7gI> [Accessed 03 July 2018].
10. JCCCvideo (2010) *The Plasma Membrane*. [online video] Available at: <https://www.youtube.com/watch?v=moPJkCbKjBs> [Accessed 03 July 2018].
11. Manocchia, P. (2007) *Anatomy of Exercise-A trainer's inside guide to your workout*. New York, A & C Black.
12. Mc Ardle, W.D.; Katch, F.I. & Katch, V.L. (2010) *Exercise physiology- Nutrition, Energy, and human performance*. 7th edition. Philadelphia, Wolters Kluwer and Lippincott Williams & Wilkins.
13. Musical Cells (2013) Power Pack - *The Mitochondria Rock Song*. [online video] Available at: <https://www.youtube.com/watch?v=418UI5YPVAI&index=1&list=RD418UI5YPVAI> [Accessed 03 July 2018].
14. Nucleus Medical Media (2015) *Biology: Cell Structure I Nucleus Medical Media*. [online video] Available at: <https://www.youtube.com/watch?v=URUID5NEXC8> [Accessed 03 July 2018].

SEMESTER I
BPPEMJ-101(P)

Credit: 02

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

Practical- Anatomy & Exercise Physiology

Learning objective

- students in-depth instruction in the organization, structures, and functions of the human body. Students will learn the terminology, anatomy and physiology, and pathology of each body system and how they interrelate to maintain homeostasis.

ANATOMY & PHYSIOLOGY

Counting of pulse rate

Study of different body system with the help of models

A Scrape File

Viva-voce

Semester-I

BPPEMN-102

History of Physical Education

Credit: 04

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

Learning Objective:

- The aim to develop the student into better rounded ,balanced individuals.
- These activities capture the interest of the students.
- This is a practical improvement on the usual physical education program.

The Course Learning outcomes (Cos) :

CO-1. The pass out students would be able to compare the relationship between general education and Physical education.

CO-2. Students would be able to identify and relate with the History of Physical Education.

CO-3. Students would be able to comprehend the relationship between Philosophy, Education and Physical Education.

CO-4. Students would be able to identify the works of Philosophers of Education and Physical Education.

CO-5. Students would be know recent developments and academic foundation of Physical Education.

Unit-I

Introduction to Physical Education

1.1 Meaning, Definition and Scope of Physical Education

1.2 Aims and Objective of Physical Education

1.3 Importance of Physical Education in present era.

1.4 Misconceptions about Physical Education.

1.5 Relationship of Physical Education with General Education.

1.6 Physical Education as an Art and Science.

Unit-II

Historical Development of Physical Education in India

2.1 Vedic Period (2500 BC – 600 BC), Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD), Medieval period

2.2 Post Mughal British Period (Before 1947) Y.M.C.A. and its contributions.

2.3 Physical Education in India (After 1947)

2.4 The early history and significant stages in the revival and development of the modern Olympic movement

2.5 Educational and cultural values of Olympic movement

Unit-III

Philosophical Foundation of Physical Education

3.1 Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism.

3.2 Philosophy and Culture.

3.3 Fitness and wellness movement in the contemporary perspectives

3.4 Sports for all and its role in the maintenance and promotion of fitness.

Unit-IV

Foundation of Physical Education

4.1 Biological

4.1.1 Growth and development

4.1.2 Age and gender characteristics

4.1.3 Body Types

4.2 Psychological

4.2.1 Attitude, interest.

4.2.2 Cognition, emotions and sentiments.

4.2.3 Practical suggestion from psychology.

4.3 Sociological

4.3.1 Society and culture

4.3.2 Social acceptance and recognition

4.3.3 Leadership in physical education

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, Seminars, classroom discussion, videos, charts and presentations method.

Virtual instructional platforms such as **online lectures**, webcast etc. are to be used. Students can participate in coursework through instant messages, emails and video conferencing. Google class room, Cisco WebeX Meeting, OERS, Swayam Platform (www.swayam.gov.in), SwayamPrabha (www.swayamprabha.gov.in) (available on Doordarshan (free dish TV), E-Yantra (www.e-yantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spoken tutorials (www.spokentutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronic journals (www.ess.infibnet.ac.in) etc. are to be used.. Courses may also integrate DVD videos as part of the training process.

Students may examine current topics in the field through the use of e- textbooks and e-physical education journals.

Students can complete some portion of the education at approved testing sites for the practical components wherever necessary.

Initiating Brain based learning- A stress free environment will be created. Constant feedback regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged. Break in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/ Project Work/ Seminars/ Term Papers/Assignments/ Presentations/ Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations

References:

1. Bucher, C. A. (n.d.) - Foundation of physical education. St. Louis: The C.V. Mosby Co.
2. Deshpande, S. H. (2014) - Physical Education in Ancient India. Amravati: Degree college of Physical education.
3. Dash, B.N. (2003.) –Principles of Education, Neelkamal publication, Hyderabad,
4. Kamlesh, M.L. (2002) –Sociological Foundation of Physical Education, Metropolitan Book co. Pvt. Ltd., Delhi,
5. Pandey, R.S.(1991) Philosophical & Sociological Foundation of Education, Vinod PustakMandir, Agra,.
6. Bhatia, K.K. &Narang, C.L. (1984.)– Philosophical & Sociological Bases of Education, Prakash Bros., Ludhiana,

7. Adams, William's (1991.) – Foundation of Physical Education Exercises and Sports Sciences, Lea and Febigor, Philadelphia,
8. Dr. Kamlesh M.L. (2004) - Principles and History of Physical Education and Sports, Friends Publication (India) New Delhi.
9. Dr. B.C.Kapri, Fundamentals of Physical Education, Friends Publication, DariyaGanj, Delhi (India).

Semester-1

BPPEID-103

Personality Development

Credit: 04
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

Learning Objective:

- Personality development helps you gain recognition and acceptance from the society as well as people around.
- Personality development plays an essential role not only in an individual's professional but also personal lives.
- It makes an individual disciplined, punctual and an asset for his/her organization

The Course Learning Outcomes (COs):

CO-1. Explores own identity and culture (e.g., gender, sexual orientation, racial/ethnic background, socioeconomic status)

CO-2. Integrates multiple aspects of personal identity into a coherent whole

CO-3. Can articulate how personal identities relate to larger social constructs

Unit-I Introduction

Personality -meaning and definition. Introduction to acronym CAKE (Commitment to Application of Knowledge Existing)

Components of Personality

Unit-II Physical Personality

Meaning, Definition and types of Personality.

Principles of Developing Personality.

Somato type and Personality.

Meaning and Definition of Spiritual Personality.

Unit-III Personality and Wellness

Components of Wellness, Relation of Wellness and Personality.

Behaviour Change Method.

Physical Fitness-Components and Role in Physical Personality Development

Unit-IV Mental Personality

Meaning and Definition of Mental Personality

Type A, B & C Personality Characteristics

Traits affective Personality and Its Development.

Heredity and Environment in relation to Personality Development.

SUGGESTED READINGS

Singh, Ajmer et.al. "Modern Text Book of Physical Education, Health and Sports", Kalyani, Publishers, Ludhiana,2000

Singh, Ajmer et.al. "Olympidu, "Health and physical education", lakshmi,publishing

house,Rohtak,2011

Kansal, D.K. (2010). Holistic Personality Development. Sports and Spiritual Science, Publications, New Delhi

Bernard N. (2001). Turn off the Fat Genes. Harmony Books, New York. U.S.A.

Kamlesh M.L.(2002) psychology in physical education and sports, metropolitan book co. pvt. ltd,New Delhi

SEMESTER I
Communicative English

BPPEAE-104

Credit: 02

Max. Marks: 50

Internal Marks: 13

End semester exam marks: 37

Objectives:

Unit 1- Improve pronunciation and Use English Grammar worksheets and exercises to improve grammatical knowledge for competitive exams

Unit 2- Enhance reading, understanding and writing abilities in English

Unit 3 -Develop the ability to read, understand and improve English vocabulary

Unit 4 - Demonstrate conversational skills, Asking Questions

The Course Learning Outcomes (COs):

CO-1. Improve and widen employment prospects.

CO-2. Explore the world with confidence

CO-3. Increase cognitive ability.

CO-4. Access world-class education system and establishment.

Method of Teaching & Assessment- Videos, Audio clippings, discussion, written and oral exercises.

Unit-1: -Syllables (stress in simple words), Rhythm, Intonation, & Revision of Basic Grammar

- Tenses, Prepositions, Articles, Conjunctions, Modals, Direct and indirect Speech

Unit-2: Reading & Writing

- Vocabulary- Homophones, Homonyms

- Analytical Skills, Editing Skills- Error Correction, Article Writing, Reading Comprehension

Unit-3: Listening –

- Audio books, Podcasts, Speeches of various renowned Yoga Masters , Ted Talks

Unit-4: - Spoken English

Accents and dialects , Extempore , Oral Report , Debates and GDs, Public Speaking Skills ,Leadership,
Team Work Text books: English Grammar in Use, 4th Edition, Cambridge by Raymond Murphy Suggested

SEMESTER I
Method of Teaching Yoga
BPPESE-105

Credit: 003

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

Objectives:

Following the completion of this course, students shall be able to

- Understand the principles and practices of teaching methods of Yoga.
- Have an in-depth understanding about session and lesson planning and class room arrangements.
- Have an idea about the different tools used in Yoga teaching.

Unit 1: Fundamentals of Education and Methods of Teaching Yoga (15 Hours)

Education- Meaning, Definitions, Concepts, Aims & Objectives; Teaching and Learning: Concepts and Relationship between the two; Principles of Teaching, Levels and Phases of Teaching, Principles of Learning, Levels of Learning, Yogic levels of Learning- Vidyarthi, Shishya, Mumukshu, Qualities of a Yoga teacher; Meaning and scope of Teaching methods and factors influencing them; Sources of Teaching methods

Unit 2: Basics of Yoga Class Management (15 hours)

Practice of Yoga at different levels (Beginners, Advanced, School Children, Youth, Women and Special attention group); Techniques of Individualized Teaching, Techniques of group teaching; Yoga classroom: Essential features, Area, Sitting arrangement in Yoga class etc; Class room problems: Types and Solutions.

Unit 3: Lesson Planning & Time Table in Yoga (15 hours)

Essentials of Lesson Planning: concept, need & importance; Lesson planning of teaching Yoga (Shatkriya, Asana, Mudra, Pranayama & Meditation); Models of Lesson Plan in Yoga; Timetable : Concept, Need, Types, Principles of Time table construction; Time Table for Yoga teaching

Unit 4: Educational Technology in Yoga Teaching & Teaching Practice (15 hours)

Educational Technology : Concept, Meaning, Aims, Objectives, Importance and Types of Educational technology; Use of Educational Technology in Yoga; Teaching Methods & Practice of Yama, Niyama, Shatkarma, Asana, Mudra-Bandha, Pranayama & Dhyana.

TEXT BOOKS

1. Yogrishi Swami Ramdev; Yoga Manual for parents and Yoga Teachers, Divya Prakashan, Haridwar, 2010
2. Dr. Gharote M L & Dr S K Ganguly: Teaching methods for Yogic practices, Kaivalyadhama, Lonavala, 2007

BOOKS FOR REFERENCE

1. Dr. Shri Krishna : Notes on basic principles & methods of teaching as applied to Yogic practices and a ready reckoner of Yogic practices, Kaivalyadhama, Lonavala, 2009
2. Dr. Raj Kumar : Principles & methods of Teaching, Printo graphics, Delhi,
3. Saket Raman Tiwari & others : Teaching of Yoga, DPH Publishing Corporation, Delhi, 2007

Semester-I
BPPEVA-106
COMPUTER APPLICATION

Credit: 03

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

Learning Objective:

- To understand basics of computer and working with OS.
- To develop working skills with productivity tools, graphics designing and Internet.
- To acquire basic programming skills

The Course Learning Outcomes (COs) :

CO-1. The student will be oriented with the basic knowledge of computer applications.

CO-2. The student will be able to apply the knowledge in the framing of training programs.

CO-3. The outcome of this course will help him in gathering, storage and processing of huge information in relation to inputs, outputs and feedback of sports training programs.

Unit-I **(15 hours)**

Introduction to Computer

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

Unit-II **(15 hours)**

Word Processing

2.1 Getting started with Microsoft Word

2.2 Creating, saving and opening a document

2.3 Formatting Editing features Drawing table.

2.4 Page Setup, Paragraph Alignment, Spelling and Grammar Check, Printing Option, Inserting

Page Number, Graph and Footnote.

Unit-III

(15 hours)

Spreadsheet Program

3.1 Getting started with Microsoft Excel

3.2 Creating, saving and opening spreadsheet

3.3 Creating formulas

3.4 Format and editing features for charting data.

Unit-IV

(15 hours)

Presentation Software

4.1 Getting started with Microsoft Power Point

4.2 Creating, saving and opening a ppt. file

4.3 Format and editing features slide show, design, inserting slide number

4.4 Enhancing of Picture, Graph, Table

4.5 Finalizing of a presentations

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Virtual instructional platforms such as **online lectures**, webcast etc. are to be used. Students can participate in coursework through instant messages, emails and video conferencing. Google class

room, Cisco WebeX Meeting, OERS, Swayam Platform (www.swayam.gov.in), SwayamPrabha(www.swayamprabha.gov.in) (available on Doordarshan (free dish TV), E-Yantra (www.eyantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spokentutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronicjournals (www.ess.infibnet.ac.in) etc. are to be used. . Courses may also integrate DVD videos as

Part of the training process.

Part of the training process.

Initiating Brain based learning- A stress free environment will be created. Constant feedback regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged / break in learning will be filled with recreational

and constructive activities for boosting cognitive functions.

Activities: Lecture/ Project Work/ Seminars/ Term Papers/Assignments/ Presentations/ Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations

References:

1. Irtegov, D. (2004). Operating system fundamentals. Firewall Media.
2. Frye, C. & Lambert, J.(2015). Microsoft Office 2016 Step by Step, Microsoft Press.
3. Milke, M.(2007). Absolute beginner's guide to computer basics. Pearson Education Asia.
4. Sinha, P. K. & Sinha, P. (2004).Computer fundamentals. 4th edition, BPB Publication.

Semester-II

BPPEMJ-201

TRACK AND FIELD EVENT

Credit: 04

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

Unit-I

Introduction to athletics (Field events) Throws, Jumps

Unit-II

Marking of various track and field events, throws (Shot put, Discus & Javelin)
Jumps (Long jump & High Jump)

Unit-III

Techniques and training of the following events: Throwing events (Shot put, Discus & Javelin) Jumping events (Long jump & High Jump)

Unit-IV

General rules Officiating (Track and Field events),

SUGGESTED BOOKS

Barar T.S.(2004) Track and Field- Officiating Techniques friends publication NewDelhi

Arora Monika(2005) Athletics Coaching Coaching Manual sports publication NewDelhi

Chauhan VS (1999). Khel Jagat Mein Athletics. A.P. Pub, Jalandhar. Gothi E

(2004). Teaching & Coaching Athletics. Sport Pub., New Delhi.

Gupta R. (2004). Layout & Marking of Track & Field. Friends Publications. India. New Delhi.

Handbook-Rules and Regulation. International Athletic Federation (2010). Thani

Lokesh (1995). Skills and Tactics-Track Athletics. Sports Pub. Delhi.Thani Y. (1991).

Encyclopedia of Athletics. Gian Pub., Delhi.12

YMCA Rule book of games and sports

SEMESTER-II

BPPEMJ-201(P)

Title: TRACK EVENT & FIELD EVENT

Credit: 02

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

Learning Objective :

- Describe the nature and background of athletics
- Identify the basic terminologies
- Identify safety precaution to avoid injuries

TRACK EVENT AND FIELD EVENT

File (history, rules, Techniques & records)

Viva-voce

Semester-II

BPPEMN-202

Title: SPORTS TRAINING

Credit: 04

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

Learning objective:

- Sports training is especially focused on optimal performance in a particular sport.
- Its main aim is to develop the performance capacity of sports persons, so that they achieve the highest possible performance.

The Course Learning Outcomes (COs) :

CO-1. The learners will be able to identify the fundamental concepts, theories and principles of human body training related to sports performance.

CO-2. The learners will be able to demonstrate the skills to train different fitness components and related planning.

CO-3. The learners will be able to understand the organization to achieve high performance in sports.

Unit-I

Introduction to Sports Training

1.1 Meaning and nature of Sports Training

1.2 Aim and Objective of Sports Training

1.3 Principles of Sports Training

1.4 Characteristics of Sports Training

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Unit-II

Training Components

2.1 Strength: its type and means methods employed for developing them

2.2 Speed: its type and means methods employed for developing them

2.3 Endurance: its type and means methods employed for developing them

2.4 Flexibility: its type and means methods employed for developing them

2.5 Coordinative abilities: means methods employed for developing them

Unit-III

Load

3.1 Principles of load and its components

3.2 Determination of Optimum load,

3.3 Overload its causes and identification

3.4 Tackling over Load.

Unit-IV

Training programming and planning

4.1 Periodization and its types of Periodization.

4.2 Aim and Content of Periods—Preparatory, Competition, Transitional period.

4.3 Planning: Meaning and types.

4.4 Principles of Planning.

Teaching Learning Strategies: The class will be taught by using lectures and demonstration,

Seminars, classroom discussion, videos, charts and presentations method.

Virtual instructional platforms such as **online lectures**, webcast etc. are to be used. Students can

Participate in coursework through instant messages, emails and video conferencing. Google class

room, Cisco WebEx Meeting, OERS, Swayam Platform (www.swayam.gov.in), SwayamPrabha(www.swayamprabha.gov.in) (available on Doordarshan(free dish TV), E-Yantra (www.eyantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spokentutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronicjournals (www.ess.infibnet.ac.in) etc. are to be used. . Courses may also integrate DVD videos aspart of the training process

Initiating Brain based learning- A stress free environment will be created. Constant feedback regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged. Break in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/ Project Work/ Seminars/ Term Papers/Assignments/ Presentations/ Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations

Reference:

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

2. Books. Harre, D.(1982).Principles of sports training. Berlin: Speculated.

3. Jensen, R. C.& Fisher, A.G. (1979). Scientific basis of athletic conditioning. Philadelphia:Lea and Fibiger, 2ndEdn.
4. Mathyew, L.P. (1981).Fundamental of sports training. Moscow: Progress Publishers.
5. Singh, H. (1984).Sports training, general theory and methods. Patiala: NSNIS.

SEMESTER-II

Olympic Asian and Commonwealth Game BPPEAE-203

Credit: 04

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

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

CO-1. Describe the History of ancient Olympic games.

CO-2. Discuss the modern Olympic games and role of modern Olympic movement.

CO-3. Classifying the Olympic movement, Para Olympic and winter Olympic games.

CO-4. Describe the International Olympic Committee(IOC).

CO-5. Write about IOA, WADA and their role in promotion sports.

UNIT-I

History of ancient Olympic games, Asian and Commonwealth games

History of modern Olympic games, Asian and Commonwealth games

Role of Olympic movement, Asian and Commonwealth games

UNIT-II

Aims and symbols of the Olympic movement, Asian and Commonwealth games

The International Olympic Committee (IOC)

The international bid process for selecting sites for the games

Participation in Olympic games, Asian and Commonwealth games

UNIT-III

Indian Olympic association & their role in promotion sports

Olympic museum

ParaOlympic games

Winter Olympic games

UNIT-IV

Sports for all:-Culture, Olympism, winning, participation and universality of the games.

Awareness of Drug abuse and doping.

Role of WADA to control doping in sports.

SUGGESTED BOOKS:

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.

Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000

Osborne, Manpope, Ancient Greece and the Olympic, 2004.

Oxlade, chris., Olympic, 1999

Semester-II
Basic Hindi

Paper Code- BPPEAE-204

Credit: 02

Max. Marks: 50

Internal Marks: 13

End semester exam marks: 37

संप्रेषण कौशल (4 Credits)
(Sampreshan Kaushal)

	Hours
1. हिंदी व्याकरण अ. स्वर-व्यंजन : वर्गीकरण आ. संज्ञा, सर्वनाम, विशेषण, क्रिया, लिंग, वचन, कारक इ. शब्द-उच्चारण : ध्वनि गुण	15
2. भाषिक संप्रेषण : स्वरूप एवं प्रकार अ. संप्रेषण : अवधारणा एवं महत्व आ. संप्रेषण के प्रकार – मौखिक और लिखित, वैयक्तिक और सामाजिक, व्यावसायिक इ. संप्रेषण की चुनौतियाँ	15
3. संप्रेषण के माध्यम – एकाताप, संवाद, सामूहिक चर्चा, दृश्य -श्रव्य (व्यावहारिक प्रयोग अपेक्षित हैं)	15
4. प्रभावी संप्रेषण- गहन अध्ययन, कल्पनाशीलता, व्याख्यायित करना, चर्चा, विवेचन, विवाद, तर्कसंगत विश्लेषण, मूल्यांकन आदि के आधार पर निम्नलिखित कहानियों, कविताओं, फिल्मों का मूल्यांकन करना अनिवार्य है ।	15

कहानियाँ – चंद्रधर शर्मा गुलेरी - उसने कहा था
यशपाल - फूलों का कुरता
मन्नू भंडारी - यही सच है
ओमप्रकाश वाल्मिकी - ग्रहण

कविताएँ – नागार्जुन- प्रेत का बयान
केदारनाथ सिंह - बनारस
दुष्यंत कुमार - मैं जिसे ओढ़ता - बिछाता हूँ ,
केदारनाथ अग्रवाल - सब चलता है लोकतंत्र में

फिल्म – एक कला फिल्म, एक व्यावसायिक फिल्म

Semester-II

BPPESE-205

Title: Environmental Science

Credit: 03

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

ABILITY ENHANCEMENT COURSE

ENVIRONMENTAL STUDIES

Objectives:

- Students will integrate knowledge from multiple disciplines representing physical and life sciences perspectives, political and economic perspectives, and social and cultural perspectives on humans' interactions with their environments;
- Students will contribute to and facilitate interdisciplinary research and problem solving, through independent and collaborative work; and
- Students will use quantitative and qualitative research tools and techniques to analyze, implement, envision, assess, and report sustainability efforts.

The Course Learning Outcomes (COs):

CO-1. Articulate the interconnected and interdisciplinary nature of environmental studies;

CO-2. Demonstrate an integrative approach to environmental issues with a focus on sustainability;

CO-3. Use critical thinking, problem-solving, and the methodological approaches of the social sciences, natural sciences, and humanities in environmental problem solving;

CO-4. Communicate complex environmental information to both technical and non-technical audiences;

CO-5. Understand and evaluate the global scale of environmental issues & problems; and Reflect critically on their roles, responsibilities, and identities as citizens, consumers and environmental actors in a complex, interconnected world

Unit-1 Introduction to environmental studies and Ecosystem

Multidisciplinary nature of environmental studies; Scope and importance; Concept of sustainability and sustainable development. What is an ecosystem? Structure and function of ecosystem. Energy flow in an ecosystem; food chain, food webs and ecological succession. Case studies of the following ecosystems : a) Forest ecosystem b) Grassland ecosystems c) Desert ecosystems d) Aquatic ecosystems (pond, streams, lakes, rivers, oceans, estuaries)

Unit-2 Natural Resources

Renewable and non-renewable Resources. Land resources and land use change; Land degradation, soil erosion and desertification. Deforestation : causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water : Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water(International & Interstate). Energy resources: Renewable and non renewable Energy sources, use of alternate Energy sources growing energy needs, case studies

Unit-3 Biodiversity and conservation

Levels of biological diversity : genetic, species and ecosystem diversity; biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots, India as a mega-biodiversity nation; Endangered and endemic species of India. Threats of biodiversity: Habitat loss, poaching of wild life, man-wildlife conflicts, biological invasions; Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economy, social, ethical, aesthetic and informational value.

Unit-4 Environmental Pollution, Environmental Policies & Practices

Environmental Pollution : Types causes, effects and controls; Air, Water, soil and noise pollution. Nuclear hazards and human health risks. Solid waste management: Control measures of urban and industrial waste. Pollution case studies. Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture^{2/2}. Environment Laws : Environment Protection Act; Air (Prevention & control of pollution) Act; Water (Prevention & control of pollution) Act; Wild life Protection Act; Forest Conservation Act, International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD). Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

Unit-5 Human Communities and the Environment

Human population growth: Impacts on environment, human health and welfare. Resettlement and rehabilitation of project affected persons; case studies. Disaster management : floods, earthquake, cyclones and landslides. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

SUGGESTED BOOKS:

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner. b)
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India,

SEMESTER – II
Project Internally Evaluated
BPPEVA-206

Credit: 03

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

Every student has to prepare a project, based on theory or practical papers studied in I & II semester.

Project topics-

History of Olympics, Asian games, Common wealth games, order of events, records and other events.

The project will be assign by the class teacher only.

Evaluated on the basis of work done by the student.

A Project File

Viva-voce

Semester-3rd
BPPEMJ-301

Title: SPORTS TRAINING

Credit: 05
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

Learning objective:

- Sports training is especially focused on optimal performance in a particular sport.
- Its main aim is to develop the performance capacity of sports persons, so that they achieve the highest possible performance.

The Course Learning Outcomes (COs) :

- CO-1.** The learners will be able to identify the fundamental concepts, theories and principles of human body training related to sports performance.
- CO-2.** The learners will be able to demonstrate the skills to train different fitness components and related planning.
- CO-3.** The learners will be able to understand the organization to achieve high performance in sports

Unit-I

Introduction to Sports Training

- 1.1 Meaning and nature of Sports Training
- 1.2 Aim and Objective of Sports Training
- 1.3 Principles of Sports Training
- 1.4 Characteristics of Sports Training

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Unit-II

Training Components

- 2.1 Strength: its type and means methods employed for developing them
- 2.2 Speed: its type and means methods employed for developing them
- 2.3 Endurance: its type and means methods employed for developing them
- 2.4 Flexibility: its type and means methods employed for developing them
- 2.5 Coordinative abilities: means methods employed for developing them

Unit-III

Load

- 3.1 Principles of load and its components
- 3.2 Determination of Optimum load,
- 3.3 Overload its causes and identification
- 3.4 Tackling over Load.

Unit-IV

Training programming and planning

- 4.1 Periodization and its types of Periodization.
- 4.2 Aim and Content of Periods–Preparatory, Competition, Transitional period.
- 4.3 Planning: Meaning and types.
- 4.4 Principles of Planning.

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, Seminars, classroom discussion, videos, charts and presentations method.

Virtual instructional platforms such as **online lectures**, webcast etc. are to be used. Students can Participate in coursework through instant messages, emails and video conferencing. Google class room, Cisco WebEx Meeting, OERS, Swayam Platform (www.swayam.gov.in), SwayamPrabha(www.swayamprabha.gov.in) (available on Doordarshan(free dish TV), E-Yantra (www.eyantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spokentutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronicjournals (www.ess.infibnet.ac.in) etc. are to be used. . Courses may also integrate DVD videos aspart of the training process

Initiating Brain based learning- A stress free environment will be created. Constant feedback regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged. Break in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/ Project Work/ Seminars/ Term Papers/ Assignments/ Presentations/ Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations

Reference:

1. Dick, W. F. (1980). Sports training principles. London: Lepus
2. Books. Harre, D. (1982). Principles of sports training. Berlin: Speculated.
3. Jensen, R. C. & Fisher, A. G. (1979). Scientific basis of athletic conditioning. Philadelphia: Lea and Fibiger, 2nd Edn.
4. Mathyew, L. P. (1981). Fundamental of sports training. Moscow: Progress Publishers.
5. Singh, H. (1984). Sports training, general theory and methods. Patiala: NSNIS.

Semester-3rd
BPPEMN-302

Title: Biomechanics

Credit: 06
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

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

- CO-1.** Memorizing the Meaning, nature, role and scope of Biomechanics. **CO-2.** Explaining the CG, Line of gravity Vectors and Scalars Quantities. **CO-3.** Acquiring the knowledge of Linear and Angular Kinematics.
CO-4. Acquiring the knowledge of Linear and Angular Kinetics.
CO-5. Applying the concept of Lever & Equilibrium in game situation.
CO-6. Estimating the role of resistance in sports.

UNIT I - Introduction

Meaning, nature, role and scope of Biomechanics. Centre of gravity -Line of gravity, Vectors and Scalars Quantities.

UNIT II – Linear and Angular Kinematics

Linear- Distance and Displacement Speed, Velocity and Acceleration
Projectile motion

Angular- Distance and Displacement Speed, Velocity and Acceleration

UNIT III - Linear and Angular Kinetics

Linear- Inertia, Mass, Force and weight Newton's law of motion

Pressure, work, Power and energy Friction, Buoyancy, Spin

Angular- Centripetal force, Centrifugal force, torque and Couple force

UNIT IV – Lever, Stability, Equilibrium-Factors influencing equilibrium - Guiding principles for stability -static and dynamic stability. Meaning of work, power, energy, kinetic energy and potential energy. Leverage -classes of lever - practical application. Water resistance - Air resistance -Aerodynamics.

Note: Laboratory practicals should be designed and arranged for students internally.

References:

- Deshpande S.H. (2002). Manav Kriya Vigyan – Kinesiology (Hindi Edition) Amravati: Hanuman VyayamPrasarak Mandal.
Hoffman S.J. Introduction to Kinesiology (Human Kinesiology publication Inc. 2005
Thomas. (2001). Manual of structural Kinesiology, New York: McGraw Hill.
Uppal, A (2004), Kinesiology in Physical Education and Exercise Science, Delhi Friends publications. Williams M (1982) Biomechanics of Human Motion, Philadelphia; Saunders Co.

Semester-3rd
BPPEMJ-303

Title: HEALTH EDUCATION

Credit: 04
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

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

- CO-1.** Defining the concepts and principles of health education.
- CO-2.** Explaining the meaning, definition, and importance of health education.
- CO-3.** classifying hygiene and its types.
- CO-4.** Writing about the role and uses of pollution.
- CO-5.** Discussing the types of natural resources.

UNIT I Health Education:

Meaning and Definition
Concept and Principles of Health Education
Health – Importance, Components
Health Promoting Behaviors

UNIT II Hygiene:

Meaning & definition of Personal Hygiene, Mental Hygiene & Sleep Hygiene
Role of Personal Hygiene, Mental Hygiene & Sleep Hygiene
Occupational Hygiene in physical education and sports
Role of Different Agencies in Promoting Health (WHO, UNICEF, Local Bodies)

UNIT III: Natural Resources

Meaning, Definition, role and uses of natural resources
Water resources
Food resources
Land resources

UNIT IV: Environmental issues

Definition, effects and control measures of:
Air Pollution, Water Pollution, Soil Pollution, Noise Pollution and Thermal Pollution
Management of environment and Govt. policies
Role of pollution control board.

SUGGESTED READINGS

Kamlesh ML (2005). Methods in Physical Education. Friends. Delhi.
Kamlesh ML (2005). Sharirik Shiksha Ki Vidiyan. Friends. Delhi.
Panday Laxmikant (1996). Sharirik Shiksha Ki Shiksha Padati. Metropolitan Book. New Delhi.
Shaw D and Kaushik S (2001). Lesson Planning- Teaching Methods and Classroom in Physical Education. K.S.K. Delhi.
Shrivastava A.K. (2004). Sharirik Shiksha Khel Main Sangthan Avum Prashashan. Sports. New Delhi.

Semester-3rd
BPPESE-304(P1)
Title: Handball

Credit: 03

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

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

CO-1. Experiencing the General & Specific warming up for Cricket/ Handball. CO-2. Acquiring the Basic skills of Cricket/ Handball.

CO-3. Demonstration and application of various techniques of Cricket/ Handball.

Warming up: - General & Specific

Specific conditioning program for Handball Basic skills- offensive & defensive.

Classification of Techniques

A Scrape File

Viva-voce

Semester-3rd
BPPESE-304(P2)
Title: Gymnastic

Credit: 03
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

Objectives:-

- Gymnastics, the performance of systematic exercises—often with the use of rings, bars, and other apparatus—either as a competitive sport or to improve strength, agility, coordination, and physical conditioning.

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

CO-1. Define the meaning and general principles of Rhythmic activities.

CO-2. Discuss the Rules and their interpretation.

CO-3. Describe the types of exercises.

CO-4. Examine the performance of skills.

Warming up: - General & Specific

History of Gymnastic, Federations and Competitions. Rules and their interpretation.

Fundamental and Advance skills.

Types of exercises: Gymnastic

Performance of Gymnastic with music. A scrape file on

Gymnastic

Viva-voce

Semester-3rd
BPPESE-304(P3)
Title: Yoga Practical

Credit: 03
Max. Marks: 100
Internal Marks: 25

End semester exam marks: 75

Objectives:-

- 1) **To enable the student to have good health.**
- 2) To practice mental hygiene.
- 3) To possess emotional stability.
- 4) To integrate moral values.

Course learning outcomes :

- Demonstrate basic skills associated with yoga and Pilates.
- Demonstrate the ability to perform yoga movements in various combination and forms.
- Understand and apply the knowledge of basic choreography, and effective group management.
- Demonstrate the ability to create and present various yoga activities.

ASANA

Siddhasana , Vajrasana , Veerasana , Udarakarshanasana , Janushirasana , Gomukhasana , Ushtrasana , Naukasana , Katichraasana , Tadasana , Vrikshasana , Garudasana , Padhastasana , Ardhdhanurasana , Marjari asana , Ardhsalabhasana , Bhujangasana , Shavasana , Samkonasana , Setubandasana , Shashankasana , Mandukasana , Ardhalasana, Ardhpadmasana

PRANAYAMA

Deep Breath Inhale – Exhale
Diaphragm Breathing
Nadi Shodhan Pranayama
Suryabhedhi Pranayama

SATKARMA

Jal Neti Rubber Neti

MUDHRA AND BANDH

Gyan Mudra
Viparita Karani Mudra

DHYAN

Semester-3rd
BPPEID-305
Title: Health Awareness and General Fitness

Credit: 02

Max. Marks: 50

Internal Marks: 13

End semester exam marks: 37

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

CO-1. Defining health awareness & fitness.

CO-2. Explain the definition and methods of fitness and the benefit of exercise on body fitness.

CO-3. Discuss health club, aerobics, cycling, and jogging.

CO-4. Describe the fitness activities and role of parents for individual/ community health.

CO-5. Write about the prevention and awareness of diseases through fitness

CO-6. Draw the diet plan.

CO-7. Define the weight management.

CO-8. Discuss the role of Exercise in Diabetes.

CO-9. Write the fitness components.

Unit- I

Introduction of Health awareness
Definition

& Methods of fitness:

Health club, Aerobics, Cycling, Jogging
Benefits of exercises on body fitness

Unit- II

Fitness potential for popular sports
Fitness activities

Role of parents for individual/ community Health.

Unit-III

Prevention and awareness of diseases through fitness.
Diet description.

Exercise description.

Description of modern lifestyle changes.

Unit-IV

Weight management

Role of exercises in Diabetes.
Ageing and Physical exercise.

Test, measurements & evaluation of fitness components
agility, balance, speed & flexibility

SUGGESTED BOOKS:

Driskell JA and Wolinsky I (2002). Nutritional Assessment of Athletes. CRC Press. Boca Raton. Fla. Greenberg JS
Diutriman GB and Oakes BM (2004). Physical Fitness and Wellness: Changing the mwayyou ok, feel and perform.
Human Kinetics. Champaign. IL.
Hoeger WW & Hoeger S (2007). Fitness & Wellness. Thomson Wadsworth

History of Golden Age

BPPEID-305

Credit- 02
Total Marks- 50
External Marks- 37
Internal Marks- 13

Course Objectives-

The main objective of this paper is to understand historical processes between 3rd Century AD and 6th Century AD. Though the chronology of the paper starts at 3rd Century AD, an initial background is given starting from the post Mauryan period starting with the Gupta and ending with the post Gupta scenario,

Unit I: Political History of Gupta Period

7 Hours

Origin and development of Gupta Dynasty, Early History of Guptas- Shri Gupta and Ghatotkach, Founder of the great Gupta Dynasty- Chandragupta I, Achievements of Samudragupta, Mighty, Virtuous, Digvijayi and the great Gupta king who presented the concept of Greater India.

Unit II: Political History of Gupta Period

7 Hours

Achievements Chandragupta Vikramaditya, Kumargupta and his successor- Skandgupta and Decline of the Imperial Guptas, Government and functions of the Council of Ministers during the Gupta period.

Unit III: Religious Status in the Gupta Period

8 Hours

Vedic Religion- Surya, Life of Tapovan, Method of Yagya, **Puranic Religions: Shaivism:** Bhakti Tradition of Shavism: Pashupat Tradition, Kapalika Tradition, Kalmukh Tradition, Bhakti Tradition, **Vaishnavism:** Panchratra, Bhagavat, Krishna and doctrine of embodiment: Bhagavan Vishnu ke das Avatar, **Shaktism:** Trideviyan- Historical sources of Lakshmi, Durga and Saraswati.

Unit IV: Literary and Creator

8 Hours

Development of Sanskrit literature - Fine literature like Avadan, Jataka Mala, Prayag Prashasti composed by Harishena, great poet Kalidas's texts, authors like Bharavi, Bhatti, Shudrak, Visakhadatta, Arthashastra, Dharmashastra, Buddhist literature and Jain literature.

Course Outcome:

The paper ensures that the students learn the changes in political, social, economic and cultural scenario happening during this chronological span. It will also teach them how to study sources to the changing historical processes.

Recommended Readings:

Pandey, V.C. Prachin Bharat ka Rajnitik Tatha Sanskritik Itihas, 2 Parts, Sharma, L.P.: History of Ancient India, Raychoudhury, H.C., Prācīn Bhārata Kā Rājanītika Itihāsa (Hindi), Allahabad, Singh, U., A History of Ancient and Early Medieval India, From The Stone Age To The 12th Century, Delhi 2016 Basham A. L. The Wonder that was India, London

Semester-3rd
BPPEAE-306
Title: English-II

Credit: 02

Max. Marks: 50

Internal Marks: 13

End semester exam marks: 37

Learning Objectives:

- Develop an ability to read, understand and write about oneself incorrect grammatical English
- Revise basic English Grammar to improve our knowledge for competitive exams
- Provide a forum for healthy discussions
- Demonstrate conversational skills and in addition, develop the ability to listen, read and comprehend English

The Course Learning Outcomes (COs) :

CO-1. Identify literary techniques and creative uses of language in literary texts

CO-2. Adapt their texts to particular audiences and purposes

CO-3. Articulate a thesis and present evidence to support it

CO-4. Find, evaluate, and use appropriate bibliographic materials in their texts

CO-5. Explain the relevance of themes found in literary texts to contemporary,
personal, and cultural values

Method of Teaching & Assessment- Videos, Audio clippings, discussion, written and oral exercises

Unit-1: - (15 Lect.)

Advanced Writing Skills:

- Cover Letters & Difference between a Resume, CV, and Biodata
- Survey Reports
- Formal Letters
- Comprehension passages
- Article Writing

Unit 2: - (15 Lect.)

Grammar Revision

- Tenses
- Translation
- Common Grammatical Errors

Unit 3: -

(15 Lect.)

Advanced Comprehension Skills

- Passages
- Language usage
- Reading Comprehension
- Composition

Unit 4: -

(15 Lect.)

Professional Skills

- Interview Skills
- Extempore
- Group Discussions
- Constructive Criticism and Feedback
- Collaboration

Suggested Resources to be added

Semester-4TH
BPPEMJ-401

Title: OFFICIATING AND COACHING

Credit: 06
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

Learning Objective:

- Officials undertake an important role in the staging of competitions.
- They provide leadership and guidance to participants, ensuring that the competition is conducted in a safe and fair manner.
- Coaching is a full time job and it is the process in which coach imparts knowledge to the players.

The Course Learning outcomes (COs) :

CO-1. The pass out would be oriented with the rules regulations of the chosen game.

CO-2. The pass out would be able to lay-out and mark the dimensions of the play court.

CO-3. Students would be able to organize the concerned sports event and officiate in it.

CO-4. Students would be oriented in the art of coaching the sports team.

CO-5. Students shall also be able to organize and officiate in yogic events.

Unit-I

Introduction of Officiating and coaching

1.1 Concept of officiating and coaching

1.2 Principles of officiating & Coaching

1.3 Importance of officiating and coaching.

1.4 Qualifications for Officials conducting various tournaments.

Unit-II

Rules and Layout:

2.1 Dimensions, layouts and marking of fields of chosen Ball Game –I

2.2 Rules and their interpretations of chosen Ball Game –I

2.3 Qualification and number of officials in the chosen Ball Game –I

2.4 Coaching in the chosen Ball Game –I

Unit-III:

Duties of Official:

3.1 Dimensions, layouts and marking of fields of chosen Ball Game –II

3.2 Rules and their interpretations of chosen Ball Game –II

3.3 Qualification and number of officials in the chosen Ball Game –II

3.4 Coaching in the chosen Ball Game –II

Unit-IV

Qualities and Qualifications of Coach and Official:

4.1 Layout, dimensions and markings of Track

4.2 Rules and their interpretations of running events in Track.

4.3 Yoga and its rules

4.4 Coaching in Athletics and Yoga

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Virtual instructional platforms such as **online lectures**, webcast etc. are to be used. Students can participate in coursework through instant messages, emails and video conferencing. Google class room, Cisco WebeX Meeting, OERS, Swayam Platform (www.swayam.gov.in), SwayamPrabha (www.swayamprabha.gov.in) (available on Doordarshan(free dish TV), E-Yantra (www.eyantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spoken tutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronic journals (www.ess.infn.net) etc. are to be used. . Courses may also integrate DVD videos as part of the training process. Students may examine current topics in the field through the use of etextbooks and e-physical education journals. Students can complete some portion of the education at approved testing sites for the practical components wherever necessary.

Initiating Brain based learning- A stress free environment will be created. Constant feedback

regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged / break in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/ Project Work/ Seminars/ Term Papers/Assignments/ Presentations/ Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations

Reference Books:

1. Bunn, J. W. (1968). *The art of officiating sports*. Englewood cliffs N.J. Prentice
2. Hall. Bunn, J. W. (1972). *Scientific principles of coaching*.
3. Englewood cliffs N. J. Prentice Hall. Dyson, G. H. (1963). *The mechanics of athletics*. London: University of London Press Ltd.
4. Dyson, G. H. (1963). *The mechanics of Athletics*. London: University of London Press Ltd.
- Lawther, J.D. (1965).
5. *Psychology of coaching*. New York: Pre. Hall.
6. Singer, R. N. (1972). *Coaching, athletic & psychology*. New York: M.C. Grew Hill.
7. Official Rule Book / Handbook of the concerned federation of sports.

Semester-4TH
BPPEMJ-402

Title: TEST MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION AND SPORTS

Credit: 06

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

Learning objective:

- To evaluate the learners - In the field of physical education and sports Test and Measurement helps in collection of data which further helps in evaluating the learners ability separately.
- It also helps the sports person in enhancing his sports performance.
- Test, measurement, and evaluation are concepts used in education to explain how the progress of learning and the final learning outcomes of students are assessed.

The Course Learning outcomes (COs):

- CO-1.** The students will be able to recognize and relate the concept of test, measurement and evaluation in the context of Physical Education.
- CO-2.** The students will be able to construct and conduct the physical fitness and sports skill test.
- CO-3.** The students will be able to implement the criteria of test selection. The syllabus would orient the students in the art of applications of test, measurement and evaluation in physical and sports activities with simultaneous development of practical competency in conducting physical fitness and sports skill tests.

Unit-I

Introduction to Test & Measurement & Evaluation

- 1.1 Meaning of Test, Measurement & Evaluation in Physical Education.
- 1.2 Importance of Test, Measurement & Evaluation in Physical Education.
- 1.3 Criteria of selecting an appropriate test.
- 1.4 Type and classification of test

Unit-II

Construction and Administration of Test

- 2.1 Administration of testing programme.
- 2.2 Construction of Physical Fitness / Efficiency Test
- 2.3 General types of sports skill test items
- 2.4 Construction of sports skill test

Unit-III

Physical Fitness Tests

- 3.1 Youth Physical Fitness Test.
- 3.2 Tuttle Pulse Ratio Test
- 3.3 Newton Motor Ability Test
- 3.4 Phillips JCR Test

Unit-IV

Sports Skill Tests

- 4.1 Lockhart and McPherson Badminton test
- 4.2 Johnson Basketball test
- 4.3 McDonald soccer test
- 4.4 Russell Lange Volleyball Test

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Virtual instructional platforms such as **online lectures**, webcast etc. are to be used. Students can participate in coursework through instant messages, emails and video conferencing. Google class room, Cisco WebeX Meeting, OERS, Swayam Platform (www.swayam.gov.in), SwayamPrabha (www.swayamprabha.gov.in) (available on Doordarshan (free dish TV), E-Yantra (www.eyantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spokentutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronic journals (www.ess.infibnet.ac.in) etc. are to be used. . Courses may also integrate DVD videos as part of the training process

Initiating Brain based learning- A stress free environment will be created. Constant feedback regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged. Break in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/ Project Work/ Seminars/ Term Papers/Assignments/ Presentations/ Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations

References:

1. Bangsbo, J. (1994). *Fitness training in football: A scientific approach*. Bagsvaerd, Denmark:Ho+Storm.
2. Barron, H. M., & Mchee, R. (1997). *A practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
3. Barron, H.M. & Mchee, R. (1997). *A Practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
4. Kansal, D.K. (1996). *Test and measurement in sports and physical education*. New Delhi: D.V.S. Publications.

Semester-4TH
BPPEMJ-403
Title: Management of Physical Education

Credit: 04
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

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

CO-1. Memorizing the concepts and principles of planning, organizing, administration and management.

CO-2. Generalizing the facilities in Physical education.

CO-3. Determining the Concepts of Equipment's use in Physical Education & Sports.

CO-4. Establishing the Care, maintenance, repairs and disposal equipment's.

CO-5. Developing the voluntary services.

Unit I Introduction:

Meaning and definition of planning, organizing, administration and management and their nature and scope. Importance of planning and management in educational institutions. Principles of planning and management, organization structure:

- (i). Working out an effective scheme of organization.
- (ii). Scheme of organization in school, college and university.
- (iii). Scheme of organization in the district and state education.

Unit II. Facilities in physical education

Layout of the school building and other facilities.

Types of buildings, laboratories, other built-up facilities. Layout of physical education facilities common and special.

Need and importance of equipment for physical education and recreation

Unit III. Equipment's in physical education

An ideal of equipment or physical education and recreational activities. Realistic approach in purchases, procedures.

Development of improvised equipment's Storing, store keeping.

- (i) Care, maintenance, repairs and disposal equipment's.

Unit IV

Staffing in Physical Education & Sports

Head of the Institute, his role in imbuing the spirit of discipline in sports and education. Qualification of physical education teachers at different level i.e LT, PRT, TGT, PGT & in Universities/ Colleges.

Qualities of good teachers /teachers of physical education Development of voluntary services of other teachers.

Importance of qualified teachers of physical education.

Recognition of staff

References:

1. Joseph ,P.M.Organisation of physical education , The old students association ,TIPE Kandivali (bombay).1963.
2. Voltmer ,E.F.et al The organisation and administration of physical education , prentice hall inc.,New Jersey , 1979.
3. Bucher ,C.A.Administration of Physical Education and athletic programmes , The C.V.Mosby

Co. London 1983.

4. Zeigler ,E.R. and Bowie G.W Management Competency Development in Sports and Physical

Education , Lea and Febiger, Philadelphia ,!983.

5.Maheshwari ,B.L.Managaement by Objective , Tata Mc.Graw -Hill. Publishing Co. Ltd. NewDelhi 1982.

6.ALen L.A.Management and Organisation , McGraw -Hill Book Co. Inc. London 1958.

7.Newman W.H. Administrative Action, Prentice Hall Inc. New Jersey ,1963.

8. Huges , W.L.etal Administration and physical Education. The Ronald Press Co. New York,196

Semester-4TH
BPPEMN-404 (P1)
Title: Practical – KHO KHO

Credit: 04
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

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

CO-1. Experiencing the General & Specific warming up for Kho-Kho. CO-2. Acquiring the Basic skills of Kho-Kho

CO-3. Demonstration and application of various techniques of Kho-Kho

Warming up: - General & Specific

Specific conditioning program for Kho-Kho
Basic skills- offensive & defensive.

Classification of Techniques

A Scrape File

Viva-voce

Semester-4TH
BPPEMN-404 (P2)
Taekwondo

Credit: 04

Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

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

CO-1. Experiencing the General & Specific warming up for Taekwondo

CO-2. Acquiring the Basic skills of Taekwondo

CO-3. Demonstration and application of various techniques of Taekwondo

Warming up: - General & Specific

Specific conditioning program for Taekwondo

Basic skills- offensive & defensive.

Classification

of Techniques A Scrape File

Viva-voce

Semester-4TH
BPPEMN-404 (P2)
Wrestling

Credit: 04

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

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

CO-1. Experiencing the General & Specific warming up for Wrestling

CO-2. Acquiring the Basic skills of Wrestling

CO-3. Demonstration and application of various techniques of Wrestling

Warming up: - General & Specific

Specific conditioning program for Wrestling

Basic skills- offensive & defensive.

Classification

of Techniques A

Scrape File

Viva-voce

Semester-5th
BPPEMJ-501
Title: Methods in Physical Education

Credit: 04
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

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

- CO-1.** Define the Meaning and types of Teaching Methods.
- CO-2.** Discuss the Presentation Techniques in Physical Education.
- CO-3.** Generalizing the Methods of Words of command.
- CO-4.** Determining the knowledge to Lesson Planning.
- CO-5.** Applying the knowledge to take Lesson Plan in different categories.
- CO-6.** Reviewing the impact of all units in conduction of competitions.

Unit I

(A) Meaning

Meaning of the term "teaching method" its scope and importance The factors to be considered in determining the method of teaching.

(B) Types of method

Part-whole method, whole part method, command method, discussion method, project method, demonstration method, imitation method

(C) Principles of teaching

Unit II Presentation Techniques

- (a) Personal preparation.
- (b) Technical preparation.
- (c) Steps of presentation.
- (d) Command and their techniques.
- (e) Situation which require different words of command.
- (f) Types of class management.

Unit III Lesson planning

Types of lessons and their values

Types of lesson planning: - General lesson plan, coaching lesson plan, Classroom teaching lesson plan

- (a) Objectives of different lesson plans and part of the lesson introductory and development.
- (b) Skill practice/group work.
- (c) Class activity/recreation part (reassembly revision and dismissal).

Unit IV Organization and conduct of competitions

- (a) Tracks and field
- (b) Gymnastics.
- (c) Weight lifting, body building and best physique contest.
- (d) Wrestling and combative games.
- (e) Swimming, diving -aquatics.
- (f) Games and sports tournaments.

References:

- Tirunaryanan, c. and hariharan, s. methods in physical education, karai kudi south india press, 1962.
- Kozman, b. cassidy, rosalind and jakson, c.d., methods in physical education, london: w.b. saunders company, 1960.
- Knapp, clyde and hagman, e.p. teaching methods for physical education, new york: mc graw hill book co., 1948

Semester-5TH
BPPEMJ-502
TITLE: Sports Psychology

Credit: 04
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

Learning Objective:

- to understand how psychological and social factors influence an individual's behavioral outcomes (e.g., sport performance, exercise motivation)
- to understand how participation in sport and exercise influences psychological

The Course Learning outcomes (COs):

CO-1. The study would orient the student in basic concepts of psychology.

CO-2. The student would be oriented in identifying factors determining one's overall personality.

CO-3. He would understand various laws of learning and their relevance in teaching learning process.

CO-4. The study would orient him in getting through with the psychology of sports person.

Unit-I

Introduction of Sports Psychology:

- 1.1 Meaning and nature of Sports Psychology.
- 1.2 Historical Evolution of Sports Psychology
- 1.3 Relevance of Sports Psychology in Physical Education and coaching.
- 1.4 Psychological factors affecting sports performances.

Unit-II

Personality and Sports:

- 2.1 Meaning and nature of Personality.
- 2.2 Theories of personality in sports
- 2.3 Dimensions of personality and development of personality

Motivation

- 2.4 Types of motivation and condition of developing achievement motivation.

Unit-III

Learning

- 2.1 Meaning nature and principles of Learning, Types of Learning.
- 2.2 Laws of learning, Transfer of learning
- 2.3 Factors affecting learning
- 2.4 Learning curve, Plateau

Unit-IV

Sports Sociology and Leadership:

- 4.1 Nature of Sports Sociology.
- 4.2 Importance of Sports Sociology in Physical Education.
- 4.3 Socialization and value education through Physical Education.
- 4.4 Impact of society on sports and vice versa

Teaching Learning Strategies: The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

Virtual instructional platforms such as **online lectures**, webcast etc. are to be used. Students can participate in coursework through instant messages, emails and video conferencing. Google class room, Cisco WebeX Meeting, OERS, Swayam Platform (www.swayam.gov.in), SwayamPrabha (www.swayamprabha.gov.in) (available on Doordarshan(free dish TV), E-Yantra (www.eyantra.org), Virtual Labs (www.vlabs.co.in), FOSSEE (www.fossee.in), application of spoken tutorials (www.spoken-tutorial.org), National Digital Library (www.ndl.iitkgp.ac.in), electronic journals (www.ess.infn.net) etc. are to be used. Courses may also integrate DVD videos as part of the training process

Initiating Brain based learning- A stress free environment will be created. Constant feedback

regarding their performance will be given to initiate learning from mistakes. Creative thinking for new ideas and innovations will be encouraged. Break in learning will be filled with recreational and constructive activities for boosting cognitive functions.

Activities: Lecture/ Project Work/ Seminars/ Term Papers/Assignments/ Presentations/ Study etc.

Activities: Lecture/ Project Work/ Seminars/ Term Papers/Assignments/ Presentations/ Study etc.

Assessment Rubric: Classroom Test, Project Work, Assignments, Presentations

References:

1. Alison and Robinson. (2018), Excelling in Sport Psychology: Planning, Preparing, and Executing Applied Work, Sean Fitzpatrick
2. Taylor, Jim, (2018), Assessment in Applied Sport Psychology, Human kinetics
3. Coumbe-Lilley , (2018), Complex Cases in Sport Psychology, Routledge
4. Ball, D. W. & Loy, J. W. (1975).Sport and social order; Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc.
5. Kamlesh, M.L. (1998) Psychology in physical education and sport. New Delhi: Metropolitan Book Co.

Semester-5TH
BPPEMJ-503
TITLE: Athletic Care and Rehabilitation of sports injuries

Credit: 04
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

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

- CO-1.** State the Meaning and Definition of Athletic Care.
- CO-2.** Estimating the Postural Deformities.
- CO-3.** Acquiring the knowledge of Corrective Exercises.
- CO-4.** Determining the reasons of illness due to Improper Posture.
- CO-5.** Estimating the knowledge of Sports injuries.
- CO-6.** Combining the knowledge of Therapeutic Modalities in rehabilitation process.

Unit-I: Introduction

Posture – Concept, Significance & Benefits
Bad Posture (Sitting, Standing, Walking, Lying down) Effects of Bad Posture on Our Body

Unit-II: Postural Deformities –

Types and Causes (Kyphosis, Scoliosis, Lordosis, Knock Knees, Bow Legs, Flat Foot) Corrective Exercises for Postural Deformities
Illnesses due to Improper Posture (Back Pain, Neck Pain) Corrective Exercises for Improper Posture.
Meaning & Definition of Sports Injuries

Unit-III: Sports Injuries-

General Principles of Prevention of sports Injuries
Sports Medicine and Athletic Care - Concept and Significance, Factors causing Injuries
Introduction of Common Sports Injuries (Strain, Sprain in Muscle and Ligament, Shin Pain, Contusion, Abrasion, Fracture & Dislocation)
Management of Injuries

Unit-IV Rehabilitation-

Sports Injuries and First Aid (P.R.I.C.E.) Rehabilitation -
Aim and Objective, Recovery Introduction of Therapeutic Modalities
Muscle Strengthening through Active and Passive Exercise

SUGGESTED READINGS

ACSM's Guidelines for Exercise Testing and Prescription (2001), American College of Sports Medicine, New York, U.S.A.

Anspaugh, D.J., G. Ezell and K.N. Goodman (2006) **Teaching Today Health**, Mosby Publishers, Chicago (USA)

Beotra, Alka (2001-02) **Drug Education Handbook on Drug Abuse in Sports**, Applied Nutrition Sciences, Mumbai.

Semester-5TH
BPPEMN-504 (P1)
TITLE: Badminton

Credit: 06
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

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

CO-1. Administration of the determining CG & Line of gravity.

CO-2. Identifying the bones and joints with the help of models.

Fundamental Skills

- (a) Racket and Shuttle Grips
- (b) Forehand and backhand strokes
- (c) Basic footwork

Basic Tactics Strategy

- (a) Singles – Systems of Play
- (b) Doubles – Systems of Play
 - Front and Back
 - Side by Side
 - Rotation

A Scrape File
Viva – Voce

Semester-5th
BPPEMN-504 (P2)
TITLE: BASKETBALL

Credit: 06
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

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

CO-1. Experiencing and Immiting the General & Specific warming up for Basketball
CO-2. Acquiring the Basic skills of Basketball

CO-3. Demonstration and application of various techniques of Basketball

Warming up: - General & Specific

Specific conditioning programme for Basketball
Basic skills- offensive & defensive.

Classification of Techniques

A Scrape File

Viva-voce

Semester-5th

BPBAMN-504(P3)
Title: Yoga Practical

Credit: 06
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

Objectives:-

- 1) **To enable the student to have good health.**
- 2) To practice mental hygiene.
- 3) To possess emotional stability.
- 4) To integrate moral values.

The Course Learning Outcomes:

CO-1 Demonstrate basic skills associated with yoga and Pilates.

CO-2 Demonstrate the ability to perform yoga movements in various combination and forms.

CO-3 Apply the knowledge of basic choreography, and effective group management.

CO-4 Demonstrate the ability to create and present various yoga activities.

ASANA

Pawan Muktasana , Padmasana , Swastik Asanas , Bhadrasana , Uttanpadasana , Sarvangasana, Halasana, Matsyasana, Suptvajrasana, Chakrasana, TiryakaTadasana, EkPadPranamasana, Hastottanasana, Makarasana, Balasana, Sarpasana, Hanumanasana, Sukhasana, Markatasana, VipritNaukasana, ParshvaTadasana, Sinhasana

PRANAYAMA

Chandra Bhedi Pranayama
UjjayiPranayam

SATKARMA

Vaman Dhauti / Kunjal
KriyaVatkram/Kapalbhati

MUDHRAAND BANDH

Jalandhar BandhaUddiyana
BandhaMulbandha
Yog Murda

Semester-5th

BPPESE-505

TITLE: INTERNSHIP

Credit: 04

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

Every student has to serve honorary in the institution/ School/fitness centers. Evaluated on the basis of Daily Diary preparation, regularity, teaching quality, sincerity, class control and job execution.

Every student has to serve honorary in the institution/ School/fitness centers. Evaluated on the basis of Daily Diary preparation, regularity, teaching quality, sincerity, class control and job execution.

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.

Students are required to bring a certificate on letter head of the Institution/ School/fitness centers.

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).

Semester-6TH

BPPEMJ-601

TITLE: Research Process in Physical Education

Credit: 06

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

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

CO-1. Define the Meaning and Definition of Research.

CO-2. Discuss the Need, Nature and Scope of research in Physical Education.

CO-3. Generalizing the Methods of Research.

CO-4. Determining the knowledge to designing groups.

CO-5. Applying the knowledge of Sampling process.

CO-6. Reviewing the impact of all units in preparing Research Proposal.

UNIT I – Introduction

Meaning and Definition of Research – Need, Nature and Scope of research in Physical Education. Classification of Research, Location of Research Problem, Criteria for selection of a problem, Qualities of a good researcher.

UNIT II – Methods of Research

Descriptive Methods of Research; Survey Study, Case study, Introduction of Historical Research, Steps in Historical Research, Sources of Historical Research: Primary Data and Secondary Data, Historical Criticism: Internal Criticism and External Criticism.

UNIT III – Experimental Research

Experimental Research – Meaning, Nature and Importance, Meaning of Variable, Types of Variables. Experimental Design - Single Group Design, Reverse Group Design, Repeated Measure Design, Static Group Comparison Design, Equated Group Design, Factorial Design.

UNIT IV – Sampling, Research Proposal and Report

Meaning and Definition of Sample and Population. Types of Sampling; Probability Methods; Systematic

Sampling, Cluster sampling, Stratified Sampling. Area Sampling – Multistage Sampling. Non- Probability Methods; Convenience Sample, Judgement Sampling, Quota Sampling.

Chapterization of Thesis / Dissertation, Front Materials, Body of Thesis – Back materials. Method of Writing Research proposal, Thesis / Dissertation; Method of writing abstract and full paper for presenting in a conference and to publish in journals, Mechanics of writing Research Report, Footnote and Bibliography writing.

REFERENCE :

Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc. Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, Londonl Routledge Press Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illonosis; Human Kinetics; Kamlesh, M. L. (1999) Reserach Methodology in Physical Education and Sports, New Delhi Moses, A. K. (1995) Thesis Writing Format, Chennai; Poompugar Pathippagam Rothstain, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc Subramanian, R, Thirumalai Kumar S & Arumugam C (2010) Research Methods in Health, Physical Education and Sports, New Delhi; Friends Publication Moorthy A. M. Research Processes in Physical Education (2010); Friend Publication, New Delhi

Semester-6TH
BPPEMN-602

TITLE: Kinesiology

Credit: 05
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

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

CO-1. Describe the definition and meaning of kinesiology.

CO-2. Discuss the aims and objectives of kinesiology.

CO-3. Explain the role of kinesiology in physical education.

CO-4. Interpret the fundamental concept of center of gravity, line of gravity, axis, and planes. CO-5. Write about the composition, and classification of bones and Muscles.

UNIT-I

Definition & Meaning of Kinesiology

Aims & objectives of kinesiology

Scope of Kinesiology in physical Education and

Sports Role of Kinesiology in physical Education

and Sports

UNIT-II

Fundamental concepts: Centre of gravity, line of gravity Axis and planes

Fundamental movements of human body joints

Meaning & definition of motion around various joints

UNIT-III

Introduction of Bones

Composition of bones Types

of bones Classification of

bones

UNIT-IV

Introduction of Muscles

Types of muscles

Classification of muscles

Structure of Skeletal muscles

SUGGESTED BOOKS

Hamill, J. and Knutzen, K.M. (2003). Biomechanical Basis of Human Movement. Lippincott Williams and Wilkins, USA.

Hay (1993). The biomechanics of sports techniques prentice hall inc New Jersey. McGinnis, P. (2004). Biomechanics of Sports & Exercise.

Human Kinetics, USA. Oatis, C.A. (2008). Kinesiology. 2nd Ed.

Lippincott, Williams & Wilkins, USA. Parmeswar ram P.(2001)

Essentials of Kinesiology and Biomechanics New Delhi.

Rai Ramesh(2003) Biomechanics mechanical aspects of human motion, Agrim publication, Mohali.

Semester-6th
BPPEMN-603

TITLE: Adventure Sports

Credit: 05
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

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

- CO-1.** Memorizing the Importance of Adventure Sports
- CO-2.** Describing the Scope, Need and Importance of Adventure Sports.
- CO-3.** Acquiring the knowledge of various government agencies of Adventure Sports.
- CO-4.** Determining the Role of Local Bodies for promoting Adventure Sports
- CO-5.** Applying the concept of First Aid.
- CO-6.** Estimating the Rehabilitation process.

Unit – I

Introduction of adventure sports
History of adventure sports
Types of adventure sports

Unit – II

Adventure sports of global level

Scope of adventure sports in India

Need and importance of adventure sports

Unit – III

Role of Indian government in promotion of Adventure Sports
Role of SAI in promotion of Adventure Sports
Role of Associations and Federations in promotion of Adventure Sports
Role of Uttarakhand Government for promoting Adventure Sports
Role of Local Bodies for promoting Adventure Sports

Unit – IV

Equipment's required for adventure sports
Precautions during adventure sports
First aid required for adventure sports
Rehabilitation required for adventure sports

Suggested Reading:

Dougherty NJ et al (2002) Sport, Physical Activity and the Law. Sagamore Pub. Champaign. IL. Driskell JA and Wolinsky I (2002). Nutritional Assessment of Athletes. CRC Press. Boca Raton. Fla.

Greenberg JS Diutriman GB and Oakes BM (2004). Physical Fitness and Wellness: Changing the way you think, feel and perform. Human Kinetics. Champaign. IL.

Hoeger WW & Hoeger S (2007). Fitness & Wellness. Thomson Wadsworth

Semester-6th
BPPEMJ-604 (P1)

TITLE: VOLLEYBALL

Credit: 06
Max. Marks: 100
Internal Marks: 25
End semester exam marks: 75

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

CO-1. Experiencing and Immiting the General & Specific warming up for Volleyball.

CO-2. Acquiring the Basic skills of Volleyball.

CO-3. Demonstration and application of various techniques of Volleyball

Warming up: - General & Specific

Specific conditioning programme for Volleyball

Basic skills- offensive & defensive.

Classification of

TechniquesA

Scrape File

Viva-voce

Semester-6th
BPPEMJ-604 (P2)
TITLE: Kabaddi

Credit: 06

Max. Marks: 100

Internal Marks: 25

End semester exam marks: 75

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

CO-1. Experiencing and Immiting the General & Specific warming up for Kabaddi.

CO-2. Acquiring the Basic skills of Kabaddi.

CO-3. Demonstration and application of various techniques of Kabaddi.

Warming up: - General & Specific

Specific conditioning programme for Kabaddi

Basic skills- offensive & defensive.

Classification of

Techniques

A Scrape File

Viva-voce