

**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 2021-22



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, Kinanthropometry, 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 term 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.

S. N.	Name of Semester	Core course (14)	Ability Enhancement Compulsory Course / MIL(AECC) 02	Skill Enhancement Course (SEC) 02	Elective: Discipline Specific (DSE) 04	Elective Generic (GE) 04
01.	Sem. -1	CC-101 CC-102 CP-102 CP-102	AECC-101 MIL-101			
02.	Sem.- 2	CC-201 CC-202 CP-201 CP-202	AECC-201 MIL-201			

03.	Sem.-3	CC-301 CC-302 CP-301 CP-302	MIL-301	SEC-301		
04.	Sem.-4	CC-401 CC-402 CP-401 CP-402	MIL-401	SEC-401		
05.	Sem.-5			SEC-501	DSC-501 DSC-502 DSP-501 DSP-502	GE-501
06.	Sem.-6			SEC-601	DSC-601 DSC-602 DSP-601 DSP-602	GE-601
	Total	8 Papers Theory 8 x 4 credits= 32 Practical 8 x 2 credits=16 Total = 48	6 papers 6 x 4 credits = 24	4 papers 4x 4 credits = 16 Total = 16	4 papers 4 x 6 credit = 24 Total = 24	4 papers 2 x 6 credit = 12
Grand Total		124				

Proposed Scheme for Choice Based Credit System in B.P.E.S. in University of Patanjali

S. N.	Name of Semester	Core course (14)	Ability Enhancement Compulsory Course (AECC) 02	Skill Enhancement Course (SEC) 02	Elective: Discipline Specific (DSE) 04	Elective Generic (GE) 04
01.	Sem. -1	BPES-CC-101 (History of physical education) BPES-CC-102 (Anatomy and exercise physiology)	BPES-AECC-101 Basic Sanskritam or English BPES-MIL-101 संस्कृतम्-I			
02.	Sem.- 2	BPES-CC-201 Kinesiology BPES-CC-202 Track Event	BPES-AECC-201 Environmental science BPES-MIL - 202- English-I			
03.	Sem.-3	BPES-CC-301 Sports Training BPES-CC-302 Field Event	BPES-MIL - 301- संस्कृतम्-II	BPES-SEC-301 Fundamental Computer Application		
04.	Sem.-4	BPES-CC-401 Officiating and coaching BPES-CC-402 Test measurement and evaluation in physical education and sports	BPES-MIL - 401 English-II	BPES-SEC-401 Advanced Computer Application		
05.	Sem.-5			BPES-SEC-501 Basketball, Handball & Kho- Kho	BPES-DS-501 Research Methodology & Statistics BPES-DS-502 Sports Psychology	BPES-GE-501 Indian Culture & Tradition or BPES-GE-502 Ancient Indian Social Life

						and Institutions
06.	Sem.-6			BPES-SEC-601 Volleyball & Kabaddi	BPES-DS-601 Dissertation BPES-DS-602 Personality Development	BPES-GE-601 Shrimadbhagavad Gita Bodh or BPES-GE-601 Ancient Indian Religion
	Total					
Grand Total		124				

CHOICE BASED CREDIT SYSTEM

S.N	Subject Code	Subject Title	Credits	Evaluation Scheme				Subject Total
				INETRNAL			ESE	
				CT	TA	Total		
I-SEMESTER (BPES I YEAR)								
1	BPES-CC-101	History of physical education	4	20	10	30	70	100
2	BPES-CC-102	Anatomy and exercise physiology	4	20	10	30	70	100
3	BPES-CC-P-101	Practical -History of Physical Education	2	–	–	30	70	100
4	BPES-CC-P-102	Practical - Anatomy & Exercise Physiology	2	–	–	30	70	100
5	BPES-CC-P-103	Yoga Practicum-I	Non Credit	–	–	–	–	–
6	BPES-AECC-101	Communicative-English	4	20	10	30	70	100
7	BPES-MIL-101	Basic Sanskritam-I	4	20	10	30	70	100
Total			20					600

II-SEMESTER (BPES I YEAR)

1	BPES-CC-201	Kinesiology	4	20	10	30	70	100	
2	BPES-CC-202	Track Event	4	20	10	30	70	100	
3	BPES-CC-P-201	Practical -Kinesiology	2	–	–	30	70	100	
4	BPES-CC-P-202	Practical - Track Event	2	–	–	30	70	100	
5	BPES-CC-P-203	Yoga Practicum-II	Non Credit	–	–	–	–	–	
6	BPES-AECC-201	Environmental science	4	20	10	30	70	100	
7	BPES-MIL-201	English-I	4	20	10	30	70	100	
Total			20					600	

III-SEMESTER (BPES 2 YEAR)

1	BPES-CC-301	Sports training	4	20	10	30	70	100	
2	BPES-CC-302	Field Event	4	20	10	30	70	100	
3	BPES-CC-P-301	Practical - Sports Training	2	–	–	30	70	100	
5	BPES-CC-P-302	Practical - Field Event	2	–	–	30	70	100	
7	BPES-CC-P-303	Yoga Practicum-III	Non Credit	–	–	–	–	–	
8	BPES-SEC-301	Fundamental Computer Application	4	20	10	30	70	100	
9	BPES-MIL-301	Basic Sanskritam-II	4	20	10	30	70	100	
Total			20						600

IV-SEMESTER (BPES 2 YEAR)

1	BPES-CC-401	Officiating and coaching	4	20	10	30	70	100
2	BPES-CC-402	Test Measurement and evaluation in physical education and sports	4	20	10	30	70	100
4	BPES-CC-P-401	Officiating and coaching -Practical	2	–	–	30	70	100
5	BPES-CC-P-402	Practical – Test Measurement and Evaluation in physical education and sports	2	–	–	30	70	100
7	BPES-CC-P-403	Yoga Practicum-IV	Non Credit	–	–	–	–	–
8	BPES-SEC-401	Advanced Computer Application	4	20	10	30	70	100
9	BPES-MIL-401	English-II	4	20	10	30	70	100
Total			20					600

V-SEMESTER (BPES 3 YEAR)

1	BPES-DSC-501	Research Methodology & Statistics	4	20	10	30	70	100
2	BPES-DSC-502	Sports Psychology	6	–	–	30	70	100
3	BPES-DSP-501	Case Study-Practicum	2	–	–	30	70	100
4	BPES-CC-P-502	Yoga Practicum-V	Non Credit	–	–	–	–	–
5	BPES-SEC-501	Basketball, Handball & Kho- Kho	4	–	–	30	70	100
6	BPES-GE-501/ BPES-GE-502	Indian Philosophy & Culture/ Ancient Indian Social Life and Institutions	6	–	–	30	70	100
Total			22					

VI-SEMESTER (BPES 3 YEAR)

1	BPES-DSC-601	Dissertation	4	20	10	30	70	100
2	BPES-DSC-602	Personality Development	6	20	10	30	70	100
3	BPES-DSP-601	Study Tour & Report Writing	2	–	–	30	70	100
4	BPES-SEC-601	Volleyball & Kabaddi	4	–	–	30	70	100
5	BPES-GE-601/ BPES-GE-602	Shrimadbhagavad Gita Bodh / Ancient Indian Religion	6	–	–	30	70	100
8	BPES-CC-P-602	Yoga Practicum-VI	Non Credit	–	–	–	–	–
Total			22					700
Grand Total			124					4,200

Semester-I
BPES-CC-101

Title: History and Foundation of Physical Education

Credit: 04
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

Learning Objective:

- The aim to develop the student into better rounded ,balanced individuals.
- These activities capture the interest of the students.
- Hey also promote their safety and well-being.
- 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-I
BPES-CC-102**

Anatomy & Exercise Physiology

**Credit: 04
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70**

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) :

- CO-1. The student will be oriented with the basic structure and function of human body by identifying, comparing and relating different systems, organs and their functional and structural units.
- CO-2. Students will be able to Relate and interpret the role of exercise on body systems and its relation to well being, through literature reviews and physical conditioning exercises.
- CO-3. Adapt the art to apply the knowledge of anatomy and physiology in physical activity classes at school level.
- CO-4. Construct anatomy and physiology related pedagogical materials exploring

their creative imaginations while working in group and using technology.

Unit-I

1. Validation of Anatomy and Physiology in the field of Physical Education
2. Structural and functional demonstration of human cell
3. Skeletal System- classification and functions
4. Anatomical terms related to body movements
5. Structure and types of bones, joints in human body, Effects of exercise on skeletal system

Unit-II

- 2.1 Structure and function of Muscle
- 2.2 Major classifications of Muscles
- 2.3 Types of muscle fiber and Sliding Filament Theory of Muscular Contraction
- 2.4 Types of muscular contractions (Isotonic, Isometric, Iso-kinetic) and their roles in physical activity.
- 2.5 Concept of agonist and antagonist muscles and muscle imbalance; Effect of exercise on muscular system

Unit-III

- 3.1 Structural and functional introduction to circulatory system
- 3.2 Concept of stroke volume, cardiac output and cardiac index
- 3.3 Respiratory System (structural and organizational overview); Functional mechanism of respiration (External and Internal Respiration)
- 3.4 Concept of recovery oxygen and second wind
- 3.5 Cardio-respiratory adaptations to long term exercise

Unit-IV

- 4.1 Structural units and functional mechanism of digestive system and excretory system
- 4.2 Effect of exercise on Digestive System and Excretory System
- 4.3 Classification of Nervous System on the basis of its structure and functions
- 4.4 Structural and Functional interpretation of neuro-muscular junction with all or none law
- 4.5 Effect of exercise on nervous system

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.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 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 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 Klnwerand 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=URUJD5NEXC8> [Accessed 03 July 2018].

**PRACTICAL'S
SEMESTER-I
BPE-CC-P-101**

**Credit: 02
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70**

Learning Objective:

- The aim to develop the student into better rounded ,balanced individuals.
- These activities capture the interest of the students.
- Hey also promote their safety and well-being.
- This is a practical improvement on the usual physical education program.

HISTORY OF PHYSICAL EDUCATION

Preparation of report of National Sports awards of the last year (a scrap file).

Pictorial Description of Olympic Games its sites.

Viva-voce

SEMESTER I

BPE-CC-P-102

**Credit: 02
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70**

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
BPE-CC-P-103
Yoga Practicum-I

Credit: 00

Objectives: Following the completion of the course, students shall be able to:

- Understand the benefits, procedure and contraindications of all practices.
- Demonstrate each practice with confidence and skill.
- Explain the procedure and subtle points involved.

The Course Learning Outcomes (Cos) :

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. Understand and apply the knowledge of basic choreography, and effective group management.

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

Unit I: Eight Baithak by Yogrishi Swami Ramdev ji

Ardhbaithak, Purnabaithak, Rammurtibaithak, Pahalwani baithak-1, Pahalwanibaithak-II, Hanuman baithak -1, Hanuman baithak-11,

Unit II: Twelve Dand by Yogrishi Swami Ramdev ji

Simple Dand, RammurtiDand, VakshvikasakDand, Hanuman Dand, VrishchikDand-I, VrishchikDand-II, Parshvadand, Chakradand, Palatdand, Sherdand, Sarpdand, Mishradand (mixed Dand)

Unit III: Surya Namaskara&Yogasana (Supine lying postures)

Suryanamaskar, Naukasana, Pavanamuktasana, Uttana-padasana, Padavrittasana, Chakrikasana, Chakkichalana, ArdhaHalasana, Halasana, Setubandhasana, Sarvangasana, Matsyasana, Chakrasana, Shavasana.

Unit IV: Pranayama

NadiShodhana (Technique 1: Same Nostril Breathing), NadiShodhana (Technique 2: Alternate Nostril Breathing), NadiShodhana (Technique 3: Alternate Nostril Breathing + Antarkumbhak); NadiShodhana (Puraka + AntarKumbhak + Rechaka + BahyaKumbhak) (1:4:2:2);

Unit V: Mudra&Shatkarmas (Only One kriya)

Hasta Mudra: Chin, Jnana, Hridaya, Bhairav, Yoni, Pran, Apan, Apanvayu, Shankh, Kamajayi, Shatkriya, Neti (Jalneti, Rubber Neti)

Continuous Evaluation by the Teachers

TEXT BOOKS

1. Balkrishna Acharya: (2015), DainikYogabhyasakram, DivyaPrakashan, Haridwar.
2. Randev Y.S. 2015: Dand-baithak, DivyaPrakashan, Haridwar
3. Saraswati S. S. (2006). Asana Pranayama and Mudra Bandha, "Yoga Publication Trust." Munger, Bihar

SEMESTER I
Paper Name: English Communication
Paper Code: BPES-AECC-101

Credit: 04
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

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 Sources: Britishcouncil.org

Text books: English Grammar in Use, 4th Edition and Cambridge by Raymond Murphy
Suggested Sources: Britishcouncil.org

SEMESTER I

Paper Name: BASICS OF SANSKRITAM-I

Course Code: BPES-MIL-101

Credit: 04

Max. Marks: 100

Internal Marks: 30

End semester exam marks: 70

Objectives:

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

- Read and understand the colloquial words of Sanskrit.
- Communicate and comprehend Sanskrit to the best of their ability.
- Write in saskrit and have some idea about grammar.

Unit-1: संस्कृतभाषा परिचय (5)

संस्कृतभाषा परिचय, योगशास्त्र के अध्ययन में संस्कृत का महत्त्व और योग एवं संस्कृत का अन्तःसम्बन्ध, संस्कृतवर्णमाला, स्वर, व्यंजन वर्णज्ञान सहित रोमन लिपि में लेखन एवं पठन, वर्णों के उच्चारणस्थान और प्रयत्न ज्ञान। कारक, विभक्ति, लिङ्, वचन, पुरुष, लकार एवं वाक्यांग परिचय। संस्कृत संख्याएं (एक से सौ तक)

Unit-2: शब्दरूप (8)

अजन्त शब्दरूप—राम, बालिका, पुस्तक, मुनि, वारि, नदी, भानु, धेनु, मधु, पितृ, मातृ शब्दों के रूप अर्थज्ञान सहित। सर्वनाम शब्दरूप—अस्मद्, युष्मद्, तद् (तीनों लिंगों में), एतद् (तीनों लिंगों में), किम् (तीनों लिंगों में,) शब्दों के रूप अर्थज्ञान सहित। हलन्तशब्दरूप—भगवत्, नामन्, जगत्, भवत् (तीनों लिंगों में) शब्दों के रूप अर्थज्ञान सहित।

Unit-3: धातुरूप (8)

भू, अस्, पठ्, कृ, लिख्, नम्, दृश्, वद्, गम्, स्था, पा, दा, ज्ञा, कथ्, चिन्त्, श्रु, खाद्, धातुओं के पांच लकारों लट्, लृट्, लङ् लोट्, विधिलिङ्, में रूपज्ञान एवं वाक्य निर्माण अर्थज्ञान सहित।

Unit-4: वाक्यनिर्माण (9)

प्रथमदीक्षा के प्रथम, द्वितीय एवं तृतीय अध्याय से वाक्यनिर्माण एवं अर्थज्ञान का अभ्यास।

TEXT BOOKS

- 1 द्विवेदी कपिल देव: प्रारम्भिक रचनानुवाद कौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी 2011
- 2 द्विवेदी कपिल देव: रचनानुवादकौमुदी, विश्वविद्यालय प्रकाशन वाराणसी 2011
- 3 द्विवेदी कपिल देव: प्रौढरचनानुवाद कौमुदी, विश्वविद्यालय प्रकाशन, वाराणसी 2007
- 4 प्रथमदीक्षा, राष्ट्रिय संस्कृत संस्थान, नई दिल्ली

BOOKS FOR REFERENCE

1. Perry E D : A Sanskrit Primer, MLBD, New Delhi, 2004
2. Kala MR : A Higher Sanskrit Grammar for college students, MLBD, New Delhi, 2011
3. महर्षि दयानन्द सरस्वती: वर्णोच्चार शिक्षा, रामलाल कपूर ट्रस्ट, सोनीपत हरियाणा।

THE COURSE LEARNING OUTCOMES (COs) :

- CO-1.**The students are able to get an in-depth knowledge of this ancient Indian language and its literature.
- CO-2.**The students must get an overview about the poetry grammar and history of its literature.

Title: Kinesiology

Credit: 04

Max. Marks: 100

Internal Marks: 30

End semester exam marks: 70

Learning Objective:

- Kinesiology and physical education study the role exercise, physical movement and sports play in the development of human health and happiness.
- They apply sciences like biomechanics, anatomy, physiology and psychology to better understand how the human body responds to physical activity.
- Kinesiology studies the mechanics of human movement and how they impact our health and wellbeing.

The Course Learning outcomes (COs) :

CO-1. The student would be Oriented with the skeletal structure of human body by identifying. The origin and insertion of various muscles.

CO-2. Orient the students in basic structure and functions of primary joints of the body.

CO-3. Relate and interpret the role of various mechanical principles in human movement.

Unit-I

Introduction to Kinesiology and Sports Biomechanics

1.1 Meaning and Definition of Kinesiology and Sports Biomechanics

1.2 Importance of Kinesiology and Biomechanics in sports and physical activities

1.3 Origin and Insertion on bones and Action of major Muscles

1.4 Types of joints with their structure and functions

Unit-II

Mechanical Concepts

2.1 Speed/ Velocity/ Acceleration

2.1.1 Velocity as a Vector Quantity

2.1.2 Determining the Direction of the Velocity Vector

2.1.3 Calculating Average Speed, Average Velocity and average Acceleration

2.1.4 Average Speed versus Instantaneous Speed

2.2 Distance, Displacement (Calculating average distance and displacement)

1. Fundamental concepts of following terms –

2.3.1 Fluid resistance

2.3.2 Buoyancy

2.4 Newton's Laws of Motion – and their application to sports activities.

Unit-III

Kinetic/Kinematics Concept for Analysis Human Motion

3.1 Fundamental concepts of following terms –

3.2 Axes and Planes

1. Centre of Gravity

2. Equilibrium

- 3. Line of Gravity
- 3.3 Basic Concept related to kinetics
 - 3.3.1 Inertia
 - 3.3.2 Mass
 - 3.3.3 Force
 - 3.3.4 Centre of Gravity
 - 3.3.5 Pressure
 - 3.3.6 Density
 - 3.3.7 Torque
 - 3.3.8 Impulse
- 3.3 The Biomechanics of the Human Upper Extremity.
- 3.4 The Biomechanics of the Human Lower Extremity.

Unit-IV

Qualitative/ Quantitative Analysis

- 4.1 Angular Kinematics of Human Movement.
- 4.2 Linear Kinetics of Human Movement

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.

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

References:

1. Anthony J. Blazeovich (2017). Sports Biomechanics: The Basics: Optimising Human Performance: bloomsburry
2. By Peter M. (2013), Biomechanics of Sport and Exercise: Human Kinetics
3. Amrit Kumar, R, Moses. (1995). Introduction to Exercise Physiology. Madras: Poompugar Pathipagam.
4. BeotraAlka, (2000) Drug Education Handbook on Drug Abuse in Sports: SportsAuthority of India Delhi.
5. Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.
6. David, L Costill. (2004). Physiology of Sports and Exercise. Human Kinetics.

7. Fox, E.L., and Mathews, D.K. (1981). The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing.
8. Guyton, A.C. (1976). Textbook of Medical Physiology. Philadelphia: W.B. Sanders co.
9. Richard, W. Bowers. (1989). Sports Physiology. WMC: Brown Publishers.
10. Sandhya Tiwaji. (1999). Exercise Physiology. Sports Publishers.
11. Shaver, L. (1981). Essentials of Exercise Physiology. New Delhi: Subject Publications.
12. Vincent, T. Murche. (2007). Elementary Physiology. Hyderabad: Sports Publication.

Semester-2nd
BPES-CC-202

Title: TRACK EVENT

Credit: 04
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

Learning Objective :

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

The Course Learning Outcomes (COs):

- CO-1.** Introduction to athletics (track events) Sprint Events Middle Distance Races
Long Distance Races
- CO-2.** Rules and regulations (track events), Duties of officials, Equipment's
Brief background techniques and importance of motor-components of the following
events:
- CO-3.** Sprint Events, Relay Races, Hurdle Race, Flat Races,
- CO-4.** Brief historical background of track events, Organizing of athletic meet, Role of
various
- CO-5.** Committees, National records.

Various Awards

SUGGESTED BOOKS

- Chauhan VS (1999). Khel Jagat Mein Athletics. A.P. Pub, Jalandhar.
Handbook-Rules and Regulation. International Athletic Federation (2010).
Kumar, Pardeep. (2008). Historical Development of Track & Field. Friends Publication. New
Delhi
Shrivastav AK. Abhay Kumar (1997). Athletics. S & S Parkashan.
Indian Olympic Association, Jan., 1976.
Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana, 2000

YMCA rule book of games and sports

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

Arora Monika(2005) Athletics Coaching Coaching Manual sports publication New Delhi.

SEMESTER 2nd
BPE-CC-P-201
Title: Kinesiology

Credit: 02
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

Learning Objective:

- Kinesiology and physical education study the role exercise, physical movement and sports play in the development of human health and happiness.
- They apply sciences like biomechanics, anatomy, physiology and psychology to better understand how the human body responds to physical activity.
- Kinesiology studies the mechanics of human movement and how they impact our health and wellbeing.

KINESIOLOGY

A scrap file on Bones and Muscles
Pictorial Description of Bones and Muscles.
Viva-voce

SEMESTER 2nd
BPE-CC-P-202
Title: TRACK EVENT

Credit: 02
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

Learning Objective :

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

TRACK EVENT

File (history, rules, Techniques & records)

Viva-voce

SEMESTER 2nd
BPE-CC-P-203
TITLE: Yoga Practicum-II

Credit: 00

Objectives: Following the completion of the course, students shall be able to:

- 1) State techniques, health benefits, applications, precautions and contraindications of under mentioned yogic practices; &
- 2) To demonstrate and instruct under mentioned yogic practices.

The Course Learning Outcomes (COs):

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. Understand and apply the knowledge of basic choreography, and effective group management.

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

Unit- I: Yogasana (Recommended by Swami Ramdev)

12 Steps of Yogic Jogging; And A Series of 12 Yogic Postures: Manduk Asana- Variations 1 & 2, Shashakasana, Bakasana, Gomukh Asana, Makarasana- Variations 1& 2, Bhujanga Asanavariations 1, 2 & 3, Shalabhasana- Variations 1, 2 & 3, Markatasana- Variations 1, 2 & 3, Pawanmuktasana- Variations 1, 2 & 3, ArdhaHalasana, Padvritta Asana- Variations 1 & 2 And Dwichakrikasana- Variations 1 & 2; As Recommended by Swami Ramdev.

Unit-II: Prone Lying Asanas

Makarasana, Markatasana, Bhujangasana, Sarpasana, Shalabhasana, Dhanurasana, Purnadhanurasana, Chakrasana, ViparitNaukasana.

Unit- III: Pranayama (Recommended by Swami Ramdev)

Bhastrika, Kapalbhati, Bahya, Ujjai, Anulom-Vilom, Bhramari, Udgeeth.

Unit- IV: Shatkarma (Only Two Kriyas)

Kapalbhati (Vatkram, Vyutkram, Sitkram), Nauli (Madhyama, Vama, Dakshina).

Unit- V: Mudra & Bandh:

Jalandhar Bandh, Udyan Bandh and Moolbandh, Maha Bandh Mudra.

Continuous Evaluation bythe Teachers**TEXT BOOKS**

1. Yogrishi Swami Ramdev Ji: Pranayama Rahasya, DivyaPrakashan, Haridwar, 2009
2. Basavaraddi, I.V. & others: SHATKARMA: A Comprehensive description about Cleansing Process, MDNIY New Delhi, 2009
3. Dr. Nagendra H R: Pranayama, The Art & Science, Swami Vivekananda YogaPrakashan, Bangalore, 2005.
4. Iyengar, B.K.S.: Light on Pranayama, Harper Collins, Swami Vivekanand YogaPrakashan, 2012
5. Saraswati S. S. (2006). Asana Pranayama and Mudra Bandha, "Yoga Publication Trust." Munger, Bihar

Semester-2nd
BPES-AECC-201

Title: Environmental Science

Credit: 04
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

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-2nd
BPES-MIL-201
Title: English-I

Credit: 04
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

Objectives:

- Communicate easily with and enhance the ability to understand native speakers
- Remove personal barriers and enhance confidence in a group setting and in workplaces
- Help translate L2 from L1 in a more efficient manner
 - (L1 is the mother tongue & L2 is the Official Language – here English)
- Enhance formal and business writing skills

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: -

16 Hours

Different types of Salutations

Differences between formal and informal speech, between standard and Colloquial language

Unit -2: Verbal and Non-verbal Communication

16

Hours

- Personal – Social – Business
- Inter-personal and Group Communication
- Professional Communication

Unit 3 - Reading Comprehension **14**

Hours

- Analysis and Interpretation
- Translation (from Indian Languages to English and vice-versa)
- Loud Reading, Drilling for pronunciation and fluency
- Listening Comprehension

Unit 4 -Writing Skills **14**

Hours

- Report Writing
- Paraphrasing
- Professional Writing
- Argumentative Essays

Semester-3rd
BPES-CC-301

Title: SPORTS TRAINING

Credit: 04
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

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
- 68

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 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

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-3rd
BPES-CC-302

Title: FIELD EVENT

Credit: 04
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

Learning Objective :

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

The Course Learning Outcomes (COs) :

CO-1. To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stance, ground markings and dimensions, rules in the games .

CO-2. To develop a knowledge about the historical development of this game.

Unit-I

Introduction to athletics (Field events) Throws, Jumps

Unit-II

Marking of various 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 (Field events),

SUGGESTED BOOKS

- Barar T.S.(2004) Track and Field- Officiating Techniques friends publication New Delhi
- Arora Monika(2005) Athletics Coaching Coaching Manual sports publication New Delhi
- 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-3rd
BPES-CC-P-301

Title: SPORTS TRAINING

Credit: 02
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

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

SPORTS TRAINING

Development of different motor fitness components

Different methods of training

File (history, rules, Techniques & records)

Viva-voce

Semester-3rd
BPES-CC-P-303

Title: FIELD EVENTS

Credit: 02

Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

Learning Objective :

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

FIELD EVENTS

Skills of Shot Put & Long Jump

Record File (history, rules, Technique & records)

Viva-voce

Semester-3rd
BPES-CC-P-303

Title: Yoga Practicum-III

CREDIT: 00

Objectives: Following the completion of the course, students shall be able to:

- 1) State techniques, health benefits, applications, precautions and contraindications of undermentioned yogic practices; &
- 2) To demonstrate and instruct undermentioned yogic practices.

The Course Learning Outcomes (COs) :

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. Understand and apply the knowledge of basic choreography, and effective group management.

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

Unit-I: Yogasana (Sitting Postures)

Dandasana, Swastikasana, Padmasana, Vajrasana, SuptaVajrasana, Kagasana, Utkatasana, Gomukhasana, Ushtrasana, Shashankasana, Janusirasana, Paschimottanasana, Bhramacharyasana, Mandukasana, Utthana, Mandukasana, Vakrasana, ArdhaMatsyendrasana, Marichayasana, Simhasana.

Unit-II: Pranayama (With Antar&Bahyakumbhaka)

Bhastrika, Kapalbhati, Bahya, Ujjai, Anulom-Vilom, Bhramari, Udgeethand Pranav as recommended by Swami Ramdev. Suryabhedhi, Ujjai, Sheetli, Sitkaari according to Hathpradeepika.

Unit-III: BANDHA

Maha Mudra, Mahaved Mudra and Viparitkarni Mudra,

Unit-IV: SHATKARMAS

Dhauti Kriya- Vahainisar Kriya, KapalrandhraDhauti and VamanDhauti.

Unit-V: Meditation

Patanjali Dhyana-Sadhana

Continuous Evaluation by the Teachers

TEXT BOOKS

1. Yogrishi Swami Ramdev Ji: Pranayama Rahasya, DivyaPrakashan, Haridwar, 2009
2. Ramdev Yogrishi Swami Ji 2009: Yog-Sadhana evmChikitsaRahasya, DivyaPrakashan, Haridwar.
3. Saraswati S. S. (2006). Asana Pranayama and Mudra Bandha, "Yoga Publication Trust." Munger, Bihar
4. Science Studies Pranayam: Patanjali Research Foundation, Haridwar, 2011
5. Acharya Balkrishna: YogVijnanam, DivyaPrakashan, 2017.

Semester-3rd
BPEs-SEC-301

Title: FUNDAMENTAL OF COMPUTER APPLICATION

Credit: 04
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

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

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

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

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

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 ([\[www.vlabs.co.in\]\(http://www.vlabs.co.in\)\), FOSSEE \(\[www.fossee.in\]\(http://www.fossee.in\)\), application of spokentutorials \(\[www.spoken-tutorial.org\]\(http://www.spoken-tutorial.org\)\), National Digital Library \(\[www.ndl.iitkgp.ac.in\]\(http://www.ndl.iitkgp.ac.in\)\), electronicjournals \(\[www.ess.infibnet.ac.in\]\(http://www.ess.infibnet.ac.in\)\) etc. are to be used. . Courses may also integrate DVD videos as Part of the training process.](http://www.eyantra.</p></div><div data-bbox=)

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-3rd
BPES-MIL-301

Title: Basic Sanskritam-II

Credit: 04

Max. Marks: 100

Internal Marks: 30

End semester exam marks: 70

- इकाई (१) संज्ञाप्रकरणम्
वृद्धि-गुण-संयोग-पद-अव्यय-सम्प्रसारण-उपधा-इत्-अङ्ग-
उपसर्ग-धातु-सार्वधातुक-आर्धधातुक-विभक्ति-सर्वनाम-सज्ञाः
- इकाई (२) ईषोपनिषद्
मन्त्रव्याख्या, मन्त्रस्मरणम्, निबन्धात्मकप्रश्नाः
- इकाई (३) हितोपदेशः - मित्रलाभः
श्लोकव्याख्या, निबन्धात्मकप्रश्नाः
- इकाई (४) मूलरामायणम् - ५१-१००
श्लोकपठनम्, पदच्छेदः, पदपरिचयः
पातञ्जलयोगसूत्रम् - समाधिपादः (२६-५१ सूत्राणि)
सूत्रस्मरणम्, सूत्रव्याख्या, निबन्धात्मकप्रश्नाः
- इकाई (५) धातुरूपमात्रम् - लट्, लृट्, लोट्, लङ्, विधिलिङ् मात्रम् (वाक्यरचना अनुवादश्च)
(परस्मैपदम्) दिव्, अस्, हन्, शक् (आत्मनेपदम्) वृध्, मुद्, शिक्ष्
(उभयपदम्) दा, तन्, चूर्, भक्ष्, तुद्
- इकाई (६) अलङ्कारपरिचयः
उपमा, रूपकम्, अर्थान्तरन्यासः, उत्प्रेक्षा, अनुप्रासः

निर्धारितग्रन्थाः

1. व्याकरणचन्द्रोदय (१) - डा० आचार्यासाध्वीदेवप्रिया, दिव्यप्रकाशन, हरिद्वारम्
2. एकादशोपनिषद् - डा० सत्यव्रतसिद्धान्तालङ्कार
3. हितोपदेशः - चौखम्बासंस्कृतप्रतिष्ठान, दिल्ली

4. मूलरामायणम् - राष्ट्रियसंस्कृतसंस्थानम्, नईदिल्ली
5. योगदर्शन - स्वामिरामदेव, दिव्यप्रकाशन, हरिद्वारम्
6. रचनानुवादकौमुदी - डा० कपिलदेवद्विवेदी, विश्वविद्यालयप्रकाशन, वाराणसी
7. काव्यदीपिका - डा० श्रीकृष्णमणित्रिपाठी, चौखम्बासुरभारतीप्रकाशन, वाराणसी

THE COURSE LEARNING OUTCOME (COs) :

- CO-1.** The students is able to get an in-depth knowledge of this ancient Indian language and its literature.
- CO-2.** The students must get an overview about the poetry grammar and history of its literature.

BPES-CC-401

Title: OFFICIATING AND COACHING

Credit: 04

Max. Marks: 100

Internal Marks: 30

End semester exam marks: 70

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.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 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.
5. Lawther, J.D. (1965).
6. *Psychology of coaching*. New York: Pre. Hall.
7. 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
BPES-CC-402

Title: TEST MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION AND SPORTS

Credit: 04
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

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 S.A.I Hockey 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 spoken tutorials (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
Paper-3RD
BPES-CC-P-401

Title: OFFICIATING AND COACHING

Credit: 02
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

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.

A scrape file related to officiating and coaching of any two games
Viva-voce

Semester-4TH
BPES-CC-P-402

Title: TEST MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION AND SPORTS

Credit: 02
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

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.

Harvard step test. Harbans Hockey Test & Kraus Weber test
Record File

Viva-voce

Semester-4TH
BPES-CC-P-403

Yoga Practicum-IV

Credit: 00

Objectives: Following the completion of the course, students shall be able to:

- 1) State techniques, health benefits, applications, precautions and contraindications of under mentioned yogic practices; &
- 2) To demonstrate and instruct under mentioned yogic practices.

The Course Learning Outcomes (COs):

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. Understand and apply the knowledge of basic choreography, and effective group management.

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

Unit-I: yogasanas (Standing Postures]

Tadasana, Vrikshasana, Urdhva-Hastottanasana, Kati Chakrasana; ArdhaChakrasana, PaadaHastanasana; Trikonasana, ParshvaKonasana; Veerabhadrasa

Unit-II: Pranayama (with antar&BahyaKumbhaka)

Bhastrika, Bhramari, Murchha, Kewali.

Unit-III: Mudras

Yoga Mudra, Shanmukhi Mudra, Shambhavi Mudra, Kaki Mudra.

Unit-IV: Shatkarmas

Gajkarni, Tratak

Unit-V: Yajna karma

Practice and procedure of Yajna including learning and memorization of mantras. Do's and Don'ts of Yajna.

CONTINUOUS EVALUATION BY THE TEACHERS

TEXT BOOKS

1. Yogrishi Swami Ramdev Ji: Pranayama Rahasya, DivyaPrakashan, Haridwar, 2009
2. Ramdev Yogrishi Swami Ji 2009: Yog-Sadhana evmChikitsaRahasya, DivyaPrakashan, Haridwar.
3. Saraswati S. S. (2006). Asana Pranayama and Mudra Bandha, "Yoga Publication Trust." Munger, Bihar
4. Science Studies Pranayam: Patanjali Research Foundation, Haridwar, 2011
5. Acharya Balkrishna: YogVijnanam, DivyaPrakashan, 2017.

Semester-4TH
BPES-SEC-401

Title: ADVANCED COMPUTER APPLICATION

Credit: 04
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

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-4.** 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 Syllabus - Introduction to Computers

Types of Programming Languages: Machine Languages, Assembly Languages, High Level Languages, Data Organization: Drives, Files, Directories, Number Systems: Decimal, Binary, Octal, Hexadecimal, Number System Conversion, Operations on Number System.

Unit-II Syllabus - Algorithm and Flowcharts

Algorithm: Definition, Characteristics, Advantages and disadvantages, Examples, Flowchart: Definition, Define symbols of flowchart, Advantages and disadvantages, Examples

Unit-III Syllabus - Spreadsheets and Database Packages

Spreadsheets and Database packages: Purpose, Usage, Command, MicroSoft/MS Excel, Creation of Files in MicroSoft/MS Access, Switching between Applications, MicroSoft/MS Power Point

Unit-IV Syllabus - Computer Laboratory and Practical Work of Office

Practical will be based on Paper Office Automation: Covers UNIT-III

Reference Books:

1. Fundamental of Computers – By V.Rajaraman B.P.B. Publications
2. Fundamental of Computers – By P.K. Sinha
3. MS-Office 2000(For Windows) – By Steve Sagman

Semester-4TH
BPES-MIL-401

Title: English-II

Credit: 04
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

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-5TH

BPEs-DsC-501

TITLE: Research and Teaching Methods in Yoga

Credit: 04

Max. Marks: 100

Internal Marks: 30

End semester exam marks: 70

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

- Understand the basic principles of Research & Teaching Methods.
- Have knowledge of different aspects of research & teaching methods used in Yoga.

THE COURSE LEARNING OUTCOMES (COs):

CO-1. To enable the student to have good health.

CO-2. To practice mental hygiene.

CO-3. To poses emotional ability.

CO-4. To integrate moral values.

CO-5. To attain higher level consciousness.

Unit-1: Introduction To Research Methodology (15 Hrs.)

Definition Of Research; Importance Of Studying Research Methods: Evaluating Research Reports; Conducting Research, Thinking Critically About Research; Types Of Research: Applied Research & Basic Research; Goals Of Research: Description, Explanation, Prediction, And Control Of Behavior; Ethics Of Research: Informed Consent, Anonymity, Confidentiality, and Plagiarism.

Unit-2: Introduction To Research Process (15 Hrs.)

Research Questions; Literature Review; Different Sources Of Information: Primary, Secondary, Tertiary Source; Electronic Databases: Google Scholar, Pubmed&Psycinfo; Hypothesis Sampling And Generalization - Population And Sample; Probability Sampling: Simple Random Sampling, Systematic Sampling, Stratified Sampling, Cluster Sampling; Sampling Bias And Nonprobability Sampling: Snowball Sampling, Convenience; Types Of Biological Data (Scales Of Measurement) – Nominal, Ordinal, Interval, Ratio; Types Of variables – Independent, Dependent, Confounding Variable; Reliability & Validity.

Unit-3: Introduction To Research Design [15 Hrs.]

Cross-Sectional Studies And Its Advantages And Disadvantages; Cohort Studies And Its Advantages And Disadvantages; Randomized Controlled Trials And Its Advantages And Disadvantages; Factors Need To Be Considered When Designing A Study: Availability Of Data, Sampling Methods, Data Collection, Cost Of The Design, Time Implications And Loss To Followup, Controls, Ethical Issues, Issues Of Bias And Confounding.

Unit-4: Principles And Methods Of Teaching Yoga [15 Hrs.]

Teaching and Learning: Concepts and Relationship between The Two; Principles Of Teaching: Levels And Phases Of Teaching Principles And Types Of

Learning, Qualities Of A Yoga Teacher, Yogic Levels Of Learning, Vidyarthi, Shishya, Mumukshu; Meaning And Scope Of Teaching Methods, And Factors Influencing Them; Sources Of Teaching Methods; Importance Of Teacher Training.

TEXT BOOKS

1. Yogrishi Swami Ramdev; Yoga Manual for parents and Yoga Teachers, DivyaPrakashan, Haridwar, 2010
2. Dr.Gharote ML & 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-5TH
BPES-DSC-502

TITLE: Sports Psychology

Credit: 06
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

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.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.

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
BPES-DSC-P-501

TITLE: Case Study Practicum

Credit: 02
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

Objectives:

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

- Understand the concept of research and its methodology for carrying minor and major research.
- Understand the tricks of analyzing the data efficiently.
- Have an idea about various statistical tests and their application.
- Write a research project/Case Study/ Survey.

LEARNING PRACTICUM

- The students would must learn case studies of a learners the opportunity to think and act.
- The student must critically reflect on their processing of thinking and actions.

RESEARCH PRACTICAL

A Case Study/ Exploratory Research/ Survey Has to be conducted under the supervision of a Lecturer /Assistant Professor.

A pilot research shall be carried out by each student under the supervision of a Lecturer /Assistant Professor. As part of the research project, students will record the effect of any intervention of his/her choice for a common variable in a particular group of sample.

This pilot research should be submitted to the supervisor and the course coordinator.

Semester-5TH
BPES-CC-P-503

TITLE: Yoga Practicum-V

Credit: 00

Objectives: Following the completion of the course, students shall be able to:

- 1) State techniques, health benefits, applications, precautions and contraindications of under mentioned yogic practices; &
- 2) To demonstrate and instruct under mentioned yogic practices.

The Course Learning Outcomes (COs):

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. Understand and apply the knowledge of basic choreography, and effective group management.

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

Unit-I: Yogasanas

Karnapeedasana, Kapotasana, Rajkapotasana, Bakasana, Kukkutasana, Garbhasana, Marjariasana. Matsyendrasana, Sirsasana, Padangushthasana, Hastapadangushthasana, Garudasana, Vatayanasana, Natrajasana, Mayurasana, EkpadaKandarasana, Dwipadakandarasana.

Unit-II: Pranayama (With Antar&BahyaKumbhaka)

Suryabhedhi, Ujjai, Sheetli, Sitkari, Bhastrika, Bhramari Pranayama,

Unit-III: Bandh

Maha Bandha, Tri Bandha.

Unit-IV: Shatkarma

Dhauti (Danda), Neti (Jala, Sutra), Trataka

Unit-V: Practice Leading To Meditation

Pranava and Soham Japa, Antarmouna, Dharana, Pracice of Dhyana, Breath Meditation, Om Meditation

Continuous Evaluation By The Teachers

Semester-5TH
BPES-SEC-501

TITLE: Basketball, Handball & Kho- Kho

Credit: 04

Max. Marks: 100

Internal Marks: 30

End semester exam marks: 70

Learning Objective:

- the improvement of various components of physical and skills related fitness like strength, speed, coordination, endurance and flexibility is an important aim and objective of sports training.
- develop techniques and tactics involved in organised physical activities, games and sports.
- acquire knowledge about human body as its functioning is influenced by physical activities.
- understand the process of growth and development as participation in physical activities has positive relationship with it.
- develop socio-psychological aspects like control of emotions, balanced behaviour, development of leadership and followership qualities and team spirit through participation in games and sports.

The Course Learning Outcomes(COs):

- CO-1.** To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc.
- CO-2.** To develop a knowledge about the historical development of this game.

UNIT - 1

Introduction of Basketball

Origin, historical perspectives and modern trends in Basketball

Orientation of the fundamental skills

Construction and maintenance of Basketball court- rules of the game.

Introduction of Basketball Association of India (BFI)

Introduction of International Basketball Federation (FIBA)

Coaching and Officiating in Basketball

Duties/responsibilities of a coach, Qualifications and qualities of a coach

Qualifications of an official, Responsibilities of technical officials

UNIT-2nd

HANDBALL

Origin & developmental aspects of Handball at global level, Development of Handball in India
Modern trends and developments in Handball.

Organization of Handball (Federation and Association).

Marking, Measurements/ dimensions, Selection of a team.

Conduct of a camp. Conduct of a tournament., Rules, regulations and their Interpretations, Latest Rules, Duties of Officials

Warming up: - General & Specific, Specific conditioning programme for Handball

Basic skills- offensive & defensive, Classification of Techniques

UNIT-3rd

Origin & developmental aspects of Kho-kho at global level

Development of Kho-Kho in India

Modern trends and developments in Kho-Kho.

Organization of KKFI ,Marking Measurements/ dimensions, Selection of a team.

UNIT-4th

Conduct of a camp, Conduct of a tournament.

Rules, regulations and their Interpretations Latest Rules Duties of Official warming up: - General & Specific

Specific conditioning programme for Kho-Kho

Basic skills- offensive & defensive.

Classification of Techniques

SUGGESTED BOOKS

Chakrabarty G (2002). Kho - Kho Aveloken. Khel Sahitya Kendra. Delhi.

Panday L (1982). Kho - Kho Sarvaswa. Metropolitan

Semester-5TH BPES-GE-501

TITLE: Indian Philosophy & Culture

Credit: 04

Max. Marks: 100

Internal Marks: 30

End semester exam marks: 70

Objectives:

After completion of this paper:

- Students will have an understanding about various schools of Indian philosophy
- They will have an idea about the various features of traditional Indian culture

THE COURSE LEARNING OUTCOMES (COs) :

CO-1. The students would must reveals certain western philosophical thoughts.

CO-2. The students must gained knowledge on Indian philosophers.

CO-3. The students would must learned about the concept such as
dharma,karma,dhukkha,meditation,etc.

Unit-1: -Introduction to Indian Philosophy (8 Hours):

Literal Meaning and Definition of Philosophy, Role of Philosophy in Human Life, Characteristics Of Indian Philosophy, Bodies Of Indian Philosophy: Vedic-Non-Vedic. The Three Main Areas of Philosophy –PramanMimamsa (Epistemology), Tattva Mimamsa (Meta Physics), Achar Mimamsa(Ethics).

(Prescribed Text Book – Hkkjrh; n'kZu] vkpk;Z cynso mik;/k;& p;fur ikB~;ka'k

UNIT-2: -Introduction to Six Schools Of Vedic Philosophy (20 Hours):

General Introduction and Theory (Tattva Mimamsa& Ethics)

1. Nyaya Darshan
2. Vaisheshika Darshan
3. Samkhya Darshan
4. Yoga Darshan
5. Mimamsa Darshan
6. Vedanta Darshan

(Prescribed Text Book – n'kZu izos'k] fnO; izdk'ku] iratfy ;ksxihB] gfj}kj

Unit-3: -Introduction to Jain, Buddhist, Charvak Philosophy (20 Hours):

General Introduction and Principles (Tattva Mimamsa& Ethics)

1. Jain Darshan
2. Buddhism
3. Charwak Darshan

(Prescribed Text Book – loZn'kZu laxzg] ek/okpk;Z

Unit-4: -Introduction To Culture (12 Hours):

Literal Meaning and Definition Of Culture. Concept And Importance Of Culture. General Introduction to The Base Scriptures Of Indian Culture - Vedas, Upanishads, Manusmriti, Mahabharata, Ramayana, Gita. (Prescribed Text Book - वैदकसाहित्यएवंसंस्कृतत--डा0 कनपलदेवनद्वेदी)

Unit-5: -Salient Features Of Indian Culture - (10 Hours):

PurusharthaChaturthya, Ashram System, Varna System, Karma Principles, Sixteen Rites, PanchaMahayajna, Debt-Triad, Co-Existence - Universal Relationship

References / supporting books

1. n'kZu izos'k] fnO; izdk'ku] iratfy ;ksxihB] gfj}kj
2. Hkkjrh; n'kZu] vkpk;Z cynso mik;/k;& p;fur ikB~;ka'k
3. /keZ n'kZu laLd`fr] MkW0 :i fd'kksj 'kkL=h
4. Teaching yourself philosophy: Indian Philosophy- Dr. R.P. Sharma
5. An outline of Indian Philosophy- M. Hiriyana

Semester-5TH
BPES-GE-502

TITLE: Ancient Indian Social Life and Institutions

Credit: 04

Max. Marks: 100

Internal Marks: 30

End semester exam marks: 70

LEARNING OBJECTIVE

The ancient education focused on imparting ethics like humility, truthfulness, discipline, self-reliance, and respecting all creations to the students. The education was mostly imparted in ashrams, gurukuls, temples, houses.

THE COURSE LEARNING OUTCOMES (COs):

CO-1. The students would have a better grasp of a cultural heritage and intellectual growth.

CO-2. The students would must learn ancient knowledge place a valuable role in “received wisdom”.

CO-3. The student would must gain thoughts and ideas past down by previous generation.

Unit I: (15

Lect.)

Varna-Ashrama System

Origin and development of Varna Vyavastha

Origin, development and significance of Ashrama

JatiVyavastha

Unit II:

(13 Lect.)

Marriage and Family

Meaning and objectives of marriages

Types of marriages

Concept and component of family

Unit III:

(16

Lect.)

Position and Role of Women

Position and status of women in Ancient society

Stree Dhan and her Property righys

Unit IV:

(14

Lect.)

Purusharth and Samsakaras

Types of Purushartha

Types of Samsakaras

Unit V:

(17 Lect.)

Education System

Objectives of education

Important centers of education: Nalanda, Balabhi, Kashi and Taxila

Text Book:

Mishra, J.S., Prachin Bharat ka Samajik Itihas, Patana, 1986

Recommended Readings:

Altekar, A. S., Education in Ancient India (Also in Hindi)

Altekar, A.S., Position of Women in Hindu Civilization,

Dutt, N. K., Origin and Growth of Caste in India, Calcutta, 1931.

Jauhari, M., Prachin Bharata Mem VarnasramaVyavastha (Hindi), Varanasi, 1985.

Kapadia, K. M., Marriage and Family in India (English)

Tripathi, L.K. (ed.), Position and Status of Women in Ancient India, 2 Vols., Varanasi, 1988 and 1992

Semester-6TH
BPES-DSC-601

TITLE: Dissertation

Credit: 04
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

Objectives:

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

- Understand the concept of research and its methodology for carrying minor and major research.
- Understand the tricks of analyzing the data efficiently.
- Have an idea about various statistical tests and their application.
- Write a research project/Case Study/ Survey

THE COURSE LEARNING OUTCOME (COs) :

CO-1. Engage in systematic discovery and critical review of appropriate and relevant information sources. Appropriately apply qualitative and/or quantitative evaluation processes to original data. Understand and apply ethical standards of conduct in the collection and evaluation of data and other resources.

RESEARCH PRACTICAL

A Case Study/ Exploratory Research/ Survey Has to be conducted under the supervision of a Lecturer /Assistant Professor.

A pilot research shall be carried out by each student under the supervision of a Lecturer /Assistant Professor. As part of the research project, students will record the effect of any intervention of his/her choice for a common variable in a particular group of sample.

This pilot research should be submitted to the supervisor and the course coordinator.

Semester-6TH
BPES-DSC-602

TITLE: Personality Development

Credit: 06
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

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-6TH
BPES-DSC-P-601

TITLE: Study Tour & Report Writing

Credit: 02
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

Objectives:

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

- Understand the concept of research and its methodology for carrying minor and major research.
- Understand the tricks of analyzing the data efficiently.
- Have an idea about various statistical tests and their application.
- Write a research project/Case Study/ Survey

THE COURSE LEARNING OUTCOME (COs):

CO-1.Learning is the process of acquiring new knowledge or modifying the existing knowledge, behaviors, skills, values, or preferences. Learning is more effective when it comes through experiences. To acquire first-hand knowledge about a different side of living, such as rural India or tough terrain in Himalayas. Using the knowledge acquired to gain an understanding of programs, policies, services and procedures that impact society's systems.

RESEARCH PRACTICAL

A Exploratory Research/ Survey Has to be conducted under the supervision of a Lecturer /Assistant Professor.

A pilot research shall be carried out by each student under the supervision of a Lecturer /Assistant Professor. As part of the research project, students will record the effect of any intervention of his/her choice for a common variable in a particular group of sample.

This pilot research should be submitted to the supervisor and the course coordinator.

Semester-6TH
BPES-SEC-601

TITLE: VOLLEYBALL & KABADDI

Credit: 04
Max. Marks: 100
Internal Marks: 30
End semester exam marks: 70

Learning Objective:

- the improvement of various components of physical and skills related fitness like strength, speed, coordination, endurance and flexibility is an important aim and objective of sports training.
- develop techniques and tactics involved in organised physical activities, games and sports.
- acquire knowledge about human body as its functioning is influenced by physical activities.
- understand the process of growth and development as participation in physical activities has positive relationship with it.
- develop socio-psychological aspects like control of emotions, balanced behaviour, development of leadership and followership qualities and team spirit through participation in games and sports.

The Course Learning Outcomes (COs):

- CO-1.** To train the student teachers to equip with game specialization of any discipline mentioned above so as to enhance their teaching ability and proficiency in handling practical classes.
- CO-2.** To develop a knowledge about the historical development of this game.
- CO-3.** To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Volleyball.

UNIT-I

Introduction of Volleyball

Origin, historical perspectives and modern trends in Volleyball

Orientation of the fundamental skills

Construction and maintenance of Volleyball court- rules of the game.

Introduction of Volleyball Association of India (VFI)

Introduction of International Volleyball Federation (FIVB)

UNIT-II

Coaching and Officiating in Volleyball

Duties/responsibilities of a coach

Qualifications and qualities of a coach

Qualifications of an official

Responsibilities of technical officials

UNIT- III

Origin & developmental aspects of Kabaddi at global level

Development of Kabaddi in India. Modern trends and developments in Kabaddi.

Organization of Kabaddi. Marking, Measurements/ dimensions.

Selection of a team. Conduct of a camp.

UNIT-IV

Conduct of a tournament. Rules, regulations and their Interpretations

Latest Rules, Duties of Officials

UNIT-V

Warming up: - General & Specific

Specific conditioning programme for Kabaddi

Basic skills- offensive & defensive.

Classification of Techniques.

Semester-6TH
BPES-GE-601

TITLE: Shrimadbhagavad Gita Bodh

Credit: 06

Max. Marks: 100

Internal Marks: 30

End semester exam marks: 70

Learning Objectives:

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

- Understand the main teachings of Bhagvadgeeta
- Become familiar with the nature of yoga in various chapters of Bhagvad Geeta.
- Imbibe the essence of teachings of Bhagavad Geeta.

The Course Learning outcomes (COs):

CO-1. Students would be *Focus on the sure (actions), not on the unsure (results). Because if the results are not as per your expectations, pain is unavoidable.*

Unit 1: ShrimadBhagwadgita Introduction (12 Hours):

General Introduction of the Bhagavad Gita, The Great Significance of the Bhagavad Gita and Various Scholars' Views in Relation to It, Synthesis of Yoga in The Bhagavad Gita, The Major Definitions of Yoga, The Nature of Yoga, Yoga Sadhana in The Bhagavad Gita, Relevance of The Bhagavad Gita in The Current Era.

Unit-2: Gyan Yoga –Atman, Prakriti & Parmatman (12 Hours):

Sankhya Yoga or Jnana Yoga (Chapter-2,3,4,5,6,13), The Form of the Soul (Chapter-2), The Form of the Supreme Soul (Purushottama), (Chapter-4,8,10,11,13,15), Form of Prakriti (Chapter-9,13,14).

Unit-3: Karma Yoga and Meditation Yoga (12 Hours):

Concepts of Karmayoga (Chapter-2-6), Form Of Yajna, Yajnartha Karma, Nishkam Karma (Chapter-3,4), Lok Sangrah (Chapter-3), Jnana-Karma Coordination (Chapter-5), Forms Of Dhyana Yoga (Chapter-6).

Unit 4: Bhakti Yoga (12 Hours):

Concepts of Bhakti and Mahatmya (Chapters-7, 8, 9, 11, 12), The Necessity of Devotion in Divine Realization (Chapters-11, Verse-52-55), Types of Bhakti (Chapters-7, 12) Characteristics of The Devotee (Chapter-12, Verse-13-20)

Unit 5: Personality, Diet and Trigun Concept (12 Hours):

Role of Diet in Yoga Practice (Chapter-6), Introduction to Trigunas (Chapter-14), Concept of Trigun-Based Personality (Chapter-17), Elements of Personality Development, Ideal Personality-DaiveeSampda (Chapter-16).

Prescribed Text Book -

1.श्रीमद्भगवद्गीता- गीतामृत- योग ऋषि स्वामी रामदेव जी, दिव्य प्रकाशन, पतंजलि योगपीठ

Supporting text book

1. गीतारहस्यलोकमान्यतिलक (चयनितपाठ्यांश)
2. Shrimadbhagvadgeeta- Tattvavivechini-JaidayalGoyandaka, Geeta Press Gorakhpur.

Semester-6TH
BPES-GE-602

TITLE: Ancient Indian Religion

Credit: 06

Max. Marks: 100

Internal Marks: 30

End semester exam marks: 70

Learning Objectives:

- Discuss fundamentals of Ancient Indian Educations
- Analyse the meaning of the terms attached to ancient education system
- Understand the purpose of studying Vedas Enumerate the main characteristics of education system in Vedic and post Vedic period
- Explain the basic meaning of Swadhyaya.
- Explain the duties of teacher and student during Vedic & post Vedic period. List forms of educational system during Vedic period.
- Understand basic ideas and features of ancient Indian religions as manifested through Vedas, Buddhism and Jainism and Puranas.
- Understand the primitive religious beliefs, the Vedic pantheon and sacrifices.
- Basic features of the Sraman a traditions which include within its fold Buddhism and Jainism.
- Various cults like Vais n avism, Śaivism and Śāktism have played a prominent role in popularizing the basic tenets of Purān ic religion.

The Course Learning Outcomes (COs):

- CO-1.** After completing this course students are expected to have a fair knowledge about the prehistory, protohistory and the sources of Ancient Indian History.
- CO-2.** 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
- CO-3.** The course is expected to familiarize the student to theories of state, feudalism, political structure and periodization in history, based on the Indian examples from early medieval period.

Unit I: Vedic Religion

(16 Hrs.)

Indus Religion: Worship of Mother Goddess, Early form of worship of Yogi Shiva, Origin of Nature worship, Early Vedic Religion: Introduction of Rig-Veda, Rigvedic diety- Indra, Varun, Agni, Rit, Mother Goddess etc, Development Nature worship, Later Vedic Religion: Introduction of Samved, yajurved and Atharvaved, Emergence of religious rituals, The nature and characteristics of the gods of the later Vedic period: Vishnu, Shiva, Prajapati and Mother Goddess.

Unit II : Jainism

(16 Hrs.)

Introduction of Jain Tirthankar: Rishabhdev, Parshwanath and Mahaveer. Various Teachings of Jainism: Teachings of Mahavira: Pancha Mahavrat and Triratn, Svetambara and Digambara, Anekantavada and Syadvada.

Unit III: Buddhism

(10 Hrs.)

Life and teachings of Gautama Buddha: Four noble truths, Octagonal Path, Pratitya Samutpad, Buddhist Councils, Hinayana and Mahayana. Various Dimensions in development of Buddhism.

Unit IV : Puranic Religions

(18 Lect.)

Shaivism: Bhakti Tradition of Shavism: Pashupat Tradition, Kapalika Tradition, Kalmukh Tradition, Bhakti Tradition Vaishnavism: Panchratr, Bhagavat, Krishna and doctrine of embodiment: Bhagavan Vishnu ke das Avatar, and Shaktism: Trideviyan- Historical sources of Lakshmi, Durga and Saraswati.

Text Book:

Mishra, J.S., Prachin Bharat ka Samajik Itihas, Patana, 1986

Recommended Readings:

Agrawala, V.S., Prachina Bharatiya Lokadharma (Hindi and English), Varanasi, 1964.

Banerjee, J.N., Development of Hindu Iconography, New Delhi, 1985.

Barth, A., The Religions of India, Varanasi, 1985. 19

Bevarkara, S.K. and R.D. Ranade, History of Indian Philosophy, Vol. II, Poona, 1927.

Bhandarkar, R.G., Vaishnavism, Saivism and Minor Religious Systems (Also in Hindi), Varanasi, 1965. Bhattacharya, N.N., History of Sakta Religion, New Delhi, 1974

Chaturvedi, P., Vaishnava Dharma, Varanasi, 1977.

Hiriyanna, M.H., Outlines of Indian Philosophy, London, 1932.

Jaiswal, Suvira, Origin and Development of Vaishnavism (also in Hindi), Delhi, 1996 (IInd ed.).

Keith, A.B., The Religion and Philosophy of Veda and Upanishads (also in Hindi), Cambridge, 1925

Upadhyaya, B. Bharatiya Darshana, Varanasi, 1971.

Bapat, P.V. (ed.), 2500 Years of Buddhism (Also in Hindi), New Delhi, 1987.

Jain, Hiralal, Bharatiya Samskriti me Jaina Dharma ka Yogadana (Hindi). Bhopal, 1962.

Jaini, J.L., An outline of Jainism, Cambridge, 1916.

Jain, Jyoti Prasad, Religion and Culture of the Jains, Delhi, 1995.

Majumdar, R.C. and A. D. Pusalker (eds.), The History and Culture of the Indian People, Vols. I –V (relevant chapters), Bombay, 1951-1957.

Semester-6TH

BPES-CC-P-602

TITLE: Yoga Practicum-VI

Credit: 00

Objectives: Following the completion of the course, students shall be able to:

- 1) State techniques, health benefits, applications, precautions and contraindications of undermentioned yogic practices; &
- 2) To demonstrate and instruct undermentioned yogic practices.

The Course Learning Outcomes(COs):

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. Understand and apply the knowledge of basic choreography, and effective group management.

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

Yogasana (Advance- Purna)

Bhujang, matsyendra, pakshi, vrischik, padm-mayura, padm-shirsh, karnapeed. dhanur, goraksha, chakra, omkar, natraj, shalabha.

Dhyanatmak Asanas and Other Practices Leading to Meditation

Sukhasan, Siddhasan, Simhasan, Bhadrasan, Swastikasan, Gaurakshasan, Vajrasan, Pranay and Soham Japa; Yoga Nidra (1,2,3); Antarmauna; Ajapa Dharana (Stage 1, 2, 3)

Mudra

Kaki Mudra, Tadagi Mudra, VipareetKarni Mudra, Simha Mudra, Nasagra Mudra, Bhuchari Mudra, Ashwini Mudra, Mahavedha Mudra.

Shatkarma

VastraDhauti, Shankh-prakshalan

Practices Leading To Meditation

Ajapa Dharana (Stage 4,5,6), Yoga Nidra (4,5), Practices leading to Breath Meditation, Practices leading to Om Meditation

Continuous Evaluation by the Teachers