

**(Abstract)**

Revised Regulations, Scheme and Syllabus of Two Year B.PEd. Programme (CBCSS) - in tune with NCTE Regulations 2014 - implemented in the University Department w.e.f. 2020 Admission – Orders issued

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**ACADEMIC C SECTION**

Acad/C4/4836/2011

Dated: 29.04.2021

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Read:-1. Minutes of the meeting of the Syndicate held on 26.10.2019, vide item No.2019.676  
2. U.O No.ACAD C3/22373/2019. dated 08.10.2020  
3. U.O No.Acad/C3/22373/2019, dated 12.11.2020  
4. Department Council Minutes, School of Physical Education and Sports Sciences dated 23.01.2021  
5. E.mail from the Head, School of Physical Education and Sports Sciences, Kannur University, along with revised Regulations, Scheme and Syllabus of Two Year B.PEd Programme, dated 15.04.2021

**ORDER**

1. The meeting of the Syndicate held on 26.10.2019 resolved vide paper read (1) above to revise the Scheme and Syllabus of all Post Graduate Programmes under Choice Based Credit Semester System (CBCSS) in the Schools/Departments of University with effect from 2020 admission.
2. Subsequently, the Curriculum Committee was reconstituted as per paper read (2) above to monitor and co-ordinate the working of the Choice based Credit Semester System.
3. Accordingly, the revised Regulations for P.G. Programmes under Choice Based Credit Semester System were implemented in the Schools/Departments of the University with effect from 2020 admission as per paper read (3) above.
4. Further, the Department Council, School of Physical Education and Sports Sciences, vide paper read (4) above, approved the Revised Regulations, Scheme and Syllabus of the B.PEd Programme (CBCSS), prepared in line with the revised Regulations for Choice Based Credit Semester System and also in conformity with NCTE Regulations 2014, for implementation w.e.f 2020 admission.
5. Subsequently, the Revised Regulations, Scheme and Syllabus of the B.PEd. programme [CBCSS], was duly scrutinized by the Dean, Faculty of Sports Sciences & Physical Education and External Subject Expert, and they recommended the same for implementation in the School of Physical Education and Sports Sciences, Mangattuparamba Campus.
6. Thereafter, the Revised regulations, Scheme and Syllabus of the B.PEd Programme under

CBCSS was forwarded by the Head, School of Physical Education and Sports Sciences, Mangattuparamba Campus, as per paper read (5) above, for implementation with effect from 2020 admission.

7. The Vice Chancellor, after considering the matter in detail and in exercise of the powers of the Academic Council conferred under section 11 (1) Chapter III of Kannur University Act 1996 accorded sanction to implement the Revised Regulations, Scheme and Syllabus of the B.PEd programme [CBCSS] in the School of Pedagogical Sciences, Mangattuparamba Campus of the University, with effect from 2020 admission, subject to reporting to the Academic Council.

8. The Revised Regulations, Scheme and Syllabus of the B.PEd programme under CBCSS implemented with effect from 2020 admission are uploaded in the University Website.([www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in)).

Orders are issued accordingly.

Sd/-

**BALACHANDRAN V K**  
**DEPUTY REGISTRAR (ACAD)**  
For REGISTRAR

To: The Head, School of Physical Education and Sports Sciences  
Mangattuparamba Campus, Kannur - 670567

Copy To: 1. The Examination Branch (through PA to CE)  
2. PS to VC / PA to PVC / PA to R  
3. DR / AR I/ AR II (Acad)  
4. The Computer Programmer (for uploading in the Website)  
5. SF / DF /FC



Forwarded / By Order  
*[Signature]*  
SECTION OFFICER

*[Handwritten mark]*

**Bachelor of Physical Education (BPEd) Syllabus  
(Effective from 2020 Admission)**

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**KANNUR UNIVERSITY**



**SCHOOL OF PHYSICAL EDUCATION AND SPORTS  
SCIENCES**

**Choice Based Credit Semester System (CBCSS)**

**Bachelor of Physical Education (BPEd)  
Syllabus  
(Effective from 2020 Admission)**

**Bachelor of Physical Education (BPed) Syllabus  
(Effective from 2020 Admission)**

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# **Bachelor of Physical Education (BPed) Syllabus (Effective from 2020 Admission)**

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## **1. ABOUT THE DEPARTMENT**

### **1.1 Profile of the Institution**

Kannur University was established in the year 1996 as a teaching residential and affiliating university. Considering the great sports tradition and the socio-cultural background, the university established the School of Physical Education and Sports Sciences in the year 2001 as a teaching and research department with a vision to provide quality professional training in Physical Education and to mould young talented sports persons to achieve excellence in the field of Sports.

Within a short span of time the institution has developed as a centre for excellence with state of the art infrastructure facilities and excellence in the field of Sports as well as professional training and research in physical education and sports sciences. The institution offers B P Ed (CBCSS), M P Ed (CBCSS), M Phil in Physical Education and PhD (part time and full time) programme.

### **1.2 Facilities and Infrastructure**

The School of Physical Education and Sports Science has the following facilities:

- Academic cum Administrative Building
- Well Staked Library
- Indoor Stadium with Basketball, Handball, Volleyball and Badminton Courts.
- Swimming Pool
- Standard 400 meter Synthetic Athletic Track
- Football Ground cum cricket field
- Outdoor Facility for Basketball, Volleyball, Tennis, Kho Kho, Kabaddi etc
- Cricket Nets
- Multi-Gym Fitness Centre
- Multipurpose – Seminar Hall
- Exercise Physiology Laboratory
- Sports Psychology Laboratory

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- Sports Biomechanics Laboratory
- Measurement and Sports Training Laboratory
- Physiotherapy Centre.
- Yoga Centre.
- Sports Ayurveda Research Centre
- Equipment for all the major games and Athletics.
- Hostels for Men and Women

### **1.3 Vision and Mission**

#### **VISION**

*To engage in relentless pursuit of excellence for the development and promotion of physical education and sports.*

#### **MISSION**

*Translating the vision into action we seek to develop:*

- *An ideal learning environment for professional scholarship, academic and research competencies among the students.*
- *To design and introduce innovative, integrated and inter-disciplinary curriculum in physical education and sports sciences.*
- *Competent and fully equipped professional physical education teachers and experts in allied areas at various levels.*
- *High standard research facilities to contribute and disseminate knowledge for professional enrichment and national interest.*
- *As a center for higher learning in physical education and excellence in sports sciences and to provide consultancy for coaching and training in sports and to collaborate with national and international organisations and institutions.*
- *As a center for excellence in sports science and contribute to the sporting excellence of the nation.*
- *To extent the expertise and facilities for promotion and development of health, fitness and sports for youth and community.*

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### **2. INTAKE, ELIGIBILITY AND ADMISSION CRITERIA**

#### **2.1 Intake**

Forty students (40 students) in one unit each year.

#### **2.2 Eligibility**

(a) Bachelor's degree in any discipline with 50% marks/equivalent grade and having at least participation in intercollegiate/inter zonal/district/school competition in sports and games as recognised by AIU/IOA/SGFI/Govt of India

Or

(b) Bachelor's degree in physical education with 45% marks/ equivalent grade

Or

(c) Bachelor's degree in any discipline with 45% marks/ equivalent grade and studied physical education as compulsory/elective subject

Or

(d) Bachelor's degree with 45% marks/ equivalent grade and having represented in national/inter university/ state competitions or secured 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> position in inter collegiate/ inter-zonal/ district/ school competition in sports and games as recognised by AIU/IOA/SGFI/Govt of India

Or

(e) Bachelor's degree with participation in international competitions or secured 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> position in National/ Inter University competition in sports and games as recognised by respective federations/AIU/IOA/SGFI/Govt of India.

1. Should be below the age of 25 years as on 1st July of the year of admission. Age relaxation will be given as per University rules to the eligible candidates.
2. Should be physically fit for daily heavy load of physical exercises and should not have any physical deformity or mental disability which prevents him/her from actively taking part in physical education programme.

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### **2.3 Admission Criteria:**

The selection of candidates for admission to the B.P.Ed. Course shall be based on the merit. The merit of the candidate shall be determined based on the following criteria:

- A. Written test: (General English, General knowledge, Sports and Professional aptitude (40 Marks)
- B. Physical fitness test (AAHPERD test) 30 Marks
  - a. 50-yard dash
  - b. 4 x 10-yard shuttle run
  - c. sit-ups
  - d. Pull ups (flexed arm hang for girls)
  - e. Standing broad jump
  - f. 600-yard run walk test
- C. Sports proficiency test (one major game) 20 Marks
- D. Sports achievement (should produce original certificates) 10 Marks

**Total 100 Marks (Candidates should score at least 40% in the selection tests to placed in the rank list.)**

### **1. INTRODUCTION TO CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)**

Choice Based Credit Semester System (CBCSS) pre-supposes academic autonomy, cafeteria approach in academic environment, semester system, alphabetical grading and interdepartmental collaboration. The CBCSS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill-based courses, practicum courses and internships.

#### **3.1. Definitions:**

- (i) **Academic Programme** means an entire course of study comprising its programme structure, course details, evaluation schemes etc. designed to be taught and evaluated in a teaching Department/Centre or jointly under more than



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one such Department/Centre.

- (ii) **Course** means a segment of a subject that is part of an Academic Programme.
- (iii) **Programme Structure** means a list of courses (Core, Elective, Open Elective, Practicum Courses and Internships) that makes up an Academic Programme, specifying the syllabus, credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the programme etc., prepared in conformity to NCTE regulations and Kannur University rules and eligibility criteria for admission.
- (iv) **Core Course** means a course that a student admitted to a particular programme must successfully complete to receive the degree and which cannot be substituted by any other course.
- (v) **Elective Course** means an optional course to be selected by a student out of such courses offered in the same or any other Department/Centre.
- (vi) **Open Elective** means an elective course which is available for students of all programmes including students of same department. Students of other Department will opt these courses subject to fulfilling of eligibility of criteria as laid down by the Department offering the course.
- (vii) **Practicum** courses refer to experiences that teacher trainees have in the classroom and playfield before they take on the full range of responsibilities required for student teaching. Practicum is aimed at acquiring skills, proficiencies and competencies in various games, sports and physical activities suitable for “all” school children in various sports, games and physical activity.
- (viii) **Internships** is a major part of teacher education programme which will include full time engagement in real school situation for a prolonged period providing field experience and opportunity for the student-teachers to tryout the methods and techniques of teaching which they will have learnt during the course earlier. While practice teaching is an important component of the programme, the student-teacher participates in every activity of the school in the total school life, providing excellent opportunity for the prospective teacher to learn to teach, acquire all the necessary understandings, skills, attitudes and appreciations in a

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real school/teaching situation.

- (ix) **Working days** - There shall be at least 200 working days per year exclusive of admission and examination processes etc.
- (x) **Credit** means the value assigned to a course which indicates the level of instruction; One-hour lecture per week equals 1 Credit, 2 hours practical class per week equals 1 credit. Credit for a practical could be proposed as part of a course or as a separate practical course.
- (xi) **SGPA** means Semester Grade Point Average calculated for individual semester.
- (xii) **CGPA** is Cumulative Grade Points Average calculated for all courses completed by the students in the last year of the course by clubbing together SGPA of four semesters.

### **3.2. Programme Educational Objectives:**

**PEO – 1: Professional Competency:** To provide knowledge of professionalism and to teach effective and efficient skills and competencies to prepare professionally qualified teachers in physical education for secondary school education

**PEO- 2: Personal Transformation:** To cultivate the spirit of sportsmanship, mental and physical alertness, scientific temper and optimism; and to change the behaviour, attitude and values of teacher trainees so that they shape into responsible and accountable agents of change in the society, in diverse perspective of concerns and issues vital for human survival, progress and development.

**PEO – 3: Preparation for Placement:** To prepare qualified professionals of physical education who would be ready for placement as teachers in schools, and as fitness instructors in fitness centers, clubs and gyms.

**PEO – 4: Higher Education:** To lay down a sound foundation for higher and advance studies in physical education, coaching and sports sciences.

**PEO – 5: Diverse Leadership:** To transform the students as competent leaders with essential organizational, managerial and administrative skills for diverse

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leadership to apply in the field settings

**PEO – 6: Creative Learning Environment:** To inculcate in the students skills, abilities and competencies to create learning environments for all children

**PEO – 7: Value and Ethical Skills:** To provide knowledge and experiences needed to exhibit effective skills of value and ethics of the teaching domain

### **3.3. Programme Outcomes**

On successful completion of the course a student will be able to:

**PO 1:** Contextualize physical education with a set of attitudes and values that signify the importance of movement as a valued human practice

**PO 2:** Qualify for teaching at secondary school level and as experts in fitness industry such as clubs, fitness centers and gyms

**PO3:** Transform themselves into competent teachers with latest domain knowledge and brilliant pedagogical skills

**PO4:** Centralize and acknowledge that the individual, in his /her search for personal meaning, once educated in health, physical education and sports sciences, would be able to make positive contributions to the enhancement of society.

**PO5:** Promote the learning of new skills, enhance, extend, inform and critique the deliberate use of exercise, play, sport and other forms of physical activity within the individual and societal context.

**PO6:** Acquire organizational and management skills necessary in sports settings and in general educational context

**PO7:** Communicate effectively on the complex pedagogical activities with the teaching community, sports team and society at large; and be able to instruct and train teams to perform well.

**PO8:** Perform effectively as an individual, as a member and as a leader in diverse team and multidisciplinary setting.

**PO9:** Make a unique contribution to balanced development and living

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emphasizing learning focused on movement. Fostering a pedagogy based around critical thought and action.

**PO10:** Become an active player in the modern educational system

**PO11:** Apply appropriate techniques, resources and modern tools to make teaching effective

**PO12:** Apply ethical principles to become a competent teacher

### **3.4 PEO – PO Mapping**

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
PEO-1												
PEO-2												
PEO-3												
PEO-4												
PEO-5												
PEO-6												
PEO-7												

## **4. BACHELOR OF PHYSICAL EDUCATION (BPEd) PROGRAMME DETAILS**

### **4.1 Semester and Working Days**

Bachelor of Physical Education (BPEd) programme is a two-year course divided into four-semester. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The institution shall work for a minimum of 36 working hours in a week (five or six days a week).

There shall be at least 200 working days per year exclusive of admission and examination processes etc.

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### **4.2 Credits**

The term 'Credit' refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half / two hours of practical work/field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a B.P.Ed. Programme is 120 credits and for each semester 30 credits.

### **Provision of Bonus Credits - Maximum 06 Credits in each Semester**

<b>Sl No.</b>	<b>Special Credits for Co-curricular activities</b>	<b>Credits</b>
1.	Sports Achievement at State level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation at International level Competition	4
2.	Inter Uni. Participation (Any one game)	2
3.	Inter College Participation (min. two game)	1
4.	National Cadet Corps / National Service Scheme	2
5.	Blood donation / Cleanliness drive / Community services	2
6.	Mountaineering - Basic Camp, Advance Camp / Adventure Activities	2
7.	Organization / Officiating – State / National level in any two game	2
8.	News Reporting / Article Writing / book writing / progress report writing	1
9.	Research Project	4

Students can earn maximum 06 Bonus credits in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution / Department. This Bonus credit will be used only to compensate loss of credits in academic activities.

### **4.3 Examinations**

- i. There shall be examinations at the end of each semester, for first semester in the month of November /December: for second semester in the month of May / June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in November /December or May / June.

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- ii. A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

### **4.4 Attendance**

The minimum attendance required for each course shall be 75% of the total number of classes conducted for that semester. Those who secure the minimum attendance in a semester alone will be allowed to register for the End Semester Examination. Condonation of attendance to a maximum of 10 days in a Semester subject to a maximum of two spells within a Programme will be granted by the Vice-Chancellor. Benefit of Condonation of attendance will be granted to the students on health grounds, for participating in University Union activities, meetings of the University Bodies and participation in extra-curricular activities on production of genuine supporting documents with the recommendation of the Head of the Department concerned. A student who is not eligible for Condonation shall repeat the Course along with the subsequent batch.

### **4.5 Evaluation and Assessment Rubrics**

#### **THEORY**

There shall be two modes of evaluation - the Continuous Evaluation (CE) and then End Semester Evaluation (ESE). The total mark for each course including the Project shall be divided into 40% for CE and 60% for ESE.

Continuous Evaluation includes Assignments, Seminar presentation, periodic written examinations etc. The component wise division of the 40% CE mark are as follows

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### **4.5.1 Assessment Rubrics (THEORY)**

Continuous Evaluation (Marks: 40)		End Semester Evaluation (Marks: 60)	Total Marks 100
Classroom tests (40%) Best out of two tests	Marks: 16	60	100
Tutorial with viva, discussions, debate, seminar presentations (40%)	Marks: 16		
Assignments (20%)	Marks: 8		
Total	Marks: 40		

### **PRACTICUM**

Marks for Practicum will be divided as 40% for continuous evaluation (CE) and 60% for end semester evaluation (ESE).

Practicum Continuous Evaluation (CE): The continuous evaluation shall be done for 40 marks in each practicum. If more than one event/game is present under the same practicum, each event/game shall be evaluated separately for 40 marks by the concerned teacher dealing the event/ game. The average of the awarded marks of all the teachers shall be taken.

End Semester Evaluation (ESE): The End Semester Evaluation shall be done for 60 marks in each practicum. If more than one event/game is present under the same practicum, each event/game shall be evaluated separately for 60 marks by the teacher concerned or teacher appointed by the department. The average of the awarded marks of all the events/games of that practicum shall be for 60 marks.

### **4.5.2 Assessment Rubrics (PRACTICUM)**

Component	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 20
Officiating	(30%) Marks: 12	(20%)Marks: 12	Marks: 20
Viva	-	(20%) Marks: 12	Marks: 20

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### **4.5.3 Conduct of End Semester Evaluation (Theory):**

The ESE shall be made based on examinations for each course conducted by Controller of Examinations as per the common norms under the CCSS. The question paper for ESE for Theory Examinations shall contain three sections. The Question paper should contain minimum 3 questions from each unit and should not contain more than 5 questions from the same unit.. The distribution of the number of questions and marks are given in the following table.

Part	Marks	Number of questions to be answered	Number of questions in the question paper	Type of questions (Level - Bloom's Revised Taxonomy)
A	15	5	6	1 Remembering 2 Understanding
B	15	3	5	6. Creating
C	30	3	5	3. Applying 4. Analysing 5. Evaluating
Total	60	11	16	

### **4.6 Span Period**

No students shall be admitted as a candidate for the examination for any of the Years/Semesters after the lapse of 4 years from the date of admission to the first year of the BPEd programme.

### **4.7 Conversion of Marks into Grades**

An alphabetical Grading System shall be adopted for the assessment of a student's performance in a Course. The grade is based on a 6 point scale. The following table gives the range of marks %, grade points and alphabetical grade.

Range of Marks%	Grade Points	Alphabetical Grade
90-100	9	A+
80-89	8	A
70-79	7	B+
60-69	6	B



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50-59	5	C
Below 50	0	F

A minimum of grade point 5 (Grade C) is needed for the successful completion of a course. A student who has failed in a course can reappear for the end semester examination of the same course along with the next batch without taking re-admission or choose another course in the subsequent semesters of the same programme to acquire the minimum credits needed for the completion of the programme. There shall not be provision for improvement of CE and ESE.

### **4.8 Grade Point Average (GPA)**

Performance of a student at the end of each Semester is indicated by the Grade Point Average (GPA) and is calculated by taking the weighted average of grade points of the Courses successfully completed. Following formula is used for the calculation. The average will be rounded off to two decimal places.

$$CGPA = \frac{\text{Sum of (grade points in a course multiplied by its credit)}}{\text{Sum of Credits of Courses}}$$

### **4.9 CGPA Calculation**

At the end of the Programme, the overall performance of a student is indicated by the Cumulative Grade Point Average (CGPA) and is calculated using the same formula given above. Empirical formula for calculating the percentage of marks will be **(CGPA x 10)+5**. Based on the CGPA overall letter grade of the student and classification shall be in the following way.

<b>CGPA</b>	<b>Overall Letter Grade</b>	<b>Classification</b>
8.5 and above	A+	First Class with Distinction
7.5 and above but less than 8.5	A	
6.5 and above but less than 7.5	B+	First Class
5.5 and above but less than 6.5	B	
5 and above but less than 5.5	C	Second Class

Appearance for Continuous Evaluation (CE) and End Semester Evaluation (ESE) are compulsory and no Grade shall be awarded to a candidate if he/she is

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absent for CE/ESE or both. A student who fails to complete the programme/semester can repeat the full programme/ semester once, if the department council permits to do so

### **4.10 Grievance Redressal Committee:**

The department has a Grievance Redressal Committee for each course with the HOD and all faculty members teaching the various courses in the programme. This Committee shall solve grievances of the students.

### **4.11 Revision of Syllabus**

Syllabus of every course should be revised according to the NCTE. In courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council. All formalities for revisions in the syllabi will be completed before the end of the semester for implementation of the revised syllabi in the next academic year. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

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**5. PROGRAMME STRUCTURE**

**BPed (2 year, Four Semester) Programme Structure**

**SEMESTER - I**

**Distribution of Credit, Hours and Marks:**

**Total Credit in the Semester: 34**

**Theory Credits: 17 Practicum Credits: 17**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Part A Theory Courses</b>										
<b>Core Courses</b>										
BPEDN01C01	History, Principles and Foundation of Physical Education	4	-	4	64	-	64	40	60	100
BPEDN01C02	Anatomy and Physiology	3	1	4	48	32	80	40	60	100
BPEDN01C03	Health Education and Environmental Studies	4	-	4	64	-	64	40	60	100
<b>Elective Course (Select any one)</b>										
BPEDN01E01	Olympic Movement	3	1	4	48	32	80	40	60	100
BPEDN01E02	Officiating and Coaching									
<b>Part B Practicum Courses</b>										
BPEDN01P01	Track and Field (Running events)	1	3	4	16	96	112	40	60	100
BPEDN01P02	Aquatics & Yoga	1	3	4	16	96	112	40	60	100
BPEDN01P03	Any two Major Games (From among the list offered by the Department and not offered in other Semesters)	1	3	4	16	96	112	40	60	100
BPEDN01P04	Mass Demonstration/ March Past	-	6	6	-	192	192	40	60	100
<b>Total</b>		17	17	34	272	544	816	320	480	800

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**SEMESTER - II**

**Distribution of Credit, Hours and Marks:**

**Total Credit in the Semester: 32**

**Theory Credits: 21 Practicum Credits: 11**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Part A Theory Courses</b>										
<b>Core Courses</b>										
BPEDN02C04	Yoga Education	4	-	4	64	-	64	40	60	100
BPEDN02C05	Education Technology and Methods of Teaching in Physical Education	4	-	4	64	-	64	40	60	100
BPEDN02C06	Sports Medicine, Physiotherapy and Rehabilitation	3	1	4	48	32	80	40	60	100
<b>Elective Course (Select any one)</b>										
BPEDN02E03	Contemporary Issues in Physical Education and Sports	4	-	4	64	-	64	40	60	100
BPEDN02E04	Sports Nutrition and Weight Management									
<b>Part B Practicum Courses</b>										
BPEDN02P05	Track and Field (Jumping Events)	1	3	4	16	96	112	40	60	100
BPEDN02P06	Any two Major Games (From among the list offered by the Department and not offered in other Semesters)	1	3	4	16	96	112	40	60	100
BPEDN02P07	Any two Major Games (from among the list offered by the department and not offered in other semesters)	1	3	4	16	96	112	40	60	100
<b>Part C Internship</b>										
BPEDN02I01	Internship – (Teaching Practice: Classroom and Outdoor)	2	2	4	32	64	96	40	60	100
<b>Total</b>		20	12	32	320	384	704	320	480	800

**SEMESTER - III**

**Bachelor of Physical Education (BPed) Syllabus  
(Effective from Academic Year 2020-21)**

**Distribution of Credit, Hours and Marks:**

**Total Credit in the Semester: 32**

**Theory Credits: 19 Practicum Credits: 13**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Part A</b>	<b>Theory Courses</b>									
<b>Core Courses</b>										
BPEDN03C07	Sports Training	4	-	4	64	-	64	40	60	100
BPEDN03C08	Organization and Administration	4	-	4	64	-	64	40	60	100
BPEDN03C09	Sport Psychology and Sociology	4	-	4	64	-	64	40	60	100
<b>Elective Course (Select any one)</b>										
BPEDN03E05	Computer Application in Physical Education	3	1	4	48	32	80	40	60	100
BPEDN03E06	Curriculum Design									
<b>Part B Practicum Courses</b>										
BPEDN03P08	Track and Field (Throwing and Combined Events)	1	3	4	16	96	112	40	60	100
BPEDN03P09	Any two Major Games (From among the list offered by the Department and not offered in other Semesters)	1	3	4	16	96	112	40	60	100
BPEDN03P10	Any two Major Games	1	3	4	16	96	112	40	60	100
<b>Part C Internship</b>										
BPEDN03I02	School Internship	1	3	4	16	96	112	40	60	100
<b>Total</b>		19	13	32	304	416	720	320	480	800

**SEMESTER - IV**

## Bachelor of Physical Education (BPed) Syllabus (Effective from Academic Year 2020-21)

**Distribution of Credit, Hours and Marks:**

**Total Credit in the Semester: 32**

**Theory Credits: 17 Practicum Credits: 15**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Part A</b>	<b>Theory Courses</b>									
<b>Core Courses</b>										
BPEDN04C10	Measurement and Evaluation in Physical Education	3	1	4	48	32	80	40	60	100
BPEDN04C11	Kinesiology and Biomechanics	4	-	4	64	-	64	40	60	100
BPEDN04C12	Research and Statistics in Physical Education	4	-	4	64	-	64	40	60	100
<b>Elective Course (Select any one)</b>										
BPEDN04E07	Theory of Sports and Games	4	-	4	64	-	64	40	60	100
BPEDN04E08	Sports Management									
<b>Part B Practicum Courses</b>										
BPEDN04P11	Any two Major Games (From among the list offered by the Department and not offered in other Semesters)	1	3	4	16	96	112	40	60	100
BPEDN04P12	Any Two Combative Sports (From among the list offered by the department)	1	3	4	16	96	112	40	60	100
<b>Part C Internship</b>										
BPEDN04I03	Internship : Teaching Practices – Track and Field	-	4	4	-	128	128	40	60	100
BPEDN04I04	Internship: Teaching Practices – Major Games	-	4	4	-	128	128	40	60	100
<b>Total</b>		17	15	32	272	480	752	320	480	800

### 6. CURRICULUM OUTLINE AND DETAILED SYLLABUS FOR BACHELOR OF

**Bachelor of Physical Education (BPed) Syllabus  
(Effective from Academic Year 2020-21)**

**PHYSICAL EDUCATION (BPed) PROGRAMME**

**SEMESTER I**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Part A Theory Courses</b>										
<b>Core Courses</b>										
BPEDN01C01	History, Principles and Foundation of Physical Education	4	-	4	64	-	64	40	60	100
BPEDN01C02	Anatomy and Physiology	3	1	4	48	32	80	40	60	100
BPEDN01C03	Health Education and Environmental Studies	4	-	4	64	-	64	40	60	100
<b>Elective Course (Select any one)</b>										
BPEDN01E01	Olympic Movement	3	1	4	48	32	80	40	60	100
BPEDN01E02	Officiating and Coaching									
<b>Part B Practicum Courses</b>										
BPEDN01P01	Track and Field (Running events)	1	3	4	16	96	112	40	60	100
BPEDN01P02	Aquatics & Yoga	1	3	4	16	96	112	40	60	100
BPEDN01P03	Any two Major Games (From among the list offered by the department and not offered in other semesters)	1	3	4	16	96	112	40	60	100
BPEDN01P04	Mass Demonstration/ March Past	-	6	6	-	192	192	40	60	100
<b>Total</b>		17	17	34	272	544	816	320	480	800

**DETAILED SYLLABUS**

# Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)

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## SEMESTER – I

### PART – A: THEORY - CORE COURSE

#### BPEDN01C01: HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	64	-	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### ESSENCE OF THE COURSE

This course offers an introduction to the concepts of Physical Education. It aims to develop understanding about physical education, its aim and objectives, philosophical foundation, historical developments, and understand the schemes and policies of physical education.

#### COURSE LEARNING OUTCOMES

**After completing this course, the students will be able to**

- Understand the concept of physical education.
- Understand the history of physical education in India
- Classify biological, psychological and sociological concept of physical education
- Analyze principles of Physical Education
- Understand the policies and schemes of physical education in India

#### COURSE CONTENTS

##### **Unit-I: History, Principles and Foundation of Physical Education**

- Meaning, definition and Scope of physical education
- Aims and objectives of physical education
- Importance of physical education in present era.
- Misconceptions about physical education
- Role and qualities of a physical education teacher

##### **Unit-II: Historical Development of Physical Education in India**

- Indus Valley Civilization Period. (3250 BC – 2500 BC)
- Vedic Period (2500 BC – 600 BC)
- Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)



## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Medieval Period (1000 AD – 1757 AD)
- Physical Education in India (Before and After 1947).
- Contributions and functions of Y.M.C.A, SDAT, SAI, NIS.

### **Unit-III: Principles of Physical Education**

- Biological
  - Growth and development
  - Age and gender characteristics
  - Body types
  - Anthropometric differences
- Psychological
  - Learning types, learning curve
  - Laws and principles of learning
  - Attitude, interest, cognition and emotions
- Sociological
  - Society and culture
  - Social acceptance and recognition
  - Leadership
  - Social integration and cohesiveness

### **Unit-IV: Foundation of Physical Education**

- Philosophical foundation:
  - Idealism, pragmatism, naturalism, realism, humanism, Existentialism and Indian philosophy and culture.
- Theories of learning
  - Constructivism
  - Behaviorism
  - Cognitivism
- Policies and Schemes for the development of physical education and sports in India.

### **TEACHING LEARNING STRATEGIES**

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

### **MODE OF TRANSACTION**

- Lecture/ Project Work/ Viva/ Seminars/ Term Papers/Presentations/Self- Learning Instructional Material etc.

### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

- Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
- Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.
- Bucher, C.A., (2010). Foundation of Physical education (16thed.). New Delhi: Tata McGraw-Hill.
- Barrow, H.M. (1983). Man and Movement: Principles and Physical Education. Phi: Lea and Febiger
- Bucher &Wuest (1987). Foundations of Phy.Edu & Sports. Missouri: C.V.Mosby co.
- Ziegler, E.F. (2007). An introduction to Sports &Phy.Edu.Philosophy. Delhi: Sp. Educational Tehno.
- Kretchmar, R.S. (1994). Practical Philosophy of Sport. IL: Human Kinetics.
- Frank, A.M. (2003). Sports & education. CA: ABC-CLIO
- Susan Capel, Susan Piotrowski (2000). Issues in Physical Education. London: Routledge

### **SEMESTER – I**

# **Bachelor of Physical Education (BPed) Syllabus (Effective from Academic Year 2020-21)**

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## **PART – A: THEORY – CORE COURSE**

### **BPEDN01C02: ANATOMY AND PHYSIOLOGY**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	1	4	48	32	80	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the structural and functional aspect of human body. It aims to develop understanding about organization of the human body and its regulations, their support and movements, integration and control systems.

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Describe organization of the human body and its regulation.
- Understand movements and systems of the body.
- Analyze the structural aspect of the body.
- Identify the human muscles and bones.
- Analyze the functional aspects of Human body.

#### **COURSE CONTENTS**

##### **Unit-I: Composition of the Human Body**

- The Human Organism – Anatomy, Physiology, Structural and Functional Organization
- Structure and Functions of the Cell
- Histology of Tissues – Epithelial, Connective, muscular &nervous

##### **Unit-II: Different Systems of the Human Body**

- Skeletal System-Gross Anatomy, Axial Skeleton, Appendicular Skeleton, Naming of bones Articulations, Classification of Joints, Types of Movements and effect of exercise
- Muscular System – Histology, Functional Characteristics of Muscles, Gross Anatomy of Skeletal Muscles, Types of Muscle Contraction, team action of muscles and effect of exercise
- Excretory system- Structure of kidney and Skin.

##### **Unit-III: Integration and Control System**

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Central Nervous System – Brain, Spinal Cord – Development Structure Reflexes, Autonomic Nervous System – Structure and Functions
- Functional Organization of the Endocrine System- General Characteristics, Pituitary Hypothalamus, Thyroid, Adrenal & Pancreas
- Digestive System, structure and functions

### **Unit-IV: Maintenance of Body**

- Circulatory System- Blood, Functions & Plasma
- Cardio-Vascular System- Size, Form and Location of the Heart, Anatomy of the Heart, Cardiac Cycle, Blood Pressure, Circulation, Pulmonary and Systematic Circulation, effect of exercise
- Respiratory System – Anatomy, Ventilation and Lung Volumes, Pulmonary Volumes and Capacity, effect of exercise

### **List of Practical's**

- Identifying the human muscles and bones with the help of the model/chart/skeleton
- How to measure height, weight and body composition.
- Learning how to take heart/pulse rate and blood pressure
- Identifying the organs of different systems of the body with the help of model and chart.

### **TEACHING LEARNING STRATEGIES**

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, human skeleton/system model, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/College.

### **MODE OF TRANSACTION**

- Lecture/ Laboratory Work/Physical testing and measurement/Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Presentations/Self- Learning Instructional Material etc.

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

Chaurasia, B.D. (1981). Handbook of General Anatomy, New Delhi. CAS Publications.

Guyton, A.C. (1996). Textbook of Medical Physiology, 9th edition. Philadelphia: W.B. Saunders.

Lamb, G. S. (1982). Essentials of exercise physiology. Delhi: Surjeet Publication.

Moorthy, A. M. (2014). Anatomy physiology and health education. Karaikudi: Madalayam Publications.

Parrot, J.W. (1983). Anatomy and Physiology for Physical Education Teachers. Lend: Edward Arned Ltd.

Rayner, John. (1977). Anatomy and Physiology. New York: Harper &Row, Publisher

# **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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## **SEMESTER – I**

### **PART – A: THEORY CORE -COURSE**

#### **BPEDN01C03: HEALTH EDUCATION AND ENVIRONMENTAL STUDIES**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	64	-	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the concept, dimensions, spectrum and determinants of health and health education. It aims to orient towards health issues, environmental science, natural resources and related environmental issues.

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to:**

- Understand the concept of health and health education.
- Understand hygiene and nutritional aspects
- Understand prevention and control of communicable and non-communicable diseases.
- Analyze environmental related problems.
- Evaluate School health services
- Realize the value of environmental science.
- Understand natural resources and environmental issues.

#### **COURSE CONTENTS**

##### **Unit-I: Health Education**

- Concept, Dimensions, Spectrum and Determinants of Health
- Definition of Health, Health Education, Health Instruction, Health Supervision
- Aims, objectives and Principles of Health Education
- Need and importance of health education in schools
- School health problems

##### **Unit-II: Health Issues and Health Services**

- Communicable and Non-Communicable Diseases
- Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Effects of Alcohol/Drugs/Smoking on Health
- Health Services and its objectives, personal hygiene practices
- Environmental Hygiene for schools
- Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record and Healthful school environment,

### **Unit-III: Environmental Science**

- Concept of environmental science and education,
- Environment – Meaning, Definitions, Scope, Natural and Man Made Hazards, Environmental Pollution and Related Health Issues.
- Important days, Awards and agencies related to environment (WHO, UNICEF, UNIESCO etc.).
- Ecology; Concept, structure and function of an Eco-system; Biodiversity.
- Global environmental issue – global warming and climate change, acid rain, ozone depletion, energy and water crisis.

### **Unit-IV: Natural Resources and related environmental issues:**

- Air, Water, Land, food and forest resources.
- Environmental Pollution - Definition, sources, effects and control measures of Air, Water, Soil, Noise, Thermal Pollutions.
- Environmental protection laws, policies and regulations,
- Environmental Management; solid waste.

### **TEACHING LEARNING STRATEGIES**

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

### **MODE OF TRANSACTION**

- Lecture/Project Work/Viva/Seminars/Term Papers/Presentations/Self- Learning Instructional Material etc.

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- End Semester Exam Marks: 60
- Classroom Test, Assignments, Presentations Marks: 40
  - Classroom Tests: Best one out of two unit tests Marks: 16
  - Tutorial with viva, discussions, Seminar Presentations Marks: 16
  - Assignments (Two Assignments) Marks: 8

### **SUGGESTED READINGS**

- A.C. Pandey (2013). "Ozone" Academic Excellence, New Delhi.
- A.C. Pandey (2014). "Frontiers in Environmental Research, Academic Excellence, India. Agrawal,
- K. C. (2001). Environmental biology. Bikaner: Nidhi publishers Ltd.
- K. Glaz, B.K. Rimer, K. Viswanath (2008). Healthy Behavior and Healthy Education (4th edition).
- Jossey-Bass A Wileyimprint. K. Tones, Y.K. Robinson's, S. Tilfor (2013). Health Education, Springer. L.B. Lave, E.P. Seskin (2013). Air Pollution and Human Health, Ref. Press, New York.
- P. Elliot, J.C. Wakefield, N.G. Best, D.J. Biggs (2000). Spatial Epidemiology: Methods and Application.
- P.K. Gupta (2001) Methods in Environmental Analysis, Water, Soil and Air, AGROBIOS (India).
- Park J.E. & Park K. (2002). Textbook of preventive and social medicine. Jabalpur: Banarasi Das Bhanot Publication.
- UGC (2005). Textbook of Environmental Studies, University Press.
- W.P. Cummingham, B.W. Saigo (2001). A Global Concern, Cummingham.



# **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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## **SEMESTER – I**

### **PART – A: THEORY -ELECTIVE COURSE**

#### **BPEDN01E01: OLYMPIC MOVEMENT**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	1	4	48	32	80	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **ESSENCE OF THE COURSE**

This course offers an introduction to Olympic Movement. It aims to develop understanding of concept and values of Olympics, origin of Olympic movements and structure / functions of different organization/committees

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to:**

- Understand the concept and historical background of Olympics
- Describe the different Olympic games and its committees.
- Classify and identify the Olympic values and apply the same to the society.
- Apply the concept of Olympism in organizing various sports activities.
- Understand the functional operations of national and international Olympic federations.

#### **COURSE CONTENTS**

##### **Unit-I: Origin of Olympic movement**

- The Philosophy of Olympic movement
- The early history of the Olympic movement
- The significant stages in the development of the modern Olympic movement
- Educational and cultural values of Olympic movement

##### **Unit-II: Modern Olympic Games**

- Significance of Olympic Ideals, Olympic Rings, Olympic Flag
- Olympic protocol for member countries
- Olympic code of Ethics
- Olympic in action
- Sports for All

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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### **Unit-III: Different Olympic Games**

- Paralympic Games
- Summer Olympics
- Winter Olympics
- Youth Olympic Games

### **Unit-IV: Different Olympic committees**

- International Olympic Committee - Structure and Functions
- National Olympic committees and their role in Olympic movement
- Olympic commission and their functions
- Olympic medal winners of India
- Olympic protocol for opening and closing ceremony

### **TEACHING LEARNING STRATEGIES**

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

### **MODE OF TRANSACTION**

- Lecture/ Field Work/Outreach Activities/Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Presentations/Self- Learning Instructional Material etc.

### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

- Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner
- Osborne, M.P (2004). Magic tree house fact tracker: ancient Greece and the Olympic: a nonfiction companion to magic tree house: hour of the Olympic. New York: Random House Books for Young Readers.
- Young, D.C. (2004). A brief History of Olympic Games. UK: Blackwell Publishing.

# **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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## **SEMESTER – I**

### **PART – A: THEORY - ELECTIVE COURSE**

#### **BPEDN01E02: OFFICIATING AND COACHING**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	1	4	48	32	80	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **ESSENCE OF THE COURSE**

This course offers an understanding of the concepts of officiating and coaching, duties of officials and to apply the concepts in field settings

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to:**

- Understand the concept of officiating and coaching.
- Describe the duties of coaches and officials.
- Understand the ethics of coaching and officiating.
- Realize the qualities of coach and officials.
- Apply the concept of coaching and officiating in various sports and games

#### **COURSE CONTENTS**

##### **Unit-I: Introduction of Officiating and Coaching**

- Concept of officiating and coaching
- Importance and principles of officiating
- Relation of official and coach with management, players and spectators
- Measures of improving the standards of officiating and coaching

##### **Unit-II: Coach as a Mentor**

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

##### **Unit-III: Duties, Qualities and Qualifications of Coach and Official**

- Duties of official in general, pre, during and post-game.

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Philosophy of officiating
- Mechanics of officiating – position, signals and movement etc.
- Ethics of officiating
- Qualities and qualification of coach and official
- General rules of games and sports
- Eligibility rules- intercollegiate and inter-university tournaments.
- Integrity and values of sports

### **Unit-IV: General Introduction of specialized games and sports**

- Badminton, Basketball, Cricket, Football, Hockey, Handball, Kabaddi, Kho-Kho, Tennis and Volleyball

### **List of Practicum:**

- Organization of Intramural competitions
- Organization of Extramural competitions
- Officiating in Intramural competitions
- Officiating in Extramural competitions
- Coaching in various sports and games
- Appearing in District / State Referees Examination

### **TEACHING LEARNING STRATEGIES**

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

### **MODE OF TRANSACTION**

- Organization of Intramural and Extramural competitions/Field Work/Referee Clinic/Workshop/ Viva/Term Papers/Presentations/Self- Learning Instructional Material etc.

### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

# **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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## **SEMESTER – I**

### **PART – B: PRACTICUM COURSES**

#### **BPEDN01P01: TRACK AND FIELD(RUNNING EVENTS)**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the track, equipment, duties of the officials (before, during and after the competition), duties of coach, basic skills and techniques of running events, structure and functions of federations of track and field.

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the fundamental skills in track and field.
- Analyze motor skills.
- Understand the rules& regulations of track and field.
- Demonstrate various techniques of track and field.
- Interpret the rules &regulations of track and field.
- Officiate various competitions in track and field.

#### **COURSE CONTENTS**

##### **FUNDAMENTAL SKILLS**

- Starting techniques: Standing start, Crouch start and its variations, Proper use of starting blocks.
- Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug
- Track Marking (running events), Rules and Officiating
- Race Walking
- Hurdles:
  - Fundamental Skills- Starting, Clearance and Landing Techniques. –

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Types of Hurdles (High and Low Hurdles- Technique)
- Track Marking and Officiating.

### **Relays: Fundamental Skills**

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

### **TEACHING LEARNING STRATEGIES**

- The content will be taught by using lecture, demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method Drills.

### **SUGGESTED MODE OF TRANSACTION**

- Lecture/ Field Work/ Outreach Activities/ Project Work/Vocational Training/Viva/ learning by doing/ Practice etc

### **ASSESSMENT RUBRICS**

**Total Marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks:24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks:24
Viva	-	(20%) Marks:12	Marks: 12

# **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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## **SEMESTER – I**

### **PART – B: PRACTICUM COURSES**

#### **BPEDN01P02: AQUATICS& YOGA**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
<b>L/T</b>	<b>P/I</b>	<b>Total</b>	<b>L/T</b>	<b>P/I</b>	<b>Total</b>	<b>CE</b>	<b>ESE</b>	<b>Total</b>
1	3	4	16	96	112	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **DETAILED SYLLABUS FOR AQUATICS**

##### **ESSENCE OF THE COURSE**

This course will enable students to understand the basic strokes and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the pool, category of strokes, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, structure and functions of swimming federation.

##### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the fundamental skills in aquatics
- Understand the rules and regulation in aquatics.
- Demonstrate various techniques in aquatics

##### **COURSE CONTENTS**

##### **FUNDAMENTAL SKILLS**

- Entry into the pool.
- Developing water balance and confidence
- Water fear removing drills.
- Floating-Mushroom and Jelly fish etc.
- Gliding with and without kickboard.
- Introduction of various strokes
- Body Position, Leg, Kick, Arm pull, Breathing and Coordination.
- Start and turns of the concerned strokes.
- Introduction of Various Strokes.
- Water Treading and Simple Jumping.

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Starts and turns of concerned strokes.
- Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.
- Cooling down techniques in swimming pool.

### **TEACHING LEARNING STRATEGIES**

- The content will be taught by using lecture, demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method, Drills.

### **SUGGESTED MODE OF TRANSACTION**

- Lecture/Work in the Pool/ Viva/ learning by doing/ Individual Practice etc.

### **ASSESSMENT RUBRICS**

**Total Marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Viva	-	(20%) Marks: 12	Marks: 12



# Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)

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## DETAILED SYLLABUS FOR YOGA

### ESSENCE OF THE COURSE

This course will enable the students to grasp the preliminary introduction to the amazing healing and spiritual powers of yoga Asanas.

### COURSE LEARNING OUTCOMES

After completing this course, the students will be able to

- Understand the fundamental asanas in yoga.
- Demonstrate various breathing exercises.
- Demonstrate kriyas.
- Design training plans in yoga.

### COURSE CONTENTS

#### FUNDAMENTALS

- Surya Namaskara,
- Paranyams
- Corrective asanas
- Kriyas (Jalandihi & Suthra nidhy)
- Asanas
  - Sitting
  - Standing
  - Laying prone position
  - Laying spine position

#### TEACHING LEARNING STRATEGIES

- The content will be taught by using lecture, demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method, Drills.

#### SUGGESTED MODE OF TRANSACTION

- Lecture/Practice of Yogasanas/Viva/ learning by doing/ Individual Practice etc.

#### ASSESSMENT RUBRICS

**TotalMarks: 100**

Component	Continuous Evaluation 40	End Semester Evaluation 60	Total marks 100
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12

### SEMESTER – I

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# **Bachelor of Physical Education (BPed) Syllabus (Effective from Academic Year 2020-21)**

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## **PART – B: PRACTICUM COURSES**

### **BPEDN01P03: ANY TWO MAJOR GAMES**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

### **ANY TWO MAJOR GAMES – FOOTBALL & BADMINTON**

#### **DETAILED SYLLABUS FOR FOOTBALL**

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the basic skills of Football and the ways to improve performance. It aims to develop understanding about the laws of Football, dimensions of the Football field, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International Federation.

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Demonstrate basic skills in Football.
- Understand laws of football
- Assess various skills in football
- Officiate football matches.

#### **COURSE CONTENTS**

#### **FUNDAMENTAL SKILLS**

- Passing- push pass, instep and outstep
- Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick
- Trapping-trapping the rolling the ball, trapping the bouncing ball with sole, instep, thigh and chest
- Dribbling-With instep, inside and outer instep of the foot.
- Heading- Standing, running and jumping.
- Throw in
- Feinting-With the lower limb and upper part of the body.
- Tackling-Simple tackling, Slide tackling.

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Goal Keeping-Collection of balls, Ball clearance-kicking, throwing.
- Dimensions of the football field.
- Rules and their interpretations
- Officiating

### **TEACHING LEARNING STRATEGIES**

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

### **SUGGESTED MODE OF TRANSACTION**

- Lecture / Practice of Skills/ learning by doing/ Individual and Team Drills.

### **ASSESSMENT RUBRICS**

**Total Marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12

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### **DETAILED SYLLABUS OF BADMINTON**

# **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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## **ESSENCE OF THE COURSE**

This course will enable students to understand the fundamental techniques of the game and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the court, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of the game.

## **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand fundamental techniques in badminton.
- Demonstrate and assess various techniques of the game.
- Interpret the rules & regulations of badminton.
- Officiate badminton tournaments.

## **COURSE CONTENTS**

### **FUNDAMENTAL SKILLS**

- Racket parts, Racket grips, Shuttle cock.
- The basic stances.
- Serves- forehand and backhand
- The basic strokes-, Forehand-overhead and underarm, Backhand-overhead and underarm
- Drills and lead up games
- Types of games-Singles, doubles, mixed doubles.
- Dimensions of the football field.
- Rules and their interpretations
- Officiating

### **TEACHING LEARNING STRATEGIES**

- The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

### **SUGGESTED MODE OF TRANSACTION**

Lecture/Practice of Skills/ Viva/ learning by doing/ Drills/Shadow Practice

### **ASSESSMENT RUBRICS**

**Total Marks: 100**

**Bachelor of Physical Education (BPEd) Syllabus**  
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<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12

**SEMESTER – I**

# **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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## **PART – B: PRACTICUM COURSE**

### **BPEDN01P04: MASS DEMONSTRATION/ MARCH PAST**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
<b>L/T</b>	<b>P/I</b>	<b>Total</b>	<b>L/T</b>	<b>P/I</b>	<b>Total</b>	<b>CE</b>	<b>ESE</b>	<b>Total</b>
-	6	6	-	192	192	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the basic movements / exercises with different apparatus. It aims to develop rhythmic ability and coordination.

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Demonstrate rhythmic movements with apparatus
- Organize mass demonstration programmes.

#### **COURSE CONTENTS**

##### **FUNDAMENTAL SKILLS**

- Light apparatus Grip
- Attention with Light apparatus
- Stand – at – ease with light apparatus
- Exercise with verbal command, drum, whistle and music – Two counts, four counts, eight counts and sixteen counts.
- Standing Exercises
- Jumping Exercises
- Moving Exercises
- Combination of above all
- Drill and Marching

##### **TEACHING LEARNING STRATEGIES**

- The class will be taught by using demonstration, explanation, videos, learning by doing and Whole part whole method.

##### **SUGGESTED MODE OF TRANSACTION**

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Demonstration/Explanation learning by doing.

### **ASSESSMENT RUBRICS**

**Total Marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Teaching Proficiency	(60%) Marks: 24	(40%) Marks: 24	Marks: 48
Teaching Lesson Plan & Record	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Viva	-	(20%) Marks: 12	Marks: 12

### **SEMESTER - II**

**Bachelor of Physical Education (BPed) Syllabus  
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Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Part A Theory Courses</b>										
<b>Core Courses</b>										
BPEDN02C04	Yoga Education	4	-	4	64	-	64	40	60	100
BPEDN02C05	Education Technology and Methods of Teaching in Physical Education	4	-	4	64	-	64	40	60	100
BPEDN02C06	Sports Medicine, Physiotherapy and Rehabilitation	3	1	4	48	32	80	40	60	100
<b>Elective Course (Select any one)</b>										
BPEDN02E03	Contemporary Issues in Physical Education and Sports	4	-	4	64	-	64	40	60	100
BPEDN02E04	Sports Nutrition and Weight Management									
<b>Part B Practicum Courses</b>										
BPEDN02P05	Track and Field (Jumping Events)	1	3	4	16	96	112	40	60	100
BPEDN02P06	Any two Major Games (From among the list offered by the Department and not offered in other Semesters)	1	3	4	16	96	112	40	60	100
BPEDN02P07	Any two Major Games (From among the list offered by the Department and not offered in other Semesters)	1	3	4	16	96	112	40	60	100
<b>Part C Internship</b>										
BPEDN02I01	Internship – (Teaching Practice: Classroom and Outdoor)	2	2	4	32	64	96	40	60	100
<b>Total</b>		20	12	32	320	384	704	320	480	800

**DETAILED SYLLABUS**

**SEMESTER – II**



# **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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## **PART – A: THEORY – CORE COURSE**

### **BPEDN02C04:YOGA EDUCATION**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	64	-	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the concept of yoga. It aims to develop understanding about foundation of yoga, need and importance of yoga in physical education and modern lifestyle. The student will also conceptualize and practice of various yogasanas.

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the yoga and its historical development.
- Analyze various stages of Ashtanga yoga.
- Demonstrate different asanas, pranayama's and kriyas.
- Understand benefits of yoga and application in the field of sports.
- Relate yoga with health and wellness.

#### **COURSE CONTENTS**

##### **Unit-I: Introduction**

- Meaning and Definition of Yoga
- Origin and development of yoga
- Aims and Objectives of Yoga
- Need and Importance of Yoga in the field of Physical Education and Sports

##### **Unit-II: Foundation of Yoga**

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

##### **Unit-III: Asana, Pranayama, Bandhas and Mudras**

- Asanas- definitions& Classifications

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Pranayama meaning and classification
- Definitions and Types of Bandhas and mudras
- Effect of asana and pranayama's on various system of the body

### **Unit-IV: Yoga and Health**

- Suryanamaskar
- Meaning and types of kriyas
- Yoga therapy
- Yogic diet
- Difference between yogic practices and physical exercises

### **TEACHING LEARNING STRATEGIES**

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

### **MODE OF TRANSACTION**

- Lecture/Discussions/Fieldwork/Project Work/Viva/Seminars/Term Papers/Presentations/Self-Learning Instructional Material etc.

### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

- Aurobindo. (1974). Lights on Yoga – Aurobindo Ashramam,  
Brown, F. Y. (2000). How to use yoga. Delhi: Sports Publication.  
Gharote, M. L. & Ganguly. H. (1988). Teaching methods for yogic practices. Lonawala:  
Kaivalyadhama,  
Rajjan, S. M.(1985). Yoga strengthening of relaxation for sports man. New Delhi: Allied  
Shankar, G. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers.

### **PART – A: THEORY – CORE COURSE**

### **BPEDN02C05: EDUCATION TECHNOLOGY AND METHODS OF TEACHING IN**

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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### **PHYSICAL EDUCATION**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	64	-	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the concept of educational technology and methods of teaching in physical education and sports. It aims to develop understanding about educational technology, importance of devices, methods of teaching, teaching technique and style, teaching aids, lesson planning and teaching innovations.

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the concept of educational technology and methods of teaching.
- Interpret the use of various teaching methods according to suitability
- Construct the lesson plans for various physical education activities.
- Explain the types of presentation, techniques and technical preparations required for physical education lessons.
- Evaluate various teaching aids for conduct of physical education program.

#### **COURSE CONTENTS**

##### **Unit-I: Introduction**

- Education and Education Technology- Meaning and Definitions
- Types of Education- Formal, Informal and Non- Formal education.
- Educative Process
- Methods and principles of Teaching.

##### **Unit-II: Teaching Technique**

- Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, project method etc.
- Teaching Procedure – Whole method, whole – part – whole method, part – whole method.
- Presentation Technique – Personal and technical preparation
- Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.

##### **Unit-III: Lesson Planning and Teaching Innovations**

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- Lesson Planning – Meaning, Principles of lesson plan.
- General and specific lesson plan.
- Micro Teaching – Meaning, Types, steps and principles of micro teaching.
- Team Teaching – Meaning, Principles and advantage of team teaching
- Simulation Teaching - Meaning, Types and steps of simulation teaching.

### **Unit-IV: Evaluation**

- Meaning, Nature, procedures of evaluation
- Evaluation system of teaching
- Score card methods
- e- learning

### **TEACHING LEARNING STRATEGIES**

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

### **MODE OF TRANSACTION**

- Laboratory Work/Project Work/Viva/Seminars/Term Papers/Presentations/Self- Learning Instructional Material etc

### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

Bhardwaj, A. (2003). New media of educational planning. New Delhi: Sarup of sons.

Bhatia, &, (1959). The principles and methods of teaching. New Delhi: Doaba House.

Kochar, S.K. (1982). Methods and technique of teaching. New Delhi: Sterling publishers Pvt .Ltd.

## **SEMESTER II**

### **PART – A: THEORY – CORE COURSE**

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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### **BPEDN02C06:SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	1	4	48	32	80	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **ESSENCE OF THE COURSE**

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

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the objectives of sports medicine
- Analyze preventive and curative aspect of sports injuries.
- Apply Cardio-Pulmonary Resuscitation (CPR) technique
- Understand the concept of rehabilitation exercise in post injury care.
- Realize difference therapeutic exercises.

#### **COURSE CONTENTS**

##### **Unit-I: Sports Medicine:**

- Sports Medicine: Meaning, Definition, need and importance of sports injury management in the field of physical education.
- Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.
- Prevention of injuries in sports – Common sports injuries – Diagnosis

##### **Unit-II: First Aid**

- First Aid-Meaning Definitions, Principles and Importance
- First aid Treatment- Laceration- Blisters-Contusion-Strain-Sprain-Fracture
- First Aid kit
- Bandages types of bandages- Taping and supports
- Dislocation and Cramps-
- CPR

##### **Unit-III: Physiotherapy**

- Definition- Need & Importance of Physiotherapy-Hydrotherapy.

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- Introduction and demonstration of treatment of Cry therapy-Thermotherapy-Contrast Bath-Whirlpool Bath-Steam Bath-Sauna Bath- Hot Water Fomentation.
- Electrotherapy-Infrared Rays Therapy--Short wave Diathermy.
- Massage: Types- Classification of Manipulation (Swedish System) physiological effect of Massage.

### **Unit-IV: Therapeutic Exercise:**

- Definition and Scope – Principles of Therapeutic Exercise – Classification,
- Effects and uses of Therapeutic exercise – passive Movements (Relaxed, Forced and passive-stretching) – active movements (concentric, Eccentric and static)
- Application of the therapeutic exercise- stretching exercises.

### **TEACHING LEARNING STRATEGIES**

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

### **MODE OF TRANSACTION**

- Lecture/ Laboratory Work/Project Work/Viva/Seminars/Term Papers/Presentations/Self-Learning Instructional Material etc.

### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

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

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- (Eds.), A Practical approach to measurement in Physical Education (pp. 573-74). Philadelphia: Lea & Febiger.
- Jeyaprakash, C. S., Sports Medicine, J.P. Brothers Pub., New Delhi, 2003. Khanna, G. L., (1990). Exercise physiology & sports medicine. Delhi: Lucky Enterprises.
- Mathew, D. K. & Fox, E. L, (1971). Physiological basis of physical education and athletics. Philadelphia: W.B. Saunders Co.
- Pandey, P. K., (1987). Outline of sports medicine, New Delhi: J.P. Brothers Pub.
- Williams, J. G. P. (1962). Sports medicine. London: Edward Arnold Ltd.

### **SEMESTER – II**

#### **PART – A: THEORY - ELECTIVE COURSE**

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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### **BPEDN02E03: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION AND SPORTS**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	64	-	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the modern concept of physical fitness and wellness. It aims to develop understanding about the concept of physical education and fitness, principles of exercise program, safety education and fitness promotion, and modern lifestyle.

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the modern concept of physical fitness and wellness.
- Orient students toward the approach of positive life style.
- Develop competencies for profile development, exercise guidelines adherence.
- Apply fitness and wellness techniques in their life styles.
- Understand contemporary health issues and its interventions.
- Design different fitness training program for different age group.

#### **COURSE CONTENTS**

##### **Unit-I: Concept of Physical Education and Fitness**

- Definition, Aims and Objectives of Physical Education, fitness and Wellness
- Importance and Scope of fitness
- Modern concept of Physical fitness Physical Education and its Relevance in Inter Disciplinary Context.

##### **Unit-II: Wellness and Lifestyle**

- Concept and components of Wellness
- Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management
- Physical Activity and Health Benefits

##### **Unit-III: Principles of Exercise Program**



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- Means of Fitness development – aerobic and anaerobic exercises
- Exercises and Heart rate Zones for various aerobic exercise intensities
- Concept of free weight Vs Machine, Sets and Repetition etc
- Concept of designing different fitness training program for different age group.

### **Unit-IV: Safety Education and Fitness Promotion**

- Health and Safety in Daily Life
- Dietary guidelines of good health- health promotion and diseases prevention- Nutrition
- Issues related to body image, stress management, mental health, and wellness throughout life-healthy aging.

### **TEACHING LEARNING STRATEGIES**

- The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.
- The teacher will cover the ways to think innovatively liberally using thinking techniques.

### **SUGGESTED MODE OF TRANSECTION**

- Lectures/ Tutorials/Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-study etc.

### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

Difiore, J. (1998). Complete guide to postnatal fitness. London: A& C Black.,  
Giam, C.K. (1994).sport medicine exercise and fitness. Singapore: P.G. Medical Book  
Mcglynn, G. (1993).Dynamics of fitness. Madison: W.C.B Brown,  
Sharkey B.J. (1990). Physiology of fitness, Human Kinetics Book

# Bachelor of Physical Education (BPed) Syllabus (Effective from Academic Year 2020-21)

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## SEMESTER – II

### PART – A: THEORY - ELECTIVE COURSE

#### BPEDN02E04: SPORTS NUTRITION AND WEIGHT MANAGEMENT

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	64	-	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### ESSENCE OF THE COURSE

This course will enable students to understand the modern concept of sports training. It aims to develop understanding about the aim and objective of sports training, principles of sports training, system of sports training, training components, training process and training programming and planning.

#### COURSE LEARNING OUTCOMES

**After completing this course, the students will be able to**

- Understand the concept of sports Nutrition.
- Evaluate nutrition guidelines.
- Realize the importance of nutrients.
- Understand Health Risks factors Associated with Obesity.
- Design different diet plan for different age group.
- Prepare exercise schedule for weight management.

#### COURSE CONTENTS

##### Unit-I: Introduction to Sports Nutrition

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

##### Unit-II: Nutrients: Ingestion to energy metabolism

- Carbohydrates, Protein, Fat – Meaning, classification and its function
- Role of carbohydrates, Fat and protein during exercise
- Vitamins, Minerals, Water – Meaning, classification and its function

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- Role of hydration during exercise, water balance, Nutrition – daily caloric requirement and expenditure.

### **Unit-III: Nutrition and Weight Management**

- Meaning of weight management Concept of weight management in modern era.
- Factor affecting weight management and values of weight management
- Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction, Dieting versus exercise for weight control, Common Myths about Weight Loss
- Obesity – Definition, meaning and types of obesity,
- Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity

### **Unit-IV: Steps of planning of Weight Management**

- Nutrition – Daily calorie intake and expenditure, Determination of desirable body weight
- Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle
- Weight management program for sporty child, Role of diet and exercise in weight management.
- Design diet plan and exercise schedule for weight gain and loss

### **TEACHING LEARNING STRATEGIES**

- The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

### **SUGGESTED MODE OF TRANSECTION**

- Lectures/ Tutorials/ Field Work/ Outreach Activities/ Vocational Training/Viva/ Seminars/ Assignments/ Presentations/ Self-Study etc.

### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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### **SUGGESTED READING**

Bessesen, D.H. (2008). Update on obesity Clin Endocrinol Metab. 93 (6), 2027-2034.

Butryn, M .L. Phelan, S., & Hill, J.O. (2007). Consistent self- monitoring of weight: a key component of successful weight loss maintenance. Obesity (Silver Spring).15(12), 3091-3096.

DeMaria, E.J. (2007). Bariatric surgery for morbid obesity. N Engl J Med, 356 (21), 2176-2183.

Dixon, J.B., O'Brien, P.E., Playfair, J. Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. JAMA. 299(3), 316-323.

# **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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## **SEMESTER – II**

### **PART – B: PRACTICUM COURSE**

#### **BPEDN02P05: TRACK AND FIELD (JUMPING EVENTS)**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the basic jumping techniques and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions and marking of the field, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of jumping events.

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Asses various jumping techniques.
- Demonstrate various techniques of jumping events.
- Interpret the rules & regulations and officiate in competitions.

#### **COURSE CONTENTS**

#### **JUMPING EVENTS: FUNDAMENTAL SKILLS/TECHNIQUES**

- Long Jump, Triple Jump, High jump, and Pole Vault- Different techniques.
  - Approach Run
  - Take off
  - Flight in the air
  - Clearance over the bar
  - Landing
- Officiating

#### **TEACHING LEARNING STRATEGIES**

- The content will be taught by using demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method Drills.

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### **SUGGESTED MODE OF TRANSACTION**

- Field Work/ Viva/ learning by doing/ Practice without implement

### **ASSESSMENT RUBRICS**

**TotalMarks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12

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**SEMESTER – II**

**PART – B: PRACTICUM COURSE**

**BPEDN02P06: ANY TWO MAJOR GAMES**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**ANY TWO MAJOR GAMES**

**(GYMNASTICS & BASKETBALL)**

**DETAILED SYLLABUS FOR GYMNASTICS**

**ESSENCE OF THE COURSE**

This course will enable students to understand the basic gymnastic skills and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the gymnasium and different apparatus/equipment, duties of the officials (before, during and after the competition), duties of coach and captain, structure and functions of gymnastics federation.

**COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Analyze and interpret basic skills of Gymnastics.
- Understand rules and regulations.
- Demonstrate various basic skills/techniques.
- Evaluate Gymnastics Competitions.

**COURSE CONTENTS**

**FLOOR EXERCISE**

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

**Vaulting Table**

- Approach Run, Take off from the beat board, Cat Vault, between Vaults.

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### **TEACHING LEARNING STRATEGIES**

- The content will be taught by using lecture, demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method, Drills.

### **SUGGESTED MODE OF TRANSACTION**

- Practice of Techniques/ Viva/ learning by doing/ Individual Practice etc.

### **ASSESSMENT RUBRICS**

**TotalMarks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12



# **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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## **DETAILED SYLLABUS FOR BASKETBALL**

### **ESSENCE OF THE COURSE**

This course will enable students to understand the basic skills of Basketball and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the Basketball court, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International Basketball Federations.

### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Analyze and interpret basic skills of Basketball
- Understand the rules and regulation of basketball
- Demonstrate s basic skills in basketball
- Evaluate various basketball competitions.
- Officiate various competitions in basketball

### **COURSE CONTENTS**

#### **FUNDAMENTAL SKILLS**

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

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- Rules and their interpretations
- Officiating

### **TEACHING LEARNING STRATEGIES**

- The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

### **SUGGESTED MODE OF TRANSACTION**

- Field Work/ Viva/ learning by doing/ Individual and Team Drills

### **ASSESSMENT RUBRICS**

**Total Marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12

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**SEMESTER – II**

**PART – B: PRACTICUM COURSE**

**BPEDN02P07: ANY TWO MAJOR GAMES**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**ANY TWO MAJOR GAMES**

**(VOLLEYBALL & CRICKET)**

**DETAILED SYLLABUS FOR VOLLEYBALL**

**ESSENCE OF THE COURSE**

This course will enable students to understand the fundamental skills of Volleyball and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the Volleyball court, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International Volleyball federations

**COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Analyze and interpret basic Volleyball skills
- Understand rules and regulation of volleyball
- Demonstrate various skills.
- Evaluate various volleyball tournament.
- Officiate volleyball tournament.

**COURSE CONTENTS**

**FUNDAMENTAL SKILLS**

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

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Back court defense
- Defensive and Offensive strategies
- Pancake
- Dimensions of the court
- Rules and their interpretations
- Officiating

### **TEACHING LEARNING STRATEGIES**

- The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

### **SUGGESTED MODE OF TRANSACTION**

- Field Work/ Viva/ learning by doing/ Individual and Team Drills.

### **ASSESSMENT RUBRICS**

**TotalMarks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12

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## **DETAILED SYLLABUS FOR CRICKET**

### **CRICKET**

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the basic skills of Cricket and the ways to improve performance. It aims to develop understanding about the laws of Cricket, dimensions of the Cricket pitch and outfield, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of BCCI and ICC.

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Analyse and interpret basic skills of Batting, Bowling and Fielding in Cricket.
- Understand the laws of Cricket.
- Demonstrate and assess various basic Batting skills, Bowling and Fielding in Cricket.
- Evaluate various cricket tournament.

#### **COURSE CONTENTS**

##### **FUNDAMENTAL SKILLS**

- Batting-Forward and backward defensive skills
- Bowling-Simple bowling techniques
- Fielding-Defensive and offensive fielding
- Various catching skills
- Wicket keeping techniques
- Laws and their interpretations and duties of officials

##### **TEACHING LEARNING STRATEGIES**

- The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

##### **SUGGESTED MODE OF TRANSACTION**

- Field Work/ Viva/ learning by doing/ Shadow, Partner and Net Practice

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**ASSESSMENT RUBRICS**

**TotalMarks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12

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## **SEMESTER – II**

### **PART – C: INTERNSHIP**

#### **BPEDN02I01: INTERNSHIP(TEACHING PRACTICE: CLASSROOMS AND OUTDOOR)**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
<b>L/T</b>	<b>P/I</b>	<b>Total</b>	<b>L/T</b>	<b>P/I</b>	<b>Total</b>	<b>CE</b>	<b>ESE</b>	<b>Total</b>
2	2	4	32	64	96	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **ESSENCE OF THE COURSE**

This course will enable students to develop competence and professional identity as a teacher. The course will introduce to the students the pedagogical aspects of teaching, both classroom and outdoor with necessary micro teaching skills to enable them for effective teaching.

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Demonstrate professional competency in teaching with effective pedagogical skills
- Demonstrate competence in facilitation and presentation of skills using appropriate technology
- Develop teaching proficiency for outdoor and indoor activities.
- Organize and compose mass demonstration /displays.
- Conduct physical education program for various age groups.

#### **COURSE CONTENTS**

The pupil teacher will be introduced to pedagogical skills of teaching in both classroom and outdoor. The sessions will have theoretical orientation, demonstration classes by experts, criticism classes and 10 teaching practice lessons to be taken by the pupil teacher out of which 5 lessons in class-room situation and 5 lessons for out-door activities within premises on the students of B.P.Ed course.

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**ASSESSMENT RUBRICS:**

**Total marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Teaching Proficiency	(60%)Marks: 24	(40%) Marks: 24	Marks: 48
Teaching Lesson Plan &Record	(40%)Marks: 16	(40%)Marks: 24	Marks: 40
Viva	-	(20%)Marks: 12	Marks: 12



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**SEMESTER - III**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Part A</b>	<b>Theory Courses</b>									
<b>Core Courses</b>										
BPEDN03C07	Sports Training	4	-	4	64	-	64	40	60	100
BPEDN03C08	Organization and Administration	4	-	4	64	-	64	40	60	100
BPEDN03C09	Sport Psychology and Sociology	4	-	4	64	-	64	40	60	100
<b>Elective Course (Select any one)</b>										
BPEDN03E05	Computer Application in Physical Education	3	1	4	48	32	80	40	60	100
BPEDN03E06	Curriculum Design									
<b>Part B Practicum Courses</b>										
BPEDN03P08	Track and Field (Throwing and Combined Events)	1	3	4	16	96	112	40	60	100
BPEDN03P09	Any two Major Games (From among the list offered by the Department and not offered in other Semesters)	1	3	4	16	96	112	40	60	100
BPEDN03P10	Any two Major Games	1	3	4	16	96	112	40	60	100
<b>Part C Internship</b>										
BPEDN03I02	School Internship	1	3	4	16	96	112	40	60	100
<b>Total</b>		19	13	32	304	416	720	320	480	800

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## DETAILED SYLLABUS

### SEMESTER – III

#### PART – A: THEORY – CORE COURSE

#### BPEDN03C07: SPORTS TRAINING

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	64	-	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### ESSENCE OF THE COURSE

This course will enable students to understand the modern concept of sports training. It aims to develop understanding about the aim and objective of sports training, principles of sports training, system of sports training, training components, training process and training programming and planning.

#### COURSE LEARNING OUTCOMES

**After completing this course, the students will be able to**

- Understand the modern concept of sports training.
- Describe the principles of sports training.
- Evaluate and develop system of sports training – basic performance, intermediate performance and high performance training.
- Develop Plan for training sessions.
- Apply the Methods of technical and tactical training.
- Compose training programme for fitness components.
- Design phases of periodization.

#### COURSE CONTENTS

##### Unit-I: Introduction to Sports Training

- Meaning and Definition of Sports Training

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- Aim and Objective of Sports Training
- Principles of Sports Training
- System of Sports Training – Basic Performance, Intermediate Performance and High Performance Training

### **Unit-II: Training Process**

- Training Load- Definition and Types of Training Load
- Principles of Intensity and Volume of stimulus
- Overload; meaning, causes, symptoms and tackling.
- Phases and means of recovery

### **Unit-III: Training Components**

- Strength – Meaning, Types and Methods for improvement
- Speed – Meaning, Types and Methods for improvement
- Endurance - Meaning, Types and Methods for improvement
- Coordination – Meaning, Types and Methods for improvement
- Flexibility – Meaning, Types and Methods for improvement

### **Unit-IV: Training programming and planning**

- Talent Identification and Development
- Technical Training – Meaning and Methods of Technique Training
- Tactical Training – Meaning and Methods of Tactical Training
- Periodization – Meaning and types of Periodization
- Aim and Content of Periods – Preparatory, Competition, Transitional etc.
- Planning – principles of planning, types of training plan and training session

### **TEACHING LEARNING STRATEGIES**

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

### **MODE OF TRANSACTION**

- Lecture/ Project Work/Viva/Seminars/Term Papers/Presentations/Self- Learning Instructional Material etc.

### **ASSESSMENT RUBRICS**

- End Semester Exam

**Marks: 100 (60+40)**

Marks: 60

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- Classroom Test, Assignments, Presentations Marks: 40
  - Classroom Tests: Best one out of two unit tests Marks: 16
  - Tutorial with viva, discussions, Seminar Presentations Marks: 16
  - Assignments (Two Assignments) Marks: 8

### **SUGGESTED READINGS**

- Dick, W. F. (1980). Sports training principles. London: Lepus Books.
- Harre, D. (1982). Principles of sports training. Berlin: Sporulated.
- Jensen, R. C. & Fisher, A. G. (1979). Scientific basis of athletic conditioning. Philadelphia: Lea and Fibiger, 2nd Edn.
- Matvyew, L. P. (1981). Fundamental of sports training. Moscow: Progress Publishers.
- Singh, H. (1984). Sports training, general theory and methods. Patials: NSNIS.
- Uppal, A. K., (1999). Sports Training. New Delhi: Friends Publication.

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## **SEMESTER – III**

### **PART – A: THEORY - CORE COURSE**

#### **BPEDN03C08: ORGANIZATION AND ADMINISTRATION**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	64	-	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the concept of organization and administration, essential skills of sports management, event management in physical education and sports, leadership, and sports programme management in School, College and Universities. This subject enable students to understand how to conduct a completion in school colleges and universities.

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the concept of organization and administration
- Describe the functions of planning.
- Realize qualities and competencies required for the sports manager.
- Understand organization and administration of sports programs.
- Design financial proposal for physical education & sports in schools/ colleges/universities.
- Organize, design and evaluate sports events.

#### **COURSE CONTENTS**

##### **Unit-I: Organization and administration**

- Meaning and importance of organization and administration in physical education.

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- Planning and their basic principles,
- Program planning: Meaning, Importance, Principles of program planning in physical education.
- Functions of Planning, Organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.

### **Unit-II: Office Management, Time- Table Management & Budget**

- Office Management: Meaning, definition, functions and kinds of office management.
- Records and Registers: Maintenance of attendance Register, stock Register, Cash Register, physical efficiency record, Medical examination Record.
- Time Table Management: Meaning, Need, Importance and factors affecting time table.
- Budget: Meaning, Importance of Budget making,
- Criteria of a good Budget, sources of Income, Expenditure, Preparation of Budget.

### **Unit-III: Facilities & Recreational Activity**

- Facilities and equipment management.
- Types of facilities Infrastructure –indoor, outdoor.
- Care of school building, Gymnasium, swimming pool, play fields, play grounds.
- Equipment: Need, importance, purchase, care and maintenance.
- Recreation-Definition, Scope and Significance – Philosophy and objectives.
- Relationship of play, work, leisure and Recreation.

### **Unit-IV: Competition Organization**

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

### **TEACHING LEARNING STRATEGIES**

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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### **MODE OF TRANSACTION**

- Lecture/Project Work/Viva/Seminars/Term Papers/Presentations/Self- Learning Instructional Material etc.

### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

Broyles, F.J. & Rober, H.D.(1979). Administration of sports, Athletic programme: A Managerial Approach. New York: Prentice hall Inc.

Bucher, C.A. (1983). Administration of physical education and Athletic programme. St. Lolis: The C.V Hosby Co.

Kozman, H.C. Cassidy, R. & Jackson, C.(1960).Methods in physical education. London: W.B.Saunders Co.

Pandy, L.K.(1977). Methods in physical Education. Delhi: Metropolitan Book Depo.

Sharma, V.M. & Tiwari, R.H.: (1979).Teaching methods in physical education. Amarvati: Shakti publication.

# **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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## **SEMESTER – III**

### **PART – A: THEORY – CORE COURSE**

#### **BPEDN03C09: SPORT PSYCHOLOGY AND SOCIOLOGY**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	64	-	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **ESSENCE OF THE COURSE**

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

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the role of sports psychology for their better performance.
- Apply psychological theories in the field of physical education and sports for enhanced participation and optimal performance of athletes.
- Classify general characteristics of various stages of growth and development.
- Compare the personality and its characteristics
- Develop programs and strategies to enhance athletic participation among school children.
- Understand the psycho-sociological aspects of human behavior in relation to physical education and sports
- Understand socialization through participation in Physical Education and sports activities



## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Understand the culture and its effect on life style of people.

### **COURSE CONTENTS**

#### **Unit-I: Introduction**

- Meaning, Definitions, Importance and scope of Psychology, Educational Psychology and Sports Psychology
- Historical perspectives of psychology and sports psychology
- Methods of psychology, education psychology and sports psychology

#### **Unit-II: Developmental Psychology and Learning Process**

- Definition and meaning of Growth and Development
- Stages of growth and development
- Types and nature of individual differences; Factors responsible -Heredity and environment
- Role of Physical Activities and Sports in solving the problems of adolescent.
- Definition and Meaning of Learning
- Nature of learning, theories of learning, Laws of learning,
- Plateau and transfer of training

#### **Unit-III: Learners Personality, Motivation and Emotions.**

- Meaning and definition of personality, characteristics of personality,
- Dimensions of personality, Personality and Sports performance
- Meaning of Need, Drive and Motive, Nature of motivation: Theories of motivation: Factors influencing motivation; Motivational techniques and its impact on sports performance.
- Meaning and types of emotions – Positive and Negative.
- Meaning and nature of anxiety, effect of anxiety on sports performance.

#### **Unit-IV: Society and Sports**

- Meaning and definition of sociology of sports
- Sports as a social occurrence.
- Socialization through games and sports
- Relationship between family and sports participation
- Cohesiveness and its effect of sports performance
- Group dynamics

### **TEACHING LEARNING STRATEGIES**

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

### **MODE OF TRANSACTION**

- Lecture/Project Work/Viva/Seminars/Term Papers/Presentations/Self- Learning Instructional Material etc.

### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

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

# Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)

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## SEMESTER – III

### PART – A: THEORY - ELECTIVE COURSE

#### BPEDN03E05: COMPUTER APPLICATION IN PHYSICAL EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	1	4	48	32	80	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### ESSENCE OF THE COURSE

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

#### COURSE LEARNING OUTCOMES

**After completing this course, the students will be able to**

- Understand the application of computers in Physical Education.
- Identify importance of information and communication technology (ICT) in physical education and sports.
- Understand software used in Physical Education and sports.
- Create, format and edit features of MS word, MS excel and MS power point

#### COURSE CONTENTS

##### Unit-I: Introduction to Computer

- Meaning, need and importance of information and communication technology (ICT).
- Application of Computers in Physical Education

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Components of computer, input and output device
- Application software used in Physical Education and sports

### **Unit-II: MS Word**

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

### **Unit-III: MS Excel**

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

### **Unit-IV: MS Power Point**

- Introduction to MS Power Point
- Creating, saving and opening a ppt. file
- Format and editing features slide show , Design, Inserting slide number
- Picture, Graph & Table
- Preparation of Power point presentations

### **TEACHING LEARNING STRATEGIES**

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

### **MODE OF TRANSACTION**

- Field Work/Project Work/Viva/Seminars/Term Papers/Presentations/Self- Learning Instructional Material etc.

### **ASSESSMENT RUBRICS**

- |   |           |
|---|-----------|
| • End Semester Exam                               | Marks: 60 |
| • Classroom Test, Assignments, Presentations      | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests | Marks: 16 |

**Marks: 100 (60+40)**



## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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

### **Unit-II: Basic Guide line for Curriculum Construction; Contest (selection and expansion)**

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

### **Unit-III: Curriculum-Old and new concepts, Mechanics of curriculum planning**

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

### **Unit-IV: Under-graduate preparation of professional preparation**

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

### **TEACHING LEARNING STRATEGIES**

- The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentation method.
- The teacher will cover the ways to think innovatively liberally using thinking techniques.

### **SUGGESTED MODE OF TRANSACTION**

- Lectures/ Tutorials/Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-study etc.

### **ASSESSMENT RUBRICS**

- |  |           |
|--|-----------|
| • End Semester Exam                          | Marks: 60 |
| • Classroom Test, Assignments, Presentations | Marks: 40 |

**Marks: 100 (60+40)**

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Classroom Tests: Best one out of two unit tests Marks: 16
- Tutorial with viva, discussions, Seminar Presentations Marks: 16
- Assignments (Two Assignments) Marks: 8

### **SUGGESTED READINGS**

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

# Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)

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## SEMESTER – III

### PART – B: PRACTICUM COURSES

#### BPEDN03P08: TRACK AND FIELD (THROWING AND COMBINED EVENTS)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### ESSENCE OF THE COURSE

This course will enable students to understand the basic throwing techniques and the knowledge about combined events. It aims to develop understanding about the rules and regulations, dimensions and marking of the field, equipment, duties of the officials (before, during and after the competition), duties of coach and captain, basic skills and techniques of throwing and combines events.

#### COURSE LEARNING OUTCOMES

**After completing this course, the students will be able to**

- Interpret the throwing and combined events.
- Understand basic ideas about combined events
- Demonstrate and assess various techniques of throwing events.
- Interpret the rule and regulations of throwing events.
- Officiating

#### COURSE CONTENTS

#### THROWING EVENTS: FUNDAMENTAL SKILLS



## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Shot-put, Discus and Javelin throw & Hammer throw
  - Brief introduction
  - Techniques of the Throwing events
  - Circle / Runway and Sector Marking
  - Grip, Stance, Release and follow through
- Rules and their interpretations
- Duties of officials
- Officiating at various levels of competitions

### **COMBINED EVENTS**

- Introduction
- Basic Rules and Regulations
- Officiating

### **TEACHING LEARNING STRATEGIES**

The content will be taught by using demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method Drills.

### **SUGGESTED MODE OF TRANSACTION**

Field Work/ Viva/ learning by doing/ Practice without implement

### **ASSESSMENT RUBRICS**

**TotalMarks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12

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**SEMESTER – III**

**PART – B: PRACTICUM COURSES**

**BPEDN03P09: ANY TWO MAJOR GAMES**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**ANY TWO MAJOR GAMES**

**(HANDBALL& KHO-KHO)**

**DETAILED SYLLABUS FOR HANDBALL**

**ESSENCE OF THE COURSE**

This course will enable students to understand the basic skills of Handball and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the Handball field, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International Handball Federations.

**COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Interpret basic skills of Handball
- Understand the rules and regulation of handball.
- Demonstrate and assess various skills in handball.

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Officiate handball competition.

### **COURSE CONTENTS**

#### **FUNDAMENTAL SKILLS**

- Passing- Overhead pass, push pass, wrist pass
- Receiving- standing (above and below waist) and running
- Shooting- Jump Shot high and long, Set Shot
- Dribbling-High and Low,
- Attack and Counter Attack, Counter
- Blocking and defending
- Goal keeping
- Dimensions of the court.
- Rules and their interpretations
- Officiating

#### **TEACHING LEARNING STRATEGIES**

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

#### **SUGGESTED MODE OF TRANSACTION**

Field Work/ Viva/ learning by doing/ Individual and Team Drills.

#### **ASSESSMENT RUBRICS**

**TotalMarks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12

# **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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## **DETAILED SYLLABUS FOR KHO-KHO**

### **ESSENCE OF THE COURSE**

This course will enable students to understand the basic skills of kho-kho and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the kho-kho field, duties of the officials (before, during and after the competition), duties of coach and captain, structure and functions of kho-kho federation.

### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Interpret basic skills of Kho-Kho
- Understand the rules and regulation of Kho-Kho
- Demonstrate and assess various skills in Kho-Kho
- Officiate Kho-Kho competition.

## **COURSE CONTENTS**

### **FUNDAMENTAL SKILLS**

- General skills of the game-Running, chasing, Dodging, Faking etc.
- Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgment in giving Kho, Rectification of Foul.
- Skills in Running-Zigzag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills.

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Dimensions of the court.
- Rules and their interpretations
- Officiating

### **TEACHING LEARNING STRATEGIES**

The content will be taught by using lecture, demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method, Drills.

### **SUGGESTED MODE OF TRANSACTION**

Field Work/Viva/ learning by doing/Shadow Practice.

### **ASSESSMENT RUBRICS**

**Total Marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12

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**SEMESTER – III**

**PART – B: PRACTICUM COURSES**

**BPEDN03P10: ANY TWO MAJOR GAMES**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**ANY TWO MAJOR GAMES**

**(HOCKEY& TABLE TENNIS)**

**DETAILED SYLLABUS FOR HOCKEY**

**ESSENCE OF THE COURSE**

This course will enable students to understand the basic skills of Hockey and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the Hockey field, duties of the officials (before, during and after the competition), duties of coach and captain, structure and functions of National and International Hockey federations.

**COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Interpret basic skills of Hockey
- Understand the rules and regulation of Hockey
- Demonstrate and assess various skills in Hockey

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Officiate Hockey competition.

### **COURSE CONTENTS**

#### **FUNDAMENTAL SKILLS**

- Player stance & Grip, Rolling the ball, Dribbling
- Push, Stopping, Hit, Flick, Scoop
- Passing – Forward pass, square pass, triangular pass, diagonal pass, return pass,
- Reverse hit, Dodging
- Goal keeping – Hand defense, foot defense
- Positional play in attack and defense.
- Rules and their interpretations and duties of officials.
- Ground Marking & officiating

#### **TEACHING LEARNING STRATEGIES**

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

#### **SUGGESTED MODE OF TRANSACTION**

Lecture/ Viva/ learning by doing/ Individual and Team Drills.

#### **ASSESSMENT RUBRICS**

**Total Marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12

# **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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## **DETAILED SYLLABUS FOR TABLE TENNIS**

### **ESSENCE OF THE COURSE**

This course will enable students to understand the basic skills of table tennis and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the table tennis table and arena, duties of the officials (before, during and after the matches), duties of coach and captain, structure and functions of table tennis federation.

### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Interpret basic skills of Table tennis
- Understand the rules and regulation of Table tennis
- Demonstrate and assess various skills in Table tennis
- Officiate Table tennis competition.

### **COURSE CONTENTS**

#### **FUNDAMENTAL SKILLS**

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



## **Bachelor of Physical Education (BPed) Syllabus (Effective from Academic Year 2020-21)**

### **TEACHING LEARNING STRATEGIES**

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

### **SUGGESTED MODE OF TRANSACTION**

Lecture/ Viva/ learning by doing/ Shadow and Partner Practice

### **ASSESSMENT RUBRICS**

**Total Marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12

### **SEMESTER – III**

#### **PART – C: INTERNSHIP**

#### **BPEDN03I02: SCHOOL INTERNSHIP**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

### **ESSENCE OF THE COURSE**

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

### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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

### **COURSE CONTENTS**

The pupil teacher will be introduced to pedagogical skills of teaching in actual school situation. The pupil teacher will have practice teaching of at least 30 lessons in neighborhood schools under the guidance and supervision of mentor teachers. The student pupil will keep a record of the classes taken which will be countersigned and verified by the mentor teacher and supervising teacher.

### **ASSESSMENT RUBRICS:**

**Total Marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Teaching Proficiency	(60%) Marks: 24	(40%) Marks: 24	Marks: 48
Teaching Lesson Plan & Record	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Viva	-	(20%) Marks: 12	Marks: 12

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**SEMESTER - IV**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
<b>Part A</b>	<b>Theory Courses</b>									
<b>Core Courses</b>										
BPEDN04C10	Measurement and Evaluation in Physical Education	3	1	4	48	32	80	40	60	100
BPEDN04C11	Kinesiology and Biomechanics	4	-	4	64	-	64	40	60	100
BPEDN04C12	Research and Statistics in Physical Education	4	-	4	64	-	64	40	60	100
<b>Elective Course (Select any one)</b>										
BPEDN04E07	Theory of Sports and Games	4	-	4	64	-	64	40	60	100
BPEDN04E08	Sports Management									
<b>Part B Practicum Courses</b>										
BPEDN04P11	Any two Major Games (From among the list offered by the Department and not offered in other	1	3	4	16	96	112	40	60	100

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Semesters)										
BPEDN04P12	Any Two Combative Sports (From among the list offered by the Department)	1	3	4	16	96	112	40	60	100
<b>Part C Internship</b>										
BPEDN04I03	Internship : Teaching Practices-Track and Field	-	4	4	-	128	128	40	60	100
BPEDN04I04	Internship: Teaching Practices-Major Games	-	4	4	-	128	128	40	60	100
<b>Total</b>		17	15	32	272	480	752	320	480	800

**DETAILED SYLLABUS**

**SEMESTER – IV**

**PART – A: THEORY – CORE COURSE**

**BPEDN04C10: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
3	1	4	48	32	80	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**ESSENCE OF THE COURSE**

This course will enable students to understand the concept of test, measurement & evaluation in Physical Education, Criteria of selection, classification and administration of test, physical fitness tests and sports skill tests.

**COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

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

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- Describe the criteria, classification and administration of test.
- Develop concepts related to test, measurement & evaluation.
- Construct evaluation techniques through the various test and measurements in physical education.
- Evaluate different physical fitness tests and sports skill tests.

### **COURSE CONTENTS**

#### **Unit-I: Introduction to Test & Measurement & Evaluation**

- Meaning of Test, Measurement and Evaluation in Physical Education
- Need & Importance of Test, Measurement and Evaluation in Physical Education
- Principles of Evaluation
- Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms)
- Type and classification of Test
- Administration of test, advance preparation – Duties during testing – Duties after testing

#### **Unit-II: Assessment of motor fitness/Physical Fitness**

- AAHPER youth fitness test
- Harward's step up test
- JCR Test
- National physical fitness test
- Indiana motor fitness test
- U.S. Army physical fitness test

#### **Unit-III: Sports Skill Assessments**

- Badminton Tests – Lockhart and McPherson Badminton Test
- Basketball Test – Johnson's Basketball Test and Knock's Basketball Test
- Soccer Test – McDonald Soccer Test.
- Hockey Test – Henry friedel field hockey test
- Volleyball Test – Brady Volleyball Test and SAI Volleyball Test

#### **Unit-IV: Anthropometry Test**

- Girth Measurement: Upper Arm, Forearm, Calf, Chest
- Width Measurement: Biacromial Chest, Illocrestol Epicondylar (Femur and Humorous)
- Somato types assessment

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- IOWA Posture Test

### **TEACHING LEARNING STRATEGIES**

The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

### **MODE OF TRANSACTION**

Lecture/Project Work/Viva/Seminars/Term Papers/Presentations/Self- Learning Instructional Material etc.

### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

- Bangsbo, J. (1994). Fitness training in football: A scientific approach. Bagsvaerd, Denmark: Ho, Storm.
- Barron, H. M., & Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia: Lea and Febiger. Barron, H.M. & Mchee, R. (1997). A Practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
- Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi: D.V.S. Publications.
- Mathews, D.K., (1973). Measurement in physical education, Philadelphia: W.B.SaundersCompany.
- Pheasant, S. (1996). Body space: anthropometry, ergonomics and design of work. Taylor & Francis, New York.
- Phillips, D. A., & Hornak, J. E. (1979). Measurement and evaluation in physical education. New York: John Willey and Sons.
- Sodhi, H.S., & Sidhu, L.S. (1984). Physique and selection of sports- a Kinanthropometry study. Patiala: Punjab Publishing House.

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**SEMESTER – IV**

**PART – A: THEORY – CORE COURSE**

**BPEDN04C11: KINESIOLOGY AND BIOMECHANICS**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	64	-	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**ESSENCE OF THE COURSE**

Knowledge of Kinesiology and Biomechanics is important for understanding the human movement, including those involved in sports and games. This course begins with an overview of Kinesiology and Sports Biomechanics followed by fundamental concepts, mechanical concepts, kinematics and kinetics of human movement.

**COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the mechanical concepts (force, lever, Newton's laws of motion and Projectile).

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Develop the knowledge of kinesiology applied in various sports activities.
- Understanding the basic functions of muscles and joints.
- Identify the goals of exercise and sports biomechanics.
- Analyze the methods used to achieve the goals of exercise and sports biomechanics.

### **COURSE CONTENTS**

#### **Unit-I: Introduction to Kinesiology and Sports Biomechanics**

- Meaning and Definition of Kinesiology and Sports Biomechanics
- Importance of Kinesiology and Sports Biomechanics for Physical Education Teachers, Athletes and Sports Coaches.

#### **Unit-II: Fundamental Concept**

- Fundamental concepts of following terms –Planes Axis: Anatomical- Mechanical.
- Fundamental movements at various joints : Flexion- Extension – Adduction- Abduction- Rotation- Medial and Lateral rotation- Inversion- Eversion- Circumduction.
- Skeletal muscles, its functional classification- types of muscle contraction.
- Fundamental concepts of the following terms- Angle of Pull, All or None Law, Reciprocal Innervation.

#### **Unit-III: Kinematics and Kinetics of Human Movement**

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

#### **Unit-IV: Mechanical Concepts**

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

### **TEACHING LEARNING STRATEGIES**

The content of the syllabus may be taught by using lecture method, discussion method, quiz



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method, educational videos, human skeleton/system model, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

### **MODE OF TRANSACTION**

Lecture/Project Work/Viva/Seminars/Term Papers/Presentations/Self- Learning Instructional Material etc.

### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

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

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

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

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

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

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**SEMESTER – IV**

**PART – A: THEORY – CORE COURSE**

**BPEDN04C12: RESEARCH AND STATISTICS IN PHYSICAL EDUCATION**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	64	-	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**ESSENCE OF THE COURSE**

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

**COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the basic of research in physical education.
- Classify the various statistical methods used in physical education.

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- Describe the research methods in physical education.
- Identify various sources of information for literature review and data collection.
- Use and apply a wide variety of specific statistical methods.
- Formulate research problem.
- Construct tables and graphs.
- Search literature reviews.
- Understand statistical models used in physical education and sports.

### **COURSE CONTENTS**

#### **Unit-I: Introduction to Research**

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

#### **Unit-II: Survey of Related Literature**

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

#### **Unit-III: Basics of Statistical Analysis**

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

#### **Unit- IV: Statistical Models in Physical Education and Sports**

- Measures of Central Tendency: Definition, Importance, Advantages, Disadvantages and Calculation from grouped and ungrouped data

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- Measures of Variability: Definition, Importance, Advantages, Disadvantages and Calculation from grouped and ungrouped data
- Percentiles and Quartiles: Meaning, Importance, Computing from group and ungroup data

### **TEACHING LEARNING STRATEGIES**

- The class will be taught by using lectures, seminars, classroom discussion, and videos, charts and presentations method.
- The teacher will cover the ways to think innovatively liberally using thinking techniques.

### **SUGGESTED MODE OF TRANSECTION**

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

### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

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

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

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

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

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Human Kinetics.

Carl, E. K., & Daniel, D. A. (1969). Modern principles of athletes training. St. Louis: St. Louis's Mosby Company.

Clark, H. H., & Clark, D. H. (1975). Research process in physical education. Englewood cliffs, New Jersey: Prentice Hall, Inc.

Garrett, H.E. (1981). Statistics in psychology and education. New York: Vakils Feffer and Simon Ltd.

Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987). Introduction to research: A guide for the health science professional. Landon: J.B. Lippincott Company.

Thomas, J.R., & Nelson J.K. (2005). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books.

### **SEMESTER – IV**

#### **PART – A: THEORY - ELECTIVE COURSE**

#### **BPEDN04E07: THEORY OF SPORTS AND GAMES**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	64	-	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the concept officiating and coaching. It aims to develop the philosophy of coaching, qualities and qualifications of coach and official, general introduction of specialized games and sports.

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the concept and mechanism of officiating and coaching.

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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- Describe the duties of coaches and officials.
- Realize ethics and philosophy of coaching and officiating.
- Understand concept of coaching and officiating.

### **COURSE CONTENTS**

#### **Unit-I:**

- Badminton- History and development, dimensions and marking, standard equipment and their specifications, General rules
- Basketball - History and development, dimensions and marking, standard equipment and their specifications, General rules
- Cricket-History and development, dimensions and marking, standard equipment and their specifications, General rules

#### **Unit-II:**

- Football- History and development, dimensions and marking, standard equipment and their specifications, General rules
- Handball -History and development, dimensions and marking, standard equipment and their specifications, General rules
- Hockey-History and development, dimensions and marking, standard equipment and their specifications, General rules

#### **Unit-III:**

- Kabaddi- History and development, dimensions and marking, standard equipment and their specifications, General rules
- Kho Kho-History and development, dimensions and marking, standard equipment and their specifications, General rules
- Volleyball-History and development, dimensions and marking, standard equipment and their specifications, General rules

#### **Unit-IV:**

- Concept of Conditioning.  
Role of weight training
- Techniques and tactics
- Different organisations of various sports and games.

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### **TEACHING LEARNING STRATEGIES**

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

### **MODE OF TRANSACTION**

- Organization of Intramural and Extramural competitions/Field Work/Referee Clinic/Workshop/ Viva/Term Papers/Presentations/Self- Learning Instructional Material etc.

### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- |  |           |
|--|-----------|
| • End Semester Exam                                      | Marks: 60 |
| • Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

Bunn, J. W. (1968). The art of officiating sports. Englewood cliffs N.J. Prentice Hall.

Bunn, J. W. (1972). Scientific principles of coaching. Englewood cliffs N. J. Prentice Hall.

Dyson, G. H. (1963). The mechanics of athletics. London: University of London Press Ltd.

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

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

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**SEMESTER – IV**

**PART – A: THEORY - ELECTIVE COURSE**

**BPEDN04E08: SPORTS MANAGEMENT**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
4	-	4	64	-	64	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**ESSENCE OF THE COURSE**

This course will enable students to understand the concept of Sports Management, essential skills of sports management, event management in physical education

**COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the concept of sports management.



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

### **COURSE CONTENTS**

#### **Unit-I: Introduction**

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

#### **Unit-II: Leadership**

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

#### **Unit-III: Programme Management**

- Sports Management in Schools, Colleges and Universities.
- Factors affecting planning
- Planning a school or college sports programme.
- Directing of school or college sports programme.
- Controlling a school, college and university sports programme.
  - Pert Chart for management of a programme
  - Establishing a reporting system

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- Feedback and Evaluation
- Follow-up and Re-plan

### **Unit-IV: Facility and Equipment Management**

- Facility and Management of outdoor facilities
  - Principles for the layout of outdoor facilities
  - Selection of different type of surfaces
  - Care and maintenance of outdoor facilities
- Facility and Management of indoor facilities
  - Location, dimension and construction of indoor facilities
  - Facility management of swimming pool operation
  - Maintenance and supervision of indoor facilities
- Budget drafting
- Procedure for purchase of sports equipment

### **TEACHING LEARNING STRATEGIES**

The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

### **MODE OF TRANSACTION**

Lecture/Project Work/Viva/Seminars/Term Papers/Presentations/Self-Learning Instructional Material etc.

### **ASSESSMENT RUBRICS**

**Marks: 100 (60+40)**

- |  |           |
|--|-----------|
| ● End Semester Exam                                      | Marks: 60 |
| ● Classroom Test, Assignments, Presentations             | Marks: 40 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 16 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 16 |
| ○ Assignments (Two Assignments)                          | Marks: 8  |

### **SUGGESTED READINGS**

- Ashton, D. (1968). Administration of physical education for women. New York: The Ronald Press Cl.
- Bucher, C.A. Administration of physical education and athletic programme. 7th Edition, St. Louis: The C.V. Mosby Co.

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Daughtrey, G. & Woods, J. B. (1976). Physical education and intramural programmers, organization and administration. Philadelphia U.S.A. : W.B. Saunders Cp.

Earl, F. Z, & Gary, W. B. (1963). Management competency development in sports and physical education. Philadelphia: W. Lea and Febiger.

### **SEMESTER – IV**

#### **PART – B: PRACTICUM COURSES**

#### **BPEDN04P11: ANY TWO MAJOR GAMES**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

#### **ANY TWO MAJOR GAMES**

#### **(KABADDI & SOFTBALL)**

#### **DETAILED SYLLABUS FOR KABADDI**

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the basic Kabaddi skills and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions

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of the Kabaddi court, duties of the officials (before, during and after the competition), duties of coach and captain, structure and functions of Kabaddi federation.

### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Demonstrate basic skills in Kabaddi
- Understand laws of Kabaddi
- Assess various skills in Kabaddi
- Officiate in Kabaddi matches.

### **COURSE CONTENTS**

#### **FUNDAMENTAL SKILLS**

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

#### **TEACHING LEARNING STRATEGIES**

The content will be taught by using lecture, demonstration, explanation, presentation methods, videos, learning by doing, Whole part whole method, Drills.

#### **SUGGESTED MODE OF TRANSACTION**

Lecture/ Outreach Activities/ Vocational Training/Viva/ learning by doing/ Shadow Practice.

#### **ASSESSMENT RUBRICS**

**Total Marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12

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## **DETAILED SYLLABUS FOR SOFTBALL**

### **ESSENCE OF THE COURSE**

This course will enable students to understand the basic skills of Softball and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the Softball field, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of National and International Softball federations.

### **COURSE LEARNING OUTCOMES**

After completing this course, the students will be able to

- Acquire, analyze and interpret basic Softball skills
- Appraise the rules and regulation.
- Demonstrate and assess various basic skills/techniques and game strategies.
- Officiate in competition.

### **COURSE CONTENTS**

#### **FUNDAMENTAL SKILLS**

- Throwing
  - Under Arm Throw, Side Arm Throw, Over Arm Throw

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- Catching Technique
  - Receiving Ground Ball and Fly Ball
  - Catcher's positioning in the Catcher's Box
- Hitting/Batting
  - Grip, Stance, Stride, Hip Rotation, Swing, Follow Through
  - Bunting: Stance, Hand and Bat Positioning
- Pitching
  - Grip, Stance, Pump/Drive Phase, Stride, Pitching Arm Action, Delivery Phase, Follow Through
- Base Running
  - Rolling Start, Track Start, Sliding
- Rules of the Game
- Officiating and Score Sheet Operations
- Signals, Positioning and Duties

### **TEACHING LEARNING STRATEGIES**

The content will be taught by using demonstration, explanation, presentation methods, training videos, video analysis, e-learning modules, learning by doing, Whole part whole method, Drills.

### **SUGGESTED MODE OF TRANSACTION**

Field Work/ Viva/ learning by doing/ Individual and Team Drills.

### **ASSESSMENT RUBRICS**

**Total Marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12

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**SEMESTER – IV**

**PART – B: PRACTICUM COURSES**

**BPEDN04P12: ANY TWO COMBATIVE SPORTS**

<b>Credit</b>			<b>Teaching Hours</b>			<b>Assessment</b>		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
1	3	4	16	96	112	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**ANY TWO COMBATIVE SPORTS**

**(KALARIPAYATTU / JUDO / WRESTLING)**

**DETAILED SYLLABUS FOR KALARIPAYATTU**

**ESSENCE OF THE COURSE**

This course will enable students to understand the basic Kalaripayattu skills and the ways to improve performance.

**COURSE LEARNING OUTCOMES**

## **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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**After completing this course, the students will be able to**

- Develop concept of skill.
- Analyze & interpret skills.
- Appraise the rule & regulation.
- Demonstrate and assess various techniques

### **COURSE CONTENTS**

#### **FUNDAMENTAL SKILLS**

- Vaithari
- Maipayattu
- Ketteharipayattu
- Ceruvadi payattu
- Basic training Arms

#### **TEACHING LEARNING STRATEGIES**

The class will be taught by using lectures, demonstration, explanation, videos, learning by doing, Whole part whole method and presentations method.

#### **SUGGESTED MODE OF TRANSECTION**

Lectures/Demonstration/Explanation/Field Work/ Outreach Activities/ Vocational Training/Viva/ learning by doing / Lead-up Games/ Minor Games/ Dummy Practice etc.

#### **ASSESSMENT RUBRICS**

**Total Marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12



# **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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## **DETAILED SYLLABUS FOR JUDO**

### **ESSENCE OF THE COURSE**

This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the field, thickness of the lines, equipment, duties of the officials, before, during and after the match, duty of coach and captain, different types of signals, basic skills and techniques, associations and federations of games and sports.

### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Develop basic skills in judo.
- Demonstrate various techniques in judo.
- understand rules & regulations in judo
- Officiate in judo competitions.

### **COURSE CONTENTS**

#### **FUNDAMENTAL SKILLS**

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- Rei (Salutation)-Ritsurei (Salutation in standing position), Zarai (Salutation in the sitting position)
- Kumi kata (Methods of holding judo costume)
- Shisei (Posture in Judo)
- Kuzushi (Act of disturbing the opponent posture)
- Tsukuri and kake (Preparatory action for attack)
- Ukemi (Break Fall)-UrhiroUkemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front Break Fall), Mae mawariUkemi (Front Rolling break fall)
- Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps).
- Tai Sabaki (Management of the body)
- NageWaze (Throwing techniques)-HizaGuruma (Knee wheel), SesaeTwurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep),
- Goshi (Major loinm), SeoiNage (Shoulder throw).
- Katamawaze(Grappling techniques)-Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kami shihogatama (Locking of upper four quarters), Method of escaping from each hold.
- Officiating

### **TEACHING LEARNING STRATEGIES**

The class will be taught by using lectures, demonstration, explanation, videos, learning by doing, Whole part whole method, Lead-ups games and presentations method.

### **SUGGESTED MODE OF TRANSECTION**

Lectures/Demonstration/Explanation/Field Work/ Outreach Activities/ Vocational Training/Viva/ learning by doing / Lead-up Games/ Minor Games/ Dummy Practice etc.

### **ASSESSMENT RUBRICS**

**Total Marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12

# **Bachelor of Physical Education (BPEd) Syllabus (Effective from Academic Year 2020-21)**

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## **DETAILED SYLLUBUS FOR WRESTLING**

### **ESSENCE OF THE COURSE**

This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the field, thickness of the lines, equipment, duties of the officials, before, during and after the match, duty of coach, different types of signals, basic skills and techniques, associations and federations of wrestling.

### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Develop basic skills in wrestling.
- Demonstrate various techniques in wrestling.
- Understand rules & regulations in wrestling.
- Officiate in wrestling.

### **COURSE CONTENTS**

#### **FUNDAMENTAL SKILLS**

- Take downs, Leg tackles, Arm drag.

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- Counters for take downs, Cross face, Whizzer series.
- Escapes from under-sit-out turn in tripped.
- Counters for escapes from under-Basic control back drop, Counters for stand up.
- Pinning combination-Nelson series(Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson.
- Escapes from pinning: Wing lock series, Double arm lock roll, Cridge.
- Standing Wrestling-Head under arm series, whizzer series
- Officiating

### **TEACHING LEARNING STRATEGIES**

The class will be taught by using lectures, demonstration, explanation, videos, learning by doing, Whole part whole method, Lead-ups games and presentations method.

### **SUGGESTED MODE OF TRANSECTION**

Lectures/Demonstration/Explanation/Field Work/ Outreach Activities/ Vocational Training/Viva/ learning by doing / Lead-up Games/ Minor Games/ Dummy Practice etc.

### **ASSESSMENT RUBRICS**

**Total Marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Skill Proficiency	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Record File/Project Report	(30%) Marks: 12	(20%) Marks: 12	Marks: 24
Officiating	(30%) Marks:12	(20%)Marks: 12	Marks: 24
Viva	-	(20%) Marks:12	Marks: 12

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**SEMESTER – IV**

**PART – B: PRACTICUM COURSES**

**BPEDN04I03: INTERNSHIP: TEACHING PRACTICES- TRACK AND FIELD**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
-	4	4	-	128	128	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**ESSENCE OF THE COURSE**

This course will enable students to realize theory and practicum courses into practice and help them to use their previously acquired knowledge and practices in systematized and structured manner to teach skills and techniques of track and field (athletics)

**COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Develop teaching proficiency for teaching track and field skills and strategies

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- Organize and execute teaching fundamental athletic skills and techniques at beginner and intermediate level.

### **COURSE CONTENTS**

- Planning, development and presentation of twenty (20) practical lessons in track and field (only one every day with complete preparation); 15 lessons in the department concerned and 5 lessons in schools, followed by intensive interaction with peers and mentors on supervisory comments. Observation and comments on student report cards developed by class teachers. Critical Evaluation of each lesson plan and its delivery has to be ensured by TI and the Mentor.
- Report: detailed report of observation of at least 2 supervisor teachers (One from the department; and one from the internship school) and their classroom management, teaching styles, class control, dispositions, 'energy', presence etc., in the form of 'Classroom behaviour Report' followed by individual presentation and discussion in the Teacher Education (TE) department.

### **TEACHING LEARNING STRATEGIES**

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

### **SUGGESTED MODE OF TRANSACTION**

Demonstration/Explanation/Practice teaching/learning by doing etc.

### **ASSESSMENT RUBRICS:**

**Total marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Teaching Proficiency	(60%) Marks: 24	(40%) Marks: 24	Marks: 48
Teaching Lesson Plan & Record	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Viva	-	(20%) Marks: 12	Marks: 12

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**SEMESTER – IV**

**PART – C: PRACTICUM COURSE**

**BPEDN04I04: INTERNSHIP: TEACHING PRACTICES-MAJOR GAMES**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	CE	ESE	Total
-	4	4	-	128	128	40	60	100

Lecture/Tutorials, P/I=Practical/Internship, CE =Continuous Evaluation, ESE = End Semester Evaluation

**ESSENCE OF THE COURSE**

This course will enable students to realize theory and practicum courses into practice and help them to use their previously acquired knowledge and practices in systematized and structured manner to teach skills and techniques of game of their specialization

**COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

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- Develop teaching proficiency for teaching skills and strategies of games/sport of specialization
- Organize and execute teaching fundamental skills and techniques of games/sports at beginner and intermediate level.

### **COURSE CONTENTS**

- Planning, development and presentation of twenty (20) practical lessons in game specialization (only one every day with complete preparation); 15 lessons in the department concerned and 5 lessons in schools, followed by intensive interaction with peers and mentors on supervisory comments. Observation and comments on student report cards developed by class teachers. Critical Evaluation of each lesson plan and its delivery has to be ensured by TI and the Mentor.
- Report: detailed report of observation of at least 2 supervisor teachers (One from the department; and one from the internship school) and their classroom management, teaching styles, class control, dispositions, 'energy', presence etc., in the form of 'Classroom behaviour Report' followed by individual presentation and discussion in the Teacher Education (TE) department.

### **TEACHING LEARNING STRATEGIES**

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

### **SUGGESTED MODE OF TRANSACTION**

Demonstration/Explanation/Practice teaching/learning by doing etc.

### **ASSESSMENT RUBRICS:**

**Total marks: 100**

<b>Component</b>	<b>Continuous Evaluation 40</b>	<b>End Semester Evaluation 60</b>	<b>Total marks 100</b>
Teaching Proficiency	(60%) Marks: 24	(40%) Marks: 24	Marks: 48
Teaching Lesson Plan & Record	(40%) Marks: 16	(40%) Marks: 24	Marks: 40
Viva	-	(20%) Marks: 12	Marks: 12