



ACHARYA NAGARJUNA UNIVERSITY

CURRICULUM FRAMEWORK BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.) TWO YEAR PROGRAMME

Syllabus

Approved by

**Board of Studies in Physical Education & Sports Sciences
Acharya Nagarjuna University on 27.07.2015**

As per the guidelines of the

NATIONAL COUNCIL FOR TEACHER EDUCATION

And

Common core syllabus approved by
Andhra Pradesh State Council of Higher Education

**REGULATIONS, SCHEME AND SYLLABUS
FOR BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.)
TWO YEAR PROGRAMME (FOUR SEMESTERS)
(Choice Based Credit System)**

Important Note:

a. If the University or affiliating body is following choice based credit system, (CBCS) as approved and Circulated by the UGC, the credit hours given in the following curriculum framework need to be considered along with the hours of teaching mentioned for each paper/ activity / course

b. If the University or affiliating body is yet to adopt CBCS, only the hours of teaching mentioned for each paper/ activity / course will be considered, the credit in teaching hours may be ignored

Preamble: Bachelor of Physical Education (B.P.Ed.) two year (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of physical education in Schools.

B.P.Ed. programme shall be designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprises of compulsory and optional theory as well as practical courses and compulsory school internship.

1. Intake, Eligibility and Admission Procedure: Intake, Eligibility and Admission Procedure should be as per the NCTE norms/ State Government.

2. Duration:

The B.P.Ed. programme shall be of a duration of two academic years, i.e four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

3. Medium of Instruction

Medium of instruction is English. Students are allowed to write the examination in both English and Telugu.

4. The CBCS System:

All Programmes shall run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students, to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

5. Course:

The term course usually referred to as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise Lectures / tutorials / laboratory work / field work / outreach activities

/ project work / vocational training / viva / seminars / term papers / assignments / presentations / self-study etc., or a combination of some of these.

6. Courses of Programme:

The B.P.Ed. Programme consists of a number of courses, the term ‘Course’ applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a “paper” in the conventional sense. The following are the various categories of courses suggested for the B.P .Ed., Programme.

Theory:

- Core Course
- Elective Course

Practicum:

Teaching/ coaching/ Internship (Teaching Compulsory course in Track & Field, Racket Sports, Indigenous Sports, Team Sports and Activities).

7. Semesters:

An academic year is divided into two semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The ‘odd’ semester may be scheduled from May/June to November/December and ‘even’ semester from November/December to May/June. The institution shall work for a minimum of 36 working hours in a week (five or six days a week).

8. Working days:

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

9. 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 90 credits and for each semester 20 credits.

Provision of Bonus Credits Maximum 06 Credits in each Semester

Sr. No.	Special Credits for Extra Co-curricular Activities	Credit
1	Sports Achievement at State level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation International level Competition	4
2	Inter University Participation (Any one game)	2
3	Inter Collegiate Participation (Minimum two games)	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.

10. 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.
- ii. A candidate should get enrolled /registered for the first semester examination. If enrolment / 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.

11. Condonation:

Student must have 75% of attendance in each course for appearing the examination. Students who have 74% to 65% of attendance shall apply for condonation in the prescribed form with the prescribed fee. Students who have 64% to 60% of attendance shall apply for condonation in prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 60% of attendance are not eligible to appear for the examination.

12. Pattern of Question Papers:

Question Paper shall have two parts.

Part - A.	Six out of Eight Short Questions (Minimum one question from each unit)	5 marks X6 questions = 30
Part - B.	Long Questions (Four) One question from each unit. In each unit the questions will be in either or form.	10 marks X 4 questions =40
	Total	70 Marks

Part A

Answer any six of the following eight questions

Each question carries five marks

6 questions X 5 marks = 30 Marks

Question No.	Description	Marks
1 to 8	Short Answer Questions. (Minimum one question from each unit)	5 Marks each

Part B

Answer all Questions (Four questions)

Each Question carries 10 Marks

4 questions X 10 marks = 40 Marks

Question No.	Description	Marks
9	Long Answer Question. (Detailed answer) Or Long Answer Question. (Detailed answer) (From the syllabus of Unit-1)	10
10	Long Answer Question. (Detailed answer) Or Long Answer Question. (Detailed answer) (From the syllabus of Unit- 2)	10
11	Long Answer Question. (Detailed answer) Or Long Answer Question. (Detailed answer) (From the syllabus of Unit-3)	10
12	Long Answer Question. (Detailed answer) Or Long Answer Question. (Detailed answer) (From the syllabus of Unit- 4)	10

13. Evaluation:**Theory:** Internal assessment:

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are:

One Test	15 Marks
Seminar / Quiz	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	30 Marks

Attendance shall be taken as a component of continuous assessment, although the students should have minimum 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

Evaluation of theory paper for 70 Marks : All university examination theory papers shall be evaluated by single evaluator appointed by the university from the panel of external examiners.

Practicum Internal evaluation: The internal assessment shall be done for 30 marks in each practicum. If more than one event/game is present under the same practicum, each event/game shall be evaluated separately for 30 marks by the concerned teacher dealt the event/ game. The average of the awarded marks of all the teachers shall be taken.

Practicum External evaluation: The External assessment shall be done for 70 marks in each practicum. If more than one event/game is present under the same practicum, each event/game shall be evaluated separately for 70 marks by the external examiner nominated by the university. The average of the awarded marks of all the events/games of that practicum shall be for 70 marks.

14. Minimum Passing Standard:

The minimum passing standard for CIA (Continuous Internal Assessment) and External Examinations shall be 40%, i.e., 12 marks out of 30 marks and 28 marks out of 70 marks respectively for theory courses. The minimum passing for both CIA & external examination shall be 50%, i.e. 15 marks out of 30 marks and 35 marks out of 70 marks for the practical courses.

15. Grading:

Once the marks of the CIA (Continues Internal Assessment) and SEA (Semester End Assessment) for each of the courses are available, both (CIA and SEA) will be added. The marks thus obtained for each of the courses will then be graded as per details provided in the example under the heading letter grades and grade points(19). From the first semester onwards, the average performance within any semester is indicated by Semester Grade Point Average (SGPA) while continuous performance (including the performance of the previous semesters also) starting from the first semester is indicated by Cumulative Grade Point. Average (CGPA).

Grading is calculated by adopting the following formula:

$$\text{Semester Grade points average (SGPA)} = \frac{\sum C_i G_i}{\sum C_i}$$

$$\text{Cumulative Grade points average (CGPA)} = \frac{\sum \sum C_i G_i}{\sum \sum C_i}$$

Where C_i is the Credits earned for each individual course (either theory paper or practicum) in any semester; G_i is the Grade point obtained by the student for each individual course (either theory paper or practicum). Thus CGPA is average of SGPA of all the semesters starting from the first semester to the current semester. At the end of each semester, the CGPA can be computed.

16. Classification of Final Results:

For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Physical Education in the First class / Second class / Pass class or First class with Distinction, the marks and the corresponding CGPA earned by the candidate in Core Courses will be the criterion. It is further provided that the candidate should have scored the First / Second Class separately in both the grand total and end Semester (External) examinations.

17. Award of the B.P.Ed. Degree:

A candidate shall be eligible for the award of the degree of the B.P.Ed. only if he/she has earned the minimum required credit including Bonus Credits of the programme prescribed above.

18. Revaluation, Betterment and Reappearance

Within three years from the commencement of the course.

19. Letter Grades and Grade Points:

- i. Absolute grading system is adopted for awarding grades in a course. The marks are converted to grades based on pre-determined class intervals.
- ii. The grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:

Percentage	Grade Point	Letter Grade	Description	Classification of final result
85 & above	8.5-10.0	0	Outstanding	First class with Distinction
70-84.99	7.0-8.49	A+	Excellent	
60-69.99	6.0-6.99	A	Very Good	First Class
55-59.99	5.5-5.99	B+	Good	Higher Second Class
50-54.99	5.0-5.49	B	Above Average	Second Class
40-49.99	4.0-4.99	C	Average	Pass Class
Below 40	0.0	F	Fail / Dropped	Dropped
	0	AB	Absent	

Grading is calculated by adopting the following formula:

$$\text{Semester Grade points average (SGPA)} = \frac{\sum C_i G_i}{\sum C_i}$$

$$\text{Cumulative Grade points average (CGPA)} = \frac{\sum \sum C_i G_i}{\sum \sum C_i}$$

Where C_i is the Credits earned for each individual course (either theory paper or practicum) in any semester; G_i is the Grade point obtained by the student for each individual course (either theory paper or practicum). Thus CGPA is average of SGPA of all the semesters starting from the first semester to the current semester. At the end of each semester, the CGPA can be computed.

20. Grade Point Calculation (Example) :

Calculation of **Semester Grade Point Average (SGPA)** and **Credit Grade Point (CGP)** and declaration of class for B. P. Ed., Programme.

The credit grade points are to be calculated on the following basis:

Calculation of credit grade point of each course (Example: Theory paper BP-101)

Marks obtained by Student in BP-101 = 65/100

Percentage of marks = 65%

Grade from the conversion table is = A

Grade Point = 6.5

The Course Credits = 04

Credits Grade Point of theory paper BP-101(CGP) = 6.5 x 04 = 26

The semester grade point average (SGPA) will be calculated as a weighted average of all the grade point of the semester courses.

$$(\text{SGPA}) = \frac{\text{Sum of grade points of all eight courses of the semester}}{\text{Total credit of the semester}}$$

SEMESTER - I

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
BP-101	4	65	A	6.5	26.0
BP-102	4	60	A	6	24.0
BP-103	4	62	A	6.2	24.8
BP-104 / BP-105	4	57	B+	5.7	22.8
BP-106	4	55	B+	5.5	22.0
BP-107	4	72	A+	7.2	28.8
BP-108	4	66	A	6.6	26.4
BP-109	4	72	A+	7.2	28.8
	32				203.6

$$\text{Semester Grade points average (SGPA)} = \frac{203.6}{32} = 6.3625$$

SEMESTER GRADE POINT AVERAGE (SGPA) = = 203.6/32 = 6.3625

SGPA Sem. 1 = 6.3625

At the end of Semester-1

Total SGPA = 6.3625

Cumulative Grade Point Average (CGPA) = 6.3625/1 = 6.3625

CGPA = **6.3625**, Grade = A, Class = First Class

SEMESTER-II

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
BP-201	4	76	A+	7.6	30.4
BP-202	4	64	A	6.4	25.6
BP-203	4	59	B+	5.9	23.6
BP-204/ BP-205	4	80	A+	8	32.0
BP-206	4	49	C	4.9	19.6
BP-207	4	64	A	6.4	25.6
BP-208	4	55	B+	5.5	22.0
BP-209	4	72	A+	7.2	28.8
	32				207.6

$$\text{SGPA Sem II} = \frac{207.6}{32} = 6.4875$$

At the end of Semester-2

Total SGPA for two Semesters = 12.85

Cumulative Grade Point Average (CGPA) = 12.85/2 = 6.425

CGPA = 6.425, Grade = A, Class = First Class

SEMESTER-III

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
BP-301	4	64	A	6.4	25.6
BP-302	4	64	A	6.4	25.6
BP-303	4	59	B+	5.9	23.6
BP-304/ BP-305	4	81	A+	8.1	32.4
BP-306	4	49	C	4.9	19.6
BP-307	4	64	A	6.4	25.6
BP-308	4	68	A	6.8	27.2
BP-309	4	75	A+	7.5	30.0
	32				209.6

$$\text{SGPA Sem III} = \frac{209.6}{32} = 6.55$$

At the end of Semester-3

Total SGPA for three Semesters = 19.4

Cumulative Grade Point Average (CGPA) = $19.4/3 = 6.466667$

CGPA = 6.466667, Grade = A, Class = First Class

SEMESTER-IV

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
BP-401	4	83	A+	8.3	33.2
BP-402	4	76	A+	7.6	30.4
BP-403	4	59	B+	5.9	23.6
BP-404/ BP-405	4	81	A+	8.1	32.4
BP-406	4	49	C	4.9	19.6
BP-407	4	78	A+	7.8	31.2
BP-408	4	81	A+	8.1	32.4
BP-409	4	75	A+	7.5	30.0
	32				232.8

$$\text{SGPA Sem IV} = \frac{232.8}{32} = 7.275$$

At the end of Semester-4

Total SGPA for all the four semesters = 26.675

Cumulative Grade Point Average (CGPA) = $26.675 / 4 = 6.66875$

CGPA = 6.66875, Grade = A, Class = First Class

Note:

- 1) SGPA is calculated only if the candidate passes in all the courses i.e. get minimum C grade in all the courses.
- 2) CGPA is calculated only when the candidate passes in all the courses of all the previous and current semesters.
- 3) The cumulative grade point average will be calculated as the average of the SGPA of all the semesters continuously, as shown above.
- 4) For the award of the class, CGPA shall be calculated on the basis of (a) Marks of each Semester End Assessment And (b) Marks of each Semester Continuous Internal Assessment for each course. The

final class for B.P.Ed. degree shall be awarded on the basis of last CGPA (grade) considering all the four semester examinations.

21. Grievance Redressal Committee:

The college/department shall form a Grievance Redressal Committee for each course in each college/department with the course teacher / Principal / Director and the HOD of the faculty as the members. This Committee shall solve all grievances of the students.

Semester - I

Part-A : Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
BP-101	History, Principles and foundations of Physical Education	4	4	30	70	100
BP-102	Anatomy and Physiology	4	4	30	70	100
BP-103	Educational Technology and Methods of Teaching in Physical Education	4	4	30	70	100
Elective Course (Anyone)						
BP-104	Communication & Soft skills	4	4	30	70	100
BP-105	Olympic Movement					
Part-B : Practical Course						
BP-106	Track and Field (Running Events), *Gymnastics/*Swimming (* Any one)	6	4	30	70	100
BP-107	Football, Tennis, Throwball	6	4	30	70	100
BP-108	Badminton, Kho-Kho, Shooting	6	4	30	70	100
BP-109	Mass Demonstration Activities: Flag Hoisting, March past, Calisthenics, Lezium Dumb-bells, Kolatam, Aerobics Wands, Hoops, Pole Drill, Folk Songs & Patriotic Songs	6	4	30	70	100
Total		40	32	240	560	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course.

Semester-II

Part-A : Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
BP-201	Kinesiology and Biomechanics	4	4	30	70	100
BP-202	Health Education and Environmental Studies	4	4	30	70	100
BP-203	Measurement and Evaluation in Physical Education	4	4	30	70	100
Elective Course (Anyone)						
BP-204	Computer Applications in Physical Education	4	4	30	70	100
BP-205	Recreation and Leisure Management					
Part-B : Practical Course						
BP-206	Track and Field (Jumping Events) * Gymnastics/*Swimming (* Any one)	6	4	30	70	100
BP-207	Yoga, Ball Badminton, Kabaddi	6	4	30	70	100
BP-208	Hockey, Handball, Cricket	6	4	30	70	100
Part-C Teaching Practices						
BP-209	Teaching Practice (Class room and Outdoor) (4 internal and 1 External in class room and outdoor)	6	4	30	70	100
Total		40	32	240	560	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course.

Semester-III

Part-A : Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
BP-301	Sports Training	4	4	30	70	100
BP-302	Concepts of Wellness Management	4	4	30	70	100
BP-303	Sports Psychology and Sociology	4	4	30	70	100
Elective Course (Anyone)						
BP-304	Sports Medicine, Physiotherapy and Rehabilitation	4	4	30	70	100
BP-305	Curriculum Design					
Part-B : Practical Course						
BP-306	Track and Field (Throwing Events) * Gymnastics/*Swimming (* Any one)	6	4	30	70	100
BP-307	Karate / Judo / Fencing/ Tennikoit, Softball, Basketball	6	4	30	70	100
BP-308	Wrestling, Taekwondo, Boxing, Table Tennis, Volleyball	6	4	30	70	100
Part-C Teaching Practices						
BP-309	Teaching practice: Particular Lesson Plans for the games of I, II & III Semesters (out of 10 lessons 5 at practicing school & 4 internal and 1 external).	6	4	30	70	100
Total		40	32	240	560	800

Note: Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course.

Semester-IV

Part-A : Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
BP-401	Sports Management	4	4	30	70	100
BP-402	Concepts of Yoga	4	4	30	70	100
BP-403	Officiating and Coaching	4	4	30	70	100
Elective Course (Anyone)						
BP-404	Fitness Assessment and exercise prescription	4	4	30	70	100
BP-405	Research and Statistics in Physical Education					
Part-B : Practical Course						
BP-406	Athletics Specialization	6	4	30	70	100
BP-407	Game of Specialization: Football, Kabaddi, Badminton, Cricket, Hockey, Handball, Kho-Kho, Ball Badminton, Basketball, Volleyball, Softball, Tennis, Table Tennis (Any one of these)	6	4	30	70	100
Part-C Teaching Practices						
BP-408	Teaching Practice in Sports Specialization: coaching lesson Plan in Track and Field / Swimming /Gymnastics (Any one of these)	6	4	30	70	100
BP-409	Teaching practice in Game of specialization: Coaching lessons: Kabaddi/ Kho-kho/ Cricket/ Football/ Hockey/ softball/ Volleyball/ Handball/ Basketball/ Badminton/ Table-tennis/ Tennis / Throwball/Shooting/Yoga /Ball Badminton/Karate/Judo/ Fencing/Tennikoit/Boxing/Wrestling /Teakwando (Any one of the above games). Out of 10 lessons, 5 lessons at school and 4 internal and 1 external . (both particular and coaching lessons have to be included in the program. Each lesson is of 45 minutes duration.	6	4	30	70	100
Total		40	32	240	560	800
Grand Total for four semesters		160	128	960	2240	3200

Note: Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course.

SCHEME OF EXAMINATION**SEMESTER-I**

Paper Code	Internal	External	Total Marks
BP-101	30	70	100
BP-102	30	70	100
BP-103	30	70	100
BP-104/ BP-105	30	70	100
BP-106	30	70	100
BP-107	30	70	100
BP-108	30	70	100
BP-109	30	70	100
TOTAL	240	560	800

SEMESTER-II

Paper Code	Internal	External	Total Marks
BP-201	30	70	100
BP-202	30	70	100
BP-203	30	70	100
BP-204/ BP-205	30	70	100
BP-206	30	70	100
BP-207	30	70	100
BP-208	30	70	100
BP-209	30	70	100
TOTAL	240	560	800

SEMESTER-III

Paper Code	Internal	External	Total Marks
BP-301	30	70	100
BP-302	30	70	100
BP-303	30	70	100
BP-304/ BP-305	30	70	100
BP-306	30	70	100
BP-307	30	70	100
BP-308	30	70	100
BP-309	30	70	100
TOTAL	240	560	800

SEMESTER-IV

Paper Code	Internal	External	Total Marks
BP-401	30	70	100
BP-402	30	70	100
BP-403	30	70	100
BP-404/ BP-405	30	70	100
BP-406	30	70	100
BP-407	30	70	100
BP-408	30	70	100
BP-409	30	70	100
TOTAL	240	560	800

B.P.Ed. – Details of Syllabus**Semester-I - Theory****BP-101 HISTORY, PRINCIPLES AND FOUNDATIONS OF PHYSICAL EDUCATION****Unit-1 Introduction**

Meaning, Definition and Scope of Physical Education, Aims and Objectives of Physical Education, Importance of Physical Education in present era, Concepts and misconceptions about Physical Education, Relationship of Physical Education with General Education, Physical Education as Arts and Science.

Unit-2 Historical Development of Physical Education

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), Medieval Period (1000 AD - 1757 AD), British Period (Before 1947), Physical Education in India (After 1947), Physical Education in Greece, Germany, Sweden Contribution of Akhadas and Vyayamsalas, H.V.P.Mandals, Institutions / Bodies in Physical Educations and Sports: YMCA, LNIPE, NSNIS, IOA, AIU, SAI,SAF, SGF, PYKKA, RGKA, SAAP, Physical Education & Sports Universities.

Unit-3 Foundations of Physical Education

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

Unit-4 Principles of Physical Education

Biological : Growth and development, Gender Difference: Physical, Physiological & Anthropometric (Sheldon and Kretchmer). **Psychological**: Types of Learning, learning curve, Laws and principles of learning, Attitude, interest, cognition, emotions and sentiments. **Sociological** : Society and culture, Social acceptance and recognition, Leadership, Social integration and cohesiveness.

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- 1) Bucher, C.A. (n.d.) *Foundation of Physical Education*. St. Louis: The C.V. Mosby Co.
- 2) Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of Physical education.
- 3) Mohan, V. M. (1969). *Principles of physical education*. Delhi: Metropolitan Book Dep.
- 4) Nixon, E. E. & Cozen, F.W. (1969). *An introduction to Physical Education*. Philadelphia: W.B. Saunders Co.
- 5) Obertuffer, (1970). *Delbert Physical Education*. New York: Harper & Brothers Publisher.
- 6) Sharman, J.R. (1964). *Introduction to Physical Education*. New York:
- 7) A.S. Barnes & Co. William, J F. (1964). *The principles of Physical Education*. Philadelphia: W.B. Saunders Co.

BP-102 ANATOMY AND PHYSIOLOGY

- Unit-1** Meaning and Definition of Anatomy, Physiology and their importance in Physical Education. Structure, function and division of cell. **Tissues:** Functions and types. **Skeletal System :** Axial and Appendicular Skeletal system, Types of Bones and Joints.
- Unit-2** **Blood and circulatory system:** Constituents of blood and their functions, Blood groups, structure of the heart, circulation of blood: Pulmonary, Systemic and General circulation. Blood pressure. **Respiratory system:** Structure of respiratory system – Mechanism of Respiration (Internal and External). **Digestive system:** structure and functions of the digestive system, Process of Digestion. **Nervous system:** Organs of Nervous System, Structure and functions of Brain and Spinal cord.
- Unit-3** Structure, properties and functions of skeletal muscles. Role of Oxygen in Physical Training, Oxygen Debt, Second wind, Lung capacity, Vital capacity, Tidal Volume, Residual volume. **Endocrine system:** Functions of glands, Pituitary, Thyroid, Parathyroid, Adrenal and Pancreas.
- Unit-4** Effects of training on cardiovascular system, Effects of training on respiratory system, Effects of training on muscular system, Fatigue and performance in sports.

References:

- 1) Gupta, A.P. (2010). *Anatomy and Physiology*. Agra: Sumit Prakashan.
- 2) Gupta, M. and Gupta, M. C. (1980). *Body and Anatomical Science*. Delhi: Swaran Printing Press.
- 3) Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition. Philadelphia: W.B. Saunders.
- 4) Karpovich, P.Y. (n.d.). *Philosophy of muscular activity*. London: W.B. Saunders Co.
- 5) Lamb, G.S. (1982). *Essentials of exercise physiology*. Delhi: Surjeet Publication.
- 6) Moorthy, A. M. (2014). *Anatomy physiology and health education*. Karaikudi: Madalayam
- 7) Publications.
- 8) Morehouse, L.E. & Miller, J. (1967). *Physiology of exercise*. St. Louis: The c.y. Mosby Co.
- 9) Pearce, E.C. (1962). *Anatomy and physiology for nurses*. London: Faber & Faber Ltd.
- 10) Sharma, R.D. (1979). *Health and Physical Education*, Gupta Prakashan.
- 11) Singh, S. (1979). *Anatomy of physiology and Health Education*. Ropar: Jeet Publications.

BP-103 EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION

Unit-1 Introduction

Meaning and Definition of Education, Technology and Educational Technology, Objectives of Educational Technology and importance of Educational technology. Types of Education:- Formal, Informal and Non-Formal education, Educative Process, Devices and their importance in Teaching.

Unit-2 Teaching Techniques and teaching aids

Teaching Technique, Lecture method, Command method, Demonstration method, Imitation method, part method, whole method and whole part - whole method. Presentation Technique: Personal and technical preparation. Command: Meaning of command, types of command : Rhythmic and response command, uses of command in different situations. **Teaching Aids** : Meaning and Importance of teaching aids. Types of Teaching aids:- Audio, Visual, Audio - visual aids, Chalk board, Digital boards, Pin boards, Charts, Model, Slide projector, Motion picture. Team Teaching: Meaning, Principles and advantage of team teaching.

Unit-3 Tournaments:

Meaning of tournament and types of tournaments – Knock-out (Elimination), League (Round Robin), Knock-out cum league, League cum knock-out, Double league, Double knockout, Challenge. Method of drawing Fixtures: Seeding, Special Seeding. Rotation Method, Stair case method. Intramural and Extramural and their importance, Sports Day/ Play Day

Unit-4 Lesson Planning and Teaching Innovations

Lesson Planning: Meaning, Type, principles and lesson plan. General, particular / specific and coaching lesson plan. Micro Teaching: Meaning, Types and steps of micro teaching. Simulation Teaching: Meaning, Types and steps of simulation teaching.

References:

- 1) Bhardwaj, A. (2003). *New media of Educational Planning*. New Delhi: Sarup of Sons. Bhatia,& Bhatia (1959).
- 2) *The principles and methods of teaching*. New Delhi: Doaba House. Kochar, S.K. (1982).
- 3) *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- 4) Sampath, K.,Pannirselvam, A. & Santhanam, S. (1981). *Introduction to educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- 5) Walia, J.S. (I 999). *Principles and methods of education*. Jullandhar: Paul Publishers.
- 6) N.R.Swaroop Saxena, Dr.S.C. Oberoie, *Technology of teaching*, R.L. Book Depo, Meerut

BP-104 COMMUNICATION & SOFT SKILLS (ELECTIVE)

Unit – I Fundamental and Advanced Grammar:

Basic Sentence patterns, parts of speech, Articles, Prepositions, Tenses, Voice, Reported Speech Question Tags.

Unit – II Speaking Skills:

Meaning and Definition of communication, Self introduction, Greetings, invitations, permissions, suggestions, complaints, compliments, apologize, Thank you.

Unit – III Reading Skills, Vocabulary & Writing Skills:

Reading for main idea, Techniques of Skimming & Scanning Vocabulary – Phrasal Verbs , One Word substitutes, Synonyms & Antonyms

Letter Writing, Resume Writing, E-Mail Writing.

Unit – IV Soft Skills:

Non – Verbal Communication, Stress Management, Time Management, Positive Attitude, Interview Skills.

References :

Listening : 1. Jerney Harmer the Practice of English language teaching, longman 1983.

2. O' connor, Better English Pronunciation.

Speaking : 1. Board of Editors 2007 written & spoken communication in English Universities Press Hyderabad.

2. Madhavi Apte – 2007- A course of English communication, New Delhi Prenetic hall

Reading : 1. Hornby – A.S Oxford Advanced learners Dictionary of Current English (ELBS)

2. Central University, Pandicherry Developing reading Sills – Book I & II

Written English: 1. Freeman, Sarah, Written Communication in English Bombay : Orient Longman 1977.

Green .D.Contemporary English grammar Structure & Composition Macmillan.

Narayan Swamy V.R. Strengthen your Writing. Madras. Orient longman 1984.

BP-105 OLYMPIC MOVEMENT (ELECTIVE)

Unit-1 Origin of Olympic Movement

Aims 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-2 Modern Olympic Games

Significance of Olympic Ideals, Olympic Rings, Olympic Flag, Olympic Protocol for member countries, Olympic Code of Ethics, Olympism in action, Sports for all.

Unit-3 Different Olympic Games

Para Olympic Games, Summer Olympics, Winter Olympics, Youth Olympic Games.

Unit-4 Committees of Olympic Games

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.

References:

- 1) Osborne, M.P. (2004). *Magictree house fact tracker: ancient greece and the olympics: a non-fiction companion to magic tree house: hour of the Olympics*. New York: Random House Books for Young Readers.
- 2) Burbank, J.M., Andranovich, G.D. & Heying Boulder, C.H. (2001). *Olympic dreams: the impact of mega-events on local politics*: Lynne Rienner
- 3) *The Olympic Movement*, IOC, Laurantne, Switzerland
- 4) *Sports Administration Manual* – 2001 IOC – Editor in Chief Roger Jackson
2001 IOC – University Calgary

Semester-II - Theory**BP-201 KINESIOLOGY AND BIOMECHANICS****Unit-1 Introduction to Kinesiology and Sports Biomechanics**

Meaning and Definition of Kinesiology and Sports Biomechanics, Importance of Kinesiology and Sports Biomechanics in Physical Education and Sports, , Terminology of Fundamental Movements, Planes and Axes , Gravity, Base, Centre of Gravity, Equilibrium, Line of Gravity.

Unit-2 Fundamentals Concept of Anatomy and Physiology

Definition of Joints, Structure and functional classification of joints and muscles. Types of Muscle Contractions, Posture: Meaning, Types and Importance of good posture. Fundamental concepts: Angle of Pull, All or None Law, Reciprocal Innervations.

Unit-3 Mechanical Concepts

Force: Meaning, definition, types and its application in sports. Lever: Meaning, definition, types and its application in sports. Newton's Laws of Motion and their application in sports. Projectile: Factors influencing projectile trajectory.

Unit-4 Kinematics and Kinetics of Human Movement

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

References:

- 1) Bunn, J.W. (1972). *Scientific principles of coaching*. Englewood Cliffs, N.J.: Prentice Hall Inc.
- 2) Hay, J.G. & Reid, J.G. (1982). *The anatomical and mechanical basis of human motion*. Englewood Cliffs, N.J.: Prentice Hall Inc.
- 3) Hay, J.G. & Reid, J. G. (1988). *Anatomy, mechanics and human motion*. Englewood Cliffs, N.J.: Prentice Hall Inc.
- 4) Hay, J.G. (1970). *The Biomechanics of Sports Techniques*. Englewood Cliffs, N.J.: Prentice
- 5) Hall, Inc.Simonian, C. (1911). *Fundamentals of sport biomechanics*. Englewood Cliffs, N.J.: PrenticeHall Inc.
- 6) Geofray *Mechanics in Sports*.

BP-202 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

Unit-1 Health Education

Definition of Health, Health Education. Aims, objectives and Principles of Health Education. Concepts of health: Biomedical , ecological and holistic concepts. Dimensions of Health: physical, mental and social dimensions. Factors effecting Health, School Health Programme : Health Instructions, Health Supervision, Health Service. Balanced diet, constituents of balanced diet.

Unit-2 Health Problems in India

Communicable diseases: Chickenpox, Measles, Mumps, Influenza, Whooping cough, Typhoid, Malaria, Aids. **Non-Communicable Diseases:** Obesity, Hypertension, Stroke, Diabetes. Malnutrition. **Other problems:** Explosive Population, Personal and Environmental Hygiene for schools, Nutritional service, Health appraisal, Health record, Healthful school environment, first-aid and emergency care.

Unit-3 Environmental Science

Definition, Scope, Need and Importance of environmental studies, Concept of environmental education, Historical background of environmental education, Celebration of various days in relation with environment, Pollution of Plastic bags / covers, Role of school in environmental conservation and sustainable development.

Unit-4 Natural Resources and related environmental issues:

Water resources, food resources and Land resources, Definition, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution, Role of pollution control board.

References:

- 1) Agrawal, K.C. (2001). *Environmental Biology*. Bikaner: Nidhi publishers Ltd.Frank,
- 2) H. & Walter, H., (1976). *Turners School Health Education*. Saint Louis: The C.Y. Mosby Company.
- 3) Nemir, A. (n.d.). *The school health education*. New York: Harber and Brothers.
- 4) Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co.
- 5) Park.k., (2003), *Preventive & social medicine*. Benarsidas banot, India.

BP-203 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**Unit-1 Introduction to Test, Measurement Evaluation**

Meaning of Test, Measurement & Evaluation in Physical Education, Need & Importance of Test, Measurement & Evaluation in Physical Education, Principles of Evaluation, Criteria of good Test.

Unit-2 Classification and Administration of test

Classification of Tests, Administration of test: Pre, During and post test, Methods of Scoring test.

Unit-3 Physical Fitness Tests

AAHPER youth fitness test, JCR test, Cooper's 12 minute run/ walk test, Harward Step test, Indiana Motor Fitness Test, Barrow motor ability test.

Unit-4 Sports Skill Tests

Lockhart and McPherson badminton test, Johnson basketball test, McDonald soccer test, Russell - Lange Volleyball test, Schmithals French Field Hockey test

References:

- 1) Bangsbo. J. (1994). *Fitness training in football: A Scientific Approach*. Bagsvaerd, Denmark: Ho+Storm.
- 2) Barron, H.M., & Mchee, R. (1997). *A practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
- 3) Barron, H.M. & Mchee, R. (1997). *A Practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
- 4) Kansal, O.K. (1996). *Test and measurement in sports and physical education*. New Delhi: D.V.S. Publications.
- 5) Mahtews, D.K. (1973). *Measurement in Physical Education*, Philadelphia: W .B. Saunders Company.
- 6) Pheasant, S. (1996). *Body space: anthropometry, ergonomics and design of work*. Taylor & Francis, New York.
- 7) Phillips, O.A., & Homak, J.E. (1979). *Measurement and evaluation in Physical Education*. New York: John Willey and Sons.
- 8) Sodhi, H.S., & Sidhu, L.S. (1984). *Physique and selection of sports- a kinanthropometric study*. Patiala: Punjab Publishing House.
- 9) Harison.H Clarke : *Application of Measurements to health & Physical Education*
- 10) Donald Mathews : *Measurements Programme in Physical Education*

BP-204 COMPUTER APPLICATIONS IN PHYSICAL EDUCATION (ELECTIVE)**Unit-1 Introduction to Computer**

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

Unit-2 MS Word

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

Unit-3 MS Excel

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

Unit-4 MS Power Point

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

References:

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

BP-205 RECREATION AND LEISURE MANAGEMENT (ELECTIVE)**Unit-1 Basics of Recreation**

Meaning, Definition of Recreation and Leisure Management, Importance, Values of Recreation, Principles of Recreation. Fundamental modes of Recreation, qualities and qualifications of Recreation Leader.

Unit-2 Recreation and Play

Theories of Recreation, Theories of Play, Therapeutic Recreation, Therapeutic use of activity, Recreation for the life, Role of recreation and leisure on the human development.

Unit-3 Programme and Methods

Factors that determine the programme, Types of recreational activities: Indoor, Outdoor games, Music, Dance, Picnic and Excursions.

Unit-4 Recreational Agencies

Organisation and Administration of Recreational agencies, Individual and Home agencies, Government Agencies, Voluntary Agencies, Private Agencies, Commercial Agencies, Modern trends in recreation and Leisure Management, Issues related to Recreation and Leisure Management.

References:

- 1) Mull. R. Bayless, K. *Recreational Sports Management*. Champaign : Human Kinetics.
- 2) Hoffman, R. & Collingwood, T. **Fit for duty**. Champaign: Human Kinetics.
- 3) Leith, L.M. *Exercise your way to better mental health*. New Delhi: Friends Publication.
- 4) Bucher, & Wuest. *Foundations of Physical Education & Sports*. B.I. Publications.
- 5) Smith, R. & Austin, D. *Inclusive & Special recreation: Opportunities for persons with disabilities*, Champaign: Human Kinetics.
- 6) Russel, R. *Leadership in recreation*. Mc Graw hill.
- 7) Butmer, G.D. *Introduction to Community recreation*
- 8) Jacks .L.P. *Education through Recreation*
- 9) Nash, J.B. *Philosophy of Recreation*
- 10) Fitzgerald –*Community Organisation for Recreation*

Semester-III - Theory**BP-301 SPORTS TRAINING****Unit-1 Introduction to Sports Training**

Meaning and Definition of Sports Training, Aims and Objective of Sports Training, Principles of Sports Training. **Methods of Sports Training:** Continuous training, Interval training, Repetition training, Fartlek training, Resistance training, Circuit training, Plyometric training. Warm-up and warm-down, **Athletic diet:** Pre competition, during competition and post competition.

Unit-2 Training Components

Strength: Meaning and Definition, Methods of Strength Development. **Speed:** Meaning and Definition, Methods of Speed Development. **Endurance:** Meaning and Definition, Methods of Endurance Development. **Coordination:** Meaning and Definition, Methods of coordination Development. **Flexibility:** Meaning and Definition, Methods of Flexibility Development.

Unit-3 Training Process

Load: Definition and Types of Load. Principles of Intensity and Volume of stimulus. Technical Training: Meaning and Methods of Technical Training. Tactical Training: Meaning and Methods of Tactical Training

Unit-4 Training program and planning

Periodization: Meaning and types of Periodization. Aims and Content of Periods: Preparatory, Competition, Transitional. **Planning:** Training session, Talent Identification and Development

References:

- 1) Dick, W. F. (1980). *Sports training principles*. London: Lepus Books.
- 2) Harre, D.(1982). *Principles of sports training*. Berlin: Sporulated.
- 3) Jensen, R.C.& Fisher, A.G. (1979). *Scientific basis of athletic conditioning*. Philadelphia: Lea and Fibiger, 2ndEdn.
- 4) Srinivas M.V. & K.R.S. Reddy, (2014) Science of sports training, Swasthik Publication, New Delhi.
- 5) Matvyew, L.P. (1981). *Fundamental of sports training*. Moscow: Progress Publishers.
- 6) Singh, H. (1984). *Sports Training, General Theory”, and methods*. Patiala: NSNIS.
- 7) Uppal, A.K. (1999). *Sports Training*. New Delhi, Friends Publication.

BP-302 CONCEPTS OF WELLNESS MANAGEMENT

Unit-1 WELLNESS

Definition and scope of wellness- Wellness continuum and health - Dimensions of wellness - Physical Wellness - Emotional Wellness - Social Wellness - Spiritual wellness - Intellectual wellness and Environmental wellness.

Unit-2 EXERCISE AND WELLNESS

Physical wellness, exercise and functional physical health of different systems of human body, lifestyle diseases in relation to inactivity, Nutrition and exercise to physical wellness.

Unit-3 STRESS MANAGEMENT

Stress : Definition of Stress, Stress and Emotional health, Stress and physical health- Mechanism of stress and related degenerative diseases- Inter dependence of Spiritual wellness, Social wellness and Emotional wellness- Stress management techniques.

Unit-4 FITNESS AND BODY COMPOSITION

Health fitness components, body composition, muscular endurance, strength, Cardio vascular fitness and flexibility, importance of cardio respiratory endurance .Obesity and health risk factors, childhood obesity and problems. Body composition indicators and measurements

References:

- 1) *Wellness Workbook*: How to achieve enduring health and vitality, John W Travis and Regina S Ryan, Crown publishing, New York.
- 2) *The Soul of Wellness*: 12 holistic principles for achieving a healthy body, mind, heart and spirit, Rajiv Parti, Select book incorporation, New York.
- 3) *Wellness coaching for lasting Lifestyle change*, Michael Arloski, Whole person associates, Duluth, USA.
- 4) *Staying Healthy with Nutrition*: The complete guide to Diet and Nutritional medicine, Elson M Has,.
- 5) Charles B.Corbin etal: *concept of fitness and wellness* megraw hills.inc St lauis Bangkok 3rd 2000 U.S.A

BP-303 SPORTS PSYCHOLOGY AND SOCIOLOGY

Unit-1 Introduction

Meaning, Definition, Importance and scope of Sports Psychology. Characteristics of Various Stages of growth and development. Individual differences. Heredity and environment. Dynamics of Human behaviour, Play and theories of Play.

Unit-2 Learning , Personality, Motivation,

Learning: Theories of learning, Transfer of Learning. **Personality:** Meaning and definition of personality, characteristics of personality, Dimension of personality, Personality and Sports performance. **Motivation:** Meaning, Definition and importance of Motivation. Types of Motivation : Intrinsic & Extrinsic, Motivation techniques and their impact on sports performance. Aggression, Anxiety and their effects on Sports performance. Mental Preparation Strategies: Attention, focus, Self- talk, Relaxation, Imaginary.

Unit-3 Relation between Social Sciences & Physical Education

Meaning, Definition and Importance of Sociology, Orthodoxy, customs, Tradition and Physical Education. Festivals and Physical Education, Socialization through Physical Education, Social group, Primary group and Remote group.

Unit-4 Culture

Meaning and Importance of culture, features of culture, effects of culture on people life style. Different methods of studying : Observation / Inspection method, Questionnaire method and Interview method.

References:

- 1) Ball, D. W. & Loy, J.W. (1975). *Sport and social order; Contribution to the sociology of sport*. London: Addison Wesley Publishing Co., Inc.
- 2) Blair, J.& Simpson, R.(1962). *Educational Psychology*, New York: McMillan Co.
- 3) Cratty, B.J.(1968). *Psychology and Physical Activity*. Eaglewood Cliffs. Prentice Hall.
- 4) Kamlesh, M.L. (1998). *Psychology In physical Education and Sport*. New Delhi: Metropolitan Book Co.
- 5) Loy, J.W., Kenyon, G.S. & McPherson, B.D. (1978). *Sport and social system*. London: Addison Wesley Publishing Company Inc.
- 6) Loy, J.W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*. Philadelphia: Lea & Febigero
- 7) Mathur, S.S. (1962). *Educational Psychology. Agra. Vinod Pustak Mandir*.
- 8) Skinnner, C.E, (1984). *Education Psychology*. New Delhi: Prentice Hall of India.
- 9) William, F.O. & Meyer, F.N. (1979). *A handbook of sociology*. New Delhi: Eurasia Publishing House Pvt Ltd.
- 10) R.Jain : *Sports Sociology* – Khel Sahitya Kendra, Delhi.

BP-304 SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION (ELECTIVE)**Unit-1 Sports Medicine**

Meaning, Definition, and Importance of Sports Medicine. Role of Physical Education Teachers and Coaches in Athletes Care and Rehabilitation. Common sports injuries and their prevention. **First Aid:** Definition of First Aid, **DRABC** formula (Danger, Response, Airways, Breathing and Circulation), **Artificial respiration technique:** Mouth to mouth, Mouth to nose respiration, CPR (Cardio Pulmonary Resuscitation). **Treatments:** Laceration, Blisters, Contusion, Strain, Sprain, Fracture, Dislocation and Cramps. **Bandages :** Types of Bandages, Taping and supports.

Unit-2 Physiotherapy

Definition: Guiding principles of physiotherapy, Importance of physiotherapy. **Treatment Modalities:** Electrotherapy, infrared rays, Ultraviolet rays, short wave diathermy, ultra sound.

Unit-3 Hydrotherapy and Massage

Hydrotherapy: Meaning and Methods, Cryotherapy, Thermo therapy, Contrast Bath, Whirlpool Bath, Steam Bath, Sauna Bath, Hot Water Fomentation. **Massage:** Meaning and importance of massage, Indications and contraindications of massage. Types of Manipulation, Physiological effects of Massage.

Unit-4 Therapeutic Exercise

Definition, Principles and Importance of Therapeutic Exercises. **Classification of Therapeutic exercise:** Passive Movements (Relaxed, Forced and passive stretching). active movements (concentric, Eccentric and static). Free Mobility Exercise for Shoulder, Wrist, Fingers, Hip, Ankle, Foot joints and Neck exercises.

References:

- 1) Christine, M.D., (1999). *Physiology of sports and Exercise*. USA: Human Kinetics.
- 2) Conley, M. (2000). *Bioenergetics of exercise training*. In T.R. Baechle, & R.W. Earle, (Eds.),
- 3) *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.
- 4) David, R.M. (2005). *Drugs in sports*, (4th Ed). Routledge Taylor and Francis Group.
- 5) Hunter, M. D. (1979). *A dictionary for Physical Educators*. In H. M. Borrow & R. McGee, (Eds.),
- 6) *A Practical approach to measurement in Physical Education* (pp.573-74). Philadelphia: Lea & Febiger.
- 7) Jeyaprakash, C. S., *Sports Medicine*, J.P. Brothers Pub., New Delhi, 2003.
- 8) Khanna, G.L., (1990). *Exercise physiology & sports medicine*. Delhi: Lucky Enterprises. Mathew, D.K. & Fox,
- 9) E.L., (1971). **Physiological basis of physical education and athletics**. Philadelphia: W.B. Saunders Co.
- 10) Pandey, P.K. (1987). *Outline of Sports Medicine*, New Delhi: J.P. Brothers Pub.
- 11) Williams, J.G.P. (1962). *Sports medicine*. London: Edward Arnold Ltd.
- 12) Gareth Jones, Edwillson, Markers Hardy, (2010) U.K. *The BMA Guide to Sports Injuries*, Dorling Kindersley Limited, London WCZR ORL
- 13) William E. Garret Jr Donald T.Kirkendall Debarah 10 Squire *“Principles of Practice of Primary care Sports Medicine”* – Williams of Wilking Publishers.

BP-305 CURRICULUM DESIGN (ELECTIVE)**Unit-1 Modern concept of the curriculum**

Meaning, Need, importance and development of Curriculum. Role of the teacher in curriculum development. Factors affecting curriculum: Social factors, Personnel qualifications, Climatic consideration, Equipment and facilities, Time suitability. National and Professional policies.

Unit-2 Basic Guidelines for curriculum construction

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

Unit-3 Curriculum: Old and new concepts, Mechanics of curriculum planning

Basic principles of curriculum construction, Meaning, Importance and factors effecting the curriculum design. Curriculum design according to the needs of the students, state and national level policies.

Unit-4 Preparation of Under Graduate for Profession

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.

References:

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

Semester-IV - Theory**BP-401 SPORTS MANAGEMENT****Unit-1 Concept of Management**

Meaning, Definition, Scope, concept and importance of Sports Management.
Functions of management: Planning, organising, staffing, directing and controlling.

Unit-2 Leadership

Meaning , Definition & Elements of Good leadership. Leadership styles, methods.
Forms of Leadership: Autocratic, Laissez-faire, Democratic, Benevolent and Dictator.
 Qualities of administrative leader, Preparation of administrative leader & Effects of Good Leadership on Organizational performance.

Unit-3 Financial Management

Financial management in Physical Education & sports in schools, Colleges and Universities. Criteria of good budget, Steps of Budget making. Model budget for a school. Procedures for purchases and constructions. Records and Registers.

Unit-4 Sports Management

Sports Management in Schools, colleges and Universities. Planning, Directing and Controlling school, college and university sports programmes. Factors effecting the planning. Developing performance standards, Establishing a reporting system, Evaluation, reward and punishment system. **Event management:** Organisation of major sports event.

References:

- 1) Ashton, D. *Administration of Physical Education for women*. New York: The Ronald Press Co. (1968).
- 2) Bucher, C.A. *Administration of physical education and athletic programme*. 7th Edition, St. Louis: The C.V. Mosby Co.
- 3) Daughtrey, G. & Woods, J.B. *Physical education and intramural programmes, organisation and administration*. Philadelphia U.S.A. : W.B. Saunders Co. (1976).
- 4) Earl, F.Z., & Gary, W.B.. *Management Competency Development in Sports and Physical Education*. Philadelphia: W. Lea and Febiger. (1963)

BP-402 CONCEPTS OF YOGA

Unit-1 Introduction

Meaning , Definition & Scope of Yoga, Aims, Objectives and functions of Yoga, Yoga practices in Upanishads and yoga sutra, Modern Trends in Yoga, Place and importance of Yoga in Physical Education and Sports.

Unit-2 Early Yoga Practices

Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi. Streams of Yoga Practices: Hatha Yoga, Karma Yoga, Bhakti Yoga, Raja Yoga, Jnana Yoga.

Unit-3 Basic Yogic Methods

Asana: Classification of Asanas, Sitting, Standing, Lying, Inverted asanas. Benefits of Asanas : Effects of Asanas on general health. Pranayama: Importance & impact on Muscular, Cardio Respiratory and Nervous System. Relaxation and meditation: Importance & impact on body at work and body at rest.. Bandhas: Jalandhara, Mula, Udyana. Mudras: Chin,Yoga,Aswini, Anjali, Brahma Mudra. Kriyas: Neti ,Nauli, Kapalabhati, Trataka, Dhauthi, Bhastrika.

Unit-4 Yoga Education

Yoga Education for Youth Empowerment and human resource development. Difference between yogic practices and physical exercises, Yoga education centers in India and abroad, Competitions in Yoga asanas.

References:

- 1) Brown, F.Y.(2000). *How to use yoga*. Delhi: Sports Publication.
- 2) Gharote, M. L. & Ganguly, H. (1988). *Teaching methods for yogic practices*. Lonawala: Kaixydamoe.
- 3) Rajjan, S.M. (1985). *Yoga strengthening of relaxation for sports man*. New Delhi: Allied Publishers.
- 4) Shankar,G. (1998). *Holistic approach of yoga*. New Delhi: Aditya Publishers.
- 5) Shekar, K.C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.
- 6) Satya Murty,K, *Elements of Yoga*, Vedadri Brahma Gnana Kendra, Pedakakani, Guntur, India,(2015)

BP-403 OFFICIATING AND COACHING

Unit-1 Introduction of Officiating and coaching

Definition of officiating and coaching, Importance and principles of officiating, Relationship of official and coach with management, players and spectators, Measures of improving the standards of officiating and coaching.

Unit-2 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 coach in competition and coaching.

Unit-3 Duties of Official

Duties of official in general, pre, during and post game in (Hockey, Football, Handball, Volleyball, Basketball, Table Tennis, Kabaddi, Kho-Kho, Throwball, Tennis, Badminton, Ball Badminton, Cricket, Softball and Tennikoit). Philosophy of officiating, Mechanism of officiating, position, Signals and movement, Ethics of officiating.

Unit-4 Qualities and Qualifications of Coach and Official

Qualities and qualifications of good coach and good official, Layout of courts / fields and Rules of games, Layout of standard Track & Field and Rules, Eligibility rules of intercollegiate and inter-university tournaments.

References:

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

BP-404 FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION (ELECTIVE)

- Unit-1** Preliminary Health Screening and Risk Classification-Preliminary Health Evaluation-Testing Blood Pressure, Heart Rate, Principles of Assessment, Prescription and Exercise Program Adherence, Physical Fitness testing, Basic principles of Exercise program Design.
- Unit-2** Assessment of Cardio respiratory fitness and Designing Cardio respiratory exercise programs. Exercise Prescription, guidelines and procedures, Maximal Exercise, Test Protocols, Sub maximal Exercise Test protocols, Field tests for assessing aerobic fitness, Exercise testing for children, Exercise Prescription, aerobic training methods.
- Unit-3** Assessment of strength and muscular endurance, strength and muscular endurance testing, Designing resistance training programs, types of resistance training, developing resistance training programs, Muscular misconceptions on resistance training, Assessing Flexibility and Designing stretching programs, Basics of flexibility, assessment of flexibility, designing flexibility programs, designing low back care exercise programs.
- Unit-4** Assessment of Body Composition, Classification and uses of body composition, measures of body composition, Laboratory methods for assessing body composition, Field methods for assessing body composition, Designing weight management and body composition programs, Obesity: Types and causes, overweight and Underweight, Weight management principles and practices, well balanced nutrition, Designing weight loss programs, Designing weight gain programs, Designing programs to improve Body composition.

References:

- 1) *Advanced Fitness assessment and Exercise Prescription*, Vivian Heyward, Human Kinetics Publishing, USA.
- 2) *Applied Body composition assessment*, Vivian Heyward, Human Kinetics, USA.
- 3) *Fitness professional's handbook*, Edward T Howley and Don Franks, Human Kinetics, USA.
- 4) *Health Fitness instructors handbook*, Edward T Howley, Human Kinetics, USA.

BP-405 RESEARCH AND STATISTICS IN PHYSICAL EDUCATION (ELECTIVE)**Unit-1 Introduction to Research**

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

Unit-2 Methods of Research

Various methods of Research, Need for surveying related literature, Literature Sources, Research Proposal.

Unit-3 Basics in Statistics

Statistics: Meaning, Definition, Nature, Importance and its Types. Raw Score: Grouped Data, Un Grouped Data. Grouped Data: Discrete and Continuous Series. Construction of frequency Table: Class Intervals, Class Distribution. Normal Probability curve, Skewness and kurtosis. Graphical Presentation: Histogram, Bar Diagram, Frequency Polygon, Ogive curve, Pie Diagram.

Unit-4 Statistical Methods in Physical Education and Sports

Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data. **Measures of Variability:** Meaning, importance. Computing Range, Mean Deviation, Quartile Deviation, Deciles, Percentile and Standard Deviation. **Co-relation:** Computing Karl Pearson Product Moment Co-relation and Karl Spearman Rank Order co-relation.

References:

- 1) Best, J.W. (1963). *Research in Education*. U.S.A.: Prentice Hall.
- 2) Bompa, T.O. & Haff, G.G. (2009). *Periodization: theory and methodology of training*. 5th ed. Champaign, IL: Human Kinetics.
- 3) Brown, L.E., & Ferrigno, V.A. (2005). *Training for speed, agility and quickness*, 2nd ed. Champaign, IL: Human Kinetics.
- 4) 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: Human Kinetics.
- 5) Carl, E. K., & Daniel, D.A. (1969). *Modern principles of athletes training*. St. Louis: St. Louis's Mosby Company.
- 6) Clark, H. H., & Clark, D.H. (1975). *Research process in Physical Education*. Englewood cliffs, New Jersey: Prentice Hall, Inc.
- 7) Garrett, H.E. (1981). *Statistics in psychology and Education*. New York: Vakils Feffer and Simon Ltd.
- 8) Oyster, C. K., Hanten, W. P., & Llorens, L. (1987). *Introduction to research: A guide for the Health Science Professional*. London: .B. Lippincott Company.
- 9) Thomas, J.R., & Nelson J.K. (2005). *Research method In Physical Activity*. U.S.A: Champaign, IL: Human Kinetics Books.
- 10) Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
- 11) Uppal, A.K. (1990). *Physical fitness: how to develop*. New Delhi: Friends Publication.
- 12) Verma, J.P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

Semester-I -Practicum : BP-106

Track & Field – Running Events

Layout of Track

Technique and Rules of Sprints, Middle distance, Long distance, Relays and Hurdles

Specific Exercises and drills for Track Events

Gymnastics / Swimming (Any one)-

Gymnastics: Floor exercises (Boys & Girls) Horizontal bar – (Boys), Balancing Beam (Girls)

Swimming: Skills & rules of swimming – Free style (50Mt & 100Mt) (Boys & Girls)

Semester-I -Practicum : BP-107

Football, Tennis, Throwball

Layout of Courts / Fields ,Skills, rules & Lead-up Games

Semester-I -Practicum : BP-108

Badminton, Kho-Kho, Shooting

Layout of Courts / Fields/Range ,Skills, rules & Lead-up Games

Semester-I -Practicum : BP-109

Mass Demonstration activities:

Flag Hoisting, March-past, Calisthenics, Lezium, Dumb-bells, Kolatam, Aerobics, Wands, Hoops, Pole Drill, Folk Songs & Patriotic Songs.

Semester-II -Practicum : BP-206

Track & Field – Jumping Events

Marking of field events and rules of Jumps

Techniques and Rules of Long Jump, High Jump, Triple Jump, Pole vault

Specific Exercise and Drills

Gymnastics /Swimming (Any one)

Gymnastics: Vaulting horse (Boys &Girls) Pyramids – (Boys & Girls)

Swimming: Skills & rules of swimming – Breast Stroke (50Mts & 100Mts) for (Boys & Girls)

Semester-II -Practicum : BP-207

Yoga, Ball Badminton and Kabaddi

Layout of Courts, Skills, rules & Lead-up Games

Semester-II -Practicum : BP-208

Hockey, Handball, Cricket

Layout of Courts / Fields, Skills, rules & Lead-up Games

Semester-II - Teaching Practice BP-209

Teaching Practice - General : Lesson Plans of 45 Minutes duration each (Total 10 lessons).

Class Room teaching: (Four Internal and one External) in any of the theory subjects of 1st and 2nd semesters.

Outdoor teaching: (Four Internal and One External) from any of the activity from BP-109

Semester-III -Practicum : BP-306

Track & Field – Throwing Events

Marking of Throwing sectors and rules of Throws

Techniques and Rules of Discus, Shot-put, Javelin & Hammer,
Specific Exercises and drills.

Gymnastics/ Swimming (Any one)

Gymnastics: Parallel bars & roman rings (Boys), Gymnastics Positions & Rhythmic Gymnastics (Girls)

Swimming: Skills & rules of swimming – Butter Fly (50Mt) (Boys & Girls)

Semester-III -Practicum : BP-307

Karate / Judo / Fencing /Tennikoit.

Softball, Basketball

Layout of Courts, Skills, rules & Lead-up Games

Semester-III -Practicum : BP-308

Wrestling / Taekwondo/ Boxing

Table Tennis, Volley Ball

Layout of Courts, Skills, rules & Lead-up Games

Semester-III -Teaching Practice- BP-309

Teaching Practice : Particular Lesson Plans for the games of I,II and III semesters, (Out of 10 Lessons 4 Internal 1External, 5 Lessons at outside schools)

Semester-IV -Practicum : BP-406

Specialization in athletics: candidates has to show proficiency in any one of the events in runs, Jumps and throws. Record and Viva - Voce.

Semester-IV -Practicum : BP-407

Game of Specialization: candidate has to show proficiency and officiating ability in any one of the games from I, II & III semesters. Record and Viva - Voce.

The following components are essential in the Record book.

- A. Origin, History and development of game/ event
- B. Technical terms related to the event/ game
- C. Fundamental Skills/ Techniques/ Drills
- D. Advanced Skills / Techniques
- E. Lead up games
- F. Rules of the game/event
- G. Officiating and signals
- H. Major Tournaments, Trophies and the results
- I. Awards and Awardees in the respective game/event.
- J. Training Schedules for six weeks.

Semester-IV - Teaching Practice : BP-408

Teaching practice in sports specialization: Coaching lesson plan in any one of the track & Fields events / Swimming/Gymnastics. (5 Lessons of 45 Minutes duration each. 4 Internals & one External)

Semester-IV -Teaching Practice: BP-409

Teaching Practice in game of Specialization: Coaching lessons in any one of the game from I,II & III Semesters. Each lesson is of 45 minutes duration. Out of 10 lessons, 5 lessons are to be conducted at school. For the remaining 5 lessons, 4 lessons should be conducted for internals and one for the external examination. Both the particular lessons and coaching lessons have to be incorporated in the program.

Table-1 : Semester wise distribution of hours per week

Semester	Theory	Practical	Teaching Practice	Total
<i>I</i>	16	24	00	40
<i>II</i>	16	18	6	40
<i>III</i>	16	18	6	40
<i>IV</i>	16	12	12	40
<i>Total</i>	64	72	24	160
<i>Minimum of 36 teaching hours per week is required in five or six days in a week</i>				

Table-2 : Number of credits per semester

Semester	Theory	Practical	Teaching Practice	Total
<i>I</i>	16	16	00	32
<i>II</i>	16	12	04	32
<i>III</i>	16	12	04	32
<i>IV</i>	16	08	08	32
<i>Total</i>	64	48	16	128
<i>Minimum of 36 teaching hours per week is required in five or six days in a week</i>				