Uttarakhand Technical University

CURRICULAM FRAME WORK
TWO YEAR BACHELOR OF
PHYSICAL EDUCATION (B.P.Ed)
PROGRAMME 2015-17
Preamble: Bachelor of Physical Education (B. P. Ed.) two years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of physical education in classes VI to X and for conducting physical education and sports activities in classes XI and XII.

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.

Intake, Eligibility and Admission Procedure: The Intake, Eligibility and Admission Procedure are as per the NCTE norms and standards.

Eligibility

(a) Bachelor's degree in any discipline with 50% marks and having at least participation in the Inter-College/Inter-Zonal/District/School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India. (Sports participation in last 05 years.)

Or

(b) Bachelor's degree in physical education with 45% marks.

Or

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

Or

(d) Bachelor's degree with 45% marks and having participated in national/Inter University/State competitions or secured 1st, 2nd or 3rd position in Inter College/Inter-Zonal/District/School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India. (Sports participation in last 05 years.)

Or

(e) Bachelor's degree with participation in International competition or secured 1st, 2nd or 3rd position in National/Inter-University competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India. (Sports participation in last 05 years.)

Or

(f) Graduation with 45% marks and at least three years of teaching experience (for deputed in-service candidates i.e. trained physical education teachers/coaches).

The relaxation in the percentage of marks in the qualifying examination and in the reservation of seats for SC/ST/OBC and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable.

Number of seats:

50 (Fifty) seats are approved by NCTE Jaipur for B.P.Ed. course.

Duration: The B.P.Ed programme shall be of duration of two academic years, that is, 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. The student, who discontinue the programme after one year or more semesters due to extraordinary circumstances, are allowed to continue and complete the programme with due approval from the registrar.

The CBCS System: B.P.EdProgrammes 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.

**Course:** The term course usually referred to, as 'papers' is a component of a B.P.Ed 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.

**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 Practices**

**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).

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

**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 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. 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.

**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 along with the Medical Certificate or proof of participation in intercollege or inter university competitions. Students who have 64% to 50% of attendance shall apply for condonation in prescribed form along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination.

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

<table>
<thead>
<tr>
<th>S.No</th>
<th>Special Credits for Extra Co-curricular Activities</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Sports Achievement at Stale level Competition (Medal Winner)</strong></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Sports Achievement National level Competition (Medal Winner)</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Sports participation International level Competition</strong></td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Inter Uni. Participation (Any one game)</strong></td>
<td>2</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Inter College Participation (min. two game)</strong></td>
<td>1</td>
</tr>
<tr>
<td>4.</td>
<td><strong>National Cadet Corps / National Service Scheme</strong></td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td><strong>Blood donation / Cleanliness drive / Community services</strong></td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Mountaineering – Basic Camp, Advance Camp / Adventure Activities</strong></td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td><strong>Organization / Officiating – State / National level in any two game</strong></td>
<td>2</td>
</tr>
<tr>
<td>8.</td>
<td><strong>News Reposting / Article Writing / book writing / progress report writing</strong></td>
<td>1</td>
</tr>
</tbody>
</table>
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.

**Examinations:**

1. 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 (supplementary examinations) to be held in November/December or May / June.

2. If the student again fails in the supplementary examination, he/she will not be allowed to continue the programme.

3. 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.

**Examiners:** For a semester examination, there must be 2 internal and 2 external examiners in practical and teaching practice.

**Pattern of Question Papers:** Question Papers shall have five questions corresponding to four units of each theory course. B.P.Ed.: Format of Question Paper for 4 Units.

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>(From Unit 1)</em></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Answer in detail (Long Question) Or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answer in detail (Long Question)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><em>(From Unit 2)</em></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Answer in detail (Long Question) Or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answer in detail (Long Question)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><em>(From Unit 3)</em></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Answer in detail (Long Question) Or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answer in detail (Long Question)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><em>(From Unit 4)</em></td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Answer in detail (Long Question) Or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answer in detail (Long Question)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Short answer Type Questions</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><em>(Answer 4 out of 8 Questions.)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(2 Questions, from each unit)</em></td>
<td></td>
</tr>
</tbody>
</table>

| Total        |                                                | 70    |

**Evaluation:** The performance of a student in each course is evaluated through continuous internal assessment (CIA), one test of 15 marks and of one to two hours duration is to be conducted around 10-14 weeks of academic work from the start of each semester; evaluation is to be done in
terms of percentage of marks with a provision for conversion to grade point. If, any student is not able to give the internal test due to Medical reason or participation in intercollege or inter university competitions, the concerned course teacher must conduct the student examination within a month time (there is no provision for seeking improvement of internal assessment). The marks obtain in CIA is added with end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

<table>
<thead>
<tr>
<th>Components</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Test</td>
<td>15</td>
</tr>
<tr>
<td>Seminar / Viva / presentations</td>
<td>5</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
</tr>
<tr>
<td>Attendance</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Attendance in percentage</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above 95</td>
<td>5</td>
</tr>
<tr>
<td>95-90</td>
<td>4</td>
</tr>
<tr>
<td>89-85</td>
<td>3</td>
</tr>
<tr>
<td>84-80</td>
<td>2</td>
</tr>
<tr>
<td>79-75</td>
<td>1</td>
</tr>
<tr>
<td>Below 75</td>
<td>0</td>
</tr>
</tbody>
</table>

**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 and 35 marks out of 70 marks for the practical courses.

**Educational Tour/Camp**: In addition to the above rules the student must fulfil the following requirements to acquire the degree which is mandatory. Educational Tour or Leadership Camp organized by the Department of Physical Education of at least 05 days. The students shall contribute separately for these activities.

The student will have to attend Educational tour or Leadership camp in II semester, if any student due to extraordinary circumstances not able to attend tour/camp, are allowed to attend in IV semester with the permission of Head of the department. The students will have to submit tour/camp report within ten days after arrival from tour/camp compulsorily in the Department of Physical Education, H.N.B.G.U. failing which the result will not be declared.

(*) **Grading**

Once the marks of the CIA (Continues Internal Assessment) and ESE (End Semester Examination) for each of the courses are available, both (CIA and ESE) will be added. The marks
thus obtained for each of the courses will then be graded as per details provided in Letter Grades and Grade Points table from the first semester onwards the average performance within any semester from the first 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). These two are calculated by the following formula:

(i) SGPA (Si) $$S_i = \frac{\sum (C_i \times G_i)}{\sum C_i}$$

Where Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the ith course.

(ii) The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e. $$CGPA = \sum \frac{(C_iS_i)}{\sum C_i}$$

Where Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.

(iii) The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcript or certificate or mark sheet.

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, themarks 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.

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.

Letter Grades and Grade Points

i. Two methods-relative grading or absolute grading– have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students in the course and the grades are awarded based on a cut-off mark or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.

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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade Point</th>
<th>Letter Grade</th>
<th>Description</th>
<th>Classification of final result</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 &amp; above</td>
<td>8.5-10.0</td>
<td>O</td>
<td>Outstanding</td>
<td>First class with Distinction</td>
</tr>
<tr>
<td>70-84.99</td>
<td>7.0-8.49</td>
<td>A+</td>
<td>Excellent</td>
<td>First Class</td>
</tr>
<tr>
<td>60-69.99</td>
<td>6.0-6.99</td>
<td>A</td>
<td>Very Good</td>
<td>Higher Second Class</td>
</tr>
<tr>
<td>55-59.99</td>
<td>5.5-5.99</td>
<td>B+</td>
<td>Good</td>
<td>Second Class</td>
</tr>
<tr>
<td>50-54.99</td>
<td>5.0-5.49</td>
<td>B</td>
<td>Above Average</td>
<td>Pass Class</td>
</tr>
<tr>
<td>40-49.99</td>
<td>4.0-4.99</td>
<td>C</td>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>Below 40</td>
<td>0.0</td>
<td>F</td>
<td>Fail/ Dropped</td>
<td>Dropped</td>
</tr>
</tbody>
</table>
Grade Point Calculation: 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:

Example – I
Marks obtained by Student in course CC101 = 65/100
Percentage of marks = 65 %
Grade from the conversion table is = A
Grade Point = 6.0 + 5 (0.99/9.99)
=6.0 + 5x0.1
=6.0 + 0.5
=6.5
The Course Credits = 04
Credits Grade Point (CGP) = 6.5 \times 04 = 26

The semester grade point average (SGPA) will be calculated as a weighted average of all the grade point of the semester courses. That is Semester grade point average (SGPA) = (sum of grade points of all eight courses of the semester) / total credit of the semester as per example given below:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Credit</th>
<th>Marks out of 100(%)</th>
<th>Grade</th>
<th>Grade Point</th>
<th>Credit Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC-101</td>
<td>4</td>
<td>65</td>
<td>A</td>
<td>6.5</td>
<td>26</td>
</tr>
<tr>
<td>CC-102</td>
<td>4</td>
<td>60</td>
<td>A</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>CC-103</td>
<td>4</td>
<td>62</td>
<td>A</td>
<td>6.2</td>
<td>24.8</td>
</tr>
<tr>
<td>EC-101/EC-102</td>
<td>4</td>
<td>57</td>
<td>B+</td>
<td>5.7</td>
<td>22.8</td>
</tr>
<tr>
<td>PC-101</td>
<td>4</td>
<td>55</td>
<td>B+</td>
<td>5.5</td>
<td>22</td>
</tr>
<tr>
<td>PC-102</td>
<td>4</td>
<td>72</td>
<td>A+</td>
<td>7.2</td>
<td>28.8</td>
</tr>
<tr>
<td>PC-103</td>
<td>4</td>
<td>66</td>
<td>A</td>
<td>6.6</td>
<td>26.4</td>
</tr>
<tr>
<td>PC-104</td>
<td>4</td>
<td>72</td>
<td>A+</td>
<td>7.2</td>
<td>28.8</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td>203.6</td>
</tr>
</tbody>
</table>

Examples: Conversion of marks into grade points
CC-101 65 = 60 + 5 = 6.0 + 5 x (0.99 / 9.99) = 6.0 + 5 x 0.1 = 6.0 + 0.5 = 6.5
CC-102 60 = 6.0
CC-103 62 = 60 + 2 = 6.0 + 2 x (0.99/9.99) = 6.0 + 2 x 0.1 = 6.0 + 0.2 = 6.2
EC-101/EC-102 57 = 55 + 2 = 5.5 + 2 x (0.49 / 4.99) = 5.5 + 2 x 0.1 = 5.5 + 0.2 = 5.7
PC-101 55 = 5.5
PC-102 72 = 70 + 2 = 7.0 + 2 x (1.49 / 14.99) = 7.0 + 2 x 0.1 = 7.0 + 0.2 = 7.2
PC-103 66 = 60 + 6 = 6.0 + 6 x (0.99 / 9.99) = 6.0 + 6 x 0.1 = 6.0 + 0.6 = 6.6
PC-104 72 = 70 + 2 = 7.0 + 2 x (1.49 / 14.99) = 7.0 + 2 x 0.1 = 7.0 + 0.2 = 7.2

SEMESTER GRADE POINT AVERAGE (SGPA) = Total Credit Grade Points / Total Credit
= 203.6 / 32 = 6.3625, SGPA Sem. I = 6.3625, at the end of Semester-1
Total SGPA = 6.3625, Cumulative Grade Point Average (CGPA) = 6.3625
Grade = A, Class = First Class
### Semester-2

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Credit</th>
<th>Marks out of 100(%)</th>
<th>Grade</th>
<th>Grade Point</th>
<th>Credit Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC-201</td>
<td>4</td>
<td>76</td>
<td>A+</td>
<td>7.6</td>
<td>30.4</td>
</tr>
<tr>
<td>CC-202</td>
<td>4</td>
<td>64</td>
<td>A</td>
<td>6.4</td>
<td>25.6</td>
</tr>
<tr>
<td>CC-203</td>
<td>4</td>
<td>59</td>
<td>B+</td>
<td>5.9</td>
<td>23.6</td>
</tr>
<tr>
<td>EC-201/ EC-202</td>
<td>4</td>
<td>80</td>
<td>A+</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>PC-201</td>
<td>4</td>
<td>49</td>
<td>C</td>
<td>4.9</td>
<td>19.6</td>
</tr>
<tr>
<td>PC-202</td>
<td>4</td>
<td>64</td>
<td>A</td>
<td>6.4</td>
<td>25.6</td>
</tr>
<tr>
<td>PC-203</td>
<td>4</td>
<td>55</td>
<td>B+</td>
<td>5.5</td>
<td>22</td>
</tr>
<tr>
<td>TP-201</td>
<td>4</td>
<td>72</td>
<td>A+</td>
<td>7.2</td>
<td>28.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>207.6</td>
</tr>
</tbody>
</table>

SGPA Sem. II = 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 = 6.66875, Grade = A, Class = First Class

### Semester-3

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Credit</th>
<th>Marks out of 100(%)</th>
<th>Grade</th>
<th>Grade Point</th>
<th>Credit Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC-301</td>
<td>4</td>
<td>64</td>
<td>A</td>
<td>6.4</td>
<td>25.6</td>
</tr>
<tr>
<td>CC-302</td>
<td>4</td>
<td>64</td>
<td>A</td>
<td>6.4</td>
<td>25.6</td>
</tr>
<tr>
<td>CC-303</td>
<td>4</td>
<td>59</td>
<td>B+</td>
<td>5.9</td>
<td>23.6</td>
</tr>
<tr>
<td>EC-301/ EC-302</td>
<td>4</td>
<td>81</td>
<td>A+</td>
<td>8.1</td>
<td>32.4</td>
</tr>
<tr>
<td>PC-301</td>
<td>4</td>
<td>49</td>
<td>C</td>
<td>4.9</td>
<td>19.6</td>
</tr>
<tr>
<td>PC-302</td>
<td>4</td>
<td>64</td>
<td>A</td>
<td>6.4</td>
<td>25.6</td>
</tr>
<tr>
<td>PC-303</td>
<td>4</td>
<td>68</td>
<td>A</td>
<td>6.8</td>
<td>27.2</td>
</tr>
<tr>
<td>TP-301</td>
<td>4</td>
<td>75</td>
<td>A+</td>
<td>7.5</td>
<td>30</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>209.6</td>
</tr>
</tbody>
</table>

SGPA Sem. III = 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 = 6.66875, Grade = A, Class = First Class

### Semester-4

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Credit</th>
<th>Marks out of 100(%)</th>
<th>Grade</th>
<th>Grade Point</th>
<th>Credit Grade Point</th>
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<td>4</td>
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<td>232.8</td>
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SGPA Sem. IV = 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
   (b) Marks of each Semester Continuous Internal Assessment for each course.
5. The final Class for B.P.Ed. Degree shall be awarded on the basis of last CGPA (grade) from all the one to four semester examinations.

Grievance Redressal Committee: The Department shall form a grievance redressal committee for each course with the course teacher / Head of the Department, Dean of the faculty as the members. This Committee shall solve all grievances of the students.

Revision of Syllabi: Syllabi of every course shall be revised according to the NCTE.
- Revised Syllabi of each semester shall be implemented in a sequential way.
- 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 should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.
- During every revision, up to twenty percent of the syllabi of each course shall be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of revised syllabi.
- In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

Miscellaneous
1. The procedural details may be given by the university from time to time.
2. Any unforeseen problems/difficulties may be resolved by Vice Chancellor, whose decision in the matter shall be final.
3. The provision of any order, rules or regulation in force shall be inapplicable to the extent of its inconsistency with these regulations.

(*) the committee is in the opinion of adopting the grading process in later stages i.e. as the university develops its software for this however, it should be done at the earliest in the interest of students.
### Semester-I

#### Part- A Theoretical Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title of the papers</th>
<th>Total Hours</th>
<th>Credits</th>
<th>Internal Marks</th>
<th>External Marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPEd CC-101</td>
<td>History, Principles and foundation of Physical Education</td>
<td>4</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>BPEd CC-102</td>
<td>Anatomy and Physiology</td>
<td>4</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>BPEd CC-103</td>
<td>Health Education and Environmental Studies</td>
<td>4</td>
<td>4</td>
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</table>

#### Elective course(Anyone)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title of the papers</th>
<th>Total Hours</th>
<th>Credits</th>
<th>Internal Marks</th>
<th>External Marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPEd EC-101</td>
<td>Olympic Movement</td>
<td>4</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
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<tr>
<td>BPEd EC-102</td>
<td>Officiating and Coaching</td>
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#### Part – B Practical Course

<table>
<thead>
<tr>
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<th>Title of the papers</th>
<th>Total Hours</th>
<th>Credits</th>
<th>Internal Marks</th>
<th>External Marks</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>BPEd PC-101</td>
<td>Football</td>
<td>6</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
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<tr>
<td>BPEd PC-102</td>
<td>Hockey</td>
<td>6</td>
<td>4</td>
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<td>100</td>
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<tr>
<td>BPEd PC-103</td>
<td>Volleyball</td>
<td>6</td>
<td>4</td>
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<td>100</td>
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<tr>
<td>BPEd PC-104</td>
<td>Shooting &amp; Basketball</td>
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<td></td>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>32</strong></td>
<td><strong>240</strong></td>
<td><strong>560</strong></td>
<td><strong>800</strong></td>
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### Semester-II

#### Part- A Theoretical Course

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<th>Credits</th>
<th>Internal Marks</th>
<th>External marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPEd CC -201</td>
<td>Sports Nutrition and Weight Management</td>
<td>4</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
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<tr>
<td>BPEd CC -202</td>
<td>Educational Technology and Methods of Teaching in Physical Education</td>
<td>4</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>BPEd CC-203</td>
<td>Organization and Administration</td>
<td>4</td>
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<td>30</td>
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<td>100</td>
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</table>

#### Elective course (Anyone)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title of the papers</th>
<th>Total Hours</th>
<th>Credits</th>
<th>Internal Marks</th>
<th>External marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPEd EC -201</td>
<td>Contemporary issues in physical education, fitness and wellness</td>
<td>4</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>BPEd EC -202</td>
<td>Theory of Sports and Game</td>
<td></td>
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</table>

#### Part – B Practical Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title of the papers</th>
<th>Total Hours</th>
<th>Credits</th>
<th>Internal Marks</th>
<th>External marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPEd PC -201</td>
<td>Track and Field</td>
<td>6</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>BPEd PC -202</td>
<td>Indigenous Sports :- Kabaddi /Kho-Kho</td>
<td>6</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>BPEd PC -203</td>
<td>Racket Sports: Badminton and Table Tennis</td>
<td>6</td>
<td>4</td>
<td>30</td>
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<td>100</td>
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</table>

#### Part – C Teaching Practices

<table>
<thead>
<tr>
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<th>Title of the papers</th>
<th>Total Hours</th>
<th>Credits</th>
<th>Internal Marks</th>
<th>External marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPEd TP -201</td>
<td>Teaching Practices: (05 lessons) in mass demonstration activates (05 lessons) of skill in team games, racket sports, indigenous sports</td>
<td>6</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

| Total       | 40           | 32       | 240       | 560           | 800   |
### Semester-III

#### Part- A Theoretical Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title of the papers</th>
<th>Total Hours</th>
<th>Credits</th>
<th>Internal Marks</th>
<th>External marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPEd/CC-301</td>
<td>Sports Training</td>
<td>4</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>BPEd/CC-302</td>
<td>Sports Medicine Physiotherapy and Rehabilitation</td>
<td>4</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>BPEd/CC-303</td>
<td>Sports Psychology and Sociology</td>
<td>4</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
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</tbody>
</table>

#### Elective Course (Anyone)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title of the papers</th>
<th>Total Hours</th>
<th>Credits</th>
<th>Internal Marks</th>
<th>External marks</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>BPEd/EC-301</td>
<td>Computer Application in Physical Education</td>
<td>4</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>BPEd/EC-302</td>
<td>Curriculum Design</td>
<td>4</td>
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<td>30</td>
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</table>

#### Part - B Practical Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title of the papers</th>
<th>Total Hours</th>
<th>Credits</th>
<th>Internal Marks</th>
<th>External marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPEd/PC-301</td>
<td>Yoga &amp; Gymnastics</td>
<td>6</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>BPEd/PC-302</td>
<td>Cricket</td>
<td>6</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>BPEd/PC-303</td>
<td>Track and Field</td>
<td>6</td>
<td>4</td>
<td>30</td>
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#### Part – C Teaching Practices

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title of the papers</th>
<th>Total Hours</th>
<th>Credits</th>
<th>Internal Marks</th>
<th>External marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>BPEd/TP-301</td>
<td>Teaching Practice: (10 lessons) of track &amp; field / Team Games/Yoga &amp; Gymnastics</td>
<td>6</td>
<td>4</td>
<td>30</td>
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| Total       | 40 | 32  | 240 | 560            | 800            |
### Semester-IV

#### Part- A Theoretical Course

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<tr>
<td>BPEd/CC-401</td>
<td>Measurement and Evaluation in Physical Education</td>
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<td>100</td>
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<tr>
<td>BPEd/CC-402</td>
<td>Kinesiology and Biomechanics</td>
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<td>70</td>
<td>100</td>
</tr>
<tr>
<td>BPEd/CC-403</td>
<td>Research and Statistics in Physical Education</td>
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<td>4</td>
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<tr>
<td></td>
<td>Elective Course (Anyone)</td>
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<tr>
<td>BPEd/EC-401</td>
<td>Sports Management</td>
<td>4</td>
<td>4</td>
<td>30</td>
<td>70</td>
<td>100</td>
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<td>BPEd/EC-402</td>
<td>Yoga education</td>
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<td>Part – B Practical Course</td>
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<tr>
<td>BPEd/PC-401</td>
<td>Sports specialization: skill proficiency (any one game &amp; sports)</td>
<td>6</td>
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<td>100</td>
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<tr>
<td>BPEd/PC-402</td>
<td>Sports specialization: proficiency any one game &amp; sports</td>
<td>6</td>
<td>4</td>
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<td>Part – C Teaching Practices (Coaching Lesson)</td>
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<tr>
<td>BPEd/TP-401</td>
<td>Sports specialization: skill (5 coaching lessons)</td>
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<tr>
<td>BPEd/TP-402</td>
<td>Games specialization: tactics &amp; training (5 coaching lessons)</td>
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<tr>
<td>Total</td>
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<tr>
<td>BPEd/C-101</td>
<td>History, Principles and foundation of Physical Education</td>
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<tr>
<td>BPEd/C-102</td>
<td>Anatomy and Physiology</td>
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<td>Health Education and Environmental Studies</td>
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<td>70</td>
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<tr>
<td>BPEd/E-101/102</td>
<td>Olympic Movement/Officiating and Coaching (Elective)</td>
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<td>70</td>
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<table>
<thead>
<tr>
<th>Practical (400)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BPEd/P-101</td>
<td>Football</td>
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<tr>
<td>BPEd/P-102</td>
<td>Hockey</td>
</tr>
<tr>
<td>BPEd/P-103</td>
<td>Volleyball</td>
</tr>
<tr>
<td>BPEd/P-104</td>
<td>Shooting &amp; Basketball</td>
</tr>
<tr>
<td>Total</td>
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</tr>
<tr>
<td>Paper</td>
<td>Subjects</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>BPEd/C -201</td>
<td>Sports Nutrition and Weight Management</td>
</tr>
<tr>
<td>BPEd/C -202</td>
<td>Educational Technology and Methods of Teaching in Physical Education</td>
</tr>
<tr>
<td>BPEd/C-203</td>
<td>Organization and Administration</td>
</tr>
<tr>
<td>BPEd/E-201/202</td>
<td>Contemporary issues in physical education, fitness and wellness / Theory of Sports &amp; Games</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical (400)</th>
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</thead>
<tbody>
<tr>
<td>BPEd /P -201</td>
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<tr>
<td>BPEd/P -202</td>
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Semester-II
### Semester-III

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<th>External marks</th>
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<tbody>
<tr>
<td>BPEd/C-301</td>
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<td>Sports Training</td>
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<td>70</td>
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<tr>
<td>BPEd/C-302</td>
<td></td>
<td>Sports Medicine Physiotherapy and Rehabilitation</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>BPEd/C-303</td>
<td></td>
<td>Sports Psychology and Sociology</td>
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<td>70</td>
<td>100</td>
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<tr>
<td>BPEd/E-301/302</td>
<td></td>
<td>Computer Application in Physical Education/Curriculum Design (Elective)</td>
<td>30</td>
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<table>
<thead>
<tr>
<th>Practical (400)</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>BPEd/P-301</td>
<td>Yoga &amp; Gymnastic</td>
<td>30</td>
</tr>
<tr>
<td>BPEd/P-302</td>
<td>Cricket</td>
<td>30</td>
</tr>
<tr>
<td>BPEd/P-303</td>
<td>Track and Field</td>
<td>30</td>
</tr>
<tr>
<td>BPEd/T-301</td>
<td>Teaching lesson</td>
<td>30</td>
</tr>
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</table>

| Total | 240             | 560            | 800            |

### Semester-IV

<table>
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<tr>
<th>Paper</th>
<th>Theory (400)</th>
<th>Subjects</th>
<th>Internal Marks</th>
<th>External marks</th>
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<tr>
<td>BPEd/C-401</td>
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<td>Measurement and Evaluation in Physical Education</td>
<td>30</td>
<td>70</td>
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<tr>
<td>BPEd/C-402</td>
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<tr>
<td>BPEd/E-401/402</td>
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<td>100</td>
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<table>
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<tr>
<th>Practical (400)</th>
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<tr>
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<tr>
<td>BPEd/P-402</td>
<td>Sports proficiency</td>
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</tr>
<tr>
<td>BPEd/T-401</td>
<td>Skill coaching lessons</td>
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</tr>
<tr>
<td>BPEd/T-402</td>
<td>Tactics &amp; Training coaching lessons</td>
<td>30</td>
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</table>

| Total | 240             | 560            | 800            |
Table-1: Semester wise Distribution of Hours per Week

<table>
<thead>
<tr>
<th>Semester</th>
<th>Theory</th>
<th>Practicum</th>
<th>Teaching Practice</th>
<th>Total</th>
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<tr>
<td>I</td>
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<td>00</td>
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<tr>
<td>II</td>
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</tr>
<tr>
<td>IV</td>
<td>16</td>
<td>12</td>
<td>12</td>
<td>40</td>
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<tr>
<td>TOTAL</td>
<td>64</td>
<td>72</td>
<td>24</td>
<td>160</td>
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Minimum of 36 hours per week is required in six days in a week

Table-2: Number of Credits per Semester

<table>
<thead>
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<th>Semester</th>
<th>Theory</th>
<th>Practicum</th>
<th>Teaching Practice</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
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<td>16</td>
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<tr>
<td>IV</td>
<td>16</td>
<td>08</td>
<td>08</td>
<td>32</td>
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<tr>
<td>TOTAL</td>
<td>64</td>
<td>48</td>
<td>16</td>
<td>128</td>
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</tbody>
</table>
B.P.Ed.–Outline of Syllabus Theory Courses

Semester–I

BPEd/C-101 History, principles and foundation of physical education

Unit–1: Introduction
- Meaning, Definition and Scope of Physical Education
- Aims and Objective of Physical Education
- Importance of Physical Education in present era.
- Relationship of Physical Education with General Education.
- Physical Education as an Art and Science.

Unit–2: Historical Development of Physical Education in India
- Indus Valley Civilization Period (3250 BC–2500 BC)
- Vedic Period (2500 BC–600 BC)
- Hindu Period (600 BC–1000 AD)
- Medieval Period (1000 AD–1757 AD)
- British Period (Before 1947)
- Physical Education in India (After 1947)
- Contribution of Akhadas and Vyayamshals

Unit–3: Foundation of Physical Education
- Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism.
- 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
  - Age and gender characteristics
  - Body Types
  - Anthropometric differences
- Psychological
  - Learning types, 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

References:
BPEd/C-102 ANATOMY AND PHYSIOLOGY

Unit-I
- Brief Introduction of Anatomy and Physiology in the field of Physical Education.
- Introduction of Cells and Tissue.
- The arrangement of the skeleton—Function of the skeleton—Ribs and Vertebral column and the extremities—Joint of the body and their types
- Types of muscles
- Structure, Composition, Properties and functions of skeletal muscles.

Unit-II
- Blood and circulatory system: Constituents of blood and their function—Blood groups and blood transfusion, clotting of blood, the structure of the heart—Properties of the heart
- Muscle, circulation of blood, cardiac cycle, blood pressure, Lymph and Lymphatic circulation. Cardiac output.
- The Respiratory system: The Respiratory passage—the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume.
- The Digestive system: structure and functions of the digestive system, Digestive organs, Metabolism,

Unit-III
- The Excretory system: Structure and functions of the kidneys and the skin.
- The Endocrine glands: Functions of glands—pituitary, Thyroid, Parathyroid, Adrenal, Pancreatic and the sex glands.
- Nervous systems: Function of the Autonomic nervous system and Central nervous system. Reflex Action
- Nerve control of muscular activity:
- Neuromuscular junction
- Transmission of nerve impulse across it.
- Fuel muscular activity

Unit-IV
- Sense organs: A brief account of the structure and functions of the Eye and Ear.
- Role of oxygen—physical training, oxygen debt, second wind, vital capacity.
- Effect of exercise and training on cardiovascular system.
- Effect of exercise and training on respiratory system.
- Effect of exercise and training on muscular system

References:
BPEd/C-103 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

Unit – I Health Education
- Concept, Dimensions, Spectrum and Determinants of Health
- Definition of Health, Health Education, Health Instruction, Health Supervision
- Aim, objective and Principles of Health Education
- Health Service and guidance instruction in personal hygiene

Unit – II Health Problems in India
- Communicable and Non-Communicable Diseases
- Obesity, Malnutrition, Adulteration in Food, Environmental sanitation, Explosive Population
- Objective of school health service, Role of health education in schools

Unit – III 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.
- Plastic recycling and prohibition of plastic bag/cover.
- Role of school in environmental conservation and sustainable development.

Unit – IV 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
- Management of environment and Govt. policies, Role of pollution control board.

References:

BPEd/E-101 OLYMPIC MOVEMENT

Unit – I Origin of Olympic Movement
- 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
- Olympism in action
- Sports for All
Unit–III Different Olympic Games
- Para Olympic Games
- Summer Olympics
- Winter Olympics
- Youth Olympic Games

Unit–IV 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

Reference:


BPEd/E-102 OFFICIATING AND COACHING

Unit-I: Introduction of Officiating and Coaching
- Concept of officiating and coaching
- Importance and principles of officiating
- Relationship of official and coach with management, players and spectators
- Measures of improving the standard of officiating and coaching

Unit-II: Coach as a Mentor
- Duties of coaching 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 of Official
- Duties of official in general, pre, during and post-game.
- Philosophy of officiating
- Mechanics of officiating – position, singles and movement etc.
- Ethics of officiating

Unit-IV: Qualities and Qualifications of Coach and Official
- Qualities and qualifications of coach and official
- General rules of games and sports
- Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills
- Integrity and values of sports

References:

Semester–II

BPEd/C-201SPORTSNUTRITIONANDWEIGHTMANAGEMENT

Unit–IIntroductiontoSportsNutrition
- MeaningandDefinitionofSportsNutrition
- BasicNutritionguidelines
- Roleofnutritioninsports
- Factortoconsiderfordevelopingnutritionplan

Unit–INutrients:Ingestiontoenergymetabolism
- Carbohydrates,Protein,Fat–Meaning,classificationanditsfunction
- Roleofcarbohydrates,Fatandproteinduringexercise
- Vitamins,Minerals,Water–Meaning,classificationanditsfunction
- Roleofhydrationduringexercise,waterbalance,Nutrition–dailycaloricrequirement
andexpenditure.

Unit–INutritionandWeightManagement
- MeaningofweightmanagementConceptofweightmanagementinmoderneraFactoraffecting
weightmanagementandvaluesofweightmanagement
- ConceptofBMI(Bodymassindex),Obesityanditshazard,MythofSpotreduction,Dietingversus
exerciseforweightcontrol,CommonMythsaboutWeightLoss
- Obesity–Definition,meaningandtypesofobesity,
- HealthRisksAssociatedwithObesity,Obesity–CausesandSolutionsforOvercomingObesity.

Unit–IIVStepsofplanningofWeightManagement
- Nutrition–Dailycalorieintakeandexpenditure,Determinationofdesirablebodyweight
- BalanceddietforIndianSchoolChildren,MaintainingaHealthyLifestyle
- Weightmanagementprogramforsportychild,Roleofdietandexercisewithinweightmanagement
- Designdietplanandexercisescheduleforweightgainandloss

References:
Dixon,J.B.,O’Brien,P.E.,Playfair,J.Adjustablegastricbandingandconventionaltherapyfortype2diabetes:
arandomizedcontrolledtrial.JAMA.299(3),316-323.

BPEd/C-

202EDUCATIONALTECHNOLOGYANDMETHODSOFTEACHINGINPHYSICALEDUCATION

Unit–IIntroduction
- EducationandEducationTechnology–MeaningandDefinitions
- TypesofEducation–Formal,InformalandNon-Formaleducation.
- EducativeProcess
- ImportanceofDevicesandMethodsofTeaching.

Unit–II TeachingTechnique
- TeachingTechnique–Lecturemethod,Commandmethod,Demonstrationmethod,
Imitationmethod,projectmethodetc.
• Presentation Technique – Personal and technical preparation
• Command – Meaning, Types and its uses in different situations.

Unit – III: Teaching Aids
• Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.
• Teaching aids – Audio aids, Visual aids, Audio-visual aids, Verbal, Chalkboard, Charts, Model, Slide projector, Motion picture etc.
• Team Teaching – Meaning, Principles and advantage of team teaching.
• Difference between Teaching Methods and Teaching Aid.

Unit – IV: Lesson Planning and Teaching Innovations
• Lesson Planning – Meaning, Type and principles of lesson plan.
• General and specific lesson plan.
• Micro Teaching – Meaning, Types and steps of micro teaching.
• Simulation Teaching – Meaning, Types and steps of simulation teaching.

References:

BPEd/C-203
ORGANIZATION AND ADMINISTRATION

Unit – I: Organization and Administration
• Meaning and importance of Organization and Administration in physical education
• Qualification and responsibilities of Physical Education teacher and pupil leader
• Planning and their basic principles,
• Program planning: Meaning, Importance, Principles of program planning in physical education.
• Function of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.

Unit – II: Office Management, Record, Register & 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.
• Budget: Meaning, Importance of Budget making,
• Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.

Unit – III: Facilities, & Time-Table Management
• Facilities and equipment management: Types of facilities Infrastructure-indoor, outdoor.
• Care of school building, Gymnasium, swimming pool, Playfields, Playgrounds
• Equipment: Need, importance, purchase, care and maintenance.
• Time Table Management: Meaning, Need, Importance and Factor affecting timetable.

Unit – IV: Competition Organization
• Importance of Tournament,
- Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament.
- Organization structure of Athletic Meet
- Sports Event Intramurals & Extramural Tournament planning

References:

BPEd/E-

201 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, N, FITNESS AND WELLNESS

Unit I - Concept of Physical Education and Fitness
- Definition, Aims and Objectives of Physical Education, fitness and Wellness
- Importance and Scope of Fitness and Wellness
- Modern concept of Physical fitness and Wellness
- Physical Education and its Relevance in Interdisciplinary Context.

Unit II - Fitness, Wellness and Lifestyle
- Fitness - Types of Fitness and Components of Fitness
- Understanding of Wellness
- Modern Lifestyle and Hypo-kinetic Diseases – Prevention and Management
- Physical Activity and Health Benefits

Unit III - Principles of Exercise Program
- Means of Fitness development – aerobic and anaerobic exercises
- Exercises and Heart rate Zones for various aerobic exercise intensities
- Concept of freeweight 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
- First Aid and Emergency Care
- Common Injuries and their Management
- Modern Lifestyle and Hypo-kinetic Disease – Prevention and Management

References:
BPEd/E-202 THEORY OF SPORTS AND GAMES

Unit-I Introduction of games and sports
- General Introduction of specialized games and sports—
  - Athletics,
  - Badminton,
  - Basketball
  - Cricket
- Each game or sport to be dealt under the following heads
  - History and development of the Game and Sports
  - Ground preparation, dimensions and marking
  - Standard equipment and their specifications
  - Ethics of sports and sportsmanship

Unit-II Games and sports
- General Introduction of specialized games and sports
  - Football
  - Hockey
  - Shooting
  - Volleyball
- Each game or sport to be dealt under the following heads
  - History and development of the Game and Sports
  - Ground preparation, dimensions and marking
  - Standard equipment and their specifications
  - Ethics of sports and sportsmanship

Unit-III Scientific Principles of coaching: (particular sports and games specific)
- Motion—Types of motion and displacement, speed, velocity, acceleration, distance and Newton's Law of motions.
- Force—Friction, Centripetal and Centrifugal force, Principles of force.
- Equilibrium and its types
- Lever and its types
- Training load—Components, Principles of load, Overload (causes and symptoms).

Unit-IV Conditioning exercises and warming up.
- Concept of conditioning and warming up.
- Role of weight training in games and sports.
- Teaching of fundamentals skill & their mastery (technique, tactic and different phases of skill acquisition).
- Recreational and lead up games
- Strategy—Offence and defense, Principles of offence and defense.

References:
Semester–III

BPEd/C-301SPORTSTRAINING

Unit–IIIntroductiontoSportsTraining
- MeaningandDefinitionofSportsTraining
- AimandObjectiveofSportsTraining
- PrinciplesofSportsTraining
- SystemofSportsTraining–BasicPerformance,GoodPerformanceandHigh PerformanceTraining

Unit–IIITrainingComponents
- Strength–MeanandMethodsofStrengthDevelopment
- Speed–MeanandMethodsofSpeedDevelopment
- Endurance–MeanandMethodsofEnduranceDevelopment
- Coordination–MeanandMethodsofcoordinationDevelopment
- Flexibility–MeanandMethodsofFlexibilityDevelopment

Unit–IIITraining Process
- TrainingLoad–DefinitionandTypesofTrainingLoad
- PrinciplesofIntensityandVolumeofstimulus
- TechnicalTraining–MeaningandMethodsofTechniqueTraining
- TacticalTraining–MeaningandMethodsofTacticalTraining

Unit–IVTrainingprogrammingandplanning
- Periodization–MeaningandtypesofPeriodization
- AimandContentofPeriods–Preparatory,Competition,Transitionaletc.
- Planning–Trainingsession
- TalentIdentificationandDevelopment

References:

BPEd/E- 302SPORTSMEDICINE,PHYSIOTHERAPYANDREHABILITATION

Unit-I:–SportsMedicine:
- Sports Medicine: Meaning,
  Definition, Aims, Objectives, Modern Concepts and Importance.
- Athletes CareandRehabilitation:Contribution ofPhysical
  EducationTeachersandCoaches.
- NeedandImportanceofthestudyofsportsinjuries in the fieldofPhysicalEducation
- Preventionofinjuriesin sports–Commonsportsinjuries–Diagnosis–
- FirstAid-Treatment–Laceration–Blisters–Contusion–Strain–Sprain–Fracture–
Unit-II: Physiotherapy
- Definition – Guiding principles of physiotherapy.
- Importance of physiotherapy,
- Introduction and demonstration of treatments - Electrotherapy - infrared rays –
- Introduction and demonstration of treatments - Ultraviolet rays – shortwave diathermy – ultrasonic rays.

Unit-III: Hydrotherapy
- Introduction and demonstration of treatments - Cryotherapy, Thermotherapy, Contrast Bath,
- Introduction and demonstration of treatments - Whirlpool Bath - Steam Bath - Sauna Bath – Hot Water Fomentation –
- Massage: History of Massage – 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:

References:
• Meaning and nature of stress; Types of stress, Anxiety, Stress, Arousal and the effects on sport performance

Unit-III: Relation between Social Science and Physical Education.
• Orthodoxy, customs, Tradition and Physical Education.
• Socialization through Physical Education.
• Social Group life, Social conglomeration and Social group, Primary group and Remote group.

Unit-IV Culture: Meaning and Importance
• Features of culture.
• Importance of culture.
• Effects of culture on people's lifestyle.
• Different methods of studying Observation/Inspection method, Questionnaire method, Interview method.

References:

BPEd/E-

301 COMPUTER APPLICATIONS IN PHYSICAL EDUCATION

Unit-I: 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-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 a spreadsheet
• Creating formulas
Format and editing features adjusting column width and row height understanding charts.

**Unit IV: PowerPoint**
- Introduction to PowerPoint
- Creating, saving and opening a presentation file
- Formatting features and adjusting columns and rows
- Understanding charts.

**References:**

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**BPEd/E-302 CURRICULUM DESIGN**

**Unit I: Modern concept of the curriculum**
- Need and importance of curriculum
- Need and importance of curriculum development
- The role of the teacher in curriculum development
- Factors affecting curriculum
- Social factors
- Personnel qualifications
- Climatic consideration
- Equipment and facilities
- Times suitability of hours
- National and professional policies
- Research finding

**Unit II: Basic guidelines 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 need of students, and state and national level policies
- Role of Teachers

**Unit IV: Undergraduate 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

**References:**


**Semester-IV**

**BPEd/C-401 MEASUREMENT AND EVALUATION**

**Unit I-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

**Unit II-Criteria: Classification and Administration of Test**
- Criteria of good Test
- Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms)
- Types and classification of Test
- Administration of test, advance preparation – Duties during testing – Duties after testing.

**Unit III-Physical and Motor Fitness Tests**
- AAHPER youth fitness test
- Indiana Motor Fitness Test
- JCR test

**Unit IV- Sports Skill Tests**
- Lockhart and McPherson badminton test
- Johnson basketball test
- McDonald soccer test
- S.A.I volleyball test
- S.A.I Hockey test

**References:**


**BPEd/C-402 KINESIOLOGY AND BIOMECHANICS**

**Unit I-Introduction to Kinesiology and Sports Biomechanics**
- Meaning and Definition of Kinesiology and Sports Biomechanics
• Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher
• Terminology of Fundamental Movements
• Fundamental concepts of following terms—Axes and Planes, Centre of Gravity, Equilibrium, Line of Gravity

Unit—II Fundamental Concepts of Anatomy Basis
• Classification of Joints and Muscles
• Types of Muscle Contractions
• Posture—Meaning, Types and Importance of good posture.
• Fundamental concepts of following terms—Angle of Pull, All or None Law, Reciprocal Innovation

Unit—III Mechanical Concepts
• 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.

Unit—IV 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:

BPEd/C-403 RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Unit—I Introduction to Research
• Definition of Research
• Need and importance of Research in Physical Education and Sports.
• Scope of Research in Physical Education & Sports.
• Classification of Research
• Research Problem, Meaning of the term, Location and criteria of Selection of Problem, Formulation of Research Problem, Limitations and Delimitations.

Unit—II Survey of Related Literature
• Need for surveying related literature.
• Literature Sources, Library Reading
• 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, where it is expected to survey school facilities of physical education, health assessment program, 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 Curve, Cumulative Frequency Polygon, Ogive, Pie Diagram

**Unit-IV Statistical Models 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 from group and ungrouped data
- Percentiles and Quartiles: Meaning, Importance, computing from group and ungrouped data

**References:**

**BPEd/E-401 SPORTS MANAGEMENT**

**Unit-I Introduction of Management**
- Progressive concept of Sports management.
- The purpose and scope of Sports Management.
- Essentials 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
- Qualities of administrative leader.
- Preparation of administrative leader.
- Leadership and Organizational performance.

**Unit-III Management in Educational Institution**
- Sports Management in Schools, colleges, and universities.
- Factors affecting planning
- Planning a school or college sports programme.
- Directing a school or college sports programme.
  - Controlling a school, college, and university sports programme.
    - Developing performance standard
    - Establishing a reporting system
    - Evaluation
    - Thereward/punishment system

Unit IV: Budget
- Financial management in Physical Education & sports in schools, colleges, and universities.
- Budget - Importance, Criteria of good budget
- Steps of Budget making
- Principles of budgeting

References:

BPEd/E-402 YOGA EDUCATION

Unit I: Introduction
- Meaning and Definition of Yoga
- Aims and Objectives of Yoga
- Yoga in Early Upanisads
- The Yoga Sutra: General Consideration
- Need and Importance of Yoga in Physical Education and Sports

Unit II: Foundation of Yoga
- The Astanga 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: Asanas
- Effect of Asanas and Pranayama on various systems of the body
- Classification of asanas with special reference to physical education and sports
- Influences of relaxation, meditative postures on various systems of the body
- Types of Bandhas and mudras
- Types of Kriyas

Unit IV: Yoga Education
- Basic, applied, and action research in Yoga
- Difference between yogic practices and physical exercises
- Yoga education centers in India and abroad
- Competitions in Yogasanas

References:

Part–B
Practical Courses

Semester–IBPEd/P–101

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

Hockey: 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 defence, foot defence.
- Positional play in attack and defence.
- Rules and their interpretations and duties of officials.
- Rules and their interpretations and duties of officials.
- Ground Marking.

Volleyball: Fundamental Skills
- Players stance- Receiving the ball and passing to the teammates,
- The Volley (Over-head pass),
- The Dig (Under hand pass).
- Spiking & Blocking
- Rules and their interpretations and duties of officials.

Shooting:
- Fundamental Skills-basal stances, grip, holding rifle/ pistol, aiming target
- Safety issues related to rifle & pistol shooting.
• Rules and their interpretations and duties of officials.

**Basketball:**
- Fundamental Skills
- Player stance and ball handling
- Passing - Two-Hand chest pass, two hands 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, and free throw.
- Rebounding - Defensive rebound, Offensive rebound, Knockout, Rebound Organization.
- Individual Defensive - Guarding the man with the ball and without the ball.
- Pivoting.
- Rules and their interpretations and duties of the officials.

**Semester - IIBPEd/P-201**

**Track and Field:**

**Running Event**
- Starting techniques: Standing start, Crouch start and its variations, proper use of blocks.
- Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug
- Ground Marking, Rules and Officiating
  - Hurdles:
  - Fundamental Skills - Starting, Clearance and Landing Techniques.
  - Types of Hurdles
  - Ground Marking and Officiating.

**Relays:**
- Fundamental Skills
  - Various patterns of Baton Exchange
  - Understanding of Relay Zones
  - Ground Marking
  - Interpretation of Rules and Officiating.

**Jumping Events**
- Long Jump - Approach Run, Take off, Action in the air
- and Landing Triple Jump - Approach Run, Hop, Step, Jump and Landing
- High Jump - Approach Run, Take off, Bar Clearance and landing

**Indigenous Sports: Kabaddi:**

**Fundamental Skills**
- Skills in Raiding - Touching with hand, various kicks, crossing of baulk line, crossing of bonus line, luring the opponent to catch, Pursuing.
- Skills of Holding the Raider - Various formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching,
- Catching formations and techniques.
Additional skills in raiding-
  Bringing the antis into particular position, escaping from various hold, Techniques of escaping from chain information, Combined formations in offence and defense.
  Ground Marking, Rules and Officiating

Kho Kho:
  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.
  Ground Marking
  Rules and their interpretations and duties of officials.

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

Table Tennis: 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, Shit, Loop Drive.
  Stance and Ready position and footwork.
  Rules and their interpretations and duties of officials.

Teaching practices: 10 teaching practice lessons out of which 5 lessons in Mass Demonstration activities. 5 Skill lessons on team games, Racketsports and Indigenous Sports.

Mass Demonstration activities
Dumbells, Wands, Hoop, Umbrella, Flag, Lezium, Pom-Pom and March Past
  Apparatus and Light apparatus Grip
  Attention with apparatus and Light apparatus
  Stand at ease with apparatus and Light apparatus
  Exercise with verbal command, whistle and drum,
  Whistle and music – Twocount, fourcount, eight count and sixteen count.
  Standing Exercise
  Jumping Exercise
  Moving Exercise
  Combination of above all
Gymnastics: Floor Exercise
- Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Headstand, Jumps-leap, scissors leap.
- Vaulting Horse
- Approach Run, Takeoff from the board, Cat Vault, Squat Vault.

Parallel Bar:
- Mount from one bar
- Straddle walking on parallel bars.
- Single and double step walk
- Perfect swing
- Shoulder stand on one bar and roll forward.
- Roll side
- Shoulder stand
- Frontonback vaultto the side (dismount)

Yoga:
- Surya Namaskara,
- Pranayams
- Corrective Asanas
- Kriyas
- Asanas—Sitting, Standing, Laying Prone Position and Laying Spine Position

Cricket: Fundamental Skills
- Batting—Forward and backward defensive stroke
- Bowling—Simple bowling techniques
- Fielding—Defensive and offensive fielding
- Catching—High catching and Slip catching
- Stopping and throwing techniques
- Wicket keeping techniques

Track and Fields (Throwing Events)
- Discus Throw, Javelin, Hammer Throw, shot-put
- Basic Skills and techniques of the Throwing events
- Grip
- Stance
- Release
- Reserve/(Follow through action)
- Ground Marking/Sector Marking
- Interpretation of Rules and Officiating.
- Rules and their interpretations and duties of officials

Teaching practices: 10 lessons of Track and Field, Team games, Yoga and Gymnastics.
Semester-
IVBPED/P-401
Sports Specialization: Skill proficiency (anyone games & Sports)

Note:— Games specialization will be given in following Games and sports: Athletics, badminton, basketball, cricket, football, handball, hockey, kabaddi, kho-kho, table-tennis, volleyball and yoga. Student will select one Games specialization.

BPED/P-402
Sports Specialization: Tactics and training (anyone games & Sports)

BPED/T-401
Sports Specialization: Skill (5 Lessons)

BPED/T-402
Sports Specialization: Tactics and training (5 Lessons)