

BACHELOR OF PHYSICAL EDUCATION (B.P.Ed) - TWO YEAR PROGRAM UNDER CHOICE BASESD CREDIT SYSTEM (CBCS) W.E.F. 2020-21 & LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (LOCF) EXAMINATION W.E.F. SESSION 2020-2021.



**KURUKSHETRA UNIVERSITY
KURUKSHETRA**

(Established by the State Legislature Act XII of 1956)

CBCS/LOCF/B.P.Ed. – TWO YEAR PROGRAM/KUK

ORDINANCE OF BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.) CHOICE BASED CREDIT SYSTEM (CBCS) W.E.F. 2020-21 & LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (LOCF) EXAMINATION W.E.F. 2020-21.

(Semester System)

(for regular candidates of Department of Physical Education, KUK only)

- 1.1 The duration of the program leading to the award of **Bachelor of Physical Education (B.P.Ed.)** Degree shall be two academic years, comprising of four semesters. Each academic year shall be divided into two semesters i.e. July to December and January to May/June.
- 1.2 Main as well as Supplementary examinations for the First and Third Semesters shall be held in December/January and for the Second and Fourth Semesters in May/June.
- 1.3 The dates of examination fixed shall be notified by the Controller of Examinations to all concerned programs/departments.
2. The last date(s) by which Examination forms and fees must reach the Examination Enquiry shall be as per schedule in K.U. Cal. Vol. II (Part A)
3. A person who has passed the following qualifications shall be eligible to join the program:
 - (i) **Educational Qualification:** Educational qualification for the admission will be as per NCTE norms 2014 which is as under:
 - (a) Bachelor's Degree in any discipline with 50% marks and having atleast participation in the Inter-College/Inter- Zonal/ District competition in Sports and Games as recognized by the AIU/IOA.
OR
 - (b) Bachelor's Degree in Physical Education (B.P.E - 3 years) 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 or 2nd or 3rd position in Inter- College/Inter-Zonal/District Competition in Sports and Games as recognized by the AIU/IOA.
OR
 - (e) Bachelor's Degree with participation in International competitions or secured 1st OR 2nd OR 3rd position in National/Inter-University competition in Sports and Games as recognized by the AIU/IOA.
OR
 - (f) Graduation with 45% marks and at least 3 Yr. teaching experience (for deputed in service candidates i.e. trained physical education teachers/coaches).

Note: Sports Certificates acquired after passing +2 examinations will be considered. Further no Sports/Games certificate will be considered for admission without its Gradation issued from the Director, Sports and Youth Welfare of the State concerned. In the case of Inter College position/Interuniversity participation and AIU position Gradation/Verification Certificate issued by the Director, Sports of the University concerned can be considered. In the case of Inter College participation Verification Certificate issued by the Principal of the concerned College will be considered.

CBCS/LOCF/B.P.Ed. – TWO YEAR PROGRAM/KUK

In the Sports/Games where no Gradation Certificate is being issued by the concerned State/U.T. in such cases the certificate must be verified by the concerned Director, Sports of the State/U.T. The certificate issued by the Federation alone will not be considered.

- (ii) **Physical Efficiency Test:** All the eligible candidates will be required to qualify the Physical Efficiency Test (PET). However, the criteria and the specifications of the individual events of the Canadian Test will be decided by the Department of Physical Education, Kurukshetra University, Kurukshetra.

Note:- Married female selected candidates will have to submit a certificate from RMO/MO of the University Health Centre that she is not in family way, alongwith an undertaking that if during the course of study, it is found that she is in family way, her admission would be liable to be cancelled IPSO-FACTO and all dues paid by her shall be forfeited.

4. A person who has passed B.P.Ed. First Semester, Second Semester or Third Semester examination of this University shall be eligible to join Second Semester, Third Semester or Fourth Semester class respectively of B.P.Ed. program. This is, however, subject to provisions made under Clause 7 below.
5. Every candidate shall be examined according to the scheme of examination and syllabus as approved by the Academic Council from time to time. A candidate, who fails in an examination, or having been eligible fails to appear in an examination, shall unless approved otherwise by the Academic Council, take the examination according to the syllabus prescribed by the University for regular students appearing for that examination.
- 6.1 The courses of the study and the subjects of examination shall be as approved by the Academic Council from time to time. The examination shall consist of: -
 - (a) Written Papers;
 - (b) Practical Examination;
- 6.2 20% marks in each theory paper shall be reserved for Internal Assessment. The following parameters (with weightage of each) forming the basis of award of Internal Assessment shall be adopted and inserted in the relevant scheme of examination: -

For Theory Papers:

- (i) One test/Seminar : 50% marks for each paper (10 marks)
- (ii) One Class test : 25% marks (one period duration) (5 marks)
- (iii) Attendance : 25% marks (5 marks)

Marks for Attendance will be given as under:

- (i) 91% onwards : 5 Marks
- (ii) 81% to 90% : 4 Marks
- (iii) 75% to 80% : 3 Marks
- (iv) 70% to 74% : 2 Marks*
- (v) 65% to 69% : 1 Mark*

*For students engaged in co-curricular activities of the Departments/colleges only/authenticated medical grounds duly approved by the concerned Chairperson/ Principal.

- 6.3 The marks obtained by a candidate in Internal Assessment, duly countersigned by the Chairperson/ Director/Principal of the Department/Institute/College concerned, shall be forwarded to the Examinations Branch at least one week before the commencement of the

CBCS/LOCF/B.P.Ed. – TWO YEAR PROGRAM/KUK

relevant semester examination. The Internal Assessment awards of a candidate who fails in any Semester examination shall be carried forward to the next examination.

- 6.4 The Chairperson/Director/Principal of the Department/Institute/College concerned shall preserve the record on the basis of which the Seasonal awards have been prepared, for inspection, if needed by the University unto six months from the date of declaration of the concerned semester result.
- 7.1 The First/Second/Third/Fourth Semester Examinations shall be open to a candidate who:
- (a) has passed the requisite qualifying examination as laid down in Clause 3, if he/she is a candidate for the First Semester Examination or is covered under Clause 4 or 7;
 - (b) has his/her examination form submitted to the Examinations Branch through the Chairperson of the Department/Principal of the College concerned and produces the following certificates:
 - (i) of good character;
 - (ii) of having attended not less than 75% of the full course of lectures delivered in each paper, practical, tutorials etc. in each semester separately (the course to be counted up to the day before the commencement of the examination). Provided that a candidate who has not attended the requisite percentage of Lectures/Practical for any paper(s) will be eligible to take examination in the remaining paper(s).
- 7.2 A deficiency in the prescribed course (Lectures/Tutorials) may be condoned by the Chairperson of the University Department/Principal of the College concerned as under:
- (a) Lectures Up to 15% of lectures delivered in each paper.
 - (b) Practicals Up to 5% of total in each paper.
 - (c) Tutorials Up to 15% of total conducted.
- These shall also include loss of attendance due to participation in the cultural and sports assignments etc. Provided that a student who participates in the Inter-university Tournaments/Youth Festivals may be allowed additional condonation on this ground upto 10% in each paper on production of a certificate from the Director, Physical Education and Sports or the Director, Youth and Cultural Affairs Department, as the case may be, subject to the condition that such a student shall not be allowed to appear in the examination if his/her attendance, after condonation on all counts, falls below 50%.
8. A candidate who has completed the prescribed course of instruction in the Department/College for any semester examination, but does not appear in it, or, having appeared fails, may be allowed on the recommendation of the Chairperson of the Department/Principal of the college, to appear/re-appear in the semester examination/paper(s), as the case may be, as an ex-student, without attending a fresh course of instruction only twice, at the subsequent examinations.
- 9.1 A candidate who has appeared and failed in one or more paper(s) of the First Semester shall be allowed to study for and appear in the Second Semester. He/she shall, however, be allowed promotion to the Third Semester provisionally only if he/she earns exemption in at least 50% of theory papers of both the first and second semester examinations taken together. Such a candidate will be allowed to re-appear for the paper(s) of the First Semester, along with the Third Semester and for the remaining paper(s) of the Second Semester along with the Fourth Semester examinations simultaneously, when held.
- While re-appearing in the examination, the candidate shall be exempted from re-appearing in the paper(s) in which he/she has obtained at least letter Grade 'P' (40% marks).

CBCS/LOCF/B.P.Ed. – TWO YEAR PROGRAM/KUK

- 9.2 A candidate who fails to pass in any semester examination even in the second chance as mentioned above, he/she will have to repeat the program as a regular student in the Department/College whenever the relevant course(s) is/are offered in the future.
- 9.3 A candidate who fails to pass all the four semesters' examinations within four years of his/her admission to B.P.Ed. program shall be deemed to be unfit for this program. The bar shall not apply to a candidate appearing to avail the extra chance in the Fourth Semester examination, provided the extra chance is availed next to the last admissible normal chance under Clause 8 above.
10. The amount of examination fee to be paid by a candidate for each Semester shall be as prescribed by the University from time to time. A candidate, who re-appears in one or more paper(s)/Semester(s) for the purpose of passing/improvement of division/result, shall pay fee as for the whole examination.
11. The medium of instruction for B.P.Ed. program shall be English/Hindi.
The medium of examination shall be as under:
(a) The question-paper shall be set both in Hindi and English.
(b) The candidates shall write their answers in English or Hindi only.
- 12.1 The minimum number of marks required to pass the examination in each semester shall be as under:
(i) 40% in each paper (Written and Practical separately), i.e. letter Grade 'P'
(ii) 40% in the aggregate of internal assessment and Major Test (End Semester Examination) for each written paper i.e. letter Grade 'P' in each course.
(iii) 40% in aggregate of each Semester viz., I/II/III/IV.
13. The list of successful candidates of Fourth Semester examination shall be arranged, as under, on the basis of the aggregate marks obtained in the First, Second, Third and Fourth Semester examinations taken together, and the division obtained by the candidate will be stated in the Degree :-
(a) Candidates who pass all the four Semester Examinations at the first attempt and within minimum duration of the program i.e. two years, obtaining 75% or more marks of the total aggregate, shall be declared to have passed with 'Distinction'.
(b) 60% or more marksFirst Division.
(c) 50% or more but less than 60% marksSecond Division.
(d) Below 50% marksThird Division.
14. The Controller of Examinations shall publish the result of the examination four weeks after the termination of the examination, or as soon as it is possible.
- 13.4 A candidate who fails in an End Semester examination shall be exempted from re-appearing in paper(s) in which he/she has obtained atleast 40% marks. i.e. letter Grade 'P' .
Award of Grade and the corresponding Grade Points should be based on Absolute marks as under. The conversion factor for conversion from SGPA/CGPA to percentage of marks shall be 10. The combined marks obtained by a student in various components of evaluation of a course shall be converted into a regular letter grades with their equivalent grade point as specified below:

CBCS/LOCF/B.P.Ed. – TWO YEAR PROGRAM/KUK

Letter Grade	Grade Point	Marks
O (Outstanding)	10	85-100
A+ (Excellent)	9	75-84
A (Very Good)	8	65-74
B+ (Good)	7	55-64
B (Above Average)	6	50-54
C (Average)	5	41-49
P (Pass)	4	40
F (Fail)	0	Less than 40
Ab	0	Absent

Note:(1) A candidate eligible to take the examination obtaining Grade F or Ab will be considered to have failed in the examination/paper(s). Such a candidate will be required to re-appear in that examination/paper(s) within the permissible chances given in the concerned ordinance for obtaining pass grade.

- (2) A candidate who has not attended requisite percentage of lectures in a course and/or obtained pass marks in Internal Assessment, where prescribed will also be awarded Grade 'F'. Such a candidate will have to repeat that course(s) to complete the attendance requirement and obtain pass mark in Internal Assessment.
- (3) If 'F'/Ab' Grade is awarded to a candidate in major project, he/she will get only one more chance to repeat the project work at the end of next Semester. However, if a candidate still gets 'F'/Ab' Grade in major project, the same will not be eligible for the award of degree.
- (4) For Non-Credit course 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.

13.4 (i) **Explanation:**

Letter grades **O, A+, A, B+, B, C and P** in a course mean that the candidate has passed that course.

The **F Grade** denotes poor performance i.e. failing in the course. A student has to appear at subsequent examination(s), if provided under the ordinances in all courses in which he/she obtained "F" grade, until a passing grade is obtained during maximum duration allowed for completion of the program.

The **Ab Grade**: is awarded, when a student does not appear in the examination of the program.

13.4(ii) **Evaluation:**

To pass a program, the student has to compulsorily appear in the End-semester Examination of that course and secure a minimum of 40% marks in aggregate of all the components of evaluation. However, maximum of 2 grace marks will be awarded for passing a course and 1 Grade mark will be awarded to elevate the grade. Any fraction in any component of evaluation should be rounded off to the next whole number.

13.4(iii) **Evaluation of Graduating Course:**

A Bachelor of Physical Education (B.P.Ed) program shall be evaluated on the basis of the End-semester Examination component of the program alone. The student shall appear only in the End Semester Examination of the B.P.Ed program. Grade "**P**" shall be awarded if the student

CBCS/LOCF/B.P.Ed. – TWO YEAR PROGRAM/KUK

concerned obtains 40% or more marks allotted to End-semester Examination alone. In case the marks obtained are less than **40% (including 2 grace marks)**, Grade “F” will be awarded.

13.4(iv) **Earned Credits (EC):**

If a student passes a course he/she earns the credits assigned to that course.

14. As soon after the termination of the examination, as possible the Controller of Examinations shall publish the result of the candidates and the Detailed-Marks-Cards will be issued by the Results Branch.
15. The list of successful candidates of Fourth Semester examination shall be arranged, as under, on the basis of the Cumulative Grade Point Average (CGPA) obtained in the overall in the Four Semesters i.e. First, Second, Third and Fourth Semester examinations taken together, and the CGPA obtained by the candidate will be stated in the Degree (along with the name of the Department).
- 16.1 A person who has passed the Bachelors of Physical Education (B.P.Ed.) Examination of this University and is desirous of improving his/her performance, will be allowed to appear as an ex-student in the B.P.Ed. Examination thrice in one or more theory paper(s) of all the four semester examinations within a period of five years of his/her passing the B.P.Ed. Examination. Such a candidate, in the first instance, shall be required to intimate all the paper(s) in which he/she would like to improve his/her performance. He/she will then appear in the respective paper(s) of the semester examination, simultaneously in December/May. If he/she does not improve his/her performance he/she shall be eligible to do so in the following year(s) which would be treated as second chance. In case the candidate does not improve his/her performance even in the second chance, he/she will be given third chance to improve his/her performance.
- 16.2 The result of such a candidate shall be declared only if he/she improves his/her performance in the aggregate of all the four semesters examinations by taking into account the marks obtained by him/her in the paper(s) in which he/she re-appeared and the marks obtained by him/her earlier in the remaining paper(s) etc., whichever are higher. The fact that the candidate has improved the performance shall be mentioned in the Transcript.

Provided that the candidate will take the examination according to the Syllabus in force for the regular students in that Semester Examination in which he/she proposes to take the examination for the purpose of improving his/her performance.
- 16.3 A candidate who re-appears in any examination for improvement shall not be allowed to take any other examination of the University simultaneously, except for a Certificate/Diploma course in Language and Bachelor of Education (B.Ed.) examinations.
17. Notwithstanding the integrated nature of this program which is spread over more than one academic year, the Ordinance in force at the time a student joins the program, shall hold good only for the examination held during or at the end of the academic year and nothing in this Ordinance shall be deemed to debar the University from amending the Ordinance and the amended Ordinance, if any, shall apply to all the students whether old or new.
18. **Calculation of Equivalent Percentage:**

The equivalent percentage (%) of marks **EP(Equivalent Percentage)** will be calculated as :

$$\mathbf{EP = 10 \times CGPA}$$

CBCS/LOCF/B.P.Ed. – TWO YEAR PROGRAM/KUK

“Note:- The Credits and marks for the Open Elective course will not be included in the overall result.”

Scheme of Examination of Bachelor of Physical Education (B.P.Ed.) Choice Based Credit System (CBCS) under Semester System to be implemented w.e.f. 2020-21 in phased manner. It will be initially applicable on the program run on KUK campus only i.e. Department of Physical Education, KUK.

COURSE STRUCTURE

- Note:** a) Each Compulsory Paper will be of 100 marks (80 marks external paper and 20 marks internal assessment). Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.
- b) For Open Elective paper BPEd -209 and BPEd -309 will carry 50 (40 marks external paper and 10 marks internal assessment) Paper setter is required to set 2 questions from each Unit – I and II. Unit - III consists of 4 questions of short answers distributed from all over the syllabus. The candidates are required to attempt one question from each Unit – I and II carrying 16 marks for each question. Unit - III is compulsory for all consisting 2 marks of each short answer.

Course Symbol: C.C.C - Compulsory Core Course, C.F.C - Compulsory Foundation Course and O.E.C - Open Elective Course

CBCS/LOCF/B.P.Ed. – TWO YEAR PROGRAM/KUK

Kurukshetra University, Kurukshetra

Scheme of Examination for Bachelor of Physical Education (B.P.Ed)

CBCS Scheme of Examination implemented from session 2020-2021

Semester - Ist

Credits= 26

Total Marks = 800

Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total	Duration of Exam
			Theory	Practical	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical		
BPEd -101	History and foundation of Physical Education	CCC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 102	Anatomy and Physiology	CFC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 103	Health Education and Environmental Studies	CFC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd -104	Officiating and Coaching	CCC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 105	Practicum: (i) Athletics (Track Events)	CCC		05	05	-	2.5	2.5	-	-	100	100	--
BPEd - 106	(ii) Game – I (Basket Ball & Kabaddi)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd - 107	(iii) Game –II (Football &Kho Kho)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd -108	(iv) Anatomy, Physiology and Health Education	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
Total			16	20	36	16	10	26	80	320	400	800	

C.C.C = Compulsory Core Course

C.F.C = Compulsory Foundation Course

CBCS/LOCF/B.P.Ed. – TWO YEAR PROGRAM/KUK

Kurukshetra University, Kurukshetra
Scheme of Examination for Bachelor of Physical Education (B.P.Ed)
CBCS Scheme of Examination implemented from session 2020-2021
Semester - IInd

Credits= 26

Total Marks = 800

Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total	Duration of Exam
			Theory	Practical	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical		
BPEd-201	Yoga Education	CCC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd- 202	Computer Applications in Physical Education	CFC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd- 203	Sports Psychology and Sociology	CFC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd -204	Contemporary issues in Physical Education, Fitness and Wellness	CCC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd- 205	Practicum: (i) Athletics (Throwing Events)	CCC		05	05	-	2.5	2.5	-	-	100	100	--
BPEd- 206	Game – I (Volleyball & Yoga)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd- 207	Game –II (Handball & Gymnastics)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd-208	Computer Application, Rehabilitation & Sports Psychology	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd-209	<i>Fundamentals of Yoga/</i> Mooc (Massive Open Online Courses)	OEC	02	--	02	02	--	02	10	40	--	50	2 hours
Total			16	20	36	16	10	26	80	320	400	800	

***Note: The credits and marks of the Open Elective course are not included in the grand total score.**

C.C.C = Compulsory Core Course

C.F.C = Compulsory Foundation Course

O.E.C = Open Elective Course

CBCS/LOCF/B.P.Ed. – TWO YEAR PROGRAM/KUK

Kurukshetra University, Kurukshetra

Scheme of Examination for Bachelor of Physical Education (B.P.Ed)

CBCS Scheme of Examination implemented from session 2021-2022

Semester - IIIrd

Credits= 26

Total Marks = 800

Paper Code	Subjects	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total	Duration of Exam
			Theory	Practical	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical		
BPEd - 301	Sports Training	CCC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 302	Educational Technology and Methods of Teaching in Physical Education	CFC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 303	Organization and Administration	CFC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 304	Sports Nutrition and Weight Management	CCC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 305	Practicum: (i) Athletics (Jumps)	CCC	--	05	05	-	2.5	2.5	-	-	100	100	--
BPEd - 306	(ii) Game – I (Cricket & Softball /Baseball)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd - 307	Game –II (Weight Training & Hockey)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd - 308	Mass Display Activity (Free Hand)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
<i>BPEd - 309</i>	Health and Nutrition/ Mooc (Massive Open Online Courses)	<i>OEC</i>	<i>02</i>	<i>--</i>	<i>02</i>	<i>02</i>	<i>--</i>	<i>02</i>	<i>10</i>	<i>40</i>	<i>--</i>	<i>50</i>	<i>2hrs</i>
Total			16	20	36	16	10	26	80	320	400	800	

***Note: The credits and marks of the Open Elective course are not included in the grand total score.**

C.C.C = Compulsory Core Course

C.F.C = Compulsory Foundation Course

O.E.C = Open Elective Course

CBCS/LOCF/B.P.Ed. – TWO YEAR PROGRAM/KUK

Kurukshetra University, Kurukshetra
Scheme of Examination for Bachelor of Physical Education (B.P.Ed)
CBCS Scheme of Examination implemented from session 2021-2022
Semester-IVth

Credits= 26

Total Marks = 800

Paper Code	Subjects.	Type of Course	Contact Hours Per Week			Credit			Examination Scheme			Total	Duration of Exam
			Theory	Practical	Total	Theory	Practical	Total	Internal Assessment	Theory	Practical		
BPEd - 401	Olympic Movement	CCC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 402	Curriculum Design	CFC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 403	Sports Management	CFC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 404	Sports Medicine and Rehabilitation	CCC	04	--	04	04	--	04	20	80	--	100	3 hours
BPEd - 405	Practicum: (i) Athletic Meet (Opening, March Past, Victory Ceremony & Closing)	CCC		05	05	-	2.5	2.5	-	-	100	100	--
BPEd - 406	(ii) Game – I (Badminton & Table Tennis)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd - 407	(iii) Game –II (Boxing & Wrestling)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
BPEd - 408	(iv) Mass Display Activity (Lezium, Dumbbell & Tipri)	CCC	--	05	05	--	2.5	2.5	--	--	100	100	--
Total			16	20	36	16	10	26	80	320	400	800	

Total Credits: 104

Grand Total: 3200

C.C.C = Compulsory Core Course

C.F.C = Compulsory Foundation Course

B.P.Ed. 1st and 2nd Semester w.e.f. 2020-21 & B.P.Ed. 3rd and 4th Semester w.e.f. 2021-22.**Overall Detail History of C.C.C, C.F.C and O.E.C/Mooc Courses in B.P.Ed Course (2 Year)**

Sr. No.	Course Title	C.C.C Compulsory core Course	C.F.C Compulsory Foundation Course	OEC Open Elective Course/ Mooc (Massive Open Online Courses)
1	B.P.Ed 1 st Sem.	06	02	00
2	B.P.Ed 2 nd Sem.	06	02	01
3	B.P.Ed 3 rd Sem.	06	02	01
4	B.P.Ed 4 th Sem.	06	02	00
	Total	24	08	02

PROGRAM OUTCOMES: -

1. Learners will be able to comprehend the acquire knowledge during the Program of study.
2. Learners will be able to reflect on the issues relating to the discipline- 'Education'.
3. Learners will be able to exhibit the professional skills and competencies acquired during the Program of study.
4. Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.
5. Learners will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making, resource management according to pre-determined objectives/outcomes.
6. Learners will be able to work as member or leader in various teams and multi-disciplinary & diverse settings.
7. Learners will be able to discuss and solve the problems relating to the discipline and life.
8. Learners will be able to state and follow the ethical issues relating to the discipline and society.
9. Learners will be able to apply different tools and techniques of communication and related skills.

PROGRAM SPECIFIC OUTCOMES: -

After completing the program student- teacher will be able to:-

1. Acquire knowledge about historical foundation of Physical education, understand Olympic Movement and skills about managerial aspects of physical education and sports.
2. Apply and demonstrate the knowledge of yoga, psycho-social techniques, health and environment education for health promotion of masses.
3. Acquire knowledge about human physiological aspects, identify different sports injuries and use appropriate physiotherapeutic modalities to treat injuries along with nutritional aspects related to weight management.
4. Use digital communication as an effective tool and utilize appropriate technology and multi-media to organize, analyze, interpret and present information.
5. Employ –best practices of sports training, innovative pedagogy, maintain physical fitness using principles of training frequency, intensity and duration according to prescribed curriculum.

B. P. Ed. –Syllabus
(From Session 2020-2021)
Semester – I
Theory Courses

BPEd- 101: HISTORY AND FOUNDATION OF PHYSICAL
EDUCATION

Time: Three Hours **Total Marks: 100 (Theory Marks: 80 + Internal Assessment :20)**
Credits= 4

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPEd 101.1** understand the meaning, scope, aim, objectives, importance of Physical Education and its relationship with General Education and Physical Education as an Art and Science.
- BPEd 101.2** learn about Historical development in Indus Valley Civilization Period, Vedic Period, Early Hindu Period, Medieval Period, British Period.
- BPEd 101.3** gain knowledge of Philosophies of Education as applied to Physical Education, contribution of Akhadas and Vyayamshals, Y.M.C.A.& Sports Authority of India in the development of sports.
- BPEd 101.4** acquire knowledge the History of Physical Education in Ancient Greece, Rome Germany, Sweden, Denmark & Russia.

SYLLABUS

Unit – I: Introduction of Physical Education.

- i. Meaning, Definition and Scope of Physical Education
- ii. Aims and Objective of Physical Education
- iii. Importance of Physical Education in present era.
- iv. Misconceptions about Physical Education.
- v. Relationship of Physical Education with General Education.
- vi. Physical Education as an Art and Science.

Unit- II: Historical Development of Physical Education in India.

- i. Indus Valley Civilization Period. (3250 BC – 2500 BC)
- ii. Vedic Period (2500 BC – 600 BC)
- iii. Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)
- iv. Medieval Period (1000 AD – 1757 AD)
- v. British Period (Before 1947)
- vi. Physical Education in India (After 1947)

Unit- III: Foundation of Physical Education.

- i. Philosophies of Education as applied to Physical Education – Idealism, Naturalism, Realism, Pragmatism, Existentialism and Humanism.
- ii. Contribution of Akhadas and Vyayamshals in the development of Physical Education.
- iii. Y.M.C.A. and its contributions in the development of Physical Education.
- iv. Contribution of Sports Authority of India in the development of sports.

Unit- IV: Historical Development of Physical Education Overseas.

- i. History of Physical Education in Ancient Greece.
- ii. History of Physical Education in Rome.
- iii. History of Physical Education in Germany.
- iv. History of Physical Education in Sweden.
- v. History of Physical Education in Denmark & Russia.

References:

- Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co.*
- Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.*
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- Sharman, J. R. (1964). Introduction to physical education. New York: A.S. Barnes & Co.*
- William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunders Co.*

BPEd 101 - HISTORY AND FOUNDATION OF PHYSICAL EDUCATION.**CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 101.1	3	3	3	3	1	2	2	1	3
BPED 101.2	3	3	3	3	3	3	3	2	3
BPED 101.3	3	3	3	3	3	3	3	2	3
BPED 101.4	3	3	3	3	3	3	2	3	3
Average	3	3	3	3	2.5	2.75	2.5	2	3

CO-PSO Mapping Matrix

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 101.1	3	2	3	3	3
BPED 101.2	3	3	3	3	3
BPED 101.3	3	3	2	3	3
BPED 101.4	3	3	2	3	3
Average	3	2.75	1.50	3	3

CO-PO-PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 101.1	3	3	3	3	1	2	2	1	3	3	2	3	3	3
BPED 101.2	3	3	3	3	3	3	3	2	3	3	3	3	3	3
BPED 101.3	3	3	3	3	3	3	3	2	3	3	3	2	3	3
BPED 101.4	3	3	3	3	3	3	2	3	3	3	3	2	3	3
Average	3	3	3	3	2.5	2.75	2.5	2	3	3	2.75	1.50	3	3

BPEd - 102 ANATOMY AND PHYSIOLOGY

Time : Three Hours **Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)**
Credits= 4

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPEd 102.1** enhance knowledge about anatomy and physiology, its scope, meaning and function of skeleton and gender difference in the Skeleton system.
- BPEd 102.2** understand the Blood and Circulatory system, Digestive system, their functions and impact of exercise on both systems.
- BPEd 102.3** learn about Respiratory and Excretory system with impact of exercise on both systems
- BPEd 102.4** understand Muscular system, Nervous system and Endocrine glands with impact of exercise on muscular system and endocrine glands.

SYLLABUS

UNIT- I Anatomy and Physiology

- i. Meaning of Anatomy and Physiology. Its scope of in the field of Physical Education.
- ii. Cell: Meaning, Cell organelles, function with Diagram.
- iii. Tissue: meaning, types and their functions.
- iv. Skeleton: Meaning, Types of Bones and their Functions.
- v. Joints: Meaning, Types and Functions.
- vi. Gender difference in the Skeleton systems.

UNIT- II Circulatory and Digestive system.

- i. **Circulatory System:** Structure of the heart, blood vessels attached to the heart, types of circulation (Systematic, Pulmonary and Coronary circulation).
- ii. Blood: meaning, its constituents, functions and Blood pressure.
- iii. Heart rate, stroke volume, cardiac output and Effect of exercise on circulatory system.
- iv. **Digestive System:** Organs, Structure and functions of digestive system.
- v. Name and functions of various digestive juices and enzymes on different nutrients.
- vi. Effect of exercise on the Digestive System.

UNIT- III Respiratory and Excretory system

- i. **Respiratory System:** Meaning, Organs, Structure and their functions.
- ii. Mechanism of gas exchange in the lungs and tissues
- iii. Oxygen duct and second wind: meaning and causes.
- iv. Different lung capacities and volumes and effect of exercise on respiratory system.
- v. **Excretory System:** meaning, organs of excretion (kidneys and skin) with their structure and functions.
- vi. Effect of exercise on the Excretory System.

UNIT- IV Muscular system, Nervous system and Endocrine gland.

- i. **Muscular System:** Meaning, Characteristics and functions of muscles
- ii. Types of muscles and effect of exercise on Muscular system.
- iii. **Endocrine Glands:** Meaning and functions of different types of glands (Pituitary, Thyroid, Parathyroid, Adrenal and Sex glands).
- iv. Effect of exercise on endocrine glands.
- v. **Nervous System:** Meaning, Structure of nerve cell.
- vi. **Division of Nervous system:** Central nervous system (CNS) and Peripheral Nervous System (PNS), functions of Brain and Spinal cord.

References:

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

BPEd 102 - ANATOMY AND PHYSIOLOGY.**CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 102.1	3	3	3	3	1	3	3	1	3
BPED 102.2	3	3	3	3	3	3	3	3	3
BPED 102.3	3	3	3	3	3	3	3	3	3
BPED 102.4	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	2.50	3	3	2.50	3

CO-PSO Mapping Matrix

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 102.1	2	3	3	3	3
BPED 102.2	2	3	3	3	3
BPED 102.3	2	3	3	3	3
BPED 102.4	2	3	3	3	3
Average	2	3	3	3	3

CO-PO-PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 102.1	3	3	3	3	1	3	3	1	3	2	3	3	3	3
BPED 102.2	3	3	3	3	3	3	3	3	3	2	3	3	3	3
BPED 102.3	3	3	3	3	3	3	3	3	3	2	3	3	3	3
BPED 102.4	3	3	3	3	3	3	3	3	3	2	3	3	3	3
Average	3	3	3	3	2.50	3	3	2.50	3	2	3	3	3	3

BPEd - 103 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES.

Time : Three Hours Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)
Credits= 4

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPEd 103.1** acquire knowledge about health, health education and aim, objective, principles of health education, Health Service and guidance instruction in personal hygiene.
- BPEd 103.2** learn about communicable and non-communicable diseases, obesity, balanced diet, health services and role of health education in schools.
- BPEd 103.3** understand about need and importance of environmental studies, waste management, role of school in environmental conservation and sustainable development.
- BPEd 103.4** gain knowledge about Water, Food and Land resources, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution and role of pollution control board.

SYLLABUS

Unit – I Health Education

- i. Meaning, Concept and Dimensions of Health.
- ii. Definition of Health, Health Education, Health Instruction and Health Supervision
- iii. Aim, objective and principles of Health Education
- iv. First- aid and emergency care
- v. Health Service and guidance instruction in personal hygiene.

Unit – II Health Problems in India

- i. Meaning and description of Communicable and Non-Communicable Diseases.
- ii. Meaning of Obesity and Malnutrition, Basic concept of Balance Diet.
- iii. Objective of school health service, Role of health education in schools.
- iv. Health Services – Care of skin, Nails, Eye health service, Nutritional service and Health record.
- v. Healthful school environment

Unit – III Environmental Science

- i. Definition, Need and Importance of environmental studies.
- ii. Concept of environmental education, Historical background of environmental education,
- iii. Celebration of various days in relation with environment.
- iv. Waste Management: Different types of waste materials and their management.
- v. Role of school in environmental conservation and sustainable development.

Unit – IV Natural Resources and related environmental issues

- i. Meaning and Conservation of Water resources, food resources and Land resources.
- ii. Definition, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution and Thermal Pollution,
- iii. Govt. policies for Management of environment, Role of pollution control board.

References:

- Agrawal, K.C. (2001). Environmental biology. Bikaner: Nidhi publishers Ltd.*
- Beychok, M.R. (2005). Fundamentals Of Stack Gas Dispersion (4th ed.). author-published.*
- Centers for Disease Control & Prevention. (2007). National Health Education Standards. Retrieved May 1, 2009.*
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- Nemir, A. (n.d.). The school health education. New York:Harber and Brothers.*
- Odum, E.P. (1971). Fundamental of ecology. U.S.A.: W.B. Saunders Co.*

BPEd 103 - HEALTH EDUCATION AND ENVIRONMENTAL STUDIES.**CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 103.1	3	3	3	3	3	1	3	1	3
BPED 103.2	3	3	3	3	3	3	3	3	3
BPED 103.3	3	3	3	3	3	3	3	3	3
BPED 103.4	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	2.50	3	2.50	3

CO-PSO Mapping Matrix

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 103.1	3	3	3	3	3
BPED 103.2	3	3	3	3	3
BPED 103.3	3	3	3	3	3
BPED 103.4	3	3	3	3	3
Average	3	3	3	3	3

CO-PO-PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 103.1	3	3	3	3	3	1	3	1	3	3	3	3	3	3
BPED 103.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 103.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 103.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	2.50	3	2.50	3	3	3	3	3	3

BPEd - 104 OFFICIATING AND COACHING

Time: Three Hours

Total Marks: 100 (Theory Marks: 80 + Internal Assessment :20)

Credits= 4

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPEd 104.1** understand the meaning, concept, importance, principles of officiating and coaching, Relation of official and coach with management, players and spectators.
- BPEd 104.2** gain knowledge of duties and responsibilities of a coach, philosophy and ethics of coaching.
- BPEd 104.3** understand about duties of official, philosophies, mechanics and ethics of officiating.
- BPEd 104.4** gain knowledge about academic and professional qualifications of a coach and an official, eligibility rule of inter-school and school national and method of taking sanction and bill preparation for Traveling and Dearness Allowances for various Competitions.

SYLLABUS

Unit- I: Introduction of Officiating and coaching

- i. Meaning, concept and importance of officiating and coaching.
- ii. Principles of officiating.
- iii. Principles of Coaching.
- iv. Relation of official and coach with management, players and spectators.
- v. Measures of improving the standards of officiating and coaching.

Unit- II: Coach as a Mentor

- i. Duties of coach in general, pre, during and post-game.
- ii. Philosophy of coaching.
- iii. Responsibilities of a coach on and off the field.
- iv. Coach as role model for young players.
- v. Ethics of coaching.

Unit- III: Duties of Official

- i. Duties of official in general, pre, during and post-game.
- ii. Philosophy of officiating
- iii. Mechanics of officiating – position, singles and movement during officiating.
- iv. Use of latest technology in the officiating of various games.
- v. Ethics of officiating

Unit- IV: Qualifications of Coach and Official

- i. Academic and professional qualification of a coach for various levels.
- ii. Academic and professional qualification of an official for various levels.
- iii. Eligibility rules of Inter-School and School National.
- iv. Traveling and Dearness Allowances rules for Inter-School and School National.
- v. Method of taking sanction and bill preparation for Traveling and Dearness Allowances for various Competitions.

Reference Books:

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

BPEd 104 - OFFICIATING AND COACHING.**CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 104.1	3	3	3	3	3	3	3	3	3
BPED 104.2	3	3	3	3	3	3	3	3	3
BPED 104.3	3	3	3	3	3	3	3	3	3
BPED 104.4	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	3	3	3	3

CO-PSO Mapping Matrix

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 104.1	2	3	3	3	3
BPED 104.2	3	3	3	3	3
BPED 104.3	3	3	3	3	3
BPED 104.4	3	3	3	3	3
Average	2.75	3	3	3	3

CO-PO-PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 104.1	3	3	3	3	3	3	3	3	3	2	3	3	3	3
BPED 104.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 104.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 104.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	3	3	3	3	2.75	3	3	3	3

Part – B
Practical Courses
Semester – 1st

B.P.Ed. –105: Athletics (Track Events)

Marks - 100

(Credits= 2.5)

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

BPEd 105.1 use and demonstrate the Starting techniques.

BPEd 105.2 demonstrate the Finishing techniques.

BPEd 105.3 acquire the practical knowledge of baton exchange in relay races.

BPEd 105.4 acquire knowledge of track markings and its various rules.

SYLLABUS

Track Events

- | | | |
|------|---|--------------|
| I | Teaching ability of Starting techniques | (Marks - 20) |
| ii. | Teaching ability of Finishing Techniques | (Marks - 10) |
| iii. | Teaching ability of Baton Exchange | (Marks - 10) |
| iv. | Interpretation of various rules of Track Events | (Marks - 10) |
| v. | Marking of Track 400m and 200m. | (Marks - 50) |

Note: Candidate have to take at least 5 teaching lessons of various techniques.

B.P.Ed. –106: Basketball & Kabaddi

Marks - 100

(Credits= 2.5)

i) Basketball

Marks – 50

ii) Kabaddi

Marks – 50

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

BPEd 106.1 Acquire practical knowledge & experience of marking of Kabaddi and Basketball court.

BPEd 106.2 Apply and demonstrate basic skills of Kabaddi and Basketball.

BPEd 106.3 Interpret various rules of Kabaddi & Basketball.

BPEd 106.4 Fill score sheets of Kabaddi and Basketball & use officiating symbols.

SYLLABUS

i) Basketball

Marks - 50

1. Marking of Basketball Court

(Marks - 20)

2. Teaching ability of various basic skills of Basketball

(Marks - 20)

3. Interpretation of Various rules of Basketball

(Marks - 10)

ii) Kabaddi

Marks – 50

1. Marking of kabaddi Court

(Marks - 20)

2. Teaching Ability of various basic skills of kabaddi

(Marks - 20)

3. Interpretation of Various rules of kabaddi

(Marks - 10)

Note: Candidate have to take at least 5 teaching lessons of each game.

B.P.Ed. –107: Football & Kho-Kho.

Marks - 100

(Credits= 2.5)

- i) Football
- ii) Kho – Kho

Marks - 50

Marks - 50

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

BPEd 107.1 have practical knowledge & experience of marking of Kho-Kho and Football ground.

BPEd 107.2 demonstrate basic skills of Football & Kho-Kho.

BPEd 107.3 interpret various rules of Football & Kho-Kho.

BPEd 107.4 fill score sheets of these games & able to use officiating symbols.

SYLLABUS

i) Football

Marks - 50

1. Marking of Football Ground

(Marks - 20)

2. Teaching ability of various basic skills of Football

(Marks - 20)

3. Interpretation of Various rules of Football

(Marks - 10)

ii) Kho - Kho

Marks - 50

1. Marking of kho - Kho Court

(Marks - 20)

2. Teaching Ability of various basic skills of kho - Kho

(Marks - 20)

3. Interpretation of Various rules of kho - Kho

(Marks - 10)

Note: Candidate have to take at least 5 teaching lessons of each game.

B.P.Ed. –108: Anatomy,Physiology and Health Education.

Marks - 100

(Credits= 2.5)

Course outcomes: -

After completing the course contents of this course, the students will be able to: -

BPEd 108.1 understand about bones of Human Body and peak expiratory flow measurement.

BPEd 108.2 gain knowledge of Body Mass Index (BMI).

BPEd 108.3 understand about measurement of blood pressure and different strengths.

BPEd 108.4 gain knowledge about First Aid.

SYLLABUS

- | | |
|--|--------------|
| i. Name and location of various bones of Human Body | (Marks - 10) |
| ii. Measurement of peak expiratory flow and its interpretation | (Marks - 10) |
| iii. Measurement of BMI and its interpretation | (Marks - 20) |
| iv. Measurement of Leg, back and grip strength | (Marks - 20) |
| v. Measurement of Blood Pressure | (Marks - 10) |
| vi. First Aid for various conditions and articles of first aid box | (Marks - 30) |

Semester – II
Theory Courses

BPEd - 201 YOGA EDUCATION

Time : Three Hours Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)

Credits= 4

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course outcomes: -

After completing the course contents of this course, the students will be able to: -

BPED 201.1 understand the meaning, historical background, aim, objective, yoga sutra, need and importance of yoga .

BPED 201.2 know about Ashtang yoga and yoga in Bhagvadgita.

BPED 201.3 understand Meaning of Asanas, Pranayamas, and their effects on human body systems.

BPED 201.4 knowledge about Bandhas, Kriyas, Mudras, their types and different yoga center in India & Overseas.

SYLLABUS

Unit – I: Introduction

- i. Meaning and Definition of Yoga
- ii. Historical background Yoga
- iii. Aims and Objectives of Yoga
- iv. The Yoga Sutra: General Consideration
- v. Need and Importance of Yoga in Modern Society
- vi. Misconceptions about Yoga

Unit - II: Foundation of Yoga

- i. The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi
- ii. Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

Unit - III Asanas and Paranayam

- i. Meaning of Asanas and Paranayam, Different Types of Paranayams.
- ii. Effect of Asanas and Paranayam on Respiratory, Circulatory, Digestive, Endocrine and Muscular system.
- iii. Classification of asanas with special reference to physical education and sports.
- iv. Influences of meditative posture on various system of the body.

Unit – IV Yoga Education

- i. Types of Bandhas and Mudras
- ii. Type of kriyas
- iii. Difference between yogic practices and physical exercises
- iv. Yoga education centers in India and abroad

References:

- Brown, F. Y.(2000). *How to use yoga*. Delhi:Sports Publication.
- Gharote, M. L. &Ganguly, H. (1988). *Teaching methods for yogic practices*.Lonawala: Kaixydahmoe.
- Rajjan, S. M. (1985). *Yoga strentheningofrelexation for sports man*. New Delhi:Allied Publishers.
- Shankar,G.(1998). *Holistic approach of yoga*. New Delhi:Aditya Publishers.
- Shekar,K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.

BPEd 201 - YOGA EDUCATION.**CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 201.1	3	3	3	3	3	3	3	3	3
BPED 201.2	3	3	3	3	3	3	3	3	3
BPED 201.3	3	3	3	3	3	3	3	3	3
BPED 201.4	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	3	3	3	3

CO-PSO Mapping Matrix

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 201.1	2	3	3	3	3
BPED 201.2	2	3	3	3	3
BPED 201.3	2	3	3	3	3
BPED 201.4	2	3	3	3	3
Average	2	3	3	3	3

CO-PO-PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 201.1	3	3	3	3	3	3	3	3	3	2	3	3	3	3
BPED 201.2	3	3	3	3	3	3	3	3	3	2	3	3	3	3
BPED 201.3	3	3	3	3	3	3	3	3	3	2	3	3	3	3
BPED 201.4	3	3	3	3	3	3	3	3	3	2	3	3	3	3
Average	3	3	3	3	3	3	3	3	3	2	3	3	3	3

BPEd - 202 COMPUTER APPLICATIONS IN PHYSICAL EDUCATION

Time : Three Hours Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)
Credits= 4

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPED 202.1** enhance knowledge about information & technology, use of computer in Physical education & Application software used in Physical Education and sports.
- BPED 202.1** apply knowledge of MS Word , its feature and tools
- BPED 202.3** enhance knowledge about MS Excel, its feature and tools
- BPED 202.4** gain knowledge about MS Power point presentation & processes of preparing a power point presentation (PPT)

SYLLABUS

Unit – I: Introduction to Computer.

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

Unit – II: MS Word.

- i. Introduction to MS Word
- ii. Creating, saving and opening a document
- iii. Formatting, page setup, paragraph alignment, spelling and grammar check, printing option, inserting: page number, graph, footnote and notes.
- iv. Drawing table, inserting row and column, deleting row and column

Unit – III: MS Excel.

- i. Introduction to MS Excel
- ii. Inserting data in to excel sheet
- iii. Creating, saving and opening worksheet
- iv. Preparing bar Diagrams
- v. Format and editing features adjusting columns width and row height understanding charts.

Unit – IV: MS Power Point.

- i. Introduction to MS Power Point
- ii. Creating, saving and opening a ppt. file
- iii. Format and editing features: design, inserting slide number, picture, graph and table.
- iv. Stating slide show, Animations in the slides show
- v. Preparation of Power point presentations

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BPEd 202 - COMPUTER APPLICATIONS IN PHYSICAL EDUCATION.

CO-PO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 202.1	3	3	3	3	3	3	3	3	3
BPED 202.2	3	3	3	3	3	3	3	3	3
BPED 202.3	3	3	3	3	3	3	3	3	3
BPED 202.4	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	3	3	3	3

CO-PSO Mapping Matrix

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 202.1	3	3	2	3	3
BPED 202.2	3	1	2	3	3
BPED 202.3	3	1	2	3	3
BPED 202.4	3	3	2	3	3
Average	3	2	2	3	3

CO-PO-PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 202.1	3	3	3	3	3	3	3	3	3	3	3	2	3	3
BPED 202.2	3	3	3	3	3	3	3	3	3	3	1	2	3	3
BPED 202.3	3	3	3	3	3	3	3	3	3	3	1	2	3	3
BPED 202.4	3	3	3	3	3	3	3	3	3	3	3	2	3	3
Average	3	3	3	3	3	3	3	3	3	3	2	2	3	3

BPEd - 203 SPORTS PSYCHOLOGY AND SOCIOLOGY

Time : Three Hours Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)
Credits= 4

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPED 203.1** enhance knowledge of meaning, Importance and scope of Educational and Sports Psychology its Stages of growth and development Heredity and environment and Nature, theories and Laws of learning.
- BPED 203.2** acquire knowledge of personality, motivation, anxiety & their effects on sports performances.
- BPED 203.3** understand meaning of Orthodoxy, Customs, Tradition, socialization and their relation with Physical Education.
- BPED 203.4** know the meaning, importance and effect of Culture and Types & Theories of leadership.

SYLLABUS

Unit -I: Introduction

- i. Meaning, Importance and scope of Educational and Sports Psychology.
- ii. General characteristics of Various Stages of growth and development.
- iii. Types and nature of individual differences; Factors responsible – Heredity and environment
- iv. Nature of learning, theories of learning and Laws of learning.

Unit-II: Sports Psychology

- i. Meaning and definition of personality, dimensions of personality and Effect of Personality on the Sports performance
- ii. Meaning and definition of motivation, Factors influencing motivation in sports and techniques of motivation in sports.
- iii. Meaning and definition of anxiety and effect of anxiety on sports performance.

Unit-III: Relation between Social Science and Physical Education.

- i. Meaning of Orthodoxy, Customs and Tradition, their relation with Physical Education.
- ii. Concept of Socialization through Physical Education
- iii. Meaning of Group Dynamics, Structure of Group, Social Group life, Primary group and Remote group.
- iv. Meaning of Cohesion and development of team Cohesion.

Unit-IV Culture and Leadership

- i. Meaning and definition of culture.
- ii. Features and Importance of culture.
- iii. Meaning and definition of leadership.
- iv. Effects of culture on people life style and sports.
- v. Types of leadership.

References:

- Ball, D. W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport*. London: Addison Wesley Publishing Co., Inc.
- Blair, J. & Simpson, R. (1962). *Educational psychology*, New York: McMillan Co.
- Cratty, B. J. (1968). *Psychology and physical activity*. Eaglewood Cliffs. Prentice Hall.
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- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*. Philadelphia: Lea & Febiger.
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BPEd 203 - SPORTS PSYCHOLOGY AND SOCIOLOGY.**CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 203.1	3	3	3	3	3	3	3	3	3
BPED 203.2	3	3	3	3	3	3	3	3	3
BPED 203.3	3	3	3	3	3	3	3	3	3
BPED 203.4	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	3	3	3	3

CO-PSO Mapping Matrix

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 203.1	3	3	1	3	3
BPED 203.2	3	3	3	3	3
BPED 203.3	3	3	3	3	3
BPED 203.4	3	3	3	3	3
Average	3	3	2.5	3	3

CO-PO-PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 203.1	3	3	3	3	3	3	3	3	3	3	3	1	3	3
BPED 203.2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 203.3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 203.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	3	3	3	3	3	3	2.5	3	3

BPEd - 204 CONTEMPORARY ISSUES IN PHYSICAL FITNESS, WELLNESS AND AWARENESS.

Time: Three Hours

Total Marks: 100 (Theory Marks: 80 + Internal Assessment :20)

Credits= 4

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPED 204.1** understand the meaning, aim, objectives importance and scope of fitness and wellness and physical education and its relevance in inter disciplinary context.
- BPED 204.2** enhance knowledge about types, principle, factors and components of fitness & wellness.
- BPED 204.3** know the aerobic and anaerobic, isometric, isotonic and isokinetic exercise and heart rate zones for various aerobic and anaerobic exercise intensities.
- BPED 204.4** apply and demonstrate knowledge of Health and safety, Medical considerations for exercise and sports injuries.

SYLLABUS

Unit – I Concept of Physical Education and Fitness

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

Unit – II Fitness, Wellness and Lifestyle

- i. Fitness – Types of Fitness and Components of Fitness
- ii. Understanding of Wellness: Body Wellness, Mind Wellness and Spiritual Wellness.
- iii. Ethics of Wellness Coaching
- iv. Principles and factors of fitness and wellness

Unit – III Principles of Exercise Program

- i. Means of Fitness development – aerobic and anaerobic exercises
- ii. Exercises and Heart rate Zones for various aerobic and anaerobic exercise intensities
- iii. Various isometric, isotonic and isokinetic exercise for various major muscle groups: Hamstring, Quadriceps, Deltoid, Latissimus Dorsi and Pectorialis Major.
- iv. Concept of free weight Vs Machine, Sets and Repetition etc.

Unit – IV Safety Education and Fitness Promotion

- i. Health and Safety in Daily Life
- ii. Medical Considerations for exercise
- iii. Common sports Injuries and their Management
- iv. Modern Life Style and Hypo-kinetic Disease –Prevention and Management

References:

Difiore, J.(1998). Complete guide to postnatal fitness. London: A & C Black,.

Giam, C.K & The, K.C. (1994). Sport medicine exercise and fitness. Singapore: P.G. Medical Book.

Mcglynn, G., (1993). Dynamics of fitness. Madison: W.C.B Brown.

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Pruthi S (June 2013). "Fitness Tips for Menopause: Why fitness counts". Mayo Clinic.

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*Gillen JB, Gibala MJ (March 2014). "Is high-intensity interval training a time-efficient exercise strategy to improve health and fitness?". Applied Physiology, Nutrition, and Metabolism **39** (3): 409–12*

Part – B
Practical Courses
Semester – II

B.P.Ed. –205: Athletics (Throwing Events)

Marks – 100

Credits=2.5

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPEd 205.1** mark the Shot Put, Discus & Javelin Throwing Sectors.
BPEd 205.2 demonstrate the Shot-Put techniques (standing & Parry O' Brien Technique).
BPEd 205.3 apply and demonstrate Javelin Throw techniques.
BPEd 205.4 interpret various rules of Throwing events

SYLLABUS

Throwing Events

- | | |
|--|--------------|
| i. Marking of Short Put, Discus and Javelin throw Sector | (Marks - 30) |
| ii. Teaching ability of Short Put Techniques
(Standing and Parry O'brien Technique) | (Marks - 20) |
| iii. Teaching ability of Discus Throw Technique | (Marks - 20) |
| iv. Teaching ability of Javelin Throw Technique | (Marks - 20) |
| v. Interpretation of various rules of Throwing Events
(Short Put, Discus and Javelin throw) | (Marks - 10) |

Note: Candidate have to take at least 5 teaching lessons of Throwing Events.

BPEd–206: (Volleyball &Yoga)

(Credits= 2.5)

Marks – 100

i) Volleyball

Marks - 50

ii) Yoga

Marks – 50

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

BPEd 206.1 mark the Volleyball Court.

BPEd 206.2 demonstrate basic skills of volleyball and interpret the rules.

BPEd 206.3 acquire knowledge& understanding of teaching precaution while performing yogic activities

BPEd 206.4 gain Knowledge about effects of various Asanas and Pranayama on Body.

SYLLABUS

i) Volleyball

Marks - 50

1. Marking of Volleyball Court

(Marks - 20)

2. Teaching ability of various basic skills of Volleyball

(Marks - 20)

3. Interpretation of Various rules of Volleyball

(Marks - 10)

ii) Yoga

Marks - 50

Asana (Marks - 40)

Paranayam (Marks - 10)

1. Shirsh Asana

1. Ujjai

2. Vipratarani

2. Bhastrika

3. Hal Asana

3. Shitali

4. Bhujang Asana.

4. Sitkari

5. Ardh-Shalbh Asana.

5. Bhramri

6. Vakra Asana

7. ArdhaMatasyaendrasana

8. Paschimottan Asana

9. Vajra Asana

10. Supta Vajra Asana

11. Yoga Mudra

12. Nauka Asana

13. Bak Asana

14. Mayur Asana

15. Ustra Asana

16. Vriksh Asana

17. Padma Asana

18. Trikon Asana

19. Sarvang Asana

20. Surya Namaskar

Note: Students are required to do any 10 of above mentioned Asanas and two Pranayama

Note: Candidate have to take at least 5 teaching lessons of each Volleyball and Yoga.

BPEd – 207: (Handball &Gymnastics) (Credits= 2.5) Marks-100

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

BPEd 207.1 mark the Handball court

BPEd 207.2 acquire knowledge about Gymnastic apparatus and its uses.

BPEd 207.3 demonstrate teaching abilities of basic skills of handball & Gymnastics.

BPEd 207.4 interpret various rules of handball & Gymnastics.

i) Handball

Marks-50

1. Marking of Handball Ground

(Marks-20)

2. Teaching ability of various basic skills of Handball

(Marks-20)

3. Interpretation of Various rules of Handball

(Marks-10)

ii) Gymnastics

Marks-50

1. Dimensions of various Gymnastics apparatus

(Marks-20)

2. Teaching Ability of various basic skills of Gymnastics

(Marks-20)

(Gymnastics should be chalked out internally considering advance level of students and suitable to their age and gender)

3. Interpretation of Various rules of Gymnastics

(Marks-10)

Note: Candidate have to take at least 5 teaching lessons of each game.

BPEd - 208: Computer Application, Rehabilitation & Sports

Psychology.

(Credits= 2.5)

Marks-100

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPEd 208.1** enhance the Operational knowledge of MS Word, MS Excel,
BPEd 208.2 use MS Power point
BPEd 208.3 acquire knowledge of identification and rehabilitation of various types of sports injuries.
BPEd 208.4 assess Reaction time, Anticipation, Hand-Eye co-ordination, Motivation and Anxiety.

SYLLABUS

- | | |
|---|------------|
| i. Operating of MS Word, MS Excel & MS Power Point | (Marks-40) |
| ii. Identification and rehabilitation of various types of sports injuries | (Marks-20) |
| iii. Assessment of reaction time, anticipation and Hand Eye co-ordination | (Marks-20) |
| iv. Assessment of Motivation and Anxiety. | (Marks-20) |

BPEd 208 - Computer Application, Rehabilitation & Sports Psychology.

CO-PO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 208.1	3	3	3	3	3	3	3	3	3
BPED 208.2	3	3	3	3	3	3	3	3	3
BPED 208.3	3	3	3	3	3	3	3	3	3
BPED 208.4	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	3	3	3	3

CO-PSO Mapping Matrix

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 208.1	3	2	2	3	3
BPED 208.2	2	3	3	3	3
BPED 208.3	2	3	3	3	3
BPED 208.4	3	3	3	3	3
Average	2.5	2.75	2.75	3	3

CO-PO-PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 208.1	3	3	3	3	3	3	3	3	3	3	2	2	3	3
BPED 208.2	3	3	3	3	3	3	3	3	3	2	3	3	3	3
BPED 208.3	3	3	3	3	3	3	3	3	3	2	3	3	3	3
BPED 208.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	3	3	3	3	2.5	2.75	2.75	3	3

BPEd - 209 – FUNDAMENTALS OF YOGA.

Time: Two Hours

Total Marks: 50 (Theory Marks: 40 + Internal Assessment: 10)

Credits= 2

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course outcomes: -

After completing the course contents of this course, the students will be able to: -

BPEd 209.1 acquire knowledge of yoga, yoga sutra, stress and disease management through yoga.

BPEd 209.2 apply and demonstrate elements of Ashtanga yoga & effect of Asanas & Pranayama on human body.

Unit – I: Introduction of Yoga

1. Meaning, Definitions and concept of Yoga
2. The Yoga Sutra: General Considerations
3. Misconceptions about Yoga
4. Stress management through Yoga
5. Disease management through Yoga: Hyper tension, Diabetes and Asthma
6. Difference between yogic practices and physical exercises

Unit - II: Foundations of Yoga

1. Astanga Yoga – Meaning and Parts: Yama, Niyama, Asana, Pranayama, Pratyahara,
2. Meaning and types of Asanas and Pranayama
3. Effect of Asanas on Respiratory, Circulatory, Digestive, Endocrine and Muscular system.
4. Effect of Pranayama on Respiratory, Circulatory, Digestive, Endocrine and Muscular system.

References:

Brown, F. Y.(2000). *How to use yoga*. Delhi:Sports Publication.

Gharote, M. L. &Ganguly, H. (1988). *Teaching methods for yogic practices*.Lonawala: Kaixydahmoe.

Rajjan, S. M. (1985). *Yoga strengthening of relaxation for sports man*. New Delhi:Allied Publishers.

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Semester – III
Theory Courses

B.P.Ed - 301 SPORTS TRAINING.

Time: Three Hours **Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)**
Credits= 4

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPED 301.1** understand the meaning, aim, objectives, principal and system of sports training & Intensity, Frequency, Density and Volume in sports training.
- BPED 301.2** enhance the Mean, types and development methods of strength, speed, endurance, coordination, and flexibility.
- BPED 301.3** provide knowledge about types, factors, principle of training load, describe technical & tactical training.
- BPED 301.4** acquire mean, aim of periodization, content of periods and Talent Identification & Development.

SYLLABUS

Unit – I Introduction to Sports Training

- i. Meaning, Importance and Definition of Sports Training
- ii. Aim and Objectives of Sports Training
- iii. Characteristics of Sports Training.
- iv. Principles of Sports Training.
- v. Talent Identification and Development.

Unit – II Motor fitness Components

- i. Strength And Speed – Meaning, types, and factors affecting them.
- ii. Methods of Strength and Speed development.
- iii. Endurance –Meaning, types, factors affecting it and methods of Endurance Development.
- iv. Flexibility – Meaning, types, factors affecting it and Methods of Flexibility Development
- v. Coordinative Abilities – Meaning, types and Methods of Coordinative Ability Development

Unit – III Training load, Technical and Tactical training.

- i. **Training Load-** Meaning, Definitions and Types of Training Load
- ii. Functions of training load
- iii. Factors affecting training load
- iv. Training load Components (Volume, Intensity, Physical exercise and Movement quality).
- v. **Technical & Tactical Training:** Meaning and methods of Technical and Tactical training.

Unit – IV Training Plans and Periodization.

- i. **Training Plans:** Meaning and types (Macro, Meso, Micro and Training session plan).
- ii. Principles of Formulation of Training plans.
- iii. **Periodization** – Meaning and types of Periodization.
- iv. Aim and Content of Periods – Preparatory, Competition and Transitional periods.
- v. Factors affecting duration of Preparatory, Competition and Transitional periods.

Reference:

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

BPEd - 302 EDUCATION TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION.

**Time : Three Hours Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)
Credits= 4**

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPEd 302.1** understand the meaning, definition of education technology, types of education and Importance of Devices and Methods of Teaching.
- BPEd 302.2** know the teaching technique, teaching procedure and Command- Meaning, Types and its uses in different situations.
- BPEd 302.3** acquire the meaning, importance and criteria for selecting teaching aids, team teaching and Difference between Teaching Methods and Teaching Aid.
- BPEd 302.4** understand Meaning, Type and principles of lesson plan and mean, types and steps of micro and simulation teaching.

SYLLABUS

Unit – I Introduction of Education and Education Technology

- i. Meaning and Definitions of Educational technology
- ii. Types of Education- Formal, Informal and Non- Formal Education.
- iii. Educative Process
- iv. Importance of Devices and Methods of Teaching.

Unit – II Teaching Technique

- i. Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, project method etc.
- ii. Teaching Procedure – Whole method, whole – part – whole method, part – whole method.
- iii. Presentation Technique–Personal and technical preparation
- iv. Command- Meaning, Types and its uses in different situations.

Unit – III Teaching Aids

- i. Teaching Aids–Meaning, Importance and its criteria for selecting teaching aids.
- ii. Teaching Aids – Meaning and use of Audio aids, Visual aids, Audio – visual aids, Verbal,
- iii. Chalk board, Charts, Model, Slide projector, Motion picture etc in sports.
- iv. Team Teaching–Meaning, Principles and advantage of team teaching.
- v. Difference between Teaching Methods and Teaching Aid.

Unit – IV Lesson Planning and Teaching Innovations.

- i. Lesson Planning–Meaning, Type and principles of lesson plan.
- ii. General and specific lesson plan.
- iii. Micro Teaching–Meaning, Types and steps of micro teaching.
- iv. Simulation Teaching - Meaning, Types and steps of simulation teaching.

References:

- Irtegov, D. (2004). Operating system fundamentals. Firewall Media.*
- Marilyn, M. & Roberta, B.(n.d.).Computers in your future. 2nd edition, India: Prentice Hall.*
- Milke, M.(2007). Absolute beginner's guide to computer basics. Pearson Education Asia.*
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- Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., Sandford, R., et al. (2009). Theeducationalbenefit claimed for PE and school sport: An academic review. Research Papers in Education.*
- Mangal, S. K.; Mangal, Uma (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd. p.*
- Al Januszewski A.; Molenda Michael. (2007) Educational Technology: A Definition with Commentary.*
- J. Bransford; A. Brown; R. R. Cocking, eds. (2000). "Technology to support learning". How people learn: Brain, mind, experience. Washington, DC: National Academies Press. pp. 206–230.*

BPEd 302 - EDUCATION TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION.

CO-PO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 302.1	3	3	3	3	3	3	3	3	3
BPED 302.2	3	3	3	3	3	3	3	3	3
BPED 302.3	3	3	3	3	3	3	3	3	3
BPED 302.4	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	3	3	3	3

CO-PSO Mapping Matrix

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 302.1	3	2	2	3	3
BPED 302.2	3	2	3	3	3
BPED 302.3	3	3	2	3	3
BPED 302.4	3	3	3	3	3
Average	3	2.5	2.5	3	3

CO-PO-PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 302.1	3	3	3	3	3	3	3	3	3	3	2	2	3	3
BPED 302.2	3	3	3	3	3	3	3	3	3	3	2	3	3	3
BPED 302.3	3	3	3	3	3	3	3	3	3	3	3	2	3	3
BPED 302.4	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	3	3	3	3	3	2.5	2.5	3	3

**BPED -303: ORGANIZATION AND ADMINISTRATION IN
PHYSICAL EDUCATION.**

**Time : Three Hours Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)
Credits= 4**

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPed 303.1** understand the meaning, structure, principle, and importance of organizations and administration and meaning, importance and principles of Program Learning.
- BPed 303.2** interpret, meaning, definition, types and functions of office management, record, sports notice and types of register using in sports record.
- BPed 303.3** utilize the meaning, types and importance of equipments with care and maintenance and meaning, need and factor of time table.
- BPed 303.4** recognize meaning, types and importance of tournaments and technical terms used in drawing fixtures.

SYLLABUS

Unit – I: Organization and administration

- i. Meaning and importance of Organization and Administration in physical education
- ii. Qualifications and Responsibilities of Physical Education teacher and pupil leader
- iii. Principles of Organization and Administration.
- iv. Program planning: Meaning, Importance and Principles of program planning in physical education.
- v. Organizational structure at different levels.

Unit- II: Office Management, Record, Register & Sports Notice

- i. Office Management: Meaning, definition, functions and kinds of office management
- ii. Records and Registers: Maintenance of different types of registers: attendance, stock, cash, physical efficiency record and Medical examination Record.
- iii. Meaning of sports notice, Method of writing various types sports notices in school.
- iv. Method of write-off for the sports material

Unit-III: Facilities, & Time-Table Management

- i. Meaning and Importance of Equipments and Facilities.
- ii. Equipment: Care and Maintenance.
- iii Types of facilities - indoor and outdoor.
- iv. Care and maintenance of facilities – Building, Gymnasium, Swimming Pool, & Playgrounds.
- v. Time Table Management: Meaning and Need, Factor affecting time table.

Unit-IV: Competition Organization

- i. Tournament: Meaning and Importance.
- ii. Types of Tournament - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and Challenge Tournament.
- iii Drawing fixtures of Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and Challenge Tournament.
- iv Technical terms used in Drawing Fixtures: Bye, Seeding, Point/Scoring, Draw/Lots, Deciding Quarters, Deciding Upper half and Lower Half, Method and Formula of Byes.
- v. Organization structure of Athletic Meet.

References:

- Broyles, F. J. & Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.
- Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*. St. Louis: The C.V. Mosby Co.
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- Thomas, J. P.(1967). *Organization & administration of Physical Education*. Madras: Gyanodayal Press.
- Tirunarayanan, C. & Hariharan, S. (1969). *Methods in Physical Education*. Karaikudi: South India Press.
- Voltmer, E. F. & Esslinger, A. A. (1979). *The organization and administration of Physical Education*. New York: Prentice Hall Inc

BPEd 303 - ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION.

CO-PO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 303.1	3	3	3	3	3	3	3	3	3
BPED 303.2	3	3	3	3	3	3	3	3	3
BPED 303.3	3	3	3	3	3	3	3	3	3
BPED 303.4	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	3	3	3	3

CO-PSO Mapping Matrix

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 303.1	3	3	3	3	3
BPED 303.2	3	2	2	3	3
BPED 303.3	3	2	3	3	3
BPED 303.4	3	3	2	3	3
Average	3	2.5	2.5	3	3

CO-PO-PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 303.1	3	3	3	3	3	3	3	3	3	3	3	3	3	3
BPED 303.2	3	3	3	3	3	3	3	3	3	3	2	2	3	3
BPED 303.3	3	3	3	3	3	3	3	3	3	3	2	3	3	3
BPED 303.4	3	3	3	3	3	3	3	3	3	3	3	2	3	3
Average	3	3	3	3	3	3	3	3	3	3	2.5	2.5	3	3

BPED – 304: SPORTS NUTRITION.

Time : Three Hours Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)
Credits= 4

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPEd 304.1** understand the meaning, definition, role and factors affecting sports nutrition, Balanced diet, Calorie requirement for various ages, genders and profession.
- BPEd 304.2** know the meaning, classification and function of carbohydrates, protein, fat, vitamins and minerals, their requirement for sports person.
- BPEd 304.3** understand BMI, weight management, obesity, health risk with obesity, causes and solution for overcoming obesity.
- BPEd 304.4** enhance knowledge about daily calorie intake and expenditure, design diet plan and exercise schedule for weight gain, fat loss and weight management.

SYLLABUS

Unit – I Introduction to Sports Nutrition

- i. Meaning and Definition of Sports Nutrition
- ii. Basic Nutrition guidelines
- iii. Role of nutrition in sports
- iv. Factor to consider for developing nutrition plan
- v. Meaning of balance diet and calories, calories requirements for peoples of various ages, genders and profession.

Unit – II Nutrients and their metabolism

- i. Carbohydrates: Meaning, classification, functions of carbohydrates during exercise.
- ii. Protein: Meaning, classification, functions of Protein during exercise.
- iii. Fat: Meaning, classification, functions of Fat during exercise.
- iv. Carbohydrate, Protein and Fat daily requirement for speed & endurance based workout.
- v. Vitamins and Minerals, – Meaning, classification and function
- vi. Fluid and water balance in body at rest and during exercise.

Unit – III Nutrition and Weight Management

- i. Weight management: Meaning and Factor affecting weight management.
- ii. BMI: (Body mass index) Meaning, BMI charts, BMI range and category.
- iii. Obesity: Meaning, Causes and its types.
- iv. Health Risks Associated with Obesity.
- v. Solutions for overcoming Obesity.

Unit – IV Planning for Weight Management

- i. Nutrition – Daily calorie intake and expenditure.
- ii. Design diet plan and exercise schedule for weight gain/muscle gain.
- iii. Design diet plan for fat loss.
- iv. Design exercise schedule for fat loss.
- v. Design diet plan and exercise schedule for weight maintenance.

References:

- Bessesen, D. H. (2008). Update on obesity. *J ClinEndocrinolMetab.* 93(6), 2027-2034.
- Butryn, M.L., Phelan, S., & Hill, J. O. (2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity(Silver Spring)*. 15(12), 3091-3096.
- Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. *Am J ObstetGynecol*, 197(3), 223-228.
- DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. *N Engl J Med*, 356(21), 2176-2183.
- Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. *JAMA*. 299(3), 316-323.

(From Session 2020-2021)

Part – B

Practical Courses

Semester – 3rd

BPED– 305: Athletics: Jumping Events (Credits=2.5) **Marks – 100**

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

BPED 305.1 mark long jump, & triple jump pit

BPED 305.2 mark & install high jump stand and bar

BPED 305.3 demonstrate techniques of long jump, high jump & triple jump.

BPED 305.4 interpret rules of long jump, high jump & triple jump.

SYLLABUS

- | | |
|--|--------------|
| i. Marking of Long jump, High Jump and Triple Jump | (Marks - 30) |
| ii. Teaching ability of Long jump Techniques | (Marks - 20) |
| iii. Teaching ability of High Jump Technique | (Marks - 20) |
| iv. Teaching ability of Triple Jump Technique | (Marks - 20) |
| v. Interpretation of various rules of Jumping Events
(Long jump, High Jump and Triple Jump) | (Marks - 10) |

Note: Candidate have to take at least 5 teaching lessons of Jumping Events.

BPED – 306: (Cricket and Baseball/Softball)(Credits=2.5) Marks - 100

- | | |
|------------------------------|-------------------|
| i) Cricket | Marks – 50 |
| ii) Baseball/Softball | Marks – 50 |

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPed 306.1** have practical knowledge & experience of marking cricket pitch and Baseball and Softball ground.
- BPed 306.2** demonstrate of basic skills of cricket, Baseball & Softball.
- BPed 306.3** interpret of various rules of cricket.
- BPed 306.4** interpret of various rules of Baseball and Softball.

SYLLABUS

- | | |
|--|-------------------|
| i) Cricket | Marks – 50 |
| (i) Marking of Cricket Ground | (Marks - 20) |
| (ii) Teaching ability of various basic skills of Cricket | (Marks - 20) |
| (iii) Interpretation of Various rules of Cricket | (Marks - 10) |
| ii) Baseball/Softball | Marks - 50 |
| (i) Marking of Baseball/Softball | (Marks - 20) |
| (ii) Teaching ability of various basic skills of Baseball/Softball | (Marks - 20) |
| (iii) Interpretation of Various rules of Baseball/Softball | (Marks - 10) |

BPED – 307: Weight Training and Hockey (Credits=2.5)

Marks - 100

i) Weight Training

Marks - 50

ii) Hockey

Marks - 50

Course Outcomes:-

After completing the course contents of this course, the students will be able to: -

BPed 307.1 acquire knowledge of exercises for different muscle group of upper and lower extremities with weight.

BPed 307.2 apply and demonstrate exercises in different training zones like warming up and fat burning.

BPed 307.3 enhance practical aspects of marking Hockey ground.

BPed 307.4 apply and demonstrate various skills of Hockey and interpretation of rules.

SYLLABUS

i) Weight Training

Marks - 50

1. Various exercise of Biceps, Triceps, Deltoid, Trapezius and latissimus dorsi (Marks - 20)
2. Various exercises of Hamstring, Quadriceps, Gastrocnemius, Adductor and Gluteus muscles (Marks - 20)
3. Identifying various training zones on treadmill: Warming-up, fat burning, Aerobic and anaerobic training (Marks- 10)

ii) Hockey

Marks - 50

1. Marking of Hockey Ground (Marks - 20)
2. Teaching ability of various basic skills of Hockey (Marks - 20)
3. Interpretation of Various rules of Hockey (Marks - 10)

BPED – 308: Mass Display Activity (Free Hand)(Credits=2.5)
Marks – 100

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPed 308.1** enhance knowledge about different free hand exercise in standing position.
BPed 308.2 demonstrate different exercises in sitting position.
BPed 308.3 display different exercises in jumping and bending position.
BPed 308.4 use whistle, drum and verbal count as teaching aids in performing free hand exercises.

SYLLABUS

1. Various commands in free hand exercises. (Marks - 20)
2. Standing free hand exercise (with Whistle, Drum and Verbal count). (Marks - 20)
3. Sitting free hand exercise (with Whistle, Drum and Verbal count). (Marks - 20)
4. Jumping free hand exercise (with Whistle, Drum and Verbal count). (Marks - 20)
5. Bending free hand exercise (with Whistle, Drum and Verbal count). (Marks - 20)

BPEd - 309 – HEALTH AND NUTRITION.

Time: Two Hours

Total Marks: 50 (Theory Marks: 40 + Internal Assessment: 10)

Credits= 2

Note: Paper setter is required to set 2 questions from each Unit – I and II. Unit - III consists of 4 questions of short answers distributed from all over the syllabus. The candidates are required to attempt one question from each Unit – I and II carrying 16 marks for each question. Unit - III is compulsory for all consisting 2 marks of each short answer.

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

BPEd 309.1 acquire the knowledge about health education and first aid.

BPEd 309.2 enhance knowledge about different nutrients, body mass index and calorie requirements.

SYLLABUS

Unit – I Health Education

- i. Meaning and Dimensions of Health.
- ii. Aim and objective of Health Education
- iii. Principles of Health Education
- iv. Meaning and Principles of First- aid
- v. First- aid for Burning, Drowning, Electric shock, Choking and Fractures
- vi. Modern Health Hazards

Unit – II Nutrition

- i. Meaning of Nutrition and Nutrients
- ii. Meaning and causes of Malnutrition
- iii. Meaning, calculation and categorization of Body Mass Index(BMI)
- iv. Meaning and causes of Obesity
- v. Meaning of calorie, calorie values of Carbohydrate, Fat and Proteins
- vi. Calories requirements for different age groups with respect to genders

CBCS/LOCF/B.P.Ed. – TWO YEAR PROGRAM/KUK

References:

- Bessesen, D. H. (2008). Update on obesity. *J ClinEndocrinolMetab.* 93(6), 2027-2034.
- Butryn, M.L., Phelan, S., & Hill, J. O. (2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity (Silver Spring)*. 15(12), 3091-3096.
- Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. *Am J ObstetGynecol*, 197(3), 223-228.
- DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. *N Engl J Med*, 356(21), 2176-2183.
- Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. *JAMA*. 299(3), 316-323.
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- Frank, H. & Walter, H., (1976). *Turners school health education*. Saint Louis: The C.V. Mosby Company.
- Nemir, A. (n.d.). *The school health education*. New York: Harber and Brothers.
- Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co.

Semester – IV
Theory Courses

BPED - 401 OLYMPIC MOVEMENT.

Time: Three Hours Total Marks: 100 (Theory Marks: 80 + Internal Assessment :20)
Credits=4

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPEd 401.1** acquire the knowledge of philosophy and early history of Olympic movement, stages and culture value of Ancient Olympic movement.
- BPEd 401.2** gain knowledge of revival, Olympic symbols, opening and closing ceremony, code of ethics of Olympic games.
- BPEd 401.3** enhance knowledge of symbols, history of Paralympics, Winter Olympics and Youth Olympics with their relation with other Olympics.
- BPEd 401.4** know the structure, function and role of International, National and Indian Olympic games and Olympic medal winner of India.

SYLLABUS

Unit – I Origin of Olympic Movement

- i. Philosophy of Olympic movement
- ii. The early history of the Olympic movement
- iii. The significant stages in the development of the Ancient Olympic movement
- iv. Educational and cultural values of Ancient Olympic movement

Unit – II Modern Olympic Games

- i. Revival of Olympic Games
- ii. Olympic Symbols: Motto, Rings, Flag, Medals, Flame, Torch Relay and Anthem
- iii. Opening ceremony, Closing ceremony, medal ceremony
- iv. Olympic Protocol for member countries
- v. Olympic Code of Ethics

Unit – III Different Olympic Games

- i. Paralympics Games: History and symbols. Its relation with other Olympics.
- ii. Winter Olympics: History and symbols. Its relation with other Olympics.
- iii. Youth Olympic Games: History and symbols. Its relation with other Olympics.

Unit – IV Committees of Olympic Games

- i. International Olympic Committee - Structure and Functions
- ii. National Olympic committees and their role in Olympic movement
- iii. Indian Olympic Committee: Structure and functions
- iv. Olympic commission and their functions
- v. Olympic medal winners of India.

Reference:

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

BPEd 401 - OLYMPIC MOVEMENT.**CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 401.1	3	3	3	3	3	3	3	3	3
BPED 401.2	3	3	3	3	3	3	3	3	3
BPED 401.3	3	3	3	3	3	3	3	3	3
BPED 401.4	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	3	3	3	3

CO-PSO Mapping Matrix

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 401.1	3	2	3	3	3
BPED 401.2	3	3	2	3	3
BPED 401.3	3	2	3	3	2
BPED 401.4	3	3	2	3	2
Average	3	2.5	2.5	3	2.5

CO-PO-PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 401.1	3	3	3	3	3	3	3	3	3	3	2	3	3	3
BPED 401.2	3	3	3	3	3	3	3	3	3	3	3	2	3	3
BPED 401.3	3	3	3	3	3	3	3	3	3	3	2	3	3	2
BPED 401.4	3	3	3	3	3	3	3	3	3	3	3	2	3	2
Average	3	3	3	3	3	3	3	3	3	3	2.5	2.5	3	2.5

BPED - 402: CURRICULUM DESIGN.

Time : Three Hours Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)
Credits=4

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPED 402.1** acquire the knowledge of need, importance and factors affecting curriculum, importance and professional policies of curriculum development .
- BPED 402.2** understand the basic guide line for curriculum construction: focalization socialization, individualization and steps in curriculum construction.
- BPED 402.3** know the meaning, importance, principal and factors affecting curriculum design; role of teacher in curriculum planning.
- BPED 402.4** enhance area of health and physical education, recreation and Professional Competencies for development.

SYLLABUS

UNIT-I Modern concept of the curriculum

- i. Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.
- ii. Factors affecting curriculum - Social factors - Personnel qualifications – Climatic consideration - Equipment and facilities -Time suitability of hours.
- iii. National and Professional policies of curriculum development

UNIT-II Basic Guide line for curriculum construction; contest (selection and expansion).

- i. Focalization
- ii. Socialization
- iii. Individualization
- iv. Sequence and operation
- v. Steps in curriculum construction.

UNIT-III Curriculum-Old and new concepts, Mechanics of curriculum planning.

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

UNIT-IV Under-graduate preparation of professional preparation.

- i. Areas of Health education, Physical education and Recreation.
- ii. Curriculum design-Experience of Education, Field and Laboratory.
- iii. Teaching practice.
- iv. Professional Competencies for developing - Facilities and special resources for library, laboratory and other facilities.

Reference:

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

BPED - 403 SPORTS MANAGEMENT.

Time : Three Hours Total Marks : 100 (Theory Marks: 80 + Internal Assessment :20)
Credits=4

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit–V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPED 403.1** acquire the meaning, definition, importance, aim, objective, principles, scope and factors affecting of sports management; Different types of formation in Class Management.
- BPED 403.2** know about the meaning, importance, salient features, factors effecting and Different types of formation in Class Management and Different types of classroom management.
- BPED 403.3** understand the meaning definition, method elements, forms and style of leadership; qualities and preparation of administrative leader.
- BPED 403.4** enhance the knowledge of meaning, definition, principles and steps of budget, purchasing policy for Sports Equipments and Principles.

SYLLABUS

Unit-I Introduction to Sports Management.

- i. Meaning, Definition and Importance of Sports Management.
- ii. Aim and objectives of Sports Management in Physical Education.
- iii. The purpose and scope of Sports Management.
- iv. Basic Principles of Sports Management.
- v. Factor effecting Sports Management.

Unit-II Introduction to Class Management.

- i. Meaning and Importance of Class Management.
- ii. Factor effecting of Class Management.
- iii. Salient feature of Class Management.
- iv. Steps of good class management.
- v. Different types of classroom management.
- vi. Different types of formation in Class Management.

Unit-III Leadership.

- i. Meaning and Definition of leadership
- ii. Leadership style and method.
- iii. Elements of leadership.
- iv. Forms of Leadership: Autocratic, Laissez-faire, Democratic and Benevolent Dictator
- v. Qualities of administrative leader.
- vi. Preparation of administrative leader.

Unit-IV Budgeting.

- i. Budget: Meaning and Importance of Budget making.
- ii. Criteria of good budget and Principles of budgeting.
- iii. Steps of Budget making, Sources of Income and Expenditure.
- iv. Procedure of taking Approval/sanction of expenditures for sports activities.
- v. Purchasing policy for Sports Equipments and Principles.

REFERENCES:

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

BPED – 404: SPORTS MEDICINE AND REHABILITATION.

**Time: Three Hours Total Marks: 100 (Theory Marks: 80 + Internal Assessment :20)
Credits=4**

Note: Paper setter will be required to set 2 questions from each Unit – I, II, III & IV. Unit-V consists of 10 questions of short answers distributed from all over the syllabus. The candidates will be required to attempt one question from each Unit – I, II, III & IV carrying 15 marks for each question. Whereas, Unit - V will be compulsory for all consisting 2 marks of each short answer.

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPED 404.1** understand Meaning, Definition, Aims, Objectives, importance and concept of sports medicine, Need and Importance of the study of sports injuries in the field of Physical Education.
- BPED 404.2** know the definition, principles and importance of physiotherapy, Introduction and demonstration of treatments - Electrotherapy – infrared rays Ultraviolet rays – short wave diathermy – ultrasonic rays.
- BPED 404.3** gain knowledge about Cry therapy, Thermo therapy, Contrast Bath, Whirlpool Bath, Steam Bath, Sauna Bath and Hot Water Fomentation; history, classification and physiological effect of massage.
- BPED 404.4** understand the definition, scope, classification, principle and effect of therapeutic exercise and free mobility exercise of different joints.

SYLLABUS

Unit-I: - Sports Medicine.

- i. Sports Medicine: Meaning, Definition, Aims and Objectives,
- ii. Modern Concepts of Sports Medicine and Importance.
- iii. Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.
- iv. Need and Importance of the study of sports injuries in the field of Physical Education

Unit-II: Physiotherapy.

- i. Definition – Guiding principles of physiotherapy
- ii. Importance of physiotherapy
- iii. Introduction and demonstration of treatments - Electrotherapy – infrared rays – Ultraviolet rays –short wave diathermy – ultrasonic rays.

Unit-III: Hydrotherapy.

- i. Introduction and treatments of Cry therapy, Thermo therapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation
- ii. Massage: History of Massage – Classification of Manipulation (Swedish System) physiological Effect of Massage.

Unit-IV: Therapeutic Exercise.

- i. Definition and Scope – Principles of Therapeutic Exercise
- ii. Classification, Effects and uses of Therapeutic exercise – passive Movements (Relaxed, Forced and passive -stretching) – active movements (concentric, Eccentric and static)
- iii. Application of the therapeutic exercise: Free Mobility Exercise – Shoulder, Elbow – Wrist and Finger Joints– Hips, Knee, ankle and Foot joints – Trunk. Head and Neck exercises.

References:

- Christine, M. D., (1999). *Physiology of sports and exercise*. USA: Human Kinetics.
- Conley, M. (2000). *Bioenergetics of exercise training*. In T.R. Baechle, & R.W. Earle, (Eds.), *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.
- David, R. M. (2005). *Drugs in sports*, (4th Ed). Routledge Taylor and Francis Group.
- Hunter, M. D. (1979). *A dictionary for physical educators*. In H. M. Borrow & R. McGee, (Eds.), *A Practical approach to measurement in Physical Education* (pp. 573-74). Philadelphia: Lea &Febiger.
- Jeyaprakash, C. S., *Sports Medicine*, J.P. Brothers Pub., New Delhi, 2003.
- Khanna, G.L., (1990). *Exercise physiology & sports medicine*. Delhi: Lucky Enterprises.
- Mathew, D.K. & Fox, E.L, (1971). *Physiological basis of physical education and athletics*. Philadelphia:W.B. Saunders Co.
- Pandey, P.K., (1987). *Outline of sports medicine*, New Delhi: J.P. Brothers Pub.
- Williams, J. G. P. (1962). *Sports medicine*. London: Edward Arnold Ltd.

Part – B
Practical Courses
Semester – 4th

BPED-405: Athletics.

(Credits=2.5)

Marks - 100

Course Outcomes: -

After completing the course contents of this paper, the students will be able to: -

BPed 405.1 learn about the event opening and closing ceremonies of Athletic meets

BPed 405.2 gain knowledge about victory ceremony of Athletic meets.

BPed 405.3 gain knowledge of flag hosting.

BPed 405.4 learn about Oath ceremony and march past (formal & Informal).

SYLLABUS

- | | |
|---|--------------|
| 1. Sequence of events in Opening ceremony of Athletic Meets | (Marks - 20) |
| 2. Sequence of events in Closing ceremony of Athletic Meets | (Marks- 20) |
| 3. Sequence of events in Victory ceremony of Athletic Meets | (Marks- 20) |
| 4. Method of tying a flag for flag hosting | (Marks - 20) |
| 5. Oath and oath ceremony | (Marks - 10) |
| 6. Types of March past (Formal & Informal). | (Marks - 10) |

BPEd 405 – Athletics.**CO-PO Mapping Matrix**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPED 405.1	3	3	3	3	3	3	3	3	3
BPED 405.2	3	3	3	3	3	3	3	3	3
BPED 405.3	3	3	3	3	3	3	3	3	3
BPED 405.4	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	3	3	3	3

CO-PSO Mapping Matrix

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 405.1	3	2	3	3	3
BPED 405.2	3	2	2	3	3
BPED 405.3	3	2	2	3	3
BPED 405.4	3	2	3	3	3
Average	3	2	2.5	3	3

CO-PO-PSO Mapping Matrix

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
BPED 405.1	3	3	3	3	3	3	3	3	3	3	2	3	3	3
BPED 405.2	3	3	3	3	3	3	3	3	3	3	2	2	3	3
BPED 405.3	3	3	3	3	3	3	3	3	3	3	2	2	3	3
BPED 405.4	3	3	3	3	3	3	3	3	3	3	2	3	3	3
Average	3	3	3	3	3	3	3	3	3	3	2	2.5	3	3

BPED – 406: (Badminton & Table Tennis)(Credits=2.5) Marks- 100

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

BPED 406.1 mark the court of Badminton.

BPED 406.2 demonstrate and apply basic skills of Table -Tennis and Badminton.

BPED 406.3 interpret various rules of Badminton.

BPED 406.4 interpret various rules of Table-Tennis.

SYLLABUS

i) Badminton

Marks - 50

1. Marking of Badminton court. (Marks - 20)
2. Teaching ability of various basic skills of Badminton. (Marks - 20)
3. Interpretation of Various rules of Badminton. (Marks - 10)

ii) Table Tennis

Marks - 50

1. Marking of Table Tennis. (Marks - 20)
2. Teaching ability of various basic skills of Table Tennis. (Marks - 20)
3. Interpretation of Various rules of Table Tennis. (Marks - 10)

BPED – 407:(Boxing and Wrestling) (Credits=2.5) Marks - 100

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

BPED 407.1 enhance and apply knowledge of Boxing ring and Wrestling arena.

BPED 407.2 demonstrate and apply basic skills of Boxing and Wrestling.

BPED 407.3 interpret various rules of Boxing.

BPED 407.4 interpret various rules of wrestling.

SYLLABUS

i) Boxing

Marks - 50

1. Dimensions of Boxing Ring. (Marks - 20)
2. Teaching ability of various basic skills of Boxing (Marks - 20)
3. Interpretation of Various rules of Boxing. (Marks - 10)

ii) Wrestling

Marks - 50

1. Dimensions of Wrestling mat and arena (Marks - 20)
2. Teaching ability of various basic skills of Wrestling (Marks - 20)
3. Interpretation of Various rules of Wrestling (Marks - 10)

BPED- 408: Mass DisplayActivity (Lezium,Dumbbell, Tipri&Ring)
(Credits=2.5) **Marks- 100**

Course Outcomes: -

After completing the course contents of this course, the students will be able to: -

- BPed 408.1** apply and demonstrate exercises like Lezium, Dumbbell, Tipri and Ring.
BPed 408.2 demonstrate exercises of Lezium and Dumbbell.
BPed 408.3 demonstrate exercises of Tipri and Rings
BPed 408.4 use various teaching aids like whistle, drum and verbal count in demonstrating exercises.

SYLLABUS

- | | |
|--|--------------|
| 1. Various commands of exercises with (Lezium, Dumbbell &Tipri). | (Marks- 20) |
| 2. Exercise with Lezium (with Whistle, Drum and Verbal count. | (Marks- 20) |
| 3. Exercise with Dumbbell (with Whistle, Drum and Verbal count. | (Marks- 20) |
| 4. Exercise with Tipri (with Whistle, Drum and Verbal count. | (Marks - 20) |
| 5. Exercise with Ring (with Whistle, Drum and Verbal count. | (Marks - 20) |

Attainment of COs:

The attainment of COs can be measured on the basis of the results of internal assessment and semester examination. The attainment is measured on scale of 3 after setting the target for COs attainment. Table 5 shows the CO attainment levels assuming the set target of 50% marks:

Table 5 : CO Attainment Levels for internal assessment.

Attainment Level	
1 (Low level of attainment)	50% of students score more than 50% of marks in class tests of a course.
2 (Medium level of attainment)	60% of students score more than 50% of marks in class tests of a course.
3 (High Level of attainment)	70% of students score more than 50% of marks in class tests of a course.

Note: In the above table, the set target is assumed as 50%. It may vary in different departments/institutes. The staff Councils of the departments/institutes may finalize the set target.

A proper mapping of course outcomes with assessment methods should be defined before measuring the attainment level. The questions in tests for internal assessment are based on COs. Here it is assumed that class test – I is based on first two COs (i.e. BPEd 101.1 and BPEd 101.2) of a course with equal weightage given to both COs. Similarly class test – II is based on next two COs (i.e. BPEd 101.3 and BPEd 101.4) of a course with equal weightage given to these two COs. For each internal assessment test, the percentage of students attaining the target level of CO is estimated and average percentage will decide the attainment level of COs. Following steps may be followed for determining the attainment level in internal assessment of course.

- i. Estimate the %age of students scoring set target (say 50%) or more in the questions of test-I based on first CO i.e. BPEd101.1
- ii. Estimate the %age of students scoring set target (50%) or more in the question(s) of test-I based on second CO i.e. BPEd101.2
- iii. Estimate the %age of students scoring set target (50%) or more in the question(s) of test-II based on third CO i.e. BPEd101.3
- iv. Estimate the %age of students scoring set target (50%) or more in the question(s) of test-II based on fourth CO i.e. BPEd101.4
- v. Take average of the percentages obtained above.
- vi. Determine the attainment level i.e. 3, 2 or 1 as per scale defined in table 5.

Note: In the above steps, it is assumed that internal assessment is based on two tests only. However if internal assessment is based on more than two tests and/or on assignment then

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same may be incorporated to determine the CO attainment level. There may be more than four Cos for a course. The set target may also be different for different COs. These issues may resolved by the Staff Councils of the departments/institutes.

For determining the attainment levels for end semester examination, it is assumed that questions in the end term examination are based on all COs of the course. Attainment levels for end semester examination of a course can be determined after the declaration of the results. The CO attainment levels for end semester examination are given in Table 6.

Table 6 : CO Attainment Levels for End Semester Examination (ESE)

Attainment Level	
1 (Low level of attainment)	60% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) in ESE of a course.
2 (Medium level of attainment)	70% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) in ESE of a course.
3 (High Level of attainment)	80% of students obtained letter grade of A or above (for CBCS programs) or score more than 60% of marks (for non-CBCS programs) in ESE of a course.

Note: In the above table, the set target is assumed as grade A for CBCS courses and 60% for non-CBCS courses. It may vary in different departments/institutes. The staff Councils of the departments/institutes may finalize the set target.

Overall CO Attainment level of a Course:

The overall CO attainment level of a course can be obtained as:

Overall CO attainment level = 50% of CO attainment level in Internal assessment + 50% of CO Attainment level in end semester examination.

The overall COs attainment level can be obtained for all the courses of the program in a similar manner.

Attainment of POs:

The overall attainment level of POs is based on the values obtained using direct and indirect methods in the ratio of 80:20. The direct attainment of Pos is obtained through the attainment of COs. The overall CO attainment value as estimated above and CO-PO mapping value as shown in Table 4 are used to compute the attainment of POs. PO attainment values obtained using direct method can be written as shown in the Table 7.

Table 7: PO Attainment Values using Direct Method

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BPEd 101									
BPEd 102									
BPEd 103									
-									
BPEd 408									
Direct PO attainment	Average of above values	Average of above values	Average of above values	--	--	--	--	--	Average of above values

The PO attainment values to be filled in above table can be obtained as follows:

For BPEd101-PO1 Cell:

PO1 attainment value = (Mapping factor of BPEd101-PO1 from Table 4 x Overall CO attainment value for the course BPEd101)/3

For BPEd104-PO1 Cell:

PO1 attainment value = (Mapping factor of BPEd104-PO1 from Table 4 x Overall CO attainment value for the course BPEd104)/3

Similarly values for each cell of Table 7 can be obtained. The direct attainment of Pos is average of individual PO attainment values.

In order to obtain the PO attainment using indirect method, a student exit survey based on the questionnaire of Pos may be conducted at end of last semester of the program. The format for the same is given in Table 8. Average of the responses from the outgoing students for each PO is estimated.

The overall PO attainment values are obtained by adding attainment values estimated using direct and indirect methods in the proportion of 80:20 as follows:

Overall attainment value for PO1 =

[0.8 x average attainment value for PO1 using direct method (from table 7)] + [0.2 x average response of outgoing students for PO1].

Similarly overall attainment value can be obtained for each PO.

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The overall PO attainment values obtained above are compared with set target. The set target for each PO may be different and can be finalized by the staff councils of the departments/institutes. If overall PO attainment value is less than the set target value then an action plan may be prepared for improvement in the subsequent academic session.

The overall PSO attainment level based on CO-PSO mapping values and overall CO attainment values can be obtained in a similar manner.

SYLLABUS

Unit – I: Introduction

- vii. Meaning and Definition of Yoga
- viii. Historical background Yoga
- ix. Aims and Objectives of Yoga
- x. The Yoga Sutra: General Consideration
- xi. Need and Importance of Yoga in Modern Society
- xii. Misconceptions about Yoga

Unit - II: Foundation of Yoga

- iii. The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi
- iv. Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

Unit - III Asanas and Paranayam

- v. Meaning of Asanas and Paranayam, Different Types of Paranayams.
- vi. Effect of Asanas and Paranayam on Respiratory, Circulatory, Digestive, Endocrine and Muscular system.
- vii. Classification of asanas with special reference to physical education and sports.
- viii. Influences of meditative posture on various system of the body.

Unit – IV Yoga Education

- v. Types of Bandhas and Mudras
- vi. Type of kriyas
- vii. Difference between yogic practices and physical exercises
- viii. Yoga education centers in India and abroad

References:

- Brown, F. Y.(2000). *How to use yoga*. Delhi:Sports Publication.
- Gharote, M. L. &Ganguly, H. (1988). *Teaching methods for yogic practices*.Lonawala: Kaixydahmoe.
- Rajjan, S. M. (1985). *Yoga strentheningofrelexation for sports man*. New Delhi:Allied Publishers.
- Shankar,G.(1998). *Holistic approach of yoga*. New Delhi:Aditya Publishers.
- Shekar,K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.