



UNIVERSITY OF RAJASTHAN JAIPUR
SYLLABUS

Faculty of Education

Department of Physical Education

B.P.Ed. (Two Year)
(Semester Scheme)

Ist & IInd Semester 2025-26

IIIrd & IVth Semester 2026-27

GUIDELINES OF REGULATIONS AND MODEL SYLLABUS STRUCTURE FOR B.P.ED. TWO YEARS PROGRAMME (FOUR SEMESTERS)(CBCS)

Importance Note;

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

Preamble:

Bachelor of Physical Education (B.P.Ed.) two years (Four Semesters Choice Based Credit System programme is a professional programme meant for preparing teachers of physical education in classes VI to X and for conducting physical education and sports activities in classes XI and XII.

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

B.P.Ed. Eligibility:

Intake: Eligibility and Admission Procedure as per the NCTE norms and standards 2014-15 and regulation of the University.

2. Duration:

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

B.P.E.d. 3. The CBCS System:

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

B.P.Ed 4. Course:

The term course usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise Lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

B.P.Ed. 5. Courses of Programme:

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

Theory:

Core Course:

Elective Course:

Practicum:

Teaching Practices:

Internship

B.P.Ed.6. Semesters:

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

B.P.Ed.7. Working days:

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

B.P.Ed 8. Credits:

The term 'Credit' refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half/ two hours of practical work/field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required to completing a B.P.Ed. Programme is 90 credits and for each semester 20 credits.

B.P.Ed 9 Examinations

- I. There shall be examinations at the end of each semester, for first semester in the month of November/December for second semester in the month of May / June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in November/December or May/June.
- II. A candidate should get enrolled /registered for the first semester examination if enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester if he/she has successfully kept the term in first semester.

Condonation:-

Condonation in prescribed form with the prescribed fee along with the Medical Certificate Students who have below 50% of attendance are not eligible to appear for the examination

B.P.Ed 11. Pattern of Question Papers:

Question Papers shall have five questions corresponding to four units of each theory course.

B.P.Ed.: Format of Question Paper for 4 Units.

Each question paper shall have five questions. The pattern will be as follows:

Question No.	Description	Marks
1	Answer in detail (Long Question) Or Answer in detail (Long Question) (From Unit I)	15
2	Answer in detail (Long Question) Or Answer in detail (Long Question) (From Unit II)	15
3	Answer in detail (Long Question) Or Answer in detail (Long Question) (From Unit III)	15
4	Write short notes: any two out of four (From Unit IV)	15
5	M.C.Q. Type Questions (10 out of 12 Que.) (3 Questions, from each unit)	10
	Total	70

B.P.Ed. 12. Evaluation:

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

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

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

The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment of 30 marks and on an end of semester practical examination will be based on the following criteria;

Practical File	25 Marks
Skill Test	25 Marks
Viva-Voice	20 Marks
Total	70 Marks

B.P.Ed. 13. Minimum Passing Standard:

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

B.P.Ed 14. Grading.

As per University of Rajasthan, Jaipur norms.

B.P.Ed. 15. Grievance Redressal Committee:

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

B.P.Ed. 16. Revision of syllabus

1. Syllabus of every course should be revised according to the NCTE
2. Revised Syllabus each semester should be implemented in a sequential way.
3. In courses, where units/topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council.
4. All formalities for revisions in the syllabus should be completed before the end of the semester for implementation in the next academic year.

5. During every revision, up to twenty percent of the syllabus of each course should be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of revised syllabus.
6. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

Programme outcomes of B.P.ED:-

- To develop physical fitness, motor skills, and sports competencies.
- To understand the scientific principles of exercise, training, and coaching.
- To enhance knowledge of anatomy, physiology, kinesiology, sports psychology, organization & administration and others subjects.
- To promote leadership, teamwork, and ethical sportsmanship.
- To prepare students for careers in teaching, coaching, sports management and other sports field.
- Equip students with comprehensive knowledge in various sports, including their history, rules, development and ethical practices, fostering a deep understanding of each discipline.
- To develop teaching qualities of students through practice of teaching, coaching and specific lesson plan.

Semester - I

Part A:Theoretical Course

Part A:Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
CC-101	History, Principles and foundation of Physical Education	4	4	30	70	100
CC-102	Anatomy and Physiology	4	4	30	70	100
CC-103	Health Education and Environmental Studies	4	4	30	70	100
Elective Course (Anyone)						
EC-101	Olympic Movement	4	4	30	70	100
EC-102	Officiating and Coaching					
Part-B Practical Course						
PC-101	Track and Field (Running Events)	6	4	30	70	100
PC-102	Basketball	6	4	30	70	100
PC-103	Kabaddi	6	4	30	70	100
PC-104	Mass Demonstration Activities: Lezium, Hoops, dumbbells Tipri/wands/ umbrella	6	4	30	70	100
Total		40	32	240	560	800

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

Semester - II

Part A:Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
CC-201	Yoga Education	4	4	30	70	100
CC-202	Educational Technology and Methods of teaching in Physical Education	4	4	30	70	100
CC-203	Organization and. Administration	4	4	30	70	100
Elective Course (Anyone)						
EC-201	Contemporary issues in physical Education fitness and wellness	4	4	30	70	100
EC-202	Sports Nutrition and Weight Management					
Part-B Practical Course						
PC-201	Track and Field (Jumping Events)	6	4	30	70	100
PC-202	Yoga	6	4	30	70	100
PC-203	Badminton	6	4	30	70	100
Part-C Teaching Practices						
TP-201	Teaching Practices (05 lessons in class room teaching and 05 lessons in outdoor activities)	6	4	30	70	100
Total		40	32	240	560	800

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

Semester - III

Part A:Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
CC-301	Sports Training	4	4	30	70	100
CC-302	Computer Applications in Physical Education	4	4	30	70	100
CC-303	Sports Psychology and Sociology	4	4	30	70	100
Elective Course (Anyone)						
EC-301	Sports Medicine. Physiotherapy and Rehabilitation	4	4	30	70	100
EC-302	Curriculum Design					
Part-B Practical Course						
PC-301	Track and Field (Throwing Events)	6	4	30	70	100
PC-302	Football	6	4	30	70	100
PC-303	Volleyball	6	4	30	70	100
Part - C Teaching Practices						
TP-301	Teaching Practices : (Teaching Lesson Plans for Racket Sport Team Games/ Indigenous Sports) (out of 10 lesson 5 internal and 5 external at practicing school)	6	4	30	70	100
Total		40	32	240	560	800

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

Semester - IV

Part A:Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
CC-401	Measurement and Evaluation in Physical Education	4	4	30	70	100
CC-402	Kinesiology and Biomechanics	4	4	30	70	100
CC-403	Research and Statistics in Physical Education	4	4	30	70	100
Elective Course (Anyone)						
EC-401	Sports and Games	4	4	30	70	100
EC-402	Sports Management					
Part-B Practical Course						
PC-401	Kho-Kho	6	4	30	70	100
PC-402	Cricket	6	4	30	70	100
Part - C Teaching Practices						
TP-401	Sports specialization: (Coaching lessons Plans & Practical 5 lessons)	6	4	30	70	100
TP-402	Games specialization: Coaching lessons Plans (Theory 5 lessons)	6	4	30	70	100
Total		40	32	240	560	800
		160	128	960	2240	3200

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

**B.P.Ed. - Outline of Syllabus
Semester-I
Theory Courses**

CC-101 HISTORY AND FOUNDATION OF PHYSICAL EDUCATION

Unit I: Introduction and Scope of Physical Education

- 1.1 Meaning, Definition and Scope of Physical Education
- 1.2 Aim and Objectives of Physical Education.
- 1.3 Misconceptions about Physical Education.
- 1.4 Importance of Physical Education in today's society.
- 1.5 Relationship of Physical Education with Education and other sciences.
- 1.6 Physical Education as an Art and Science.

Unit-II-Historical Development of Physical Education in India

- 2.1 Indus Valley Civilization Period (3250BC-2500BC)
- 2.2 Vedic Period. (2500BC-2000BC)
- 2.3 Early Hindu Period (600 BC-320 AD) and Later Hindu Period (320 AD-1000 AD)
- 2.4 Medieval Period (1000 AD-1757 AD)
- 2.5 British Period (Before 1947)
- 2.6 Physical Education in India (After 1947)
- 2.7 Contribution of Akhadas and Vyayamshala
- 2.8 Y.M.C.A. and LNIPE in Physical Education its contributions.

Unit-III-Foundation of Physical Education

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

Unit-IV-Principles of Physical Education

- 4.11 Biological Foundation
- 4.1.2 Meaning of Growth and development
- 4.1.3 Gender characteristics
- 4.1.4 Body Types
- 4.1.5 Anthropometric differences

Psychological and Sociological Foundation of Physical Education

- 4.21 Meaning of Learning and motor learning, learning curve
- 4.2.2 Principles of learning
- 4.2.3 Meaning & Definition of personality, cognition, emotions, Sensation, perception, memory. Imagination.

4.3 Sociological foundation

4.3.1 Society, culture and sports

4.3.2 Social recognition and sports

4.3.3 Leadership through physical education and sports

4.3.4 Social integration and cohesiveness through Physical Education & Sports

References

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- 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

Semester 1

Theory Courses

CC-102 ANATOMY AND PHYSIOLOGY

Unit-I: Meaning and scope of Anatomy & Physiology in Physical Education.

- 1.1 Definition and Meaning of Anatomy & Physiology in Physical Education.
- 1.2 Importance and scope of Anatomy & Physiology in Physical Education.
- 1.3 Meaning and definition of cell, tissue, organ, organ system and organism.
- 1.4 Structure and functions of cellular organelles.
- 1.5 Different types of tissue and their functions.

Unit-II: Skeletal and muscular system

- 2.1 Structure and functions of skeletal system. (axial, girdles and appendicular)
- 2.2 Effects of different types of exercise and training on skeletal system
- 2.3 Structure and functions of muscular system. (skeletal muscle, non-skeletal muscle and cardiac muscle)
- 2.4 Effects of different types of exercise and training on muscular system.

Unit-III: Respiratory and Cardio-vascular System

- 3.1 Structure and functions of cardio-vascular system.
- 3.2 Effects of different types of exercise and training on cardio-vascular system.
- 3.3 Structure and functions of respiratory system.
- 3.4 Effects of different types of exercise and training on respiratory system.

Unit-IV: Digestive, Nervous and Endocrine system

- 4.1 Structure and functions of digestive system.
- 4.2 Effects of different types of exercise and training on digestive system.
- 4.3 Structure and functions of nervous system.
- 4.4 Effects of different types of exercise and training on nervous system.
- 4.5 Structure and functions of endocrine glands.
- 4.6 Effects of different types of exercise and training on endocrine glands.

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- 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.*

Semester-I

Theory courses

CC-103 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

Unit-I Health Education

- 1.1. Definition: Aim & Objectives of Health Education.
- 1.2 Dimensions Spectrum and Determinants of Health
- 1.3 Principle of Health Education
- 1.4. Methods of Health Education.

Unit - II Health Problems in India.

- 2.1 Communicable and Non Communicable Diseases
- 2.2 Obesity malnutrition, Adulteration in food, Environmental sanitation, Explosive Population,
- 2.3 Concept of Personal and Environmental Hygiene
- 2.4 school health programme and its various services.

Unit - III Environmental Science

- 3.1 Definition, meaning, Scope, Need and Importance of environmental studies.
- 3.2 Celebration of various days in relation with environment.
- 3.3 Plastic recycling & prohibition of plastic bag/cover.
- 3.4 Role of school in environmental conservation and sustainable development.

Unit-IV Natural Resources and related environmental issue:

- 4.1 Water resources, food resources and Land resources
- 4.2 Definition, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution
- 4.3 Management of environment and Govt. policies, Role of pollution control board.

References

- Agrawal, K.C. (2001).Environmental biology. .Bikaner: Nidhi publishers Ltd.
- 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.
- J.E. paric and K.E. paric Preventive and Health Education.

Semester-1
Theory courses
EC-101 OLYMPIC MOVEMENT (ELECTIVE)

Unit-I Origin of Olympic Movement

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

Unit-II Modern Olympic Games

- 2.1 Significance of Olympic Ideals, Olympic Rings. Olympic Flag
- 2.2 Olympic Protocol for member countries
- 2.3 Olympic Code of Ethics.
- 2.4 Olympism in action
- 2.5 Sports for All

Unit - III Different Olympic Games

- 3.1 Para Olympic Games
- 3.2 Summer Olympics
- 3.3 Winter Olympic
- 3.4 Youth Olympic Games

Unit-IV Committees of Olympic Games

- 4.1 International Olympic Committee Structure and Functions
- 4.2 National Olympic committees and their role in Olympic movement
- 4.3 Olympic commission and their functions
- 4.4 Olympic medal winners of India

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- <https://www.olympic.org/the-ioc/promote-olympism>
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- Pierre de Coubertin. Your Dictionary. 2001

Semester-I
Theory courses
EC-102 OFFICIATING AND COACHING (Elective)

Unit-I: Meaning and concept of Coaching & Officiating

- 1.1 Concept of Coaching & officiating
- 1.2 Importance and principles of officiating
- 1.3 Relation of official and coach with management, players and spectators
- 1.4 Measures of improving the standards of officiating and coaching

Unit-III: Coach as a Mentor

- 2.1 Duties of coach in consisted
- 2.2 Philosophy of coaching
- 2.3 Responsibilities of a coach on and off the field
- 2.4 Psychology of competition and coaching

Unit-III: Duties of Officials in Sports

- 3.1 Duties of officials in general, pre, during and post game.
- 3.2 Philosophy of officiating
- 3.3 Mechanics of officiating- position, signals and movement etc.
- 3.4 Ethics of officiating

Unit-IV: Qualities and Qualifications of Coach and Officials

- 4.1 Qualities and qualification of coach and officials in sports
- 4.2 latest rules of officiating in Athletics, Basketball, Volleyball, Swimming, Badminton, Kabaddi Wrestling & Gymnastics.
- 4.3 Eligibility rules of intercollegiate and inter-university tournaments.

References

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Semester-II
Theory Courses
CC-201 YOGA EDUCATION

Unit-I: Introduction

- 1.1 Meaning and Definition Yoga
- 1.2 Aims and Objectives of Yoga
- 1.3 Yoga in Early Upanisads
- 1.4 The Yoga Sutra: General Consideration
- 1.5 Need and Importance of Yoga in modern World

Unit-II: Foundation of Yoga

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

Unit III Asanas

- 3.1 Classification of asanas
- 3.2 Types of Bandhas and mudras
- 3.3 Type of kriyas
- 3.4 Effects of Asanas and Pranayama on various system the body

Unit-IV Yoga Education

- 4.1 Difference between yogic practices and physical exercises
- 4.2 Yoga education centers in india and abroad
- 4.3 Competitions in Yogasanas
- 4.4 World Yoga day and recommendations of UNESCO about Yoga

References

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Semester-II
Theory Courses

**CC-202 EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL
EDUCATION**

Unit-I Introduction

- 1.1 Education and Education Technology- Meaning and Definitions
- 1.2 Types of Education-Formal, Informal and Non- Formal education.
- 1.3 Educative Process
- 1.4 Importance of Methods of Teaching in Physical Education.

Unit-II Teaching Techniques

- 2.1 Teaching Techniques Lecture method, Command method, Demonstration method, Imitation method, project method etc.
- 2.2 Teaching Procedure Whole method, whole part whole method, part whole method
- 2.3 Presentation Technique Personal and technical preparation
- 2.4 Command-Meaning, Types and its uses in different situations

Unit-III Teaching Aids

- 3.1 Teaching Aids Meaning, Importance and its criteria for selecting teaching aids.
- 3.2 Teaching aids - Audio aids, Visual aids, Audio - visual aids
- 3.3 Team Teaching Meaning, Principles and advantage of team teaching.
- 3.4 Difference between Teaching Methods and Teaching Aid.

Unit-IV Lesson Planning and Teaching Innovations

- 4.1 Lesson Planning Mean Type and principles of lesson plan
- 4.2 General and specific lesson plan.
- 4.3 Micro Teaching Meaning, Types and steps of micro teaching.
- 4.4 Simulation Teaching-Meaning. Types and steps of simulation teaching.

References

- Bhardwaj, A. (2003). New Media of educational planning..New Delhi: Sarup of Sons. Bhatia,& Bhatia,(1959). The principles and methods of teaching. New Delhi: Doaba House. Kochar, S.K. (1982). New Delhi: Methods and techniques of teaching. New Delhi Sterling Publishers Pvt. Ltd.
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Semester-II
Theory Courses
CC-203 ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION

Unit-I: Organization and administration

- 1.1 Meaning and importance of Organization and Administration in physical education
- 1.2 Qualification and Responsibilities of Physical Education teacher
- 1.3 Program planning Meaning, Importance. Principles of program planning in Physical education
- 1.4 Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.

Unit-II: Office Management, Record, Register & Budget

- 2.1 Office Management: Meaning, definition, functions and kinds of office management
- 2.2 Records and Registers: Maintenance of attendance Register, stock register, physical efficiency record.
- 2.3 Budget: Meaning, Importance of Budget making.
- 2.4 Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.

Unit-III: Facilities, & Time-Table Management.

- 3.1 Facilities and equipment management: Types of facilities Infrastructure-Indoor, Out Door.
- 3.2 Care of school building, Gymnasium, swimming pool, Play fields, and Play grounds.
- 3.3 Equipment: Need, importance, purchase, care and maintenance.
- 3.4 Time Table Management: Meaning, Need, Importance and Factor affecting time table.

Unit-IV: Competition Organization

- 4.1 Importance of Tournament
- 4.2 Types of Tournament and its organization structure Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament.
- 4.3 Organizational structure of Athletic Meet.
- 4.4 Planning of Intramurals & Extramural Tournaments.

References

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Semester-II
Theory Courses

EC-201 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND WELLNESS
(ELECTIVE)

Unit-I Concept of Physical Education and Fitness

- 1.1 Definition and meaning of fitness and Wellness
- 1.2 Importance and Scope of fitness and wellness in competitive sports.
- 1.3 Modern concept of Physical Fitness and Wellness.

Unit-II Fitness, Wellness and Lifestyle

- 2.1 Fitness Types of Fitness and Components of Fitness
- 2.2 Understanding of Wellness
- 2.3 Modern Lifestyle and Hypokinetic Diseases Prevention and Management
- 2.4 Physical Activity and Health Benefits

Unit - III Principles of fitness development

- 3.1 Means of Fitness development - aerobic and anaerobic exercises.
- 3.2 Exercises and Heart rate intensities Zones for various aerobic exercise
- 3.3 Concept of free weight Vs Machine No. of sets and repetitions
- 3.4 Concept of designing different fitness training program for different age group.

Unit- IV Safety Education and Fitness

- 4.1 Importance of safety Education in fitness programme.
- 4.2 Safety rules before exercise
- 4.3 Safety rules during exercise
- 4.4 Safety rules after exercise
- 4.5 Modern life style and hypokinetic disease Prevention and Management.

References

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- Rani, R. (2018). Physical Fitness and Wellness: Friends Publications, Delhi.
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Semester-II
Theory Courses
EC-202 SPORTS NUTRITION AND BODY WEIGHT MANAGEMENT (ELECTIVE)

Unit-I Introduction to Nutrition and its significance for Healthy life.

- 1.1 Meaning and Definition of Nutrition
- 1.2 Proximate principles of Nutrition.
- 1.3 Myths about nutrition
- 1.4 Principles of balance diet for sports men.
- 1.5 Sources and functions of Nutrition.

Unit-II Nutrients:

- 2.1 Carbohydrates, Protein, Fat – Meaning, sources, classification, function
- 2.2 Vitamins, Minerals, Water - Meaning, sources classification and its function
- 2.3 Rule of Hydration during exercise

Unit-III Obesity and Weight Management

- 3.1 Concept of body weight management, Factors affecting weight management.
- 3.2 Concept of BMI (Body mass index), Common Myths about Weight Loss
- 3.3 Obesity-Definition, meaning, types of obesity and cause, Precautions.
- 3.4 Health Risks Associated with Obesity, Management of Obesity

Unit-IV Planning of Weight Management Programme

- 4.1 Role of diet and exercise in weight management. Designing, diet plan and exercise schedule for weight loss and gain.

References

- Bessesen, D. H. (2008). Update on obesity. *J ClinEndocrinoMetab*.93 (6), 2027-2034.
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Semester-III
Theory Courses
CC-301 SPORTS TRAINING

Unit-I Introduction to Sports Training

- 1.1 Meaning and Definition of Sports Training
- 1.2 Aim and Objective of Sports Training
- 1.3 Principles of Sports Training
- 1.4 Training Load-Definition and Types of Training Load
- 1.5 Principles of Intensity and Volume of stimulus

Unit-II Motor fitness components and their training methods.

- 2.1 Strength Mean and Methods of Strength Development
- 2.2 Speed Mean and Methods of Speed Development
- 2.3 Endurance Mean and Methods of Endurance Development

Unit-III Motor fitness components, Technical and tactical training

- 3.1 Coordination- Mean Methods of coordination Development
- 3.2 Flexibility -Mean and Methods of Flexibility Development
- 3.3 Technical Training Meaning and Methods of Technique Training
- 3.4 Tactical- Training Meaning and Methods of Tactical Training

Unit-IV Training programming and planning.

- 4.1 Periodization -Meaning and types of Periodization
- 4.2 Methods of Talent Identification
- 4.3 Talent Identification Programms.

References

- 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.
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Semester-III
Theory Courses
CC-302 COMPUTER APPLICATIONS PHYSICAL EDUCATION

Unit- I: Introduction to Computer

- 1.1 Meaning, need and importance of information and communication technology (ICT) Application of Computers in Physical Education
- 1.2 Components of computer,
- 1.3 Important software for analysis of research data physical Education.

Unit-II: MS Word

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

Unit-III-MS Excel

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

Unit-IV: MS Power Point

- 4.1 Introduction to MS Power Point.
- 4.2 Creating, saving and opening a ppt file,
- 4.3 Format and editing feature slide show, design, inserting slide number, picture, graph and table.
- 4.4 Preparation of Power point presentations.

References:

- Irtegov, D. (2004). *Operating system fundamentals Firewall Media*.
- Marilyn, M.& Roberta, B.(n.d.). *Computers in your future. 2nd edition, India: Prentice Hall*.
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Semester-III

Theory Courses

CC-303 SPORTS PSYCHOLOGY AND SPORTS SOCIOLOGY

Unit I: Introduction

- 1.1 Meaning, Importance and scope of Sports Psychology
- 1.2 General psychological characteristics of Various Stages of growth and development
- 1.3 Nature of individual differences. Factors responsible for individual (Heredity and environment)
- 1.4 Psycho-sociological aspects of Human behavior in relation to physical education and sports

Unit-II: Learning, Personality & Motivation

- 2.1 Nature of learning, theories of learning,
- 2.2 Plateau in Learning, Laws of learning & transfer of training.
- 2.3 Meaning and definition of personality, characteristics of personality
- 2.4 Dimension of Personality, relationship with Sports performance
- 2.5 Meaning Motivation: Factors influencing motivation, Motivational techniques and their Impact on sports performance.

Unit-III: Psychological Preparation

- 3.1 Mental Preparation Strategies (Attention focus, Self- talk, Relaxation, Imaginary).
- 3.2 Aggression and Sports, Meaning and nature of anxiety, Types of anxiety
- 3.3 Emotional Arousal and Its effects on sports performance

Unit-IV:

- 4.1 Short term and long term psychological preparation for sportsmen.
- 4.2 Sport audience and its effects on sports performance

References

- Ball, D. W. & Loy, J. W. (1975). *Sports and social order, Contribution to the sociology of sport* London: Addison Wesley Publishing Co., Inc.
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Semester-III

Theory Courses

EC-301 SPORTS MEDICINE (ELECTIVE)

Unit-1: Sports Medicine:

- 1.1 Sports Medicine. Meaning, Definition, Aims, Objectives, Modern Concepts and Importance
- 1.2 Contributions of Physical Education Teachers and Coaches in athlete care and rehabilitation
- 1.3 Need and Importance of the study of sports injuries in the field of Physical Education
- 1.4 Prevention and treatment of injuries in sports Common sports injuries Laceration - Blisters - Contusion-Bone-Fracture-Dislocation

Unit-II: Physiotherapy

- 2.1 Definition Guiding principles of physiotherapy, Importance of physiotherapy. Electrotherapy infrared rays Ultraviolet rays -short wave diathermy Ultra Sound rays

Unit-III: Hydrotherapy:

- 3.1 Introduction of treatments by Cryo therapy. Thermo therapy. Contrast Bath, Whirlpool Bath Steam Bath - Sauna Bath Hot Water- Massage: Classification of Manipulation (Swedish System) and physiological Effects of Massage

Unit-IV: Exercise:

- 4.1 Definition and Scope - uses of Therapeutic Exercise-Classification, Effects and yes of Movements (Relaxed, Forced and passive- stretching) active movements (concentric, Eccentric and static) application of the therapeutic exercise Free Mobility Exercise

References

- Christine, M. D., (1999). *Physiology of sports and exercise. USA: Human Kinetics.*
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Semester-III

Theory Courses.

EC-302 CURRICULUM DESIGN (Elective)

UNIT-I Modern concept of the curriculum

- 1.1 Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.
- 1.2 Factors affecting curriculum Social factors Personnel qualifications Climatic consideration Equipment and facilities-Time suitability of hours.
- 1.3 National and Professional policies, Research findings

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

- 2.1 Industrialization
- 2.2 Socialization
- 2.3 Individualization
- 2.4 Sequence and operation
- 2.5 Steps in curriculum construction

UNIT-III Mechanics of curriculum planning.

- 3.1 Basic principles of curriculum construction.
- 3.2 Curriculum Design, Meaning, Importance and factors affecting curriculum design.
- 3.3 Role of curriculum team in planning.

UNIT-IV Professional preparation for undergraduate courses in Physical Education.

- 4.1 Areas of Health education, Physical education and Recreation
- 4.2 Curriculum design-Experience of Education, Field and Laboratory.
- 4.3 Teaching practice and Facilities and special resources for library
- 4.4 Professional Competencies to be developed in Undergraduate students of Physical Education

References

- 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*.
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Semester-IV
Theory Courses

CC-401 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Unit-1 Introduction to Test, Measurement & Evaluation

- 1.1 Meaning of Test, Measurement & Evaluation in Physical Education
- 1.2 Need & Importance of Test, Measurement & Evaluation in Physical Education
- 1.3 Principles of Evaluation

Unit-II Criteria: Classification and Administration of test

- 2.1 Criteria of good Test
- 2.2 Scientific authenticity (reliability, objectivity, validity and availability of norms)
- 2.3 Type and classification of Test
- 2.4 Administration of test. Advance preparation-Duties during testing -Duties after testing

Unit-III Physical Fitness Tests

- 3.1 AAHPER youth fitness test
- 3.2 National physical Fitness Test
- 3.3 Indiana Motor Fitness Test
- 3.4 JCR test
- 3.5 U.S Army Physical Fitness Test

Unit-IV Sports Skill Tests

- 4.1 Lockhart and McPherson paumaton test
- 4.2 Johnson basketball test
- 4.3 McDonald soccer test
- 4.4 Braddy Volleyball Skill use
- 4.5 Harbans Singh Hockey Skill use

References

- Bangsbo, J. (1994). Fitness training in football: A scientific approach. Bagsvaerd, Denmark: HotStorm.
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Semester-IV
Theory Courses

CC-402 KINESIOLOGY AND BIOMECHANICS

Unit- I - Introduction to Kinesiology and Sports Biomechanics

- 1.1 Meaning and Definition of Kinesiology and Sports Biomechanics
- 1.2 Importance of Kinesiology and Sports Biomechanics for Physical Education Teachers, Athletes and Sports Coaches.
- 1.3 Classification of Joints:
- 1.4 Fundamental concepts of following terms Equilibrium, Line of Gravity Axes and Planes, Centre of Gravity.

Unit-II Fundamental Concept of Joints and Muscles

- 2.1 Types of Muscle Contractions
- 2.2 Terminology of Fundamental Movements around joints
- 2.3 Posture Meaning, Types and Importance of good posture.
- 2.4 Fundamental concepts of following terms Angle of Pull, All or None Law, Reciprocal Innervations.

Unit-III Mechanical Concepts.

- 3.1 Force Meaning, definition, types and its application to sports activities
- 3.2 Lever - Meaning, definition, types and its application to human body.
- 3.3 Newton's Laws of Motion Meaning, definition and its application to sports activities. Projectile
- 3.4 Projectile Factors influencing Projectile trajectory.

Unit-IV Kinematics and Kinetics Human Movement

- 4.1 Linear Kinematics Distance and Displacement, speed and velocity, Acceleration
- 4.2 Angular kinematics Angular Distance and Displacement, Angular Speed and velocity Angular Acceleration
- 4.3 Linear Kinetics inertia Stability. Inertia, Mass, Momentum, Friction. Angular Kinetics Moment of inertia, stability.

References

- Bunn, J. W. (1972). *Scientific principles of coaching*, Englewood Cliffs, N.J.: Prentice Hall Inc.
- Hay, J. G. & Reid, J. G.(1982). *The anatomical and mechanical basis of human motion* Englewood Cliffs, N.J.: prentice Hall Inc.
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- Hay, J. G. (1970). *The biomechanics of sports techniques*. Englewood Cliffs, N.J.: Prentice Hall, Inc.
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Semester-III
Theory Courses

CC-403 RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Unit-I Introduction to Research

- 1.1 Definition of Research
- 1.2 Need and importance of Research in Physical Education and Sports.
- 1.3 Scope of Research in Physical Education & Sports,
- 1.4 Classification of Research
- 1.5 Research Problem, Meaning of the term, Location and criteria Selection of Problem. Formulation of a Research Problem, Limitations and Delimitations.

Unit-II Survey of Related Literature.

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

Unit-III Basics of Statistical Analysis

- 3.1 Statistics. Meaning, Definition, Nature and Importance
- 3.2 Class Intervals: Raw Score, Continuous and Discrete series, Class Distribution, Construction of Tables.
- 3.3 Curve Cumulative Frequency, Ogive, Pie Diagram.

Unit-IV Statistical Models in Physical Education and Sports

- 4.1 Meaning at Measures of Central Tendency te Mean, Median and Mode
- 4.2 Meaning of Measures of Variability importance, computing from group and ungroup data
- 4.3 Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data

References

- Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.
- Bompa, T. O. & Haff, G. G. (2009). *Periodization: Theory and methodology of training*, 5th ed. Champaign, IL: Human Kinetics.
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Semester-IV
Theory Courses

EC-401 THEORY OF SPORTS AND GAMES (ELECTIVE)

Unit - I INTRODUCTION

General introduction of specialized games and sports-

- 1.1 Athletics
- 1.2 Badminton
- 1.3 Basketball
- 1.4 Cricket
- 1.5 Football
- 1.6 Gymnastic
- 1.7 Hockey
- 1.8 Handball
- 1.9 Kabaddi
- 1.10 Kho-Kho
- 1.11 Tennis
- 1.12 Volleyball and
- 1.13 Yoga

Each game or sports to be dealt under the following heads.

- History and development of the Game and Sports
- Ground preparation, dimensions and marking
- Standard equipment and their specifications
- Ethics of sports and sportsmanship

UNIT-II Scientific Principles of coaching: (particular sports and game specific)

- 2.1 Motion -Types of motion and Displacement, Speed, Velocity, Acceleration, Distance and Newton's Law of motions.
- 2.2 Force- Friction, Centripetal and Centrifugal force, Principles of force.
- 2.3 Equilibrium and its types
- 2.4 Lever and its types.

UNIT-III Physical fitness components: (particular sports and game specific)

- 3.1 Speed and its types
- 3.2 Strength and its types
- 3.3 Endurance and its types
- 3.4 Flexibility and its types
- 3.5 Coordinative ability and its types

UNIT - IV conditioning exercises and warming up.

- 4.1 Concept of Conditioning warming up
- 4.2 Role of weight training in games and sports.
- 4.3 Teaching of fundamental skill & their mastery (technique, tactic and different phases of skill acquisition).

4.4 Recreational and Lead up games

4.5 Strategy Offence and defense, Principles of offence and defense.

References

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

Semester-IV
Theory Courses
EC-402 SPORTS MANAGEMENT

Unit- I

- 1.1 Nature and Concept of Sports Management.
- 1.2 Progressive concept of Sports management.
- 1.3 The purpose and scope of Sports Management.
- 1.4 Essential skills of Sports Management.
- 1.5 Qualities and competencies required for the Sports Manager.
- 1.6 Event Management in physical education and sports.

Unit-II

- 2.1 Meaning and Definition of leadership
- 2.2 Leadership style and method.
- 2.3 Elements of leadership.
- 2.4 Forms of Leadership.
 - Autocratic
 - Laissez-faire
 - Democratic
 - Benevolent Dictator
- 2.5 Qualities of administrative leader.
- 2.6 Preparation of administrative leader.
- 2.7 Leadership and Organizational performance.

Unit-III

- 3.1 Sports Management in Schools, colleges and Universities.
- 3.2 Factors affecting planning
- 3.3 Planning a school or college sports programme.
- 3.4 Directing of school or college sports programme
- 3.5 Controlling a school, college and university sports programme.
 - Developing performance standard
 - Establishing a reporting system
 - Evaluation
 - The reward/punishment system

Unit-IV

- 4.1 Financial management in Physical Education & sports in schools, Colleges and Universities
- 4.2 Budget Importance, Criteria of good budget,
- 4.3 Steps of Budget making
- 4.4 Principles of budgeting

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.
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SYLLABUS OF PRACTICAL EXAMINATION B.P.ED. COURSE

Part – B Practical Courses

Semester – I

PC - 101: Track and Field:

Running Event

1. Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks.
2. Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug
3. Track Marking, Rules and Officiating
4. **Hurdles:**
 - Fundamental Skills- Starting, Clearance and Landing Techniques.
 - Types of Hurdles
 - Ground Marking and Officiating.
5. **Relays:**
 - Fundamental Skills
 - Various patterns of Baton Exchange
 - Understanding of Relay Zones
 - Track Marking
 - Interpretation of Rules and Officiating.

Reference

- Noakes, Timothy D. *The Lore of Running*. 4th ed., Human Kinetics, 2003.
- Daniels, Jack. *Daniels' Running Formula*. 3rd ed., Human Kinetics, 2014.
- Pfitzinger, Pete, and Tom Lutter. *Faster Road Racing: 5K to Half Marathon*. VeloPress, 2014.
- Hanson, Keith, and Kevin Hanson. *Hansons Marathon Method: Run Your Fastest Marathon the Hansons Way*. VeloPress, 2016.

PC – 102

Basketball:

1. Fundamental Skills: Player stance and ball handling
2. Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Baseball pass, Side Arm Pass, Over Head pass, Hook Pass.
3. Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.
4. Dribbling-How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble.
5. Shooting-Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw.
6. Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization.
7. Individual Defensive-Guarding the man with the ball and without the ball.
8. Pivoting.
9. Rules and their interpretations and duties of the officials.

Reference

- **Wilkes, G. (1981).** *Basketball for Coaches and Players.* Ronald Press.
- **Pruitt, J. (2007).** *Teaching Basketball: A Step-by-Step Approach.* McGraw-Hill.
- **Mikes, J. (1990).** *The Complete Book of Basketball Fundamentals.* Prentice Hall.
- **Adkins, C., Bain, S., & Dreyer, E. (2011).** *Basketball Drills, Plays, and Strategies.* Human Kinetics.
- **Kenyon, S. (2014).** *Developing Better Athletes, Not Just Better Players.* Coaches Choice.
- **Radu, A., & Turner, G. (2008).** *Basketball Coaching: Putting Theory into Practice.* Meyer & Meyer Sport.

PC – 103

Kabaddi: Fundamental Skills

1. Skills in Raiding-Touching with hand, various kicks, crossing of buck line, Crossing of Bonus line, during the opponent to catch, Pursuing.
2. Skills of Holding the Raider-Variou formations, catching from particular position,
3. Different catches, during the raider to take particular position so as to facilitate catching, catching formations and techniques.
3. Additional skills in raiding-Bringing the antis in to particular position, escaping from various holds,
4. Techniques of escaping from chain formation, combined formations in offence and defense.
4. Ground Marking, Rules and Officiating

Reference

- **Shinde, V. M. (2017).** *Kabaddi: The Sport of India.* Pentagon Press.
- **Bhardwaj, R. (2004).** *Kabaddi Coaching Manual.* Sports Publication.
- **Sharma, J. P. (2009).** *Modern Coaching in Kabaddi.* Khel Sahitya Kendra.
- **Vasantha, M. (2013).** *Kabaddi: Rules and Techniques.* Khel Sahitya Kendra.
- **Sahi, R. (2016).** *Fundamentals of Kabaddi.* Khel Sahitya Kendra.

Mass Demonstration

Dumbbells/ Lezim/ Wands/ Hoop/ Umbrella/ Tipri: Fundamentals skills

1. Apparatus/ Light apparatus Grip
2. Attention with apparatus/ Light apparatus
3. Stand – at – ease with apparatus/ light apparatus
4. Exercise with verbal command, drum, whistle and music – Two count, four count, eight count and sixteen count.
5. Standing Exercise
6. Jumping Exercise
7. Moving Exercise
8. Combination of above all

References:

- Tilly, Charles. *Social Movements, 1768–2004*. Boulder, CO: Paradigm Publishers, 2004.
- Johnson, K. (2018). Assessment Methods in Education. In T. L. Green & P. M. White (Eds.), *Advanced Teaching Techniques* (pp. 45-67). McGraw-Hill.

PC – 201

Track and Field

1. Athletics: Jumping Events

2. High Jump (Straddle Roll)
3. Approach Run,
4. Take off
5. Clearance over the bar.
6. Landing

Reference

- Haff, G. G., & Triplett, N. T. (2015). *Essentials of strength training and conditioning* (4th ed.). Human Kinetics.
- Carr, G. (1999). *Fundamentals of track and field* (2nd ed.). Human Kinetics.
- Grosser, M., & Starischka, S. (2007). *Technical training in athletics: Throws, jumps, runs*. Meyer & Meyer Sport.
- **Payne, M. (2010). *Athletics coaching: throwing and jumping techniques*. Human Kinetics.**

PC – 202

Yoga:

1. Surya Namaskara.
2. Pranayams
3. CorrectiveAsanas
4. Kriyas
5. Asanas
6. Sitting
7. Standing
8. Laying Prone Position,
9. Laying Spine Position

Reference

- *Desikachar, T. K. V. (1999). The Heart of Yoga: Developing a Personal Practice. Inner Traditions.*
- *Iyengar, B. K. S. (1976). Light on Yoga. Schocken Books.*
- *Swami Satchidananda. (1978). The Yoga Sutras of Patanjali. Integral Yoga Publications.*
- *Feuerstein, G. (2001). The Yoga Tradition: Its History, Literature, Philosophy, and Practice. Hohm Press.*

PC-203

Badminton:

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

Reference

- *Edwards, S. (2011). Badminton: Steps to Success. Human Kinetics.*
- *Grice, T. (2008). Badminton: Technique, Tactics, Training. Crowood Press.*
- *McGee, P. (2017). Badminton Essentials: Mastering the Basics and Beyond. Create Space Independent Publishing Platform.*
- *Powell, J. (2014). Badminton: 50 Essential Skills. Bloomsbury Sport.*

TP – 201 Teaching practices:

10 teaching practice lessons out of which 5 lessons in class-room situation and 5 lessons for outdoor activities within premises on the students of B.P.Ed course.

Reference:

- *Smith, John. The Art of Teaching: A Comprehensive Guide. New York: Educational Press, 2020.*
- *Smith, J. A., & Brown, L. M. (2019). Teaching Strategies for the Classroom. 2nd ed. Pearson Education.*

PC – 301

Track and fields (Throwing Events)

1. Discus Throw, Javelin, Hammer throw, shot-put
2. Basic Skills and techniques of the Throwing events Ground Marking / Sector Marking
3. Interpretation of Rules and Officiating.
4. Grip
5. Stance Release
6. Reserve/ (Follow through action)
7. Rules and their interpretations and duties of officials

Reference

- Haff, G. G., & Triplett, N. T. (2015). Essentials of strength training and conditioning (4th ed.). Human Kinetics.
- Carr, G. (1999). Fundamentals of track and field (2nd ed.). Human Kinetics.
- Grosser, M., & Starischka, S. (2007). Technical training in athletics: Throws, jumps, runs. Meyer & Meyer Sport.
- Payne, M. (2010). Athletics coaching: throwing and jumping techniques. Human Kinetics.

PC 302

Football: Fundamental Skills

1. Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick
2. Trapping-trapping rolling the ball, trapping bouncing ball with sole
3. Dribbling-With instep, inside and outer instep of the foot.
4. Heading-From standing, running and jumping.
5. Throw in
6. Feinting-With the lower limb and upper part of the body.
7. Tackling-Simple tackling, Slide tackling.
8. Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting.

Reference

- Hughes, C., & Franks, I. M. (2005). Essentials of Performance Analysis in Sport. Routledge.
- Reilly, T., Williams, A. M., Nevill, A., & Franks, A. (2000). A Multi-Disciplinary Approach to Talent Identification in Soccer. Journal of Sports Sciences, 18(9), 695-702.
- FIFA. (2007). Football Coaching Manual. FIFA.
- Mourinho, J. (2006). Coaching the 3-4-3. Reedswain Inc.
- Wenger, A. (2010). Soccer: Coaching Successful 4-4-2 Tactics. Reedswain Inc.

PC 303

Volleyball: Fundamental Skills

1. Players Stance-Receiving the ball and passing to the team mates,
2. The Volley (Overhead pass),
3. The Dig (Under hand pass).
4. Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service.
5. Rules and their interpretations and duties of officials.

Reference

- **The Art of Coaching Volleyball Team.** *The Art of Coaching Volleyball.* The Art of Coaching, LLC, 2014. ISBN: 9781629150922.
- **American Volleyball Coaches Association (AVCA).** Volleyball Skills & Drills. Human Kinetics, 2006. ISBN: 9780736063379.
- **Miller, Bob.** The Complete Volleyball Handbook. McGraw-Hill Education, 1999. ISBN: 9780809225374.
- **Crisfield, Deborah.** *Winning Volleyball for Girls.* Sterling Publishing Co., Inc., 2003. ISBN: 9780806973360

TP – 301 Teaching practices:

10 teaching lesson plans for Racket Sport/ Team Games/ Indigenous Sports out of which 5 lessons internal and 5 lessons external at school.

Reference:

- *Johnson, K. (2018). Assessment Methods in Education. In T. L. Green & P. M. White (Eds.), Advanced Teaching Techniques (pp. 45-67). McGraw-Hill.*
- *Smith, J. A., & Brown, L. M. (2019). Teaching Strategies for the Classroom. 2nd ed. Pearson Education.*

PC - 401

Kho-Kho:

1. General skills of the game-Running, chasing, Dodging, Faking etc.
2. Skills in chasing-Correct Kho, Moving on the lanes,
3. Pursuing the runner,
4. Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole,
5. Diving,
6. Judgement in giving Kho,
7. Rectification of Foul.
8. Skills in Running-Zigzag running, Single and double chain,
9. Ring play, Rolling in the sides,
10. Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc,
11. Combination of different skills.
12. Ground Marking
13. Rules and their interpretations and duties of officials.

Reference

- Rao, M. (2015). *Kho-Kho: Techniques and Strategies*. New Delhi: Sports Publications.
- Sharma, A. (2017). *Fundamentals of Kho-Kho: A Comprehensive Guide for Coaches*. Mumbai: National Sports Press.
- Patil, R. (2019). *Coaching Kho-Kho: Basics to Advanced Skills*. Pune: Pioneer Sports Books.
- Dravid, R. (2016). *Mastering the Basics of Cricket: Techniques and Skills for All Levels*. Bengaluru: Cricket Academy Press.
- Chappell, G. (2018). *Cricket Coaching: A Step-by-Step Guide to Skills Development*. Sydney: Sports Australia Publications.
- Tendulkar, S. (2020). *Fundamental Cricket Skills: From Beginners to Experts*. Mumbai: Cricket India Press.

PC – 402

Cricket: Fundamental Skills

1. Batting-Forward and backward defensive stroke
2. Bowling-Simple bowling techniques
3. Fielding-Defensive and offensive fielding
4. Catching-High catching and Slip catching
5. Stopping and throwing techniques
6. Wicket keeping techniques

Reference

- *Dravid, R. (2016). Mastering the Basics of Cricket: Techniques and Skills for All Levels. Bengaluru: Cricket Academy Press.*
- *Chappell, G. (2018). Cricket Coaching: A Step-by-Step Guide to Skills Development. Sydney: Sports Australia Publications.*
- *Tendulkar, S. (2020). Fundamental Cricket Skills: From Beginners to Experts. Mumbai: Cricket India Press.*

TP – 401

Sports Specialization: Track and field

(4 internal lesson and 1 final external lesson on the students of as a sports specialization of any discipline mentioned above.)

TP- 402 Games Specialization:

Kabaddi, Kho- kho, Cricket, Football, Volleyball, Basketball, Badminton, Yoga