

SWARNIM GUJARAT SPORTS UNIVERSITY GANDHINAGAR

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Recognized by UGC under section 2f of the UGC Act 1956



Rules, Examination Structure & Course Contents

For the Degree of

Bachelor of Physical Education (B.P.Ed.)

(Degree Course One Year, Regular Programme)

(As per Choice Based Credit System (CBCS))

Curriculum Framework of B. P. Ed. Programme

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

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

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

R. B. P. Ed. 1.Intake:

There shall be a basic unit of 100 (one hundred) students with two sections of 50 (fifty) each.

R. B. P. Ed. 2.Eligibility:

- a) Bachelor's degree in any discipline with 50% marks and having at least participation in the Inter- College/ Inter-Zonal/ District/ School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India.
Or
- b) Bachelor's degree in physical education with 45% marks.
Or
- c) Bachelor's degree in any discipline with 45% marks and studied physical education as compulsory/ elective subject.
Or
- d) Bachelor's degree with 45% marks and having participated in National/ Inter University/ State competitions or secured 1st, 2nd or 3rd position in Inter .College/ Inter-Zonal/ District/ School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India.
Or
- e) Bachelor's degree with participation in international competitions or secured 1st, 2nd or 3rd

position in National/ Inter-University competition in sports and games as recognized by respective federations/ AIU/IOA/SGFI/Govt. of India.

Or

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

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

R. B. P. Ed. 3. Admission Procedure:

Admission shall be made on merit on the basis of marks obtained in the entrance examination (written test, sports proficiency test, physical fitness test, and marks obtained in the qualifying examination) or any other selection process as per the policy of the iniversity/ State Government/ JT Administration.

R. B. P. Ed. 4. Admission of Foreign Nationals

Applications of foreign nationals nominated by the Government of India under scholarship schemes and self-financing Foreign Nationals shall be entertained for the aforesaid programme. They shall not be subject to the Entrance Test provided they have passed the equivalent qualifying examination and satisfy the minimum eligibility requirements with relaxation in maximum age for admission.

Reservation to the extent of 15% of the quota of Programme in a subject, on supernumerary basis, for Foreign Nationals shall be made for admission to the aforementioned Programme available in the Department or Colleges.

The concern committee shall get examined the eligibility etc. of each applicant and shall issue the eligibility letter to the concerned foreign national, if found eligible.

R. B. P. Ed. 5. Reservation/Weightages

- Reservation will be given as per Gujarat State Rules. Admission against these seats shall be made provided the candidate has passed the qualifying examination and appeared in the Entrance Test. The vacant seats reserved for SC/ST/OBC candidates, if any, shall be filled as per **Gujarat State Rules**. Appearance in the Undergraduate Entrance Test is mandatory for admission.
- Supernumerary seats as per university policy shall be reserved for the sons/ daughters of permanent employees (including those on probation) of the University currently in service or were in service during the academic session immediately preceding the one (session) for which the Entrance Test is held, provided the candidate fulfils the minimum eligibility requirements. Employees sons/daughter's category applicants shall be required to submit the certificate of the employee ward only in the prescribed format duly signed and issued by concern authority.

R. B. P. Ed. 6. Attendance

- A student is required to have full, i.e., 100%, attendance and condonation up to 30% can be considered for specific cogent reasons. Out of this 30%, only 10% condonation will be

permitted without taking any application from the student. Rest 20% condonation may be given by the Dean. Further, a student shall be deemed to have minimum percentage of attendance only if, apart from the above, he/she has attended at least 50% of the classes in each subject also. The cogent reasons for condonation are given below.

- Participation in NCC/NSC/NSS Camps duly supported by certificate.
 - Participation in University or College Team Games or Interstate or Inter-University tournaments, duly supported by certificate from the Secretary of the University Sports Board or President of the College Athletic Association concerned.
 - Participation in Educational Excursions, which form a part of teaching in any subject conducted on working days duly certified by the Dean.
 - University Deputation for Youth Festival duly certified by the Dean.
 - Prolonged illness duly certified by the Medical Officer or any other Registered Medical Practitioner, provided such certificate is submitted to the head of the institution in time.
 - **No relaxation beyond 30% shall be considered in any case.**
- The attendance of a newly admitted candidate shall be counted from the date of his/her admission, or date of beginning of classes which ever is later, while in the case of promoted candidates, attendance shall be counted from the date on which respective class begins. However in case of promotion after declaration of results of supplementary examination (if any), the attendance will be counted from the date of admission in the respective case.
 - There shall be an Attendance Monitoring Committee in the Faculty/College under the Chairmanship of the Dean/Principal.

R. B. P. Ed. 7. 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.

R. B. P. Ed. 8. The CBCS System:

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

R. B. P. Ed. 9. 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.

R. B. P. Ed. 10. 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 Course:

Internship Teaching:

R. B. P. Ed. 11. Semesters:

An academic year is divided into two semesters. Each semester will consist of 16 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).

R. B. P. Ed. 12. Working days:

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

R. B. P. Ed. 13. 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 two hours of practical work / field work per week. Therefore, one credit is equivalent to 25 marks and 16 hours of teaching (lecture or tutorial) or 32 hours of practical work / field work per semester. The total minimum credits, required for completing a B.P.Ed. Programme is 90 credits and for each semester 20 credits.

R. B.P.Ed. 15. Examinations:

- 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.
- 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.

R. B. P. Ed. 16. Evaluation:

- The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;
 - Classroom Test, Project Work, Assignments, Presentations **Marks: 30 (10+20)**
 - Classroom Tests: Best one out of two unit tests **(Marks: 10)**
 - Project Work, Assignments, Presentations **(Marks: 20)**

R. B. P. Ed. 16. Promotion Rules and Supplementary Examination:

There shall be no supplementary examination for 1st and 2nd semesters. However, there shall be a provision of supplementary examination for 3rd & 4th semesters after declaration of the result of 4th Semester. Students failing in courses of 3rd & 4th semesters may appear in supplementary examination(s) or subsequent main examination(s).

• **First Semester Course & Examination:**

The candidates who have taken admission in B.P.Ed. programme First Semester in a session can be put in the following two categories on the basis of their attendance in the Semester:

- 1.i. those who have put in the required minimum percentage of attendance for appearing in the First Semester Examination and filled up the examination form in time for appearing at the First Semester Examination; and
- 1.ii. those who did not put in the required minimum percentage of attendance for appearing at the First Semester Examination or did not fill up examination form in time for appearing at the First Semester Examination.

Candidates under Category 1.i are eligible for appearing at the examination of First Semester, while candidates under Category 1.ii are not allowed to appear at the examination of the Semester. However, category 1.ii candidates are allowed to reappear at the Undergraduate Entrance Test (UET) of subsequent year(s) for seeking admission afresh. This implies that no readmission is permissible to those who do not put in the required percentage of attendance for taking the examination or did not submit the examination form in time.

2. After appearing at the Examination of the First Semester the candidates can be put in the following categories in the context of declaration of the results of the First Semester Examination:
3. Passed, i.e., those who have passed in all courses of the examination of the Semester.

4. Promoted, i.e., those who have not passed in all the courses of the Semester. Minimum passing grade shall be Grade 'E' for each course. However, candidates with grade 'P' in a course shall also be considered as passed in that course.
5. Promotion to Second Semester: All students who have put in the minimum percentage of attendance in Semester I and filled up the examination form in time shall be promoted to the Semester II.

- **Second Semester Course & Examination:**

As in the 1st Semester, in the 2nd and subsequent Semesters, all the candidates who have put in the minimum percentage of attendance for appearing at the Examination and have filled in the examination form in time for appearing at the End Semester Examination shall be allowed to appear at the respective examinations. However, students who have not put in the minimum percentage of attendance or did not fill up the examination form in time in a Semester shall be allowed to take re-admission in that Semester (except in the First Semester where re-admission is not permitted).

- **Declaration of results after II Semester (based on the results of 1st & 2nd Semester Examinations):**

After declaration of results of the 1st & 2nd Semesters, a candidate can be put in the following two categories:

1. Passed: A candidate who has passed in examinations of all the courses of 1st and 2nd Semesters.
2. Promoted: A student, who does not pass in all the courses of either 1st or 2nd semester or both, shall be promoted to the 3rd semester if he/she has obtained at least 4.0 CGPA. All such students shall have the option to clear the courses, in which they had failed, in the subsequent available examination(s) of the concerned semester as ex-students.
3. Failed: A candidate who has failed in one or more courses or failed to appear at any of the examinations of 1st and 2nd Semesters taken together, and he/she has obtained less than 4.0 CGPA shall be treated as failed.

- **Promotion to 3rd Semester:**

1. A candidate who comes under the category 'Passed or Promoted' is eligible to be promoted to third Semester if otherwise eligible.
2. Failed candidates shall not be promoted to the 3rd Semester. However, they shall be promoted to the third semester when they become eligible to come under the category of either 'Passed' or 'Promoted' as explained above after passing the Failed papers in the subsequent available examinations as ex- students.

- **Promotion to 4th Semester:**

All students who have put in the minimum percentage of attendance in 3rd Semester and filled in the examination form in time shall be promoted to 4th Semester.

- **Declaration of Results after IV Semester (based on results of I, II, III, IV, Semester Examinations):**

After declaration of results of 3rd and 4th Semesters, a candidate can be put in the following two categories:

1. **Passed:** A candidate who has passed in all the courses (including Project/ Elective/ Field study) of I, II, III, IV, Semesters and obtained at least CGPA of 5.0.
2. **Failed:** All those students who have not “Passed” shall be categorized as “Failed”. Such failed students may clear their failed courses in subsequent examinations as ex-students. There shall be a provision of supplementary examinations for IV Semester after declaration of results of IV Semester. Students failing in courses of IV may appear in the supplementary examination or subsequent main examination(s).

A student who has failed in a course shall get two more chances to clear this course subject to the maximum duration for passing the course. Further, each candidate shall have to clear all the courses within the maximum period of 4 years from the date of his/her latest admission.

R. B. P. Ed. 18. Re-admission to the Programme/Semester:

A student who does not put in at least the minimum percentage of attendance required in the 1st semester shall not be promoted to the higher semesters. However, such students can take fresh admission in the programme after appearing in the UET and being eligible for admission in the course on the basis of result of the UET. All such students of higher, i.e., 2nd, 3rd, 4th semesters who have not put in the required minimum percentage of attendance or not filled in the examination form in time shall have the option to be re-admitted in the concerned semester available in the subsequent year. No student who has been promoted to the 2nd or higher semester and continues to be a student shall be allowed to reappear in the UET for taking fresh admission in the programme.

R. B. P. Ed. 19. Break in the Course:

Any student taking admission in B.P.Ed. Degree programme of the Faculty of Physical Education shall not be allowed to pursue any other full time programme/ course in the Faculty or elsewhere in the entire period of the programme meaning thereby that if a student leaves the programme after passing some of the semesters/ courses and takes up a full-time programme/ course elsewhere, then he/she shall not be allowed to continue the programme further in the Faculty.

R. B. P. Ed. 20. Condonation:

Student must have 75% of attendance in each course for appearing the examination. Students who have 74% to 65% of attendance shall apply for condonation in the prescribed form

with the prescribed fee. Students who have 64% to 50% of attendance shall apply for 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.

R. B. P. Ed. 21. 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) (Form Unit 1)	15
2	Answer in detail (Long Question) Or Answer in detail (Long Question) (Form Unit 2)	15
3	Answer in detail (Long Question) Or Answer in detail (Long Question) (Form Unit 3)	15
4	Write short notes: any two out of four (Form Unit 4)	15
5	M.C.Q. Type Questions (10 out of 12 Que.) (3 Questions. from each unit)	10
Total		70

Practical Exam Pattern:

Skill/Skills of Examiner's choice	20% of total
Skill/Skills of Student's choice	20% of total
Performance	30% of total
Project Book	10% of total
Viva-voce	20% of total

Teaching Lesson Exam Pattern:

Personal Preparation	20% of total
Technical Preparation	50% of total
Lesson Plan	10% of total
Viva-voce	20% of total

R. B. P. Ed. 22. 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.

R. B. P. Ed. 23. Grading:

Once the marks of the CIA (Continues Internal Assessment) and SEA (Semester End Assesment) for each of the courses are available, both (CIA and SEA) will be added. The marks thus obtained for each of the courses will then be graded as per details provided in R. B.P.Ed. 17 from the first semester onwards the average performance within any semester from the first semester is indicated by Semester Grade Point Average (SGPA) while continuous performance (including the performance of the previous semesters also) starting from the first semester is indicated by Cumulative Grade Point Average (CGPA). These two are calculated by the following formula:

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

$$CGPA = \frac{\sum_{j=1}^N SGPA_j}{N}$$

Where C_i is the Credit earned for the course is in any semester; G_i is the Grade point obtained by the student for the course i and n number of courses obtained in that semester; $SGPA_j$ is SGPA of semester j and N number of semester. Thus CGPA is average of SGPA of all the semesters starting from the first semester to the current semester.

R. B. P. Ed. 24. Classification of Final Results:

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

R. B. P. Ed. 25. Award of the B.P.Ed. Degree:

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

R. B. P. Ed. 26. Letter Grades and Grade Points:

- Two methods-relative grading or absolute grading– have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal

distribution) of marks obtained by all the students in the course and the grades are awarded based on a cut-off mark or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.

- The grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:

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

R. B. P. Ed. 27. Grade Point Calculation

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

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

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

Note:

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

R. B. P. Ed. 28. 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.

R. B. P. Ed. 29. Revision of Syllabi:

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

R. B. P. Ed. 30. School Internship programme:

Each student admitted to the B.P.Ed. course shall have to undergo 24 Credits (4 Credits in II, 8 credits in III and 12 credits in IV semester) compulsory intensive School Internship Programme (SIP) / training in schools. The internship programme shall be of 600 marks.

The Teacher Intern will have an opportunity to act as a regular teacher and participate in all the school activities, including :

- Planning
- Teaching
- Assessment
- Interacting with children
- Interacting with school teachers
- Interacting with community members
- Crisis management
- Involvement in outreach activities

R. B. P. Ed. 31. Examination and Evaluation in School Internship Programme:

The Evaluation of performance during the School Internship Programme shall have the following components and scheme of Examination:

The respective weightage of the various components are indicated as below:

S. No.	Components	Weightages in Marks out of 600
1.	Pre-Internship Engagement in Schools (4 credits = 128 hours) during Semester-II.	100
2.	Internship Teaching in School (8 credits = 224 hours) during Semester-III.	200
3.	Intensive Students Teaching in Schools (12 credits = 304 hours) during Semester-IV.	300

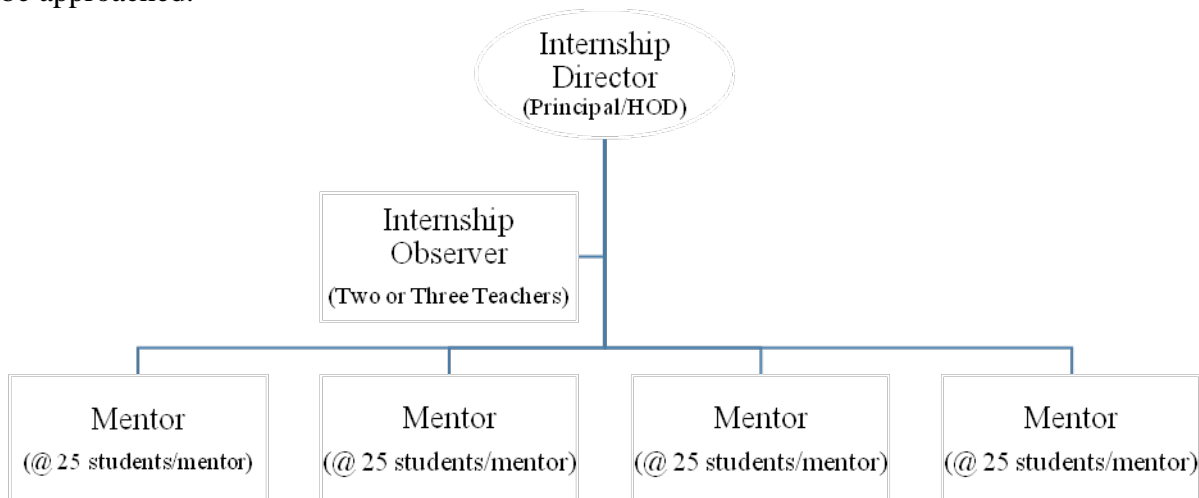
Training Experiences (24 credits i.e. 4 credits + 8 credits + 12 credits)

The University / Institution / Department / College may organize the internship programme either continuously or in parts for each semester.

- The Teacher Intern (TI) will complete a 128 hours of classes in Semester-II.
- TI will complete 224 hours in Semester-III.
- The Teacher Intern (TI) will complete 304 hours of classes in Semester-IV
- Interns will receive 2 hours of weekly individual supervision/ group supervision by Mentor (based on group discussion among internees, problems, experiences, cases will be discussed and day-wise weekly reports will be checked and verified).

R. B. P. Ed. 32. SIP Authorities and Key- Terms

The effectiveness of Internship depends on the authorities and their professional touch related to Internship. Therefore for effective implementation of Internship following authorities will be approached.



- **Internship Director (ID):** Principal/Head of Department shall be the Internship Director.
- **Internship Observer (IO):** It will consist of a group of Teachers, there will be one senior teacher (preferably Professor/Associate Professor) and two Teacher (Associate Professor/assistant Professor). One of them will be the convenor. For smooth conduct, facilitation and official liasoning the internship observer should be provided Secretarial

assistance through one office assistance and a peon. The IO will also be responsible for allotment of Mentors

- **Mentor School Teacher (MST):** School teacher assigned the responsibility of mentoring.
- **Mentor:** Assistant Professor will be assigned the responsibility of mentoring. Twenty-five TI will be allotted to each Mentor (if the number of the students is less the distribution will reduce proportionally).
 - **Teacher Intern (TI) or Pupil Teacher:** The B.P. Ed. student admitted in the Teacher Education Institution and issued permission letter for internship by the IO in consultation with the ID.

R. B. P. Ed. 33. Evaluation

- The evaluation of Pre-Internship Engagement in Schools (PIES) will be based on submission of all duly completed and signed records (5 documents) as per the **annexure 1** in semester II.

Sl. No.	Evaluation Area	Weightage (Percentage)
1.	School Record-Activity Details	20
2.	Classroom behaviours Report	20
3.	Student Diversity Report	20
4.	Government/Public School Observation Record	20
5.	School Internship Program Diary (SIPD)	20
Internal Evaluation by Mentors and final grades by IO in consultation with ID		100

- The weightage of Internship Teaching in School on the field shall be 100% Internal. Distribution of marks for ITS shall be based upon submission of 6 documents given in **annexure 2** in semester III:

Sl. No.	Evaluation Area	Weightage (Percentage)
1.	10 Lesson Plans (10 x 10 Marks)	100
2.	Other document sheets/records as per list of documents annexure	100
Internal Evaluation by Mentors and final grades by IO in consultation with ID		200

- The evaluation of Intensive Students Teaching in Schools will be based on submission of all duly completed and signed records (8 documents) as per the **annexure 3** in semester IV.

Sl. No.	Evaluation Area	Weightage (Percentage)
1.	School Record-Activity Details	20
2.	Classroom behaviours Report	20
3.	Student Diversity Report	20
4.	Government/Public School Observation Record	20
5.	School Internship Program Diary (SIPD)	20
6.	20 Lesson Plans (20 x 10 Marks)	200
Internal Evaluation by Mentors and final grades by IO in consultation with ID		300

Note: Regularity in attendance will be given due weightage in every component. Leave will be permissible as per school norms and sanctioned by IO through proper channel only. Hundred percent attendance will be mandatory (barring sanctioned leave).

List of Documents for PIES (Annexure-1)

1. School Record-Activity Details
2. Student Behaviour Report
3. Student Diversity Report
4. Government/Public School Observation Record
5. School Internship Program Diary (SIPD)

List of Documents for ITS (Annexure-2)

1. School Record-Activity Details
2. Student Behaviours Report
3. Student Diversity Report
4. Government/Public School Observation Record
5. School Internship Program Diary (SIPD)
6. Ten Lesson Plans

List of Documents for ISTS (Annexure-3)

1. School Record-Activity Details
2. Student Behaviour Report
3. Student Diversity Report
4. Government/Public School Observation Record
5. School Internship Program Diary (SIPD)
6. Lesson Plans
7. School Observation Report
8. TI Attendance Record for ISTS
1. List of documents to be prepared and submitted by Teacher Intern at the end of Internship (duly signed and discussed in follow-up workshops every week).

R. B. P. Ed. 34. Course Structure

The semester wise Distribution of Credit, Hours and Marks are as follows:

Table-1: Distribution of Credit, Hours and Marks for Semester – I

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
Part – A		Theory Courses (Core Course)								
BTC-101	History, Principles and Foundations of Physical Education & Olympic Movement	4	-	4	64	-	64	30	70	100
BTC-102	Anatomy and Physiology	3	1	4	48	32	80	30	70	100
BTC-103	Health Education & Environmental Studies	3	1	4	48	32	80	30	70	100
		Theory Courses (Elective) Any one								
BTE-101	Sports Nutrition and Weight Management	4	-	4	64	-	64	30	70	100
BTE-102	Contemporary Issues in Physical Education									
Part – B		Practicum Courses								
BPC-101	Track and Field (Running Events)	-	2	2	-	64	64	25	25	50
BPC-102	Swimming /Gymnastics (Any one)	-	2	2	-	64	64	25	25	50
BPC-103	Indegenous Sports: Kabaddi/ Malkambh /Kho-Kho (Any one)	-	2	2	-	64	64	25	25	50
BPC-104	Mass Demonstration Activities: Dumbbell/Lezium/March past/Tipri/ Wands/ Hoop/Umbrella / Aerobics (Any Two)	-	2	2	-	64	64	25	25	50
Total		14	10	24	224	320	544	220	380	600

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

Table-2: Distribution of Credit, Hours and Marks for Semester – II

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
Part – A		Theory Courses (Core Course)								
BTC-201	Yoga Education	3	1	4	48	32	80	30	70	100
BTC-202	Educational Technology and Methods of Teaching in Physical Education	3	1	4	48	32	80	30	70	100
BTC-203	Gender Studies	4	-	4	64	-	64	30	70	100
		Theory Courses (Elective) Any one								
BTE-201	Sports Management	4	-	4	64	-	64	30	70	100
BTE-202	NSS									
Part – B		Practicum Courses								
BPC-201	Track and Field (Jumping & throwing Events)	-	2	2	8	48	56	25	25	50
BPC-202	Racquet Sports: Badminton/Table Tennis/Squash/Tennis (Any one)	-	2	2	8	48	56	25	25	50
BIT-201	Internship Teaching	-	4	4	-	128	128	100	-	100
Total		14	10	24	224	320	544	270	330	600

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

Table-3: Distribution of Credit, Hours and Marks for Semester – III

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
Part – A										
Theory Courses (Core Course)										
BTC-301	Sports Training	4	-	4	64	-	64	30	70	100
BTC-302	ICT in Physical Education & Sports Sciences	2	2	4	32	64	96	30	70	100
BTC-303	Sport Psychology & Sociology	4	-	4	64	-	64	30	70	100
Theory Courses (Elective) Any one										
BTE-301	Sports Medicine, Physiotherapy and Rehabilitation	4	-	4	64	-	64	30	70	100
BTE-302	Curriculum Design									
Part – B										
Practicum Courses										
BPC-301	Internship/Teaching Practice (05 lessons within campus and 25 lessons under internship program at schools)	-	8	8	-	256	256	200	-	200
Total		14	10	24	224	320	544	320	280	600

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

Table-4: Distribution of Credit, Hours and Marks for Semester – IV

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
Part – A										
Theory Courses (Core Course)										
BTC-401	Measurement and Evaluation in Physical Education	2	-	2	32	-	32	15	35	50
BTC-402	Kinesiology & Biomechanics	2	-	2	32	-	32	15	35	50
BTC-403	Basics of Research and Statistics in Physical Education	2	-	2	32	-	32	15	35	50
Theory Courses (Elective) Any one										
BTE-401	Adapted Physical Education	2	-	2	32	-	32	15	35	50
BTE-402	Theory of Games & Sports, Officiating and Coaching									
Part – B										
Practicum Courses										
BPC-401	Team Games (Any one)	-	2	2	-	64	64	25	25	50
BPC-402	Combative Sports (Any one)	-	2	2	-	64	64	25	25	50
BPC-403	Internship Teaching	6	6	12	96	192	288	300	-	300
Total		14	10	24	224	320	544	410	190	600

Note: L/T=Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

**B. P. Ed. – Outline of Curriculum
Semester – I
PART – A: THEORY COURSE
BTC-101: HISTORY, PRINCIPLES, FOUNDATION OF PHYSICAL EDUCATION AND
OLYMPIC MOVEMENT**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
4	-	4	64	-	64	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course offers an introduction of Physical Education and Olympic Movement. It aims to develop understanding about physical education, its aim and objectives, philosophical foundation, historical developments, origin of Olympic movements and structure / functions of different committees.

COURSE LEARNING OUTCOMES

After completing this course, the students will be able to

- understand the concept of physical education.
- understand the historical development of physical education in India and abroad.
- describe the different Olympic games and its committees.
- classify and identify the Olympic values and apply the same to the society.
- apply the concept of Olympism in organizing various sports activities.
- recognize and distinguish the functional operations of national and international Olympic federations.

COURSE CONTENT

Unit-I: Introduction

- Meaning, Definitions and Scope of Physical Education
- Aim and Objectives of Physical Education
- Importance of Physical Education in the present era.
- Misconceptions about Physical Education.
- Philosophical foundation:
 - Idealism, Pragmatism, Naturalism, Realism, Humanism and Existentialism .

Unit-II: Historical Development of Physical Education in India

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

Unit-III: Origin of Olympic Movement and Modern Olympic Games

- The early history of the Olympic movement
- The significant stages in the development of the modern Olympic movement
- Educational and cultural values of Olympic movement
- Significance of Olympic Ideals, Olympic Rings, Olympic Flag
- Olympic Protocol for member countries
- Olympic Code of Ethics

Unit-IV: Different Olympic Games and Committees

- Para Olympic Games
- Summer Olympics
- Winter Olympics
- Youth Olympic Games
- International Olympic Committee - Structure and Functions
- National Olympic committees and their role in Olympic movement
- Olympic commission and their functions
- Olympic medal winners of India

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam **Marks: 70**
- Classroom Test, Project Work, Assignments, Presentations **Marks: 30 (10+20)**
 - Classroom Tests: Best one out of two unit tests **(Marks: 10)**
 - Project Work, Assignments, Presentations **(Marks: 20)**

SUGGESTED READINGS

- Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner
- Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of Physical education.
- Nixon, E. E. & Cozen, F.W. (1969). *An introduction to physical education*. Philadelphia: W.B. Saunders Co.
- Osborne, M. P. (2004). *Magictree house fact tracker: ancient greece and the olympics: a nonfiction companion to magic tree house: hour of the Olympics*. New York: Random House Books for Young Readers.
- Bucher, C.A., (2010). *Foundation of Physical education (16thed.)*. New Delhi: Tata McGraw-Hill.
- Barrow, H.M. (1983). *Man and Movement: Principles and Physical Education*. Phi: Lea and Febiger
- Bucher & Wuest (1987). *Foundations of Phy.Edu & Sports*. Missouri: C.V.Mosby co.
- Ziegler, E.F. (2007). *An introduction to Sports & Phy.Edu.Philosophy*. Delhi: Sp. Educational Tehno.
- Kretchmar, R.S. (1994). *Practical Philosophy of Sport*. IL: Human Kinetics.
- Young, D.C. (2004). *A brief History of Olympic Games*. UK: Blackwell Publishing.
- Frank, A.M. (2003). *Sports & education*. CA: ABC-CLIO
- Susan Capel, Susan Piotrowski (2000). *Issues in Physical Education*. London: Routledge

Semester – I
PART – A: THEORY COURSE
BTC-102: ANATOMY AND PHYSIOLOGY

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
3	1	4	48	32	80	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- describe organization of the human body and its regulation.
- understand the support and movement of systems of the body.
- describe the integration and control system.
- discuss the human body and its function.
- analyze the structural aspect of systems of the body.
- describe the concept of fundamental of human body organs.
- analyze the functional aspects of Human body.

COURSE CONTENTS

Unit-I: Composition of the Human Body

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

Unit-II: Different systems of the Human Body

- Skeletal System-Gross Anatomy, Axial Skeleton, Appendicle Skeleton Naming of bones Articulations, Classification of Joints, Types of Movements and Effect of Exercise
- Muscular System – Histology, Functional Characteristics of Muscles, Gross Anatomy of Skeletal Muscles, Types of Muscle Contraction, team action of muscles and Effect of Exercise

Unit-III: Integration and Control System

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

Unit-IV: Maintenance of Body

- Circulatory System- Blood, Functions, Plasma,
 - Cardio-Vascular System- Size, Form and Location of Heart, Anatomy of the Heart, Cardiac Cycle, Blood Pressure, Circulation, Pulmonary Systemic and Systematic Circulation, Effect of Exercise
 - Respiratory System – Anatomy, Ventilation and Lung Volumes, Pulmonary Volumes and Capacity, Effect of Exercise
- List of Practicals

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

TEACHING LEARNING STRATEGIES

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos (3D anatomy and 3D physiology software and virtual Video), human skeleton/system model, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- | | |
|--|---------------------------|
| • End Semester Exam | Marks: 100 (70+30) |
| • Classroom Test, Project Work, Assignments, Presentations | Marks: 70 |
| ○ Classroom Tests: Best one out of two unit tests | Marks: 30 (10+20) |
| ○ Project Work, Assignments, Presentations | (Marks: 10) |
| | (Marks: 20) |

SUGGESTED READINGS

- Guyton, A.C. (1996). Textbook of Medical Physiology, 9th edition. Philadelphia: W.B. Saunders.
- Lamb, G. S. (1982). Essentials of exercise physiology. Delhi: Surjeet Publication.
- Moorthy, A. M. (2014). *Anatomy physiology and health education*. Karaikudi: Madalayam Publications.

Semester – I
PART – A: THEORY COURSE
BTC-103: HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
3	1	4	48	32	80	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to understand the concept, dimensions, spectrum and determinants of Health and Health Education. It aims to understanding of Health problems in India, environmental science, natural resources and related environmental issues.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- understand about the concept of health and health education.
- understand the health problems in India.
- understand about hygiene, nutritional aspects and prevention and control of communicable and non communicable diseases.
- apply the comprehensive knowledge of the concept of health education, school health services and prevention of the environment related problems.
- realise the value of environmental science.
- to look at the natural resources and related environmental issues.
- develop an understanding about the environment.

COURSE CONTENTS

Unit – I : Health Education

- Concept, Dimensions, Spectrum and Determinants of Health
- Definition of Health, Health Education, Health Instruction, Health Supervision
- Aim, objective and Principles of Health Education
- Need and importance of health education in schools
- School health problems
- Various levels of Health Services.

Unit – II : Health Issues and Health Services

- Communicable and Non Communicable Diseases
- Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population
- Effects of Alcohol/Drugs/Smoking on Health
- Health Services and its objectives, personal hygiene practices
- Environmental Hygiene for schools
- Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first- aid and emergency care etc.

Unit – III: Environmental Science

- Historical background and concept of environmental science and education,
- Environment – Meaning, Definition, Scope and Significance; Spheres of Earth-atmosphere, hydrosphere, lithosphere and biosphere; Natural and Man Made Hazards, Environmental Pollution and Related Health Issues

- Important days, Awards and agencies related to environment (WHO, UNICEF, UNIESCO, IMD, CPCB, etc.).
- Ecology; Concept, structure and function of an Eco-system; Biodiversity.
- Environmental conservation and sustainable development.
- Global environmental issue – global warming and climate change, acid rain, ozone depletion, energy and water crisis.

Unit – IV: Natural Resources and related environmental issues:

- Air, Water, Land, food and forest resources; Energy resources-conventional/ non-conventional, renewable and alternative sources of energy.
Environmental Pollution - Definition, sources, effects and control measures of Air, Water, Soil, Noise, Thermal and Radiation Pollutions.
- Environmental protection laws, policies and regulations,
- Environment Control and Management; solid waste (e-waste, medical waste, plastic etc.), Air, Water and Land use pattern
 - List of Practicums
 - Visiting the different health services centers/environmental agencies/factories/Labs.
 - Cardio-Pulmonary Resuscitation (CPR)
 - First Aid – application of bandages, arm slings and splints.
 - Transportation of severely injured patient
 - Prepare and maintain health record of school students
 - Water, Soil, Testing in the Lab (by testing kits)
 - Survey of Air and Water data from IMD, SPCB/CPCB.
 - Seminar/projects based on environmental problems/awareness.

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- | | |
|--|---------------------------|
| ● End Semester Exam | Marks: 100 (70+30) |
| | Marks: 70 |
| ● Classroom Test, Project Work, Assignments, Presentations | Marks: 30 (10+20) |
| ○ Classroom Tests: Best one out of two unit tests | (Marks: 10) |
| ○ Project Work, Assignments, Presentations | (Marks: 20) |

SUGGESTED READINGS

A.C. Pandey (2013). “Ozone” Academic Excellence, New Delhi.
 A.C. Pandey (2014). “Frontiers in Environmental Research, Academic Excellence, India.
 Agrawal, K. C. (2001). *Environmental biology*. Bikaner: Nidhi publishers Ltd.
 K. Glaz, B.K. Rimer, K. Viswanath (2008). *Healthy Behavior and Healthy Education* (4th edition). Jossey-Bass A Wileyimprint.
 K. Tones, Y.K. Robinson’s, S. Tilfor (2013). *Health Education*, Springer.
 L.B. Lave, E.P. Seskin (2013). *Air Pollution and Human Health*, Ref. Press, New York.
 P. Elliot, J.C. Wakefield, N.G. Best, D.J. Biggs (2000). *Spatial Epidemiology: Methods and Application*.

P.K. Gupta (2001) *Methods in Environmental Analysis, Water, Soil and Air*, AGROBIOS (India).

Park J.E. & Park K. (2002). *Textbook of preventive and social medicine*. Jabalpur: Banarasi Das Bhanot Publication.

UGC (2005). *Textbook of Environmental Studies*, University Press.

W.P. Cummingham, B.W. Saigo (2001). *A Global Concern*, Cummingham.

WHO (2006). *Preventing diseases through healthy environment*.

Semester – I
PART – A: THEORY ELECTIVE COURSE

BTE-101: SPORTS NUTRITION AND WEIGHT MANAGEMENT (ELECTIVE)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
4	-	4	64	-	64	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- understand the modern concept of sports training.
- describe the principles of sports training.
- evaluate and develop system of sports training – basic performance, good performance and high performance training.
- plan training sessions.
- realize and apply the Methods of Technique Training.
- design different training program for Training Components.
- explain Periodization and its types.
- identify talents.

COURSE CONTENTS

Unit – I Introduction to Sports Nutrition

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

Unit – II Nutrients: Ingestion to energy metabolism

- Carbohydrates, Protein, Fat – Meaning, classification and its function
- Role of carbohydrates, Fat and protein during exercise
- Vitamins, Minerals, Water – Meaning, classification and its function
- Role of hydration during exercise, water balance, Nutrition – daily caloric requirement and expenditure.

Unit – III Nutrition and Weight Management

- Meaning of weight management Concept of weight management in modern era Factor affecting weight management and values of weight management

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

Unit – IV Steps of planning of Weight Management

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

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSECTION

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

ASSESSMENT RUBRICS

- | | |
|--|---------------------------|
| • End Semester Exam | Marks: 100 (70+30) |
| • Classroom Test, Project Work, Assignments, Presentations | Marks: 70 |
| ○ Classroom Tests: Best one out of two unit tests | Marks: 30 (10+20) |
| ○ Project Work, Assignments, Presentations | (Marks: 10) |
| | (Marks: 20) |

SUGGESTED READINGS

- Bessesen, D. H. (2008). Update on obesity. *J Clin Endocrinol Metab.*93(6), 2027-2034.
- Butryn, M.L., Phelan, S., & Hill, J. O. (2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity(Silver Spring)*. 15(12), 3091-3096.
- Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. *Am J Obstet Gynecol*, 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.

Semester – I
PART – A: THEORY ELECTIVE COURSE

BTE-102: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION (ELECTIVE)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
4	-	4	64	-	64	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- understand the modern concept of physical fitness and wellness.
- employ the knowledge about concept of holistic health through fitness and wellness.
- orient students toward the approach of positive life style.
- develop competencies for profile development, exercise guidelines adherence.
- apply the holistic concept of health and wellness.
- realize and apply the fitness and wellness management techniques.
- acquaint towards contemporary health issues and its interventions.
- design different fitness training program for different age group.
- explain common injuries and their management

COURSE CONTENTS

Unit-I: Concept of Physical Education and Fitness

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

Unit-II: Fitness, Wellness and Lifestyle

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

Unit-III: Principles of Exercise Program

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

Unit-IV: Safety Education and Fitness Promotion

- Health and Safety in Daily Life
- First Aid and Emergency Care
- Common Injuries and their Management

- Modern Life Style and Hypo-kinetic Disease –Prevention and Management

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSECTION

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

ASSESSMENT RUBRICS

- | | |
|--|---------------------------|
| • End Semester Exam | Marks: 100 (70+30) |
| • Classroom Test, Project Work, Assignments, Presentations | Marks: 70 |
| ○ Classroom Tests: Best one out of two unit tests | Marks: 30 (10+20) |
| ○ Project Work, Assignments, Presentations | (Marks: 10) |
| | (Marks: 20) |

SUGGESTED READINGS

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.

Sharkey, B. J. (1990). *Physiology of fitness*, Human Kinetics Book.

Semester I
PART – B: PRACTICUM COURSE
BPC – 101: TRACK AND FIELD (RUNNING EVENT)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- understand the concept of skill.
- acquire the required motor skills.
- appraise the rule & regulation.
- demonstrate and assess various techniques of starts and finish.
- interpret the rules, regulations and officiate in competition .

COURSE CONTENTS

Historical development of the running events at national and international levels, National and International Bodies controlling track and field and their affiliated units; Major National and International competitions.

FUNDAMENTAL SKILLS

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

RELAYS: FUNDAMENTAL SKILLS

- Various patterns of Baton Exchange
- Understanding of Relay Zones
- Marking of staggers and changing zones
- Interpretation of Rules and Officiating

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

- Field Work/ Outreach Activities/ Vocational Training/Viva/ learning by doing/ Shadow Practice etc.

ASSESSMENT RUBRICS

Marks: 50

- End Semester Exam (External) **Marks:25**
 (Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
 (Skill Proficiency, Project File, Officiating, Attendance, Viva)

Semester I
PART – B: PRACTICUM COURSE
BPC – 102 (A): SWIMMING

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret basic strokes
- appraise the rules and regulation.
- demonstrate and assess various techniques of starts and finish in basic strokes.
- officiate in competition.

COURSE CONTENTS

Historical development of the swimming at national and international levels, National and International Bodies controlling swimming and their affiliated units, Major National and International competitions.

FUNDAMENTAL SKILLS

- Entry into the pool.
- Developing water balance and confidence
- Water fear removing drills.
- Floating-Mushroom and Jelly fish etc.
- Gliding with and without kickboard.
- Introduction of various strokes
- Body Position, Leg, Kick, Arm pull, Breathing and Co ordination.
- Start and turns of the concerned strokes.
- Introduction of Various Strokes.
- Water Treading and Simple Jumping.
- Starts and turns of concerned strokes.
- Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External) **Marks:25**
(Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
(Skill Proficiency, Project File, Officiating, Attendance, Viva)

Marks: 50

Semester I
PART – B: PRACTICUM COURSE
BPC – 102 (B): GYMNASTICS

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret basic skills
- appraise the rules and regulation.
- demonstrate and assess various basic skills/techniques and game strategies.
- officiate in competition.

COURSE CONTENTS

Historical development of the gymnastics at national and international levels, National and International Bodies controlling gymnastics and their affiliated units, Major National and International competitions.

FLOOR EXERCISE

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

Vaulting Table

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

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External) **Marks:25**
 (Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
 (Skill Proficiency, Project File, Officiating, Attendance, Viva)

Marks: 50

Semester I
PART – B: PRACTICUM COURSE
BPC – 103 (A): INDIGENOUS SPORTS (KABADDI)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret basic skills
- appraise the rules and regulation.
- demonstrate and assess various basic skills/techniques and game strategies.
- officiate in competition.

COURSE CONTENTS

Historical development of the kabaddi at national and international levels, National and International Bodies controlling kabaddi and their affiliated units, Major National and International competitions.

FUNDAMENTAL SKILLS

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

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

- Field Work/ Outreach Activities/ Vocational Training/Viva/ learning by doing/ Shadow Practice.

ASSESSMENT RUBRICS

Marks: 50

- End Semester Exam (External) **Marks:25**
 (Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
 (Skill Proficiency, Project File, Officiating, Attendance, Viva)

Semester I
PART – B: PRACTICUM COURSE
BPC – 103 (B): INDIGENOUS SPORTS (MALKHAMBH)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret basic skills
- appraise the rules and regulation.
- demonstrate and assess various basic skills/techniques and game strategies.
- officiate in competition.

COURSE CONTENTS

Historical development of the malkhambh at national and international levels, National and International Bodies controlling malkhambh and their affiliated units, Major National and International competitions.

FUNDAMENTAL SKILLS

- Malkhamb-Salaami, Hold, Saadiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Soyodoro, Phirki, Padmasana, T.Balance, Pataka, Landing.
- Rope Malkhamb-Salaami, PadmasanaChadh, Katibandh1-2, Sadiadhi, Rikebpakkad, Rikebpagniadhi, Kamaradhi, Nakkikasadhi, Kamaradhi, Nakkikasadhi, Urubandhtedhi, Sadibagli, Do hatibagli, Kamarbandhbagli, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing.

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External) **Marks:25**
(Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
(Skill Proficiency, Project File, Officiating, Attendance, Viva)

Marks: 50

Semester I
PART – B: PRACTICUM COURSE
BPC – 103 (C): KHO-KHO

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret basic skills
- appraise the rules and regulation.
- demonstrate and assess various basic skills/techniques and game strategies.
- officiate in competition.

COURSE CONTENTS

Historical development of the kho-kho at national and international levels, National and International Bodies controlling kho-kho and their affiliated units, Major National and International competitions.

FUNDAMENTAL SKILLS

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

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External) **Marks:25**
 (Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
 (Skill Proficiency, Project File, Officiating, Attendance, Viva)

Marks: 50

Semester I
PART – B: PRACTICUM COURSE
**BPC – 104 (A): MASS DEMONSTRATION ACTIVITIES (DUMBELLS/ WANDS/
HOOP/ UMBRELLA/ TIPRI)**

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret rhythmic movements with apparatus

COURSE CONTENTS

FUNDAMENTAL SKILLS

- Light apparatus Grip
- Attention with Light apparatus
- Stand – at – ease with light apparatus
- Exercise with verbal command, drum, whistle and music – Two counts, Four counts, Eight counts and Sixteen counts.
- Standing Exercises
- Jumping Exercises
- Moving Exercises
- Combination of above all
- Lathi-Two counts exercises, Four Counts exercises, eight counts exercises, sixteen counts exercises.
- Ghati Lezuim-Aath Aawaaz, Aage Paon, Peechhe Paon, Bethak, Kadamtaal, Pavitra.
- Mass P.T. Exercises-Two counts, four counts and eight counts, sixteen counts.
- Hindustani Lezuim-Char Awaaz, Ek Jagah, Aanti Lagaav, Pavitra, Do Rukh, Chau Rukh, Chaurukh bethak.
- Drill and Marching

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

- Demonstration/Explanation learning by doing.

ASSESSMENT RUBRICS

- End Semester Exam (External)
(Skill Proficiency, Project File, Officiating, Viva)
- Internal
- (Skill Proficiency, Project File, Officiating, Attendance, Viva)

Marks: 50

Marks:25

Marks: 25

Semester I
PART – B: PRACTICUM COURSE
BPC – 104 (B): AEROBICS

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret rhythmic movements with/without music.

COURSE CONTENTS

INTRODUCTION OF AEROBICS

- Rhythmic Aerobics - dance
- Low impact aerobics
- High impact aerobics
- Aerobics kick boxing
- Postures – Warm up and cool down
- THR Zone – Being successful in exercise and adaptation to aerobic workout.

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

- Demonstration/Explanation learning by doing.

ASSESSMENT RUBRICS

- End Semester Exam (External) **Marks:25**
 (Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
 (Skill Proficiency, Project File, Officiating, Attendance, Viva)

Marks: 50

Semester – II
PART – A: THEORY COURSE
BTC-201: YOGA EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
3	1	4	48	32	80	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- Understand the yoga and its historical development.
- differentiate between various stages of astanga yoga.
- demonstrate different asanas, pranayamas and kriyas.
- apply and demonstrate various benefits of yoga to be applied in the field of sports.
- relate yoga with health and wellness.
- develop yogic programs/schedules.

COURSE CONTENTS

Unit – I: Introduction

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

Unit - II: Foundation of Yoga

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

Unit - III Asanas

- Effect of Asanas and Pranayama on various system of the body
- Classification of asanas with special reference to physical education and sports
- Influences of relaxtive, meditative posture on various system of the body
- Types of Bandhas and mudras
- Type of kriyas

Unit – IV Yoga Education

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

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam **Marks: 100 (70+30)**
Marks: 70
- Classroom Test, Project Work, Assignments, Presentations **Marks: 30 (10+20)**
 - Classroom Tests: Best one out of two unit tests **(Marks: 10)**
 - Project Work, Assignments, Presentations **(Marks: 20)**

SUGGESTED READINGS

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 strenthening of relexation 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.

Semester – II
PART – A: THEORY COURSE
BTC-202: EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN
PHYSICAL EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
3	1	4	48	32	80	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- understand the concept of educational technology and methods of teaching.
- describe and use various teaching methods according to suitability
- construct the lesson plans for various physical education activities.
- classify the types of presentation, techniques and technical preparations required for physical education lessons.
- understand the principles of class management and factors affecting class management.
- effectively utilize various teaching aids for conduct of physical education program.

COURSE CONTENTS

Unit – I Introduction

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

Unit – II Teaching Technique

- Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, project method etc.
- Teaching Procedure – Whole method, whole – part – whole method, part – whole method.
- Presentation Technique – Personal and technical preparation
- Command- Meaning, Types and its uses in different situations.
- Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.
- Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc

Unit – III Lesson Planning and Teaching Innovations

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

Unit – IV Competitions

- Meaning and definition

- Types of tournament (Knockout, League, Combination, Challenge)
 - Merits and demerits of tournament
 - Method of drawing fixtures
- Intramural competitions – meaning, importance and organizational structure.
- Extramural competitions – meaning, importance and organization structure.

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- | | |
|--|---------------------------|
| ● End Semester Exam | Marks: 100 (70+30) |
| ● Classroom Test, Project Work, Assignments, Presentations | Marks: 70 |
| ○ Classroom Tests: Best one out of two unit tests | Marks: 30 (10+20) |
| ○ Project Work, Assignments, Presentations | (Marks: 10) |
| | (Marks: 20) |

SUGGESTED READINGS

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

Kochar, S. K. (1982). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.

Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). *Introduction to educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.

Walia, J. S. (1999). *Principles and methods of education*. Jullandhar: Paul Publishers.

Semester – II
PART – A: THEORY COURSE
BTC-203: GENDER STUDIES

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
4	-	4	64	-	64	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to understand the modern concept of gender studies. It aims to develop understanding about the need & importance of gender studies, features of gender studies, life in gender world, basic concepts, gender and culture and the role.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- Understand the modern concept of gender studies.
- Describe the Need & Importance of gender studies.
- evaluate Features of gender studies
- Understand the basic concept of gender studies.
- Explain gender discrimination.

COURSE CONTENTS

Unit-I: Concept of Gender Studies

- Definition, Meaning, Aim and Objectives of Gender studies,
- Need and Importance of Gender studies,
- Features of Gender studies,
- Life in Gender world
- Gender policy in India

Unit-II : Historical Perspectives of Gender Studies

- Position of Women through the Ages
- Gender Discrimination
- Feminism
- Patriarchal / Matriarchal Position in Gender Studies.
- National Women Commission
- Gender Stereotype

Unit-III : Gender Issues in Dynamic Society

- Cultural and Religious Issues on Gender Studies
- Eve-teasing and Rape
- Domestic Harassment
- Violation of Fundamental Rights
- Desertion of Women
- Divorce & Judicial Separation
- Violation of Marital Enactments.

Unit-IV: Scope of Gender Studies in Sports

- Sport and Gender
- Integrating gender equity in development of sports
- Gender Equity and women in sports
- Sports as tool to promote gender equity and empower girl and women
- Gender issues in sports

TEACHING LEARNING STRATEGIES

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

ASSESSMENT RUBRICS

Marks: 100 (70+30)

- End Semester Exam **Marks: 70**
- Classroom Test, Project Work, Assignments, Presentations **Marks: 30 (10+20)**
 - Classroom Tests: Best one out of two unit tests **(Marks: 10)**
 - Project Work, Assignments, Presentations **(Marks: 20)**

SUGGESTED READINGS

Hofrichter, R. (ed.) Toxic Struggle: The Theory and Practice of Environmental Justice.
Philadelphia: New Society Publishers.

Lancaster, R. N. and Leonardo, M. (eds.) 1997. The Gender /Sexuality Reader: Culture,
History, Political Economy. New York: Routledge. 10

Shiva, V. 1989. Staying Alive: Women, Ecology and Development. London: Zed Books.

Stein, R. 2004. New Perspective on Environmental Justice: Gender, Sexuality and Activism.
New Jersey: Rutgers University Press.

UNDP: Human Development Report (2000) New Delhi: OUP.

Semester – II
PART – A: THEORY ELECTIVE COURSE
BTE-201: SPORTS MANAGEMENT (ELECTIVE)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
4	-	4	64	-	64	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to understand the concept of Sports Management, essential skills of sports management, event management in physical education and sports, leadership, and sports programme management in School, College and Universities.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- understand the concept of sports management.
- describe the essential skills of sports management.
- describe the qualities and competencies required for the sports manager.
- explain the basic concept of planning.
- understand the concept of leadership and its forms.
- describe organization and administration of sports programs.
- prepare of the financial proposal for physical education & sports in schools/ colleges/universities.
- organization, designing and evaluate sports events.

COURSE CONTENTS

Unit-I: Introduction

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

Unit-II: Leadership

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

Unit-III: Programme Management

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

- Establishing a reporting system
- Feedback and Evaluation
- Follow-up and Re-plan

Unit-IV: Facility and Equipment Management

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

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam **Marks: 100 (70+30)**
- Classroom Test, Project Work, Assignments, Presentations **Marks: 70**
 - o Classroom Tests: Best one out of two unit tests **Marks: 30 (10+20)**
 - o Project Work, Assignments, Presentations **(Marks: 10)**
 - (Marks: 20)**

SUGGESTED READINGS

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.

Semester – II
PART – A: THEORY ELECTIVE COURSE
BTE-202: NATIONAL SERVICE SCHEME (NSS) (ELECTIVE)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
4	-	4	64	-	64	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to understand the concept of NSS. It aims to develop understanding about the various NSS functionalities, opportunities for youth, Financial pattern of the scheme, National Youth Policy and youth crime.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- understand the Objectives of NSS.
- describe the Organizational structure, roles and responsibilities of various NSS functionalities
- describe the Issues, challenges and opportunities for youth
- explain National Youth Policy
- understand youth crime
- describe entrepreneur

COURSE CONTENTS

Unit-I: Introduction

- History, Philosophy, aims, & Objectives of NSS
- Emblem, flag, motto, song, badge etc.
- Organizational structure, roles and responsibilities of various NSS functionalities
- Definition, profile of youth, categories of youth
- Issues, challenges and opportunities for youth
- Youth as an agent of social change

Unit-II: NSS Programmes and Activities

- Concept of regular activities, special camping, day camps
- Basis of adoption of village/slums, methodology of conducting survey
- Financial pattern of the scheme
- Other youth prog./schemes of GOI
- Coordination with different agencies
- Maintenance of the dairy
- National Youth Policy
- Youth development programmes at the National Level, State Level and Voluntary sector

Unit-III: Youth and Crime & Civil Defence

- Sociological and Psychological Factors influencing youth crime
- Peer mentoring in preventing crimes
- Awareness about anti-ragging
- Cyber crime and its prevention
- Juvenile justice
- Civil defense services, aims and objectives of civil defense
- Needs for self defense training

Unit-IV: Entrepreneurship Development

- Definition and Meaning
- Qualities of good entrepreneur
- Steps/ways in opening an enterprise
- Role of financial and supports service institutions

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSECTION

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

ASSESSMENT RUBRICS

- | | |
|--|---------------------------|
| • End Semester Exam | Marks: 100 (70+30) |
| • Classroom Test, Project Work, Assignments, Presentations | Marks: 70 |
| ○ Classroom Tests: Best one out of two unit tests | Marks: 30 (10+20) |
| ○ Project Work, Assignments, Presentations | (Marks: 10) |
| | (Marks: 20) |

Semester II
PART – B: PRACTICUM COURSE
BPC – 201: TRACK AND FIELD (JUMPING AND THROWING EVENT)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	48	56	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret the required jumping and throwing techniques.
- demonstrate and assess various techniques of jumping and throwing events.
- interpret the rules, regulations and officiate in competitions.

COURSE CONTENTS

Historical development of the jumping and throwing events at national and international levels.

JUMPING EVENTS: FUNDAMENTAL SKILLS/TECHNIQUES

- Approach Run
- Take off
- Clearance over the bar
- Landing

THROWING EVENTS: FUNDAMENTAL SKILLS

- Shot-put, Discus and Javelin throw
- Hammer throw (brief introduction)
 - techniques of the Throwing events
 - Circle / Runway and Sector Marking
 - Grip, Stance, Release and follow through

Rules and their interpretations and duties of officials

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External) **Marks:25**
(Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
(Skill Proficiency, Project File, Officiating, Attendance, Viva)

Marks: 50

Semester II
PART – B: PRACTICUM COURSE
BPC – 203 (A): RACQUET SPORTS (BADMINTON)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	48	56	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret the fundamental techniques of the game.
- demonstrate and assess various techniques of the game.
- interpret the rules, regulations and officiate in competitions.

COURSE CONTENTS

Historical development of the game at national and international levels. Regulatory bodies governing the game.

FUNDAMENTAL SKILLS

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

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External) **Marks:25**
(Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
(Skill Proficiency, Project File, Officiating, Attendance, Viva)

Marks: 50

Semester II
PART – B: PRACTICUM COURSE
BPC – 203 (B): RACQUET SPORTS (TABLE TENNIS)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	48	56	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret basic skills
- appraise the rules and regulation.
- demonstrate and assess various basic skills/techniques and game strategies.
- officiate in competition.

COURSE CONTENTS

Historical development of the table tennis at national and international levels, National and International Bodies controlling table tennis and their affiliated units, Major National and International competitions.

FUNDAMENTAL SKILLS

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

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External) **Marks:25**
(Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
(Skill Proficiency, Project File, Officiating, Attendance, Viva)

Marks: 50

Semester II
PART – B: PRACTICUM COURSE
BPC – 203 (C): RACQUET SPORTS (SQUASH)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	48	56	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret basic skills of squash
- appraise the rules and regulation.
- demonstrate and assess various basic skills/techniques and game strategies.
- officiate in competition.

COURSE CONTENTS

Historical development of the Squash at national and international levels, National and International Bodies controlling Squash and their affiliated units, Major National and International competitions.

FUNDAMENTAL SKILLS

- Service- Under hand and Over hand
- Service Reception
- Shot- Down the line, Cross Court
- Drop
- Half Volley
- Tactics – Defensive, attacking
- Rules and their interpretations and duties of officials.

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External) **Marks:25**
 (Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
 (Skill Proficiency, Project File, Officiating, Attendance, Viva)

Marks: 50

Semester II
PART – B: PRACTICUM COURSE
BPC – 203 (D): RACQUET SPORTS (TENNIS)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	48	56	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to understand the basic skills of tennis and the ways to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the tennis court, understanding about play on different playing surfaces, duties of the officials (before, during and after the match), duties of coach and captain, structure and functions of Tennis Federation.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret fundamental skills and strategies
- appraise the rules and regulation.
- demonstrate and assess various basic skills/techniques and game strategies.
- officiate in competition.

COURSE CONTENTS

Historical development of the tennis at national and international levels, National and International Bodies controlling tennis and their affiliated units, Major National and International competitions.

FUNDAMENTAL SKILLS

- Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.
- Stance and Footwork.
- Basic Ground strokes-Forehand drive, Backhand drive.
- Basic service.
- Basic Volley.
- Over-head Volley.
- Chop
- Single and Doubles game tactics– Defensive, attacking
- Rules and their interpretations and duties of officials.

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External) **Marks:25**
 (Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
 (Skill Proficiency, Project File, Officiating, Attendance, Viva)

Marks: 50

Semester II
PART – B: PRACTICUM COURSE
BIT – 204: INTERNSHIP (PER-INTERNSHIP ENGAGEMENT)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	4	4	-	128	128	100	-	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to develop professional identity and their professional competence to exhibit ethical responsibility as a teacher and teacher dispositions. Will be able to observe the school environment, capabilities and skills of the Pupil/Teacher Interns (TI) to cater to the diverse needs of learners in schools.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- develop concept of teaching and learning skills.
- to understand the school in totality, its philosophy and aims, organisation and management;
- achieve professionalism
- understand the needs of the physical, mental, emotional development of children;
- understand aspects of curriculum and its transaction;
- assess quality transaction, and teaching–learning

COURSE CONTENTS

- The pupil teacher will work out a holistic view of school including everything inside and outside the classroom in school campus, **as an attaché to a regular teacher**. He/she will interact with the school teachers and make a detailed documentation of activities and other minute details of all types of observations related to: students, school routine-activities-schedule-calendar, classroom teaching, teachers, non-teaching staff, infrastructure related to building, fields, labs, office, library etc. every day (first half/second half) in the form of **‘School Record-Activity Details’** followed by individual presentation and discussion in the Teacher Education (TE) department.

TEACHING LEARNING STRATEGIES

- The class will be taught by using the latest/innovative method, as per available resources and teaching aids in the classroom and on the field.

SUGGESTED MODE OF TRANSACTION

- Demonstration/Explanation/Field Work/learning by doing etc.

ASSESSMENT RUBRICS

- | | |
|---|----|
| • School Record-Activity Details | 20 |
| • Classroom Behaviours Report | 20 |
| • Student Diversity Report | 20 |
| • Government/Public School Observation Record | 20 |
| • School Internship Program Diary (SIPD) | 20 |

Marks: 100

Semester – III
PART – A: THEORY COURSE
BTC-301: SPORTS TRAINING

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
4	-	4	64	-	64	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- understand the modern concept of sports training.
- describe the principles of sports training.
- evaluate and develop system of sports training – basic performance, intermediate performance and high performance training.
- plan training sessions.
- realize and apply the Methods of Technique Training.
- design different training program for Training Components.
- explain Periodization and its types.
- identify talents.

COURSE CONTENTS

Unit – I Introduction to Sports Training

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

Unit – II Training Process

- Training Load- Definition and Types of Training Load
- Principles of Intensity and Volume of stimulus
- Overload; meaning, causes, symptoms and tackling.
- Phases and means of recovery
- Technical Training – Meaning and Methods of Technique Training
- Tactical Training – Meaning and Methods of Tactical Training

Unit – III Training Components

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

Unit – IV : Training programming and planning

- Talent Identification and Development

- Periodization – Meaning and types of Periodization
- Aim and Content of Periods – Preparatory, Competition, Transitional etc.
- Planning – principles of planning, types of training plan and training session

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- | | |
|--|---------------------------|
| • End Semester Exam | Marks: 100 (70+30) |
| • Classroom Test, Project Work, Assignments, Presentations | Marks: 70 |
| ○ Classroom Tests: Best one out of two unit tests | Marks: 30 (10+20) |
| ○ Project Work, Assignments, Presentations | (Marks: 10) |
| | (Marks: 20) |

SUGGESTED READINGS

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

Semester – III
PART – A: THEORY COURSE

BTC-302: ICT IN PHYSICAL EDUCATION & SPORTS SCIENCES

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
2	2	4	32	64	96	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- understand the application of computers in Physical Education.
- describe the importance of information and communication technology (ICT).
- understand the components of computer.
- Recognize and use application software used in Physical Education and sports.
- create, format and edit features of MS word, MS excel and MS power point.

COURSE CONTENTS

Unit – I: Introduction to Computer

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

Unit – II: MS Word

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

Unit – III: MS Excel

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

Unit – IV: MS Power Point

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

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- | | |
|--|---------------------------|
| • End Semester Exam | Marks: 100 (70+30) |
| • Classroom Test, Project Work, Assignments, Presentations | Marks: 70 |
| ○ Classroom Tests: Best one out of two unit tests | Marks: 30 (10+20) |
| ○ Project Work, Assignments, Presentations | (Marks: 10) |
| | (Marks: 20) |

SUGGESTED READINGS

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.

Sinha, P. K. & Sinha, P. (n.d.). *Computer fundamentals*. 4th edition, BPB Publication.

Semester – III
PART – A: THEORY COURSE

BTC-303: SPORTS PSYCHOLOGY AND SOCIOLOGY

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
4	-	4	64	-	64	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- describe the role of sports psychology for athletes and in their performance.
- apply psychological theories in the field of physical education and sports for enhanced participation and optimal performance among children.
- describe the general characteristics of various stages of growth and development.
- describe the personality and its characteristics
- Develop skill proficiency in psychological assessment.
- Develop programs and strategies to enhance athletic participation among school children.
- understand the psycho-sociological aspects of human behavior in relation to physical education and sports
- understand socialization through participation in Physical Education and sports activities
- Understand the culture and its effect on life style of people.

COURSE CONTENTS

Unit -I: Introduction

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

Unit-II: Developmental Psychology and Learning Process

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

Unit-III: Learners Personality, Motivation and Emotions.

- Meaning and definition of personality, characteristics of personality,
- Dimensions of personality, Personality and Sports performance

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

Unit-IV: Society and Sports

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

List of Practicum

- Personality test (any two)
- Motivation assessment (any two)
- Anxiety assessment (any two)
- Socio-metry scale, Social distance scale
- Group environment questionnaire

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam **Marks: 100 (70+30)**
Marks: 70
- Classroom Test, Project Work, Assignments, Presentations **Marks: 30 (10+20)**
 - Classroom Tests: Best one out of two unit tests **(Marks: 10)**
 - Project Work, Assignments, Presentations **(Marks: 20)**

SUGGESTED READINGS

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

William, F. O. & Meyer, F. N. (1979). A handbook of sociology. New Delhi: Eurasia Publishing House Pvt Ltd.

Semester – III
PART – A: THEORY ELECTIVE COURSE

BTE-301: SPORTS MEDICINE, PHYSIOTHERAPY AND REHANLITATION
(ELECTIVE)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
4	-	4	64	-	64	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- Outline the objectives of sports medicine and rehabilitation in athletic performance.
- take care of the preventive and curative aspect of sports injuries.
- Apply the concept of rehabilitation exercise in post injury care.
- realize and apply different modalities of therapy.

COURSE CONTENTS

Unit-I: - Sports Medicine:

- Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance.
- Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.
- Need and Importance of the study of sports injuries in the field of Physical Education
- Prevention of injuries in sports – Common sports injuries – Diagnosis

Unit-II: Physiotherapy

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

Unit-III: Hydrotherapy:

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

Unit-IV: Therapeutic Exercise:

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

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam **Marks: 100 (70+30)**
Marks: 70
- Classroom Test, Project Work, Assignments, Presentations **Marks: 30 (10+20)**
 - Classroom Tests: Best one out of two unit tests **(Marks: 10)**
 - Project Work, Assignments, Presentations **(Marks: 20)**

SUGGESTED READINGS

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

Conley, M. (2000). *Bioenergetics of exercise training*. In T.R. Baechle, & R.W. Earle, (Eds.), *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.

David, R. M. (2005). *Drugs in sports*, (4th Ed). Routledge Taylor and Francis Group.

Hunter, M. D. (1979). *A dictionary for physical educators*. In H. M. Borrow & R. McGee, (Eds.), *A Practical approach to measurement in Physical Education* (pp. 573-74). Philadelphia: Lea & Febiger.

Jeyaprakash, C. S., *Sports Medicine*, J.P. Brothers Pub., New Delhi, 2003.

Khanna, G. L., (1990). *Exercise physiology & sports medicine*. Delhi: Lucky Enterprises.

Mathew, D. K. & Fox, E. L, (1971). *Physiological basis of physical education and athletics*. Philadelphia: W.B. Saunders Co.

Pandey, P. K., (1987). *Outline of sports medicine*, New Delhi: J.P. Brothers Pub.

Williams, J. G. P. (1962). *Sports medicine*. London: Edward Arnold Ltd.

Semester – III
PART – A: THEORY ELECTIVE COURSE
BTE-302: CURRICULUM DESIGN (ELECTIVE)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
4	-	4	64	-	64	30	70	100

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to understand the modern concept of curriculum. It aims to develop understanding about the Need and importance of curriculum development, Factors affecting curriculum, basic guide line for curriculum construction and mechanics of curriculum planning.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- appraise the understanding of the concept of the curriculum
- explain the need and importance of curriculum development
- Interpret the concept.
- realize and apply Basic principles of curriculum construction
- design different Curriculum

COURSE CONTENTS

UNIT-I Modern concept of the curriculum

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

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

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

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

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

UNIT-IV Under-graduate preparation of professional preparation

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

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSECTION

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

ASSESSMENT RUBRICS

- | | |
|--|---------------------------|
| ● End Semester Exam | Marks: 100 (70+30) |
| ● Classroom Test, Project Work, Assignments, Presentations | Marks: 70 |
| ○ Classroom Tests: Best one out of two unit tests | Marks: 30 (10+20) |
| ○ Project Work, Assignments, Presentations | (Marks: 10) |
| | (Marks: 20) |

SUGGESTED READINGS

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

Semester – III
PART – B: PRACTICUM COURSE
BPC – 301: INTERNSHIP / TEACHING PRACTICES

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	8	8	-	256	256	200	-	200

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

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

COURSE CONTENTS

1. Be provided a **School Internship Program Diary (SIPD)** which will have all details of SIP.
2. Practice in accordance with professional ethics for school teachers given in SIPD. Identify and make detailed **note of complex ethical situations that challenge professional values** and seek guidance for addressing these situations from mentors at appropriate venue.
3. Apply knowledge of perspectives, curriculum, pedagogy and enhanced professional capacity to their professional practice in schools. With an intention to actively involve himself/herself **TI will ensure planning, documentation and teaching (with feedback schedules) of at least 20 lessons.**

4. TI should be able to articulate individual theoretical perspective and approach prior to, during, and after completing internship experience and how they utilize it within the context of treatment in and outside classroom in school. Articulation opportunity will be provided in a '**Follow-up Workshop (FW)**' (preferably from 4.00 pm to 6.00 pm on Friday/Saturday) every week by IO in Teacher Education department/Faculty during which all mentors will be present.
5. TI should demonstrate awareness of the impact behaviour has on school children, staff members, the public, and the profession. They will share their recorded observations during follow-up workshop every week. Complete required case documentation and report signing promptly and accurately everyday and every week. (**TI behaviour & its impact record sheet**)
6. Facilitate completion of individual program requirements including necessary hours i.e. 36 hours of school internship (SI) per week.
7. Participate in all regularly scheduled activities of the school and develop a daily routine schedule for his/her Internship School (IS) based on personal observation, participation and thorough consultation with the mentors (**Internship School daily routine schedule**).
8. Become familiar with all sorts of formal and informal activities in and outside classroom in the school campus and develop a detailed checklist of all such activities (formal and informal separately) with brief notes of each of them. (**Checklist of Formal and Informal Activities in School**) Better understand the beliefs, attitudes, and behaviour of diverse individuals (students) in the class and learn to observe, identify and report them for feedback and holistic growth of child to appropriate professional and community member. They will develop **student profile, anecdotal record and report card for all students of one class** (Assuming roles of a class teacher for the class of his/her MST preferably) and present them in FW.
9. Involve themselves in creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school teachers, or forums for supporting and dialoguing with the School Management Committee, parents and the community. The various efforts must be recorded as planning, preparation, procedure, implementation and feedback of various creative ways (**Creative Ways Record File**)

Some Other Important notes for ITS :

1. This should include an initial phase of 4 weeks for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty.
2. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship.
3. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school.
4. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, establishing study circles/science clubs/forums for professional development of in-service school

teachers, or forums for supporting and engaging in dialogue with the School Management Committee, parents and the community.

5. Based on the experiences and actions during SIP, TI will prepare an innovative practices record file for himself/herself. This will enrich professionalism in TI.
6. The details of records of attendance for all Internships will be maintained by Mentors and countersigned by IO (**Attendance Record of TI**)

TEACHING LEARNING STRATEGIES

- The class will be taught by using the latest/innovative method, as per available resources and teaching aids in the classroom and on the field.

SUGGESTED MODE OF TRANSACTION

- Demonstration/Explanation/Field Work/learning by doing etc.

ASSESSMENT RUBRICS

- 10 Lesson Plans (10 x 10 Marks)
- Other document sheets/records
 - (as per list of documents in annexure 2)

Marks: 200

Marks: 100

Marks: 100

Semester – IV
PART – A: THEORY COURSE

BTC-401: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
2	-	2	32	-	32	15	35	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- understand the need & importance of test, measurement and evaluation in physical education.
- describe the criteria, classification and administration of test.
- develop concepts related to test, measurement & evaluation.
- construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education.
- explain different physical fitness and skill tests.

COURSE CONTENTS

Unit- I: Introduction to Test & Measurement & Evaluation

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

Unit- II: Assessment of motor fitness/Physical Fitness

- AAHPER youth fitness test
- Cross Weber minimum muscular strength test
- Harward's step up test
- Cooper's 12 minute run walk test
- Indiana Motor Fitness Test
- Health Coopers Health Related Physical Fitness Test
- General Motor ability and capacity test

Unit- III: Sports Skill Assessments

- Badminton Tests – Lockhart and McPherson Badminton Test and Miller Wall Volley Test.
- Basketball Test – Johnson's Basketball Test and Knock's Basketball Test
- Soccer Test – Johnson's Soccer Test and McDonald Soccer Test.
- Hockey Test – Harbans Field Hockey Test and Akhil Malhotra Hockey Test.

- Volleyball Test – Brady Volleyball Test and its modification and Russell and Longe Volleyball Test.

Unit- IV: Anthropometry Test

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

List of Practicum

- Students have to practically perform all the above mentioned tests and prepare a report on the basis of obtain data.

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- | | |
|--|------------------|
| ● End Semester Exam | Marks: 35 |
| ● Classroom Test, Project Work, Assignments, Presentations | Marks: 15 |
| ○ ClassroomTests: Best one out of two unit tests | Marks: 5 |
| ○ Project Work, Assignments, Presentations | Marks: 10 |

Marks: 50

SUGGESTED READINGS

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

Semester – IV
PART – A: THEORY COURSE
BTC-402: KINESIOLOGY AND BIOMECHANICS

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
2	-	2	32	-	32	15	35	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- define and describe the term kinesiology and biomechanics.
- explain mechanical concepts (force, lever, Newton’s laws of motion and Projectile).
- develop the knowledge and appreciation of the importance of the study of kinesiology as a foundation for further studies in biomechanics and performance analysis.
- develop an understanding of the fundamental connection between structure and basic functions for muscles and joints.
- identify the goals of exercise and sports biomechanics.
- describe the methods used to achieve the goals of exercise and sports biomechanics.
- analyse sport movements and design movement-oriented exercise prescriptions.

COURSE CONTENTS

Unit – I Introduction to Kinesiology and Sports Biomechanics

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

Unit – II Fundamental Concept

- Fundamental concepts of following terms – Axes and Planes, Centre of Gravity, Equilibrium, Line of Gravity
- Fundamental movements at various joints
- Fundamental concepts of the following terms- Angle of Pull, All or None Law, Reciprocal Innervation,

Unit – III Mechanical Concepts

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

Unit – IV Kinematics and Kinetics of Human Movement

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

- Angular Kinetics – Moment of inertia, Couple, Stability.

List of Practicum

- Locating of muscles with the help of model/chart
- Calculation of displacement, speed and velocity, acceleration,
- Locating of center of gravity of rigid bodies.
- Assessment of angular kinematics of one plane movements.
- Conversion of angular kinematics.
- Draw stick figures from the photograph of sporting movements.

TEACHING LEARNING STRATEGIES

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, movement analysis of different sports skill through virtual skills of different sports and games (movement patterns from Youtubes and famous sports videos of sports skills/techniques) human skeleton/system model (3D anatomy and 3D physiology software and virtual Video), charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam **Marks: 50**
- Classroom Test, Project Work, Assignments, Presentations **Marks: 35**
- Classroom Tests: Best one out of two unit tests **Marks: 5**
- Project Work, Assignments, Presentations **Marks: 15**
- Project Work, Assignments, Presentations **Marks: 10**

SUGGESTED READINGS

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

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

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

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

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

Semester – IV
PART – A: THEORY COURSE
BTC-403: BASICS OF RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
2	-	2	32	-	32	15	35	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- understand the the basic framework of research process.
- classify of research.
- describe the research process and research methods.
- identify various sources of information for literature review and data collection.
- know how to organize, manage, and present data.
- use and apply a wide variety of specific statistical methods.
- Formulate research problem.
- construct of tables and graphs.
- serch literature reviews.
- understand statistical models used in physical education and sports.

COURSE CONTENTS

Unit-I Introduction to Research

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

Unit-II Survey of Related Literature

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

Unit-III Basics of Statistical Analysis

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

Unit- IV Statistical Models in Physical Education and Sports

- Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data
- Measures of Variability: Meaning, importance, computing from group and ungroup data
- Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSECTION

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

ASSESSMENT RUBRICS

- End Semester Exam **Marks: 50**
- Classroom Test, Project Work, Assignments, Presentations **Marks: 35**
 - Classroom Tests: Best one out of two unit tests **Marks: 5**
 - Project Work, Assignments, Presentations **Marks: 10**

SUGGESTED READINGS

- Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.
- Bompa, T. O. & Haff, G. G. (2009). *Periodization: theory and methodology of training, 5th ed.* Champaign, IL: Human Kinetics.
- Brown, L. E., & Ferrigno, V. A. (2005). *Training for speed, agility and quickness, 2nd ed.* Champaign, IL: Human Kinetics.
- Brown, L.E. & Miller, J., (2005). *How the training work*. In: Training Speed, Agility, and Quickness. Brown, L.E. & Ferrigno, V.A & Ferrigno, V.A., eds. Champaign, IL: Human Kinetics.
- Carl, E. K., & Daniel, D. A. (1969). *Modern principles of athletes training*. St. Louis: St. Louis's Mosby Company.
- Clark, H. H., & Clark, D. H. (1975). *Research process in physical education*. Englewood cliffs, New Jersey: Prentice Hall, Inc.
- Garrett, H.E. (1981). *Statistics in psychology and education*. New York: Vakils Feffer and Simon Ltd.
- Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987). *Introduction to research: A guide for the health science professional*. Landon: J.B. Lippincott Company.
- Thomas, J.R., & Nelson J.K. (2005). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
- Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.

Uppal, A. K. (1990). *Physical fitness: how to develop*. New Delhi: Friends Publication.
Verma, J. P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

Semester – IV
PART – A: THEORY ELECTIVE COURSE
BTE-401: ADAPTED PHYSICAL EDUCATION

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
2	-	2	32	-	32	15	35	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to understand the modern concept of **adapted physical education**. It aims to develop understanding about the aim and objective of adapted physical education, role of physical education, changing concept of differently abled, adapted physical education programme and governmental welfare programmes.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- understand the modern concept of adapted physical education.
- apply the Guiding Principles for Adapted Physical Education Programme.
- evaluate and develop programmes for differently abled.
- Comprehend the changing concept of differently abled people.
- explain Provisions of special rights and privileges for differently abled through legislations.
- identify the various disabilities.

COURSE CONTENTS

Unit-I: Introduction to adapted physical education

- Meaning, aim and objectives of adapted physical education
- Brief historical review of adapted physical education
- Need and importance of adapted physical education
- Role of physical education in adapted physical education

Unit-II: Classification of differently abled

- Changing concept of differently abled people.
- Physically challenged, Mentally challenged, Speech and Hearing challenged and Visually challenged.
- **Other Differently abled Condition problems**
 - Behavioural Problems
-Adjustment Problem, learning disabilities, Emotional Problem ,
 - Social Problem
-Social Determination, Social Rejection

Unit-III: Adapted physical education programme

- Guiding Principles for Adapted Physical Education Programme (AAHPER Principle)
- Physical Education Programme for Differently abled school children:
- Co-Curricular activities for differently abled children
- Aquatic activity programmes for differently abled
- Rehabilitative role & importance of aquatic activity

Unit-IV: Governmental welfare programmes

- Provisions of special rights and privileges for differently abled through legislations
- Social welfare programmes for differently abled

- Mass public educations/awareness programmes

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

Marks: 50

- End Semester Exam **Marks: 35**
- Classroom Test, Project Work, Assignments, Presentations **Marks: 15**
 - Classroom Tests: Best one out of two unit tests **Marks: 5**
 - Project Work, Assignments, Presentations **Marks: 10**

SUGGESTED READINGS

Anoop Jain, “Adapted Physical Education” Sports Publications, Ashok Vihar Delhi-52

Arthur G. Miller & James, “Teaching Physical Activities to impaired youth” John Wilag & Sons Inc. Canada.

Arthur S. Daniels & Euilya , “Adapted Physical Education”, Harpet & Row Publisher- New York..

Auxter, Byler, Howtting, “Adapted Physical Education and reactions” Morbey-St. Luis Mirrauri.

K. Park, “Preventive Social Medicine M/s Banaridas Bhanot Publishers Prem Nagar Jabalpur.

Ronald W. French, & Paul J., “Special Physical Education”, Charles E. Merries Publishing Co. Edinburgh , Ohio.

Shekar KC, Adapted Physical Education(Khel Sahitya Kendra: New Delhi)-2005

Winnick JP, Adapted Physical Education and sport Human Kinetics USA, 2005

Semester – IV
PART – A: THEORY ELECTIVE COURSE
BTE-402: THEORY OF SPORTS AND GAMES (ELECTIVE)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
2	-	2	32	-	32	15	35	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOMES

After completing this course, the students will be able to

- understand the concept and mechanism of officiating and coaching.
- describe the duties of coaches and officials.
- know the ethics and philosophy of coaching and officiating.
- realise the qualities and qualification of coach and officials.
- apply the concept of coaching and officiating.

COURSE CONTENTS

Unit-I: Introduction of Officiating and Coaching

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

Unit-II: Coach as a Mentor

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

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

- Duties of official in general, pre, during and post game.
- Philosophy of officiating
- Mechanics of officiating – position, singles and movement etc.
- Ethics of officiating
- Qualities and qualification of coach and official
- General rules of games and sports
- Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills
- Integrity and values of sports

Unit-IV: General Introduction of specialized games and sports (any two)

- Athletics, Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Handball, Kabaddi, Kho-Kho, Tennis, Volleyball and 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
- Recreational and Lead up games
- Strategy – Offence and defense, Principles of offence and defense.

List of Practicum :

- Organization of Intramural competitions
- Organization of Extramural competitions
- Officiating in Intramural competitions
- Officiating in Extramural competitions
- Appearing in District / State Referees Examination

TEACHING LEARNING STRATEGIES

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

MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- | | |
|--|------------------|
| | Marks: 50 |
| ● End Semester Exam | Marks: 35 |
| ● Classroom Test, Project Work, Assignments, Presentations | Marks: 15 |
| ○ Classroom Tests: Best one out of two unit tests | Marks: 5 |
| ○ Project Work, Assignments, Presentations | Marks: 10 |

SUGGESTED READINGS

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

Semester – IV
PART – B: PRACTICUM COURSE
BPC – 401 (A): TEAM GAME (BASE BALL)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret basic skills of Baseball
- appraise the rules and regulation.
- demonstrate and assess various basic skills/techniques and game strategies.
- officiate in competition.

COURSE CONTENTS

Historical development of the Baseball at national and international levels, National and International Bodies controlling Baseball and their affiliated units, Major National and International competitions.

Fundamental Skills

- Player Stances – walking, extending walking, L stance, cat stance.
- Grip – standard grip, choke grip,
- Batting – swing and bunt. Pitching
- Baseball : slider, fast pitch, curve ball, drop ball, rise ball, change up, knuckle ball, screw ball,
- Softball: windmill, sling shot,
- starting position: wind up, set.
 - Fielding Catching: basics to catch fly hits, rolling hits, Throwing: over arm, side arm.
- Base running
 - Base running: single, double, triple, home run,
 - Sliding: bent leg slide, hook slide, head first slide.
- Rules and their interpretations and duties of officials.

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External)
(Skill Proficiency, Project File, Officiating, Viva)
- Internal

Marks: 50

Marks:25

Marks: 25

(Skill Proficiency, Project File, Officiating, Attendance, Viva)

Semester – IV
PART – B: PRACTICUM COURSE
BPC – 401 (B): TEAM GAME (NETBALL)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret basic skills of Netball.
- appraise the rules and regulation.
- demonstrate and assess various basic skills/techniques and game strategies.
- officiate in competition.

COURSE CONTENTS

Historical development of the Netball at national and international levels, National and International Bodies controlling Netball and their affiliated units, Major National and International competitions.

Fundamental Skills

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- Shooting: one hand; two hands; forward step shot; backward step shot.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).
- Intercepting: pass; shot.
- The toss-up.
- Role of individual players
- Rules and their interpretations and duties of officials.

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External)

Marks: 50

Marks:25

(Skill Proficiency, Project File, Officiating, Viva)

- Internal

Marks: 25

- (Skill Proficiency, Project File, Officiating, Attendance, Viva)

Semester – IV
PART – B: PRACTICUM COURSE
BPC – 401 (C): TEAM GAME (CRICKET)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret basic skills of Batting, Bowling and Fielding in Cricket.
- appraise the laws of Cricket.
- demonstrate and assess various basic skills of Batting, Bowling and Fielding in Cricket.
- officiate in match.

COURSE CONTENTS

Historical development of the Cricket at national and international levels, National and International Bodies controlling Cricket and their affiliated units, Major National and International competitions.

Fundamental Skills

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

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External) **Marks:25**
 (Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
 (Skill Proficiency, Project File, Officiating, Attendance, Viva)

Marks: 50

Semester – IV
PART – B: PRACTICUM COURSE
BPC – 401 (D): TEAM GAME (FOOTBALL)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret basic skills of Football.
- appraise the laws of Football.
- demonstrate and assess various basic skills and team strategies.
- officiate in match.

COURSE CONTENTS

Historical development of the Football at national and international levels, National and International Bodies controlling Football and their affiliated units, Major National and International competitions.

Fundamental Skills

- Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick
- Trapping-trapping rolling the ball, trapping bouncing ball with sole
- Dribbling-With instep, inside and outer instep of the foot.
- Heading-From standing, running and jumping.
- Throw in
- Feinting-With the lower limb and upper part of the body.
- Tackling-Simple tackling, Slide tackling.
- Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting.
- Rules and their interpretations and duties of officials.

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External) **Marks:25**
(Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
(Skill Proficiency, Project File, Officiating, Attendance, Viva)

Marks: 50

Semester – IV
PART – B: PRACTICUM COURSE
BPC – 401 (E): TEAM GAME (HOCKEY)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret basic skills of Hockey
- appraise the rules and regulation.
- demonstrate and assess various basic skills/techniques and game strategies.
- officiate in competition.

COURSE CONTENTS

Historical development of the Hockey at national and international levels, National and International Bodies controlling Hockey and their affiliated units, Major National and International competitions.

Fundamental Skills

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

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

Marks: 50

- End Semester Exam (External) **Marks:25**
 (Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
 (Skill Proficiency, Project File, Officiating, Attendance, Viva)

Semester – IV
PART – B: PRACTICUM COURSE
BPC – 401 (F): TEAM GAME (SOFTBALL)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret basic Softball skills
- appraise the rules and regulation.
- demonstrate and assess various basic skills/techniques and game strategies.
- officiate in competition.

COURSE CONTENTS

Historical development of the Softball at national and international levels, National and International Bodies controlling Softball and their affiliated units, Major National and International competitions.

Fundamental Skills

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- Shooting: one hand; two hands; forward step shot; backward step shot.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).
- Intercepting: pass; shot.
- The toss-up.
- Role of individual players
- Rules and their interpretations and duties of officials.

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External)

Marks: 50

Marks:25

(Skill Proficiency, Project File, Officiating, Viva)

- Internal

Marks: 25

(Skill Proficiency, Project File, Officiating, Attendance, Viva)

Semester – IV
PART – B: PRACTICUM COURSE
BPC – 401 (G): TEAM GAME (VOLLEYBALL)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret basic Volleyball skills
- appraise the rules and regulation.
- demonstrate and assess various basic skills/techniques and game strategies.
- officiate in competition.

COURSE CONTENTS

Historical development of the Volleyball at national and international levels, National and International Bodies controlling Volleyball and their affiliated units, Major National and International competitions.

Fundamental Skills

- Service-Under Arm Service, Tennis Service, Floating Service.
- Overhead finger pass.
- The Dig (Under Arm pass).
- Smash and Block – individual and team
- Back court defence
- Defensive and Offensive strategies

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External) **Marks:25**
 (Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
- (Skill Proficiency, Project File, Officiating, Attendance, Viva)

Marks: 50

Semester – IV
PART – B: PRACTICUM COURSE
BPC – 401 (H): TEAM GAME (HANDBALL)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret basic skills of Handball
- appraise the rules and regulation.
- demonstrate and assess various basic skills/techniques and game strategies.
- officiate in competition.

COURSE CONTENTS

Historical development of the Handball at national and international levels, National and International Bodies controlling Handball and their affiliated units, Major National and International competitions.

Fundamental Skills

- Fundamental Skills-Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot, Dribbling-High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense.
- Rules and their interpretations and duties of officials.

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External) **Marks:25**
(Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
- (Skill Proficiency, Project File, Officiating, Attendance, Viva)

Marks: 50

Semester – IV
PART – B: PRACTICUM COURSE
BPC – 401 (I): TEAM GAME (BASKETBALL)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- acquire, analyze and interpret basic skills of Basketball
- appraise the rules and regulation.
- demonstrate and assess various basic skills/techniques and game strategies.
- officiate in competition.

COURSE CONTENTS

Historical development of the Basketball at national and international levels, National and International Bodies controlling Basketball and their affiliated units, Major National and International competitions.

Fundamental Skills

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

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSACTION

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

ASSESSMENT RUBRICS

- End Semester Exam (External) **Marks:25**
(Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
(Skill Proficiency, Project File, Officiating, Attendance, Viva)

Marks: 50

Semester IV
PART – B: PRACTICUM COURSE
BPC – 402 (A): COMBATIVE GAME (BOXING)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the field, thickness of the lines, equipment, duties of the officials, before, during and after the match, duty of coach and captain, different types of signals, basic skills and techniques, associations and federations of games and sports.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- develop concept of skill.
- analyze & interpret skills.
- appraise the rule & regulation.
- demonstrate and assess various techniques of starts and finish.
- demonstrate and assess various technique.
- interpret the rules and regulations in real game situation.
- officiate in real game situation.

COURSE CONTENTS

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skills

- Player stance
- Stance - Right hand stance, left hand stance.
- Footwork – Attack, defense.
- Punches – Jab, cross, hook, upper cut, combinations.
- Defense slip – bob and weave, parry/block, cover up, clinch, counter attack
- Tactics – Toe to toe, counter attack, fighting in close, feinting
- Rules and their interpretations and duties of officials.

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSECTION

- Lectures/Demonstration/Explanation/Field Work/ Outreach Activities/ Vocational Training/Viva/ learning by doing / Lead-up Games/ Minor Games/ Dummy Practice etc.

ASSESSMENT RUBRICS

- End Semester Exam (External)
(Skill Proficiency, Project File, Officiating, Viva)
- Internal

Marks: 50

Marks:25

Marks: 25

- (Skill Proficiency, Project File, Officiating, Attendance, Viva)

Semester IV
PART – B: PRACTICUM COURSE
BPC – 402 (B): COMBATIVE GAME (MARTIAL ARTS/KARATE)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the field, thickness of the lines, equipment, duties of the officials, before, during and after the match, duty of coach and captain, different types of signals, basic skills and techniques, associations and federations of games and sports.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- develop concept of skill.
- analyze & interpret skills.
- appraise the rule & regulation.
- demonstrate and assess various techniques of starts and finish.
- demonstrate and assess various technique.
- interpret the rules and regulations in real game situation.
- officiate in real game situation.

COURSE CONTENTS

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skills

- Player Stances – walking, hand positions, front-leaning, side-fighting.
- Hand Techniques - Punches (form of a punch, straight punch, and reverse punch), Blocks (eight basic).
- Leg Techniques - Snap kicks, stretching straight leg, thrust kicks, sidekicks, round house.
- Forms - The first cause Katas.
- Self Defense - against punches, grabs and strikes, against basic weapons (knife, club sticks).
- Sparring - One step for middle punch, high punch and groin punch. (Defended by appropriate block from eight basic blocks).
- Rules and their interpretations and duties of officials.

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSECTION

- Lectures/Demonstration/Explanation/Field Work/ Outreach Activities/ Vocational Training/Viva/ learning by doing / Lead-up Games/ Minor Games/ Dummy Practice etc.

ASSESSMENT RUBRICS

Marks: 50

- End Semester Exam (External) **Marks:25**
(Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
(Skill Proficiency, Project File, Officiating, Attendance, Viva)

Semester IV
PART – B: PRACTICUM COURSE
BPC – 402 (C): COMBATIVE GAME (Taekwondo)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the field, thickness of the lines, equipment, duties of the officials, before, during and after the match, duty of coach and captain, different types of signals, basic skills and techniques, associations and federations of games and sports.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- develop concept of skill.
- analyze & interpret skills.
- appraise the rule & regulation.
- demonstrate and assess various techniques of starts and finish.
- demonstrate and assess various technique.
- interpret the rules and regulations in real game situation.
- officiate in real game situation.

COURSE CONTENTS

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skills

- Player Stances – walking, extending walking, L stance, cat stance.
- Fundamental Skills – Sitting stance punch, single punch, double punch, triple punch.
- Punching Skill from sparring position – front-fist punch, rear fist punch, double punch, and four combination punch.
- Foot Techniques (Balgisul) – standing kick (soseo chagi), Front kick (AP chagi), Arc kick (Bandal Chagi), Side kick, (Yeop Chagi), Turning kick (Dollyo Chagi), Back kick (Twit Chagi), Reverse turning kick (Bandae Dollyo Chagi), Jump kick (Twimyo Chagi),
- Poomsae (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jang, Yook Jang, Chil Jang, Pal Jang (Fundamental Movement – eye control, concentration of spirit, speed control, strength control, flexibility, balance, variety in techniques)

- Sparring (Kyorugi) – One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring.
- Board Breaking (Kyokpa) – eye control, balance, power control, speed, point of attack.
- Rules and their interpretations and duties of officials.

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSECTION

- Lectures/Demonstration/Explanation/Field Work/ Outreach Activities/ Vocational Training/Viva/ learning by doing / Lead-up Games/ Minor Games/ Dummy Practice etc.

ASSESSMENT RUBRICS

Marks: 50

- End Semester Exam (External) **Marks:25**
(Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
- (Skill Proficiency, Project File, Officiating, Attendance, Viva)

Semester IV
PART – B: PRACTICUM COURSE
BPC – 402 (D): COMBATIVE GAME (JUDO)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the field, thickness of the lines, equipment, duties of the officials, before, during and after the match, duty of coach and captain, different types of signals, basic skills and techniques, associations and federations of games and sports.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- develop concept of skill.
- analyze & interpret skills.
- appraise the rule & regulation.
- demonstrate and assess various techniques of starts and finish.
- demonstrate and assess various technique.
- interpret the rules and regulations in real game situation.
- officiate in real game situation.

COURSE CONTENTS

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental skills

- Rei (Salutation)-Ritsurei (Salutation in standing position), Zarai (Salutation in the sitting position)
- Kumi kata (Methods of holding judo costume)
- Shisei (Posture in Judo)
- Kuzushi (Act of disturbing the opponent posture)
- Tsukuri and kake (Preparatory action for attack)
- Ukemi (Break Fall)-Urhiro Ukemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front Break Fall), Mae mawari Ukemi (Front Rolling break fall)
- Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps).
- Tai Sabaki (Management of the body)
- Nage Waze (Throwing techniques)-Hiza Guruma (Knee wheel), Sesae Twurikomi-ashi (Drawing ankle throw), De ashi hari (Advance foot sweep), O Goshi (Major loinm), Seoi Nage (Shoulder throw).
- Katama waze(Grappling techniques)-Kesa gatame (Scaff hold), Kata gatame (Shoulder hold), Kami shiho gatama (Locking of upper four quarters), Method of escaping from each hold.

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSECTION

- Lectures/Demonstration/Explanation/Field Work/ Outreach Activities/ Vocational Training/Viva/ learning by doing / Lead-up Games/ Minor Games/ Dummy Practice etc.

ASSESSMENT RUBRICS

Marks: 50

- End Semester Exam (External) **Marks:25**
(Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
(Skill Proficiency, Project File, Officiating, Attendance, Viva)

Semester IV
PART – B: PRACTICUM COURSE
BPC – 402 (E): COMBATIVE GAME (WRESTLING)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the field, thickness of the lines, equipment, duties of the officials, before, during and after the match, duty of coach and captain, different types of signals, basic skills and techniques, associations and federations of games and sports.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- develop concept of skill.
- analyze & interpret skills.
- appraise the rule & regulation.
- demonstrate and assess various techniques of starts and finish.
- demonstrate and assess various technique.
- interpret the rules and regulations in real game situation.
- officiate in real game situation.

COURSE CONTENTS

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skills

- Take downs, Leg tackles, Arm drag.
- Counters for take downs, Cross face, Whizzer series.
- Escapes from under-sit-out turn in tripped.
- Counters for escapes from under-Basic control back drop, Counters for stand up.
- Pinning combination-Nelson series(Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson.
- Escapes from pinning: Wing lock series, Dopuble arm lock roll, Cridge.
- Standing Wrestling-Head under arm series, whizzer series
- Referees positions.

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSECTION

- Lectures/Demonstration/Explanation/Field Work/ Outreach Activities/ Vocational Training/Viva/ learning by doing / Lead-up Games/ Minor Games/ Dummy Practice etc.

ASSESSMENT RUBRICS

- End Semester Exam (External)

Marks: 50

Marks:25

(Skill Proficiency, Project File, Officiating, Viva)

- Internal

Marks: 25

- (Skill Proficiency, Project File, Officiating, Attendance, Viva)

Semester IV
PART – B: PRACTICUM COURSE
BPC – 402 (F): COMBATIVE GAME (FENCING)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
-	2	2	-	64	64	25	25	50

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to understand the basic skills, strategies, tactics and the way to improve performance. It aims to develop understanding about the rules and regulations, dimensions of the field, thickness of the lines, equipment, duties of the officials, before, during and after the match, duty of coach and captain, different types of signals, basic skills and techniques, associations and federations of games and sports.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- develop concept of skill.
- analyze & interpret skills.
- appraise the rule & regulation.
- demonstrate and assess various techniques of starts and finish.
- demonstrate and assess various technique.
- interpret the rules and regulations in real game situation.
- officiate in real game situation.

COURSE CONTENTS

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skill

- Basic Stance - on-guard position (feet and legs)
- Footwork – advance, retire, lunge, Step-lunge
- Grip – hold a foil correctly, Etiquette – salute and handshake to coaches and partners
- Hit a target (glove, mask, person) at riposte distance
- Lunge from an on-guard position.
- Attack - simple attacks from sixte – direct, disengage, doublé attack, compound attacks
high line – one-two and cut-over disengage, Cut-over attack, Low line attacks
- Semi circular parries – octave and septime
- Understand the layout of a piste.
- Compound or successive parries.
- Lateral parry and direct riposte
- Fence a bout – judges etc. salutes and handshakes
- Rules and their interpretations and duties of officials.

TEACHING LEARNING STRATEGIES

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

SUGGESTED MODE OF TRANSECTION

- Lectures/Demonstration/Explanation/Field Work/ Outreach Activities/ Vocational Training/Viva/ learning by doing / Lead-up Games/ Minor Games/ Dummy Practice etc.

ASSESSMENT RUBRICS

Marks: 50

- End Semester Exam (External) **Marks:25**
(Skill Proficiency, Project File, Officiating, Viva)
- Internal **Marks: 25**
(Skill Proficiency, Project File, Officiating, Attendance, Viva)

Semester IV
PART – B: PRACTICUM COURSE
BPC – 403: INTERNSHIP (COMPREHENSIVE STUDENTS TEACHING IN SCHOOLS)

Credit			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
6	6	12	96	192	288	300	-	300

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to realise theory and practicum courses into practice and help them to use their previously acquired knowledge and practices in systematized and structured manner to teach effectively. It aims to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- develop teaching proficiency for outdoor and indoor activities.
- organize and execute mass demonstration/displays.
- conduct physical education program for various age groups.

COURSE CONTENTS

- Planning, Development and Presentation of **Twenty (20) theory and practical Lessons (only one every day with complete preparation)**, followed by intensive interaction with peers and mentors on Supervisory comments. Observation and comments on student report cards developed by class teachers. Critical Evaluation of each lesson plan and its delivery has to be ensured by TI and the Mentor. It has to be submitted as **Lesson Plans on Teaching Subjects I &II** (It will include detailed report by TI on one's own experiences/ fears/ problems/ issues- named as TI Comment sheet).
- Report: detailed report of observation of at least 2 school teachers (Class Teacher-one, Subject Teacher-one) and their classroom management, teaching styles, class control, dispositions, 'energy', presence etc., in the form of '**Classroom behaviours Report**' followed by individual presentation and discussion in the Teacher Education (TE) department.

TEACHING LEARNING STRATEGIES

- The class will be taught by using the latest/innovative method, as per available resources and teaching aids in the classroom and on the field.

SUGGESTED MODE OF TRANSACTION

- Demonstration/Explanation/Field Work/learning by doing etc.

ASSESSMENT RUBRICS

- | | Marks: 300 |
|---|-------------------|
| • School Record-Activity Details | 20 |
| • Classroom Behaviours Report | 20 |
| • Student Diversity Report | 20 |
| • Government/Public School Observation Record | 20 |
| • School Internship Program Diary (SIPD) | 20 |
| • 20 Lesson Plans (20 x 10 Marks) | 200 |