

# **SWARNIM GUJARAT SPORTS UNIVERSITY GANDHINAGAR**

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**Established by State Government Gujarat Act No. 22 of 2011**

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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 and Sports (B.P.E.S.)**

**(Three Year's Regular Degree Programme)**

**(As per Choice Based Credit System (CBCS))**

**2015- 18**

# Curriculum Framework of B. P. E. S. Programme

## **R.B.P.E.S.-1 Eligibility:**

For Admission:

1. The student who passed in the Higher Secondary Examination with any discipline conducted by the Government of Gujarat; or an examination accepted as equivalent thereto by the Board of Governors / MHRD, India, subject to such conditions as may be prescribed there for.
2. Admission shall be made on merit on the basis of marks obtained in the entrance test (written test, sports proficiency test, physical fitness test & marks obtained in the qualifying examination) or any other selection process as per the policy of University with due weight for physical fitness test.

## **R.B.P.E.S. 2. Duration:**

The B.P.E.S. Programme is for a period of three years. Each academic year shall comprise of two semesters viz. Odd and Even semesters. Odd semesters shall be from June / July to October / November and Even Semesters shall be from November / December to April / May. There shall be not less than 90 working days which shall comprise 450 teaching clock hours for each semester. (Exclusive of the days for the conduct of University or external end-semester examinations).

## **R.B.P.E.S. 3. 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 from it in the light of liberalization and globalization in higher education.

## **R.B.P.E.S. 4. Courses in Programme :**

The B.P.E.S. Programme consists of a number of courses, the term 'Course' is applied to indicate a logical part of the 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 for the B.P.E.S. Programme.

### **Theory:**

#### **Core Course:**

#### **Elective Course:**

### **Practicum:**

## **R.B.P.E.S. 5. Semesters:**

An academic year is divided into two semesters. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conducting examinations and evaluation purposes. Each week has 36 working hours spread over 6 days a week.

**R.B.P.E.S. 6. Credits:**

The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a B.P.E.S. programme is 144 credits and for each semester- 24 credits.

**R.B.P.E.S. 7. Course:**

Each course is to be designed variously under lectures, lessons, practical, instructional work, seminar, workshop, assignment, term paper, book review, project work, viva etc., to meet effective teaching and learning needs of teacher.

**R.B.P.E.S. 8. Examinations:**

(i) There shall be examinations at the end of each semester, for first, third & fifth semester in the month of October/November; for second, fourth & sixth semester in April/May. 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 October/November or April/May.

(ii) A candidate should get enrolled / registered for the first semester examination. If enrollment / registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, the candidates are not permitted to proceed to the next semester. Such candidates shall re- do the semester in the subsequent turn 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. To proceed to the Third Semester, a student has to clear all Credits of first semester. Likewise, to proceed to the Fourth Semester, a student is required to obtain all the credits of second semester. Thus, for the entry in the said semester as described above, the candidate must have satisfactorily kept the term of the previous semester.

**R.B.P.E.S. 9. Attendance & Condonation :**

Students must have 75% of attendance in each course for appearing in the examination. Students having 74% to 65% of attendance shall apply for condonation in the prescribed form with the prescribed fee (Rs.100/Course). Students having 64% to 50% of attendance shall apply for condonation in prescribed form with the prescribed fee along with the Medical Certificate. Students having below 50% of attendance are not eligible to appear for the examination. It is further clarified that the students, having 75% or more attendance, shall be given five out of five marks in internal evaluation. Students (if condoned), who have 74% to 65% of attendance shall be given 3 to 4 marks in internal evaluation. Students (if condoned), who have 64% to 50% of attendance shall be given 1 to 2 marks in internal evaluation.(As per R.B.P.E.S. 9.)

**R.B.P.E.S. 10. Questions Paper and Practical Exam Pattern :**

Each Question Paper shall have five questions corresponding to five units of each theory course. Style of question paper is shown in **annexure - I** for Theory Course. For all practical courses the examination pattern is given in **annexure- II**, courses wise.

**R.B.P.E.S. 11. Evaluation :**

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by a continuous

internal assessment (CIA) by the concerned course teacher as well as by an end semester examination and will be consolidated at the end of the course. The components for continuous internal assessment are:

<b>For Theory :</b>	One Test	15 marks
	Seminar/Quiz	05 marks
	Assignments	05 marks
	Attendance	05 marks
	<b>Total</b>	<b>30 marks</b>

Attendance shall be taken as a component of continuous assessment, although the students should put in minimum of 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be a written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester, examination is 30 : 70 in theory & 100 : 50 in practical.

**R.B.P.E.S. 12. Minimum Passing Marks:**

The passing minimum for CIA (Continuous Internal Assessment) shall be 40% out of 30 marks (i.e. 12 marks) in theory & 50% out of 400 marks (i.e. 200 marks) in practical, where the candidate is required to appear for the internal test at least once. Students who fail in the internal assessment are permitted to improve their Internal Assessment marks in the subsequent semester (2 chances will be given) by writing test and by submitting Assignments. The passing minimum for University or External Examinations shall be 40% out of 70 marks (i.e. 28 marks) in the theory & 50% out of 200 marks (i.e. 100 marks) in practical. 40% aggregate marks in theory and 50% aggregate marks in practical is required for passing the examination.

**R.B.P.E.S. 13. Grading :**

Once the marks of the CIA (Continues Internal Assessment) and end-semester examinations for each of the courses are available, they will be added. The marks thus obtained will then be graded as per details provided in R. B.P.E.S. 3. From the First semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA). These two are calculated by the following formulae:

Where 'Ci ' is the Credit earned for the Course i in any semester; 'Gi' is the Grade Point obtained by the student for the Course i and 'n' is the number of Courses passed in that semester. CGPA = SGPA of all the Courses starting from the first semester to the current semester.

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

#### **R.B.P.E.S. 14. Environmental Studies**

The UGC recommended Certificate Course on Environmental Studies is to be offered in the second semester of all the UG programmes as elective course.

#### **R.B.P.E.S. 15 Classification of Final Results:**

For purposes 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.E.S. 16 Clearing and carrying forward the Semesters:**

Rules for carrying forward the semesters are:

1. A candidate must have at least 75% overall attendance in the program (As explained in R.B.P.E.S. 9) and should have satisfactory performance in class-room participation of each course and must have appeared in internal written test to be eligible for grant of term.

2. In case, a candidate obtains Grade D in any one course / all courses in the first semester, he / she shall be allowed to proceed to the second semester provided he / she has kept his / her term of the first semester successfully.

3. The candidate shall be allowed to proceed to the third semester only after clearing all the courses of the first semester.

4. In case, a candidate obtains Grade D in any one course / all courses in the second semester, he / she shall be allowed to proceed to the third semester provided he / she has kept his / her term of the second semester successfully.

5. The candidate shall be allowed to proceed to the fourth semester only after clearing all the courses of the second semester.

6. In case a candidate obtains Grade D in any one course / all courses in the third semester, he / she shall be allowed to proceed to the fourth semester provided he/ she has kept his / her term of the third semester successfully.

7. The candidate shall be eligible for the award of the degree after successful clearance of all the courses of semester I, II, III, IV,V & VI by the sixth semester examination of the third year programme or before the expiry of registration / enrolment.

8. Whenever a candidate fails in a course due to failure of obtaining minimum marks in the internal component of the examination, the marks obtained in attendance and class participation shall be carried forward for the consideration of the repeat examination. The student has to appear in the internal test only to complete the requirement of the internal assessment.

#### **R. B. P. E. 17. Assessment and Evaluations :**

1. Each course will be assessed on the basis of 100 marks. The marks would be divided between internal and external assessment.

2. There shall be one end-semester external examination of each course in every semester consisting of 70% (70 marks) weightage in theory and 100% (100 marks) in practical courses.

3. Each Theory course shall have internal assessment of 30% weightage based on the following

Internal written test -	15% (15 marks)
Attendance -	05% (5 marks)
Class participation in assignments-	05% (5 marks)
Presentations (Seminars) /quizzes etc. -	05% (5 marks)

**The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment at semester end practical examinations.**

4. Every student will be required to pass the external examination and internal assessment separately in each course.

5. The minimum passing standard will be 36% for the external and internal component of each theory course, i.e. 25 marks out of 70 (external - 36% of 70 marks) and 11 marks out of 30 (internal - 36% of 30 marks). In practical minimum passing standard will be 50% for the external exam and internal assessment for each practical course. That is 25 marks out of 50 (External 50% of 50) and 12.5 marks out of 25 (internal - 50% of 25)

**R.B.P.E.S. 18. Conferment of the B.P.E.S. Degree:**

A candidate shall be eligible for the conferment of the Degree of B.P.E.S. only if he/she has earned the minimum required credits for the programme prescribed therefore (i.e. 168 Credits).

**R.B.P.E.S. 19. Examinations and Fee:**

(i) The University shall conduct the External or Semester-End Examination for the Semester-I, II, III, IV, V & VI. The Internal Examination for the Semester Semester-I, II, III, IV, V & VI shall be conducted by the concerned colleges themselves. However, the common format of question papers suggested and / or prepared by the University has to be followed by all the colleges for Examinations of Internal practical & the Foundation courses mentioned.

(ii) The Examination fees for all end-semester exams shall be decided by University time to time.

**R.B.P.E.S. 20 Conversion Table for B.P.E.S. Course :**

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

Percentage	Grade Point	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	O	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
48-54.99	4.8-5.49	B	Fair	Second Class
36-47.99	3.6-4.79	C	Average	Pass Class
Below 36	0.0	D	Fail/ Dropped	Dropped

## R.B.P.E.S. 21 Grade Point Calculation

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

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

$$\text{SGPA} = \frac{\text{sum of grade points of all courses of the particular semester}}{\text{total credit of the semester}}$$

### Example -

Marks obtained by Student in course A 101 = 78/100

percentage of marks = 78 %

Grade from the conversion table is = O

Grade Point = 7.0 + 8 (1.49/14.99)

= 7.0 + 8 x 0.1 = 7.0 + 0.8

The Course Credits = Credits Grade Point = 7.8 = 31.2

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

Course No	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
Course -1	4	65	A	6.5	<b>26.0</b>
Course -2	4	60	A	6.0	<b>24.0</b>
Course -3	4	62	A	6.2	<b>24.8</b>
Course -4.1/2	4	57	B+	5.7	<b>22.8</b>
Group -1(5)	3	55	B+	5.5	<b>16.5</b>
Group -2(6)	6	72	O	7.2	<b>43.2</b>
Group -3(7)	3	66	A	6.6	<b>19.8</b>
<b>Total</b>	<b>28</b>				<b>177.2</b>

### Examples: Conversion of marks into grade points

65 = 60 + 5 = 6.0 + 5 x (0.99 / 9.99) = 6.0 + 5 x 0.1 = 6.0 + 0.5 = 6.5

57 = 55 + 2 = 5.5 + 2 x (0.49 / 4.99) = 5.5 + 2 x 0.1 = 5.5 + 0.2 = 5.7

72 = 70 + 2 = 7.0 + 2 x (1.49 / 14.99) = 7.0 + 2 x 0.1 = 7.0 + 0.2 = 7.2

### SEMESTER GRADE POINT AVERAGE (SGPA) = Total Credit Grade

Points = 177.2 / 28 = 6.3285

SGPA Sem. I = 6.33

SGPA Sem. II = 7.63

SGPA Sem. III = 5.89

SGPA Sem. IV = 7.26

SGPA Sem. V = 6.78

SGPA Sem. VI = 6.89

Total SGPA = 40.78

Cumulative Grade Point Average (CGPA) =  $40.78 / 6 = 6.80$

CGPA = 6.80 Grade = A+ Class = First Class

**Note:**

- (1) SGPA is calculated only if the candidate passes in all the courses i.e. get minimum C grade in all the courses.
- (2) CGPA is calculated only when the candidate passes in all the courses of all the semesters.
- (3) The cumulative grade point average will be calculated as the average of the SGPA of all the two semesters, as shown above.
- (4) For the award of the class, CGPA shall be calculated on the basis of :
  - (a) Marks of End Semester External Examination And
  - (b) Total Marks obtained (Marks of End Semester External Examination + Marks of Internal Assessment) for each course. The final Class for B.P.E Degree shall be awarded on the basis of lowest CGPA (marks) of (a) & (b) of one to sixth semester examinations.

**R.B.P.E.S. 22 End-Semester Examination:**

(i) The University shall conduct the external Examination for the Semester-I, II, III, IV, V & VI. The internal Examination shall be conducted by the concerned Colleges/ Department.

**R.B.P.E.S. 23. Self -Financing Stream:**

All the above rules shall be applicable also to the candidates undergoing the programmes in self-financing stream.

**R.B.P.E.S. 24. 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.E.S. 25 Revision of Syllabi:**

1. Syllabi of every course should be revised according to the SGSU and UGC norms.
2. Revised Syllabi of each semester should be implemented in sequential way.
3. In courses, where units / topics relate 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 and approved by the Board of Governors of Swarnim Gujarat Sports University.

4. All formalities for revisions in the syllabi should be completed before the end of the 2nd / 4th semester for implementation of the revised syllabi in the next academic year.

5. 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.

6. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

**R.B.P.E.S. 26. Course Structure:**

1. The B.P.E.S. programme is full time three years Graduate Programme. The medium of instruction shall be English/Hindi/Gujarati. The students are allowed to write the answers in respective languages as offered in the examinations.

2. The programme consists of Six Semesters - Semester I & II in the First Year of the Programme, Semesters III and IV in the Second Year of the programme and Semesters V and VI in the Third Year of the programme.

3. The total programme consists of 144 credits equally divided into 24 credits per semester.

4. There would be different foundation course areas of specialization as per syllabus of respective subject.

5. The programme consists of the following types of courses

(i) Core courses: common for all optional specialization groups.

(ii) Foundation course: separate for all optional specialization groups.

(iii) Practical Courses

**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
<b>Part – A</b>										
<b>Theory Courses (Core Course)</b>										
BSTC-101	Introduction and History of Physical Education	4	-	4	64	-	64	30	70	100
BSTC-102	General Sciences	3	1	4	48	32	80	30	70	100
BSTC-103	Fundamentals Computers and IT	3	1	4	48	32	80	30	70	100
<b>Theory Courses (Elective) Any one</b>										
BSTE-101	Gujarati	4	-	4	64	-	64	30	70	100
BSTE-102	Environmental Study									
<b>Part – B</b>										
<b>Practicum Courses</b>										
BSPC-101	Track and Field (Running Events)/Swimming /Gymnastics	-	2	2	-	64	64	25	25	50
BSPC-102	Team Game: Volleyball, Basketball, Kabaddi	-	4	4	-	64	64	50	50	100
BSPC-103	Mass Demonstration Activities: Dumbbell/Lezium/March past/Tipri/ Wands/ Hoop/Umbrella	-	2	2	-	64	64	25	25	50

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
<b>Part – A</b>										
<b>Theory Courses (Core Course)</b>										
BSTC-201	Anatomy and Physiology	3	1	4	48	32	80	30	70	100
BSTC-202	Yoga Science and Naturopathy	3	1	4	48	32	80	30	70	100
BSTC-203	Foundation of Physical Education	4	-	4	64	-	64	30	70	100
<b>Theory Courses (Elective) Any one</b>										
BSTE-201	Social Science	4	-	4	64	-	64	30	70	100
BSTE-202	Fitness and Wellness									
<b>Part – B</b>										
<b>Practicum Courses</b>										
BSPC-201	Track and Field (Jumping )/Swimming /Gymnastics	-	2	2	8	48	56	25	25	50
BSPC-202	Team Games Handball, Hockey, Football	-	4	4	-	64	64	50	50	100
BPPC-203	Malkhamb/Rooe Malkamb, Drill & March, Lezim etc	-	4	4	-	128	128	100	-	100

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
<b>Part – A</b>										
<b>Theory Courses (Core Course)</b>										
BSTC-301	English	4	-	4	64	-	64	30	70	100
BSTC-302	Gender Studies in Physical Education	2	2	4	32	64	96	30	70	100
BSTC-303	Health Education	4	-	4	64	-	64	30	70	100
<b>Theory Courses (Elective) Any one</b>										
BSTE-301	Recreation	4	-	4	64	-	64	30	70	100
BSTE-302	Value Education									
<b>Part – B</b>										
<b>Practicum Courses</b>										
BSPC-301	Track and Field (Throwing)/Swimming /Gymnastics	-	2	2	8	48	56	25	25	50
BSPC-302	Team Games: Cricket, Badminton, Netball	-	4	4	-	64	64	50	50	100
BPPC-303	Yoga	-	2	2	8	48	56	25	25	50

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
<b>Part – A</b>										
<b>Theory Courses (Core Course)</b>										
BSTC-401	Kinesiology	2	-	2	32	-	32	15	35	50
BSTC-402	Education Technology and Methods in Physical Education	2	-	2	32	-	32	15	35	50
BSTC-403	Adapted Physical Education	2	-	2	32	-	32	15	35	50
<b>Theory Courses (Elective) Any one</b>										
BSTE-401	Sports Injuries and Rehabilitation	2	-	2	32	-	32	15	35	50
BSTE-402	Personality Development									
<b>Part – B</b>										
<b>Practicum Courses</b>										
BSPC-401	Track and Field/ Swimming /Gymnastics	-	2	2	8	48	56	25	25	50
BSPC-402	Kho-kho, Table Tennis, Softball	-	4	4	-	64	64	50	50	100
BPPC-403	Jodo, Wrestling, Weight lifting	-	2	2	8	48	56	25	25	50

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

**Table-5: Distribution of Credit, Hours and Marks for Semester – V**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
<b>Part – A</b>		<b>Theory Courses (Core Course)</b>								
BSTC-501	Psychology in Physical Education and Sports	4	-	4	64	-	64	30	70	100
BSTC-502	Sports Training	3	1	4	48	32	80	30	70	100
BSTC-503	Test and Measurement in Physical Education and Sports	3	1	4	48	32	80	30	70	100
		<b>Theory Courses (Elective) Any one</b>								
BSTE-501	Sports Journalism	4	-	4	64	-	64	30	70	100
BSTE-502	NSS									
<b>Part – B</b>		<b>Practicum Courses</b>								
BSIT-501	Internship	-	4	4	-	64	64	50	50	100
BSPC-502	Sports and Games and Project	-	4	4	-	64	64	50	50	100

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

**Table-6: Distribution of Credit, Hours and Marks for Semester – VI**

Course Code	Course Name	Credit			Teaching Hours			Assessment		
		L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
<b>Part – A</b>		<b>Theory Courses (Core Course)</b>								
BSTC-601	Introduction to Research and Statistics	3	1	4	48	32	80	30	70	100
BSTC-602	Organization and Administration in Physical Education	3	1	4	48	32	80	30	70	100
BSTC-603	Principles of Officiating	4	-	4	64	-	64	30	70	100
		<b>Theory Courses (Elective) Any one</b>								
BSTE-601	Population Education	4	-	4	64	-	64	30	70	100
BSTE-602	Professional Preparation									
<b>Part – B</b>		<b>Practicum Courses</b>								
BSIT-601	Internship Teaching	-	4	4	-	64	64	50	50	100
BSPC-502	Sports and Games and Project	-	4	4	-	64	64	50	50	100

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

**B. P. E. S. – Outline of Curriculum  
Semester – I**

**PART – A: THEORY COURSE**

**BSTC-101: INTRODUCTION AND HISTORY OF PHYSICAL EDUCATION**

**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)
- 

**Unit-III:**

- Medieval Period (1000 AD – 1757 AD)
- British Period (Before 1947)
- Physical Education in India (After 1947)
- Significance of Olympic Ideals, Olympic Rings, Olympic Flag
- Olympic Protocol for member countries
- Olympic Code of Ethics

**Unit-IV: Different Olympic Games and Committees**

- 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
- 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

**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: 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**

- 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 (16<sup>th</sup>ed.)*. 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**  
**BSTC-102: GENERAL SCIENCES**

**COURSE CONTENTS**

**Unit - 1**

- Reflection – Type of reflection, reflection at plane and curved surface, laws of reflection.
- Motion – Type of motion, velocity, projectile, speed, Force and type of force, centrifugal forces, centripetal force.
- Newton’s Law of Motion with examples.

**Unit – 2**

- Gravity – force of gravity centre of gravity, Newton’s gravity’s Law.
- Meaning of Equilibrium and Type of equilibrium.
- Definition of Lever and types of lever.
- Atmosphere – Information about various gases in atmosphere, Cycles of carbon, Nitrogen and water in atmosphere, causes of Air pollution, prevention of Air pollution

**Unit – 3**

- Atom, Molecule, Elements, compound and mixture its definition and difference.
- To Prepare oxygen gas in laboratory and properties and uses of oxygen.
- Definition of Acid, Bases and Salt properties and differences its.
- Water, Soft water, Hard Water, causes of water, pollution, prevent water pollution.
- To prepare of carbon dioxide in laboratory and properties and uses of carbon dioxide.

**Unit – 4**

- Cell – Information of cell plants and animal’s cell and differences.
- Various parts of the cell’s and its primary work, nucleus, protoplasm.
- An elementary study of Frog, Alga, Fungus, Virus, Bacteria and Earthworm.

List of Practicals

- Study of Laws of Reflection
- Study of titration process between Acid and Base
- Study of Plant Cell
- Study of Animal Cell
- Study of Bacteria

**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
- Classroom Test, Project Work, Assignments, Presentations
  - Classroom Tests: Best one out of two unit tests
  - Project Work, Assignments, Presentations

**Marks: 100 (70+30)**

**Marks: 70**

**Marks: 30 (10+20)**

**(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**  
**BSTC-103: FUNDAMENTALS OF COMPUTERS AND IT**  
**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 – 1: Introduction To Computers**

- What is a computer
- Need for computer literacy,
- Characteristics of computers and Evolution of computers,
- Types of computers, Uses and limitations of computer

**Unit – 2: Memory & Introduction To Ms Office**

- RAM, ROM, PROM & EPROM, CACHE Memory,
- Memory storage devices, Mass storage devices.
- Types, Uses, Advantages and Limitations of Various storage devices.
- Basic Concepts of Ms. Office.
- Introduction to Ms. Word, Ms. Excel.

**Unit – 3: Multimedia And Introduction To Networking**

- Multimedia – Meaning, Components and Applications
- Introduction to Ms. Powerpoint.
- Basic concepts of Networking
- Network types(LAN, WAN, MAN),LAN components
- Network topologies (Bus, Star, Ring, Hybrid)

**Unit – 4: Internet**

- Brief history,
- Electronic mail, file transfer protocol, Telnet, Usenet.
- The world wide web, WWW browsers.
- Uses of the internet.
- Search engines

**Practical**

- Lab work
- Basic knowledge of Operation of computers.
- Preparing various documents in Ms.Word and Ms.Excel.
- Preparation of Presentations in Ms.Powerpoint.
- Introduction to Internet.

## 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  | <b>Marks: 35</b>  |
| ○ Written Test   | <b>Marks : 20</b> |
| ○ Practicum  | <b>Marks : 15</b> |
| • Classroom Test, Project Work, Assignments, Presentations | <b>Marks: 15</b>  |
| ○ Classroom Tests: Best one out of two unit tests          | <b>Marks: 5</b>   |
| ○ Project Work, Assignments, Presentations                 | <b>Marks: 10</b>  |

## 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 – I**  
**PART – A: THEORY ELECTIVE COURSE**  
**BSTE-101: GUJARATI (ELECTIVE)**

**Semester – I**  
**PART – A: THEORY ELECTIVE COURSE**

**BSTE-102: ENVIRONMENTAL STUDY (ELECTIVE)**

**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 – 1: Introduction**

- Definition, Scope and Importance of environmental studies.
- Concept of environmental education.
- Need of environmental education for public Awareness.
- Management of environment and Govt. policies.

**Unit – 2: Natural Resources**

- Types of Natural Resources
  - Forest Resources:
    - Use and over exploitation, deforestation
  - Water resources
    - Use and over utilization of surface and ground water, floods, drought.
  - Land resources:
    - Soil erosion and desertification
- Role of an individual in conservation of natural resources
- Solid waste Management: causes, effects and control measures of urban and industrial wastes

**Unit – 3: Environmental Pollution:**

- Definition, effects and control measures of:
  - Air Pollution
  - Water Pollution
  - Soil Pollution
  - Marine Pollution
  - Noise Pollution

**Unit – 4: Social issues and the environment:**

- Human population and the environment:

- Population growth, variation among nations.
- Population explosion-family Welfare programme.
- Environment and Human health.

### **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**

- |  |                    |
|--|--------------------|
|  | <b>Marks: 100</b>  |
| • End Semester Exam  | <b>Marks: 70</b>   |
| ○ Theory paper   | <b>(Marks:50)</b>  |
| ○ Practicum  | <b>(Marks: 20)</b> |
| • Classroom Test, Project Work, Assignments, Presentations | <b>Marks: 30</b>   |
| ○ ClassroomTests: Best one out of two unit tests           | <b>(Marks: 10)</b> |
| ○ Project Work, Assignments, Presentations                 | <b>(Marks: 20)</b> |

### **TRANSACTIONSUGGESTED READINGS**

- Park J.E. & Park K. (2002). *Textbook of preventive and social medicine*. Jabalpur: Banarasi Das Bhanot Publication.
- K. Tones, Y.K. Robinson's, S. Tilfor (2013). *Health Education*, Springer.
- UGC (2005). *Textbook of Environmental Studies*, University Press.
- A.C. Pandey (2013). "Ozone" Academic Excellence, New Delhi.
- L.B. Lave, E.P. Seskin (2013). *Air Pollution and Human Health*, Ref. Press, New York.
- P.K. Gupta (2001) *Methods in Environmental Analysis, Water, Soil and Air*, AGROBIOS (India).
- WHO (2006). *Preventing diseases through healthy environment*.
- P. Elliot, J.C. Wakefield, N.G. Best, D.J. Biggs (2000). *Spatial Epidemiology: Methods and Application*.
- W.P. Cummingham, B.W. Saigo (2001). *A Global Concern*, Cummingham.
- A.C. Pandey (2014). "Frontiers in Environmental Research, Academic Excellence, India.
- K. Glaz, B.K. Rimer, K. Viswanath (2008). *Healthy Behavior and Healthy Education* (4<sup>th</sup> edition). Jossey-Bass A Wileyimprint.
- Agrawal, K. C. (2001). *Environmental biology*. Bikaner: Nidhi publishers Ltd.

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

**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**

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

**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**

- 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**  
**BSPC – 101 (B): SWIMMING**

**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.

**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**  
**BSPC – 101 (C): GYMNASTICS**

**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**

Floor Exercise

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

Vaulting Horse

- Approach Run, Take off from the beat board, Cat Vault, Squat 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**

**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) : VOLLEYBALL**

**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**

Fundamental Skills

- Players Stance-Receiving the ball and passing to the team mates, The Volley (Over head pass), The Dig (Under hand pass).
- Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service.
- Lead Up Games-Three Volleys, Three digs,
- Spike-Straight Arm Spike, Round Arm Spike.
- Block-Single block.
- Ground Marking, Rules and Officiating.

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

**Marks:25**

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

**Marks: 25**

**SUGGESTED READINGS**

Latest Official Rule Books of International Federations of particular game/sport and Coaching manuals will be utilized.

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

**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 hands Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass.
- Receiving-Two Hand receiving, one hand receiving, receiving in stationary position, receiving while jumping, receiving while running.
- Dribbling-How to start dribble, how to drop dribble, High dribble, Low dribble, Reverse dribble, rolling dribble.
- Shooting-Layup shot and its variations, one hand set shot, one hand jump shot, Hook shot, and Free throw.
- Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization.
- Individual Defence-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**

**SUGGESTED READINGS**

Latest Official Rule Books of International Federations of particular game/sport and Coaching manuals will be utilized.

**Semester I**  
**PART – B: PRACTICUM COURSE**  
**BSPC – 102 (C): KABADDI**

**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-Variious 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 defence.
- 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**

- 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

#### BSPC – 103: MASS DEMONSTRATION ACTIVITIES (DUMBELLS/ WANDS etc.)

#### 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

##### Fundamental Skills

- Dumbbells Exercises-Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.
- Indian Club Exercises-Rigid exercises, Swinging exercises.
- Wands Exercises-Buck Series – Kamar Jhuk, Peeth Hath Baith Jao, Kukhani, Tirche Huul Ek, Tirche Huul Do, Paon Patak Ek, Paon Patak Do, Kamar Kas Ek, Kamar Kas do.
- Lezuim Ghati – Aath awaaz, Bethak awaaz, Aage Paon, Aage Kadam, Do pher awaaz, Cho pher awaaz, Kadam Taal, Pavitra, Uchak Pavitra, Kudan Pavitra.
- Mass P.T. Table I.

#### 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**

**BSTC-201: ANATOMY AND PHYSIOLOGY**

**ESSENCE OF THE COURSE**

This course will enable students to understand the structural and functional aspect of human body.

**COURSE LEARNING OUTCOME**

**After completing this course, the students will be able to**

- understand the different systems of human body.
- Identify and describe the different organs of the human body and its regulation.
- understand the effects of the exercise on different systems of human body.
- measure the bodily functions such as blood pressure, pulse/heart rate, different lung volume, gaseous exchange, capacity, amount of lactic acid etc.

**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  | <b>Marks: 100</b>  |
| ○ Theory paper   | <b>Marks: 70</b>   |
| ○ Practicum  | <b>(Marks:50)</b>  |
| • Classroom Test, Project Work, Assignments, Presentations | <b>(Marks: 20)</b> |
| ○ ClassroomTests: Best one out of two unit tests           | <b>Marks: 30</b>   |
| ○ Project Work, Assignments, Presentations                 | <b>(Marks: 10)</b> |
|  | <b>(Marks: 20)</b> |

## **TRANSACTIONSUGGESTED 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 – II**  
**PART – A: THEORY COURSE**  
**BSTC-202: YOGA SCIENCE AND NATUROPATHY**

**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-1**

- History of Indian Yoga and Yoga Methods .
- Meaning of Yoga, Yoga definition, Yoga's Aims and objectives.
- Importance of yoga in modern age and contribution of Yoga in Physical Education.
- Various types of Yoga and contribution of Yogasana in various fields.
- Wrong beliefs for yogasana and yoga philosophy

**Unit - 2:**

- Different paths of yoga.
- Raj yoga, Hath yoga, Ashtang Yoga, Bhakti Yoga, Mantra Yoga and different parts of Ashtang yoga.
- Various types of Asanas
- Body growth Asana
- Meditative Asana
- Asana for rest.
- Things to be kept in mind before, during and after Asanas.
- Base of Pranayama and number of Pranayama.
- Body Nurse according to Gourakh Sanhita.

**Unit- 3:**

- Importance of Surya Namaskara.
- 12 mantras of Suryanamaskara(according to 10 or 12 counts)
- Benefits of Surya Namaskara.
- Mudra Science, Rypes of Mudra, Elaboration and different types of Chakras.
- Kundlini Yoga and introduction to Shattakarma.
- Meditation and types of meditation, Massage by Yogasana.

**Unit- 4 :**

- Naturopathy: Meaning and definition.
- Short history of Naturopathy – Methods.

- Importance of Naturopathy.
- Principles of Naturopathy.
- Agency of Naturopathy

### **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: 100**

- End Semester Exam **Marks: 70**
  - Theory paper **(Marks: 50)**
  - Practicum **(Marks: 20)**
- Classroom Test, Project Work, Assignments, Presentations **Marks: 30**
  - 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: Kaixydamoe.

Rajjan, S. M. (1985). *Yoga strentheningof 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: KhelSahitya Kendra.

**Semester – II**  
**PART – A: THEORY COURSE**  
**BSTC-203: FOUNDATION OF PHYSICAL EDUCATION**

**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**

- Meaning and definition of Education.
- Aims, Objectives and Importance of Education.
- Meaning and Definition of Physical Education.
- Aims, Objectives and Importance of Phy.Education.

**Unit II**

- Biological Foundation of Physical Education
- Meaning and Definition of Growth and Development
- Principles of Growth and Development
- Heredity and Environment

**Unit III**

- Psychological Foundation
  - Meaning
  - Psychological factors affecting sports performance
  - Learning – Meaning and Laws of Learning.
- Sociological Foundation.
  - Role of Games and Sports in Socialization
  - Role of Games and Sports in National Integration

**Unit IV**

- Philosophical Foundation
- Meaning and Types of Philosophies.
- Philosophy and Physical Education.
- Idealism, Pragmatism, Naturalism and Physical Education.

**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**

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

### **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 (16<sup>th</sup>ed.)*. 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 – II**  
**PART – A: THEORY ELECTIVE COURSE**  
**BSTE-201: SOCIAL SCIENCE (ELECTIVE)**

**COURSE CONTENTS**

**Unit-1**

- Individual and Society – Meaning and explanation.
- Role of Society in Development of an individual.
- Different area of study in Social Science.
  - Social Interaction, Relations, Group, organizations, Institutions, Communities, control, changes, problem and social environment and culture.
- Different methods of Social Science.
  - Observation/ Inspection method.
  - Questionnaire method.
  - Interview method.

**Unit-2**

- Relation between Social Science and Physical Education.
  - Orthodoxy, customs, Tradition and Physical Education.
  - Festivals and Physical Education.
  - Socialization through Physical Education.

**Unit-3**

- Culture : Meaning and Importance.
  - Features of culture.
  - Importance of culture.
  - Effects of culture on the life style of people.

**Unit-4**

- Social Group life.
- Social conglomeration and Social group.
- Primary group and Remote group.

**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
- Classroom Test, Project Work, Assignments, Presentations
  - Classroom Tests: Best one out of two unit tests
  - Project Work, Assignments, Presentations

**Marks: 100 (70+30)**

**Marks: 70**

**Marks: 30 (10+20)**

**(Marks: 10)**

**(Marks: 20)**

**SUGGESTED READINGS**

**Semester – II**  
**PART – A: THEORY ELECTIVE COURSE**  
**BSTE-202: FITNESS AND WELLNESS (ELECTIVE)**

**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:**

- Meaning and importance of fitness
- Meaning and importance of exercise
- misconception about exercise
- Relationship among fitness, wellness and health.

**UNIT II:**

- Components of performance related fitness
  - strength-endurance-Power- Agility-Co-ordination, speed.
- Components of health - related fitness
  - muscular strength endurance-flexibility- body composition-cardio respiratory endurance.

**UNIT III:**

- Types of exercises
  - Aerobic and Anaerobic exercises
  - Isometric- Isotonic and Iso-kinetic exercises
  - Stretching exercises

**UNIT IV:**

- Dietary guidelines of Indians
- Carbohydrates
- Proteins
- Fat
- Minerals
- Vitamins
- Water
- Vitamin
- Supplements

- Balance Diet
- Pre Exercise Meal

### **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**

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

### **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 II**  
**PART – B: PRACTICUM COURSE**  
**BSPC – 201 (A): TRACK AND FIELD (JUMPING EVENT)**

**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 techniques.
- demonstrate and assess various techniques of jumping events.
- interpret the rules, regulations and officiate in competitions.

**COURSE CONTENTS**

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

**Long Jump**

- Hang Style: Approach Run, Take off, Flight in the air and Landing,
- Ground Marking, Rules and Officiating

**High Jump (Straddle Roll)**

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

**Triple Jump:**

- Basic Skills
- Ground Marking
  - Interpretation of Rules and Officiating

**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**  
**BSPC – 201 (B): SWIMMING**

**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**

- Introduction of Various Strokes.
- Water Treading and Simple Jumping.
- Starts and turns of concerned strokes.

**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 II**  
**PART – B: PRACTICUM COURSE**  
**BSPC – 201 (C): GYMNASTICS**

**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.

Parallel Bar:

- Mount from one bar
- Straddle walking on parallel bars.
- Single and double step walk
- Perfect swing
- Shoulder stand on one bar and roll forward.
- Roll side
- Shoulder stand
- Front on back vault to the side(dismount)
- Single Bar.
- Uneven Bar.

**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 – II**  
**PART – B: PRACTICUM COURSE**  
**BPC – 202 (A) : HANDBALL**

**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, Defence.
- Ground Marking.
- Rules and their interpretations and duties of officials.
- Foot ball: 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.

**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 – II**  
**PART – B: PRACTICUM COURSE**  
**BPC – 202(B) : HOCKEY**

**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**

Fundamental Skills

- Grip
- Skills-Rolling, the Ball, Dribbling, Push, Stopping, Hit, Flick, Scoop.
- Passing-Forward pass, Square pass, Triangular pass.
- 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)

**SUGGESTED READINGS**

Latest Official Rule Books of International Federations of particular game/sport and Coaching manuals will be utilized.

**Semester – II**  
**PART – B: PRACTICUM COURSE**  
**BPC – 202 (C): FOOTBALL**

**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**

**Marks: 50**

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

**Marks:25**

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

**Marks: 25**

**SUGGESTED READINGS**

Latest Official Rule Books of International Federations of particular game/sport and Coaching manuals will be utilized.

## Semester II

### PART – B: PRACTICUM COURSE

#### BSPC – 203: MASS DEMONSTRATION ACTIVITIES (MALKHAMB/ROPE MALKHAMB, DRILL AND MARCH, HINDUSTANI LEZIUM, LATHI, MASS PT-2)

##### 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:

##### Fundamental Skills

- Lathi-Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.
- Hindustani Lezuim-Char Awaaz, Ek Jagah, Aanti Lagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukh bethak, Momiya.
- Drill and Marching
- Malkhamb-Salaami, Hold, Saadi udi, Bagal udi, Dashrang udi, Bagli udi, Vel udi, Soydoro, Phirki, Padmasana, T.Balance, Pataka, Landing.
- Rope Malkhamb-Salaami, Padmasana Chadh, Katibandh1-2, Sadi adhi, Rikeb pakkad, Rikeb pag ni adhi, Kamar adhi, Nakki kas adhi, Kamar adhi, Nakki kas adhi, Urubandh tedhi, Sadi bagli, Do hati bagli, Kamarbandh bagli, nakki kas bagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing.
- Mass P.T. Exercises-Two count, four count and eight count exercises

##### 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)

**Marks:25**

- Internal

**Marks: 25**

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

**Marks: 50**

**Semester-III**  
**PART-A: THEORY COURSE**  
**BST-301: English**

**ESSENCE OF THE COURSE**

This course will enable students to improve the knowledge of English. It aims to develop the communication skill, vocabularies, writing skill etc.

**COURSE LEARNING OUTCOME**

**After completing this course, the students will be able to-**

Report writing, essay writing, application notices, grammar etc.

**COURSE CONTENTS**

**Unit I**

- **Essay writing on topics :** - 10
  - Problematic
  - Reflective
  - Imaginative
  - Professional

**Unit II** -20

- Correspondence
- Notices
- Application
- Writing of Reports
- Welcome and vote of thanks

**Units III** -20

- Text Book  
"Easy English prose" Jay Publisher, Mumbai, Baroda.

**Unit IV** -20

- Developing Grammatical Skills
- Articles
- Nouns, Pronouns
- Adjectives and Adverbs
- Prepositions

- Synonyms, Antonyms
- Prefix and suffix

### **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  | <b>Marks: 100 (70+30)</b> |
| • Classroom Test, Project Work, Assignments, Presentations | <b>Marks: 70</b>          |
| ○ Classroom Tests: Best one out of two unit tests          | <b>Marks: 30 (10+20)</b>  |
| ○ Project Work, Assignments, Presentations                 | <b>(Marks: 10)</b>        |
|  | <b>(Marks: 20)</b>        |

**Semester – III**  
**PART – A: THEORY COURSE**

**BSTC-302: GENDER STUDIES IN PHYSICAL EDUCATION**

**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: 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**

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 – III**  
**PART – A: THEORY COURSE**

**BSTC-303: HEALTH EDUCATION**

**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**

- Definition and Meaning of Health and Health Education
- Qualities of Good Health.
- Aims, Objectives and Principles of Health Education
- Importance of Health Education

**Unit II**

- Factors effecting Personal Hygiene
- Personal Hygiene – Care of skin, mouth, teeth, nails, clothing etc.
- Rest, Sleep and exercises.
- Effect of Heredity and environment on Health

**Unit III**

- Detail information of nutritional components.
- Balanced Diet. Need of Balanced Diet
- Factors effecting Balanced Diet

**Unit IV**

- School Health Education
- Health Facilities in School
- Steps for maintaining good Health Habits
- Communicable Diseases and Non Communicable Diseases
- Steps for preventing communicable diseases in school children

**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**

**Marks: 100**

- End Semester Exam **Marks: 70**
  - Theory paper **(Marks:50)**
  - Practicum **(Marks: 20)**
- Classroom Test, Project Work, Assignments, Presentations **Marks: 30**
  - Classroom Tests: Best one out of two unit tests **(Marks: 10)**
  - Project Work, Assignments, Presentations **(Marks: 20)**

### **TRANSACTIONSUGGESTED READINGS**

- Park J.E. & Park K. (2002). *Textbook of preventive and social medicine*. Jabalpur: Banarasi Das Bhanot Publication.
- K. Tones, Y.K. Robinson's, S. Tilfor (2013). *Health Education*, Springer.
- UGC (2005). *Textbook of Environmental Studies*, University Press.
- A.C. Pandey (2013). "Ozone" *Academic Excellence*, New Delhi.
- L.B. Lave, E.P. Seskin (2013). *Air Pollution and Human Health*, Ref. Press, New York.
- P.K. Gupta (2001) *Methods in Environmental Analysis, Water, Soil and Air*, AGROBIOS (India).
- WHO (2006). *Preventing diseases through healthy environment*.
- P. Elliot, J.C. Wakefield, N.G. Best, D.J. Biggs (2000). *Spatial Epidemiology: Methods and Application*.
- W.P. Cummingham, B.W. Saigo (2001). *A Global Concern*, Cummingham.
- A.C. Pandey (2014). "Frontiers in Environmental Research, *Academic Excellence*, India.
- K. Glaz, B.K. Rimer, K. Viswanath (2008). *Healthy Behavior and Healthy Education* (4<sup>th</sup> edition). Jossey-Bass A Wileyimprint.
- Agrawal, K. C. (2001). *Environmental biology*. Bikaner: Nidhi publishers Ltd.
- 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**

**BSTE-301: RECREATION (ELECTIVE)**

**COURSE CONTENTS**

- Introduction to Recreation
- Meaning of Recreation
- Definitions of Recreation
- Scope of Recreation
- Importance of Recreation

**Unit-2**

- Need of Recreation for people
- Value of Recreation
- Wrong beliefs regarding Recreation

**Unit-3**

- Brief history of Recreational activities in India and in foreign countries
- Trends of Recreational activities in India.
- Recreational activities.

**Unit-4**

- Organization and Administration of Recreation
- Various branches of Recreation
- Importance of economical, social points for bringing Unity in human being through Recreational activities.

**Unit-5**

- Types of Recreation : Internal and External games.
- Various hobbies, music, decoration, dance, reading, writing and story-telling.
- Points for successful camps.
- Types of Recreational Leader.

**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  | <b>Marks: 100 (70+30)</b>                |
| ● Classroom Test, Project Work, Assignments, Presentations | <b>Marks: 70</b>                         |
| ○ Classroom Tests: Best one out of two unit tests          | <b>Marks: 30 (10+20)</b>                 |
| ○ Project Work, Assignments, Presentations                 | <b>(Marks: 10)</b><br><b>(Marks: 20)</b> |

**SUGGESTED READINGS**

**Semester – III**  
**PART – A: THEORY ELECTIVE COURSE**  
**BSTE-302: VALUE EDUCATION (ELECTIVE)**

**COURSE CONTENTS**

**Unit - 1:**

- Values of life and Education
- Meaning, Definitions, types and concept of values
- Meaning of value Education
- Enriched Heritage: An asset

**Unit - 2:**

- International Commission on value system
- Teaching and value
- Role of authorities, guidelines
- classification of values
- Values: Traditional, Functional, Moral, Professional

**Unit - 3:**

- Value lessons,
- Fostering of values through great responsibilities
  - Raja Ram Mohan Roy
  - Louis Pasteur
  - Sarojini Naidu
- Copernicus
- Teaching and some Natural values.

**Unit - 4:**

- Meaning and Interpretation of Culture
- Concept of Culture
- Culture: a foundational need of values
- values of Indian Culture
- Culture of Sports
- Values of Olympic games

**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
- Classroom Test, Project Work, Assignments, Presentations
  - Classroom Tests: Best one out of two unit tests
  - Project Work, Assignments, Presentations

**Marks: 100 (70+30)**

**Marks: 70**

**Marks: 30 (10+20)**

**(Marks: 10)**

**(Marks: 20)**

**SUGGESTED READINGS**

**Semester III**  
**PART – B: PRACTICUM COURSE**

**BSPC – 301 (A): TRACK AND FIELD (THROWING EVENT)**

**ESSENCE OF THE COURSE**

This course will enable students to understand the basic 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 throwing techniques.
- demonstrate and assess various techniques of throwing events.
- interpret the rules, regulations and officiate in competitions.

**COURSE CONTENTS**

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

**Shot Put**

- O'Brien Techniques: Grip, Stance, Glide, Release and Reserve.
- Ground Marking, Rules and Officiating.

**Discus Throw**

- Grip
- Stance
- Release
- Reserve

**Javelin Throw**

- Grip, Stance, release and Reserve
- Ground Marking

Interpretation of Rules and Officiating.

**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**

**Marks: 50**

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

**Marks:25**

- Internal

**Marks: 25**

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

**Semester III**  
**PART – B: PRACTICUM COURSE**  
**BSPC – 301 (B): SWIMMING**

**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**

Various Strokes

- Free Style
- Breast Stroke
- Butterfly
- 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 III**  
**PART – B: PRACTICUM COURSE**  
**BSPC – 301 (C): GYMNASTICS**

**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.

Roman Ring/Balancing Beam

- Fundamental skills

**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**

**Marks: 50**

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

**Marks:25**

- Internal

**Marks: 25**

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

**Semester – III**  
**PART – B: PRACTICUM COURSE**  
**BPC – 302(A): CRICKET**

**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**

Fundamental Skills

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

**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**

**Marks: 50**

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

**SUGGESTED READINGS**

Latest Official Rule Books of International Federations of particular game/sport and Coaching manuals will be utilized.

**Semester III**  
**PART – B: PRACTICUM COURSE**  
**BPC – 302 (B): BADMINTON**

**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**

Fundamental Skills

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

**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**

**Marks: 50**

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

**SUGGESTED READINGS**

Latest Official Rule Books of International Federations of particular game/sport and Coaching manuals will be utilized.

**Semester – III**  
**PART – B: PRACTICUM COURSE**  
**BPC – 302 (C): NETBALL**

**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**

**Marks: 50**

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

**Marks:25**

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

**Marks: 25**

**SUGGESTED READINGS**

Latest Official Rule Books of International Federations of particular game/sport and Coaching manuals will be utilized.

**Semester III**  
**PART – B: PRACTICUM COURSE**  
**BSPC – 303: YOGA**

**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**

Asanas

- Tadasan, Vrukshashan, Padmasana, Vajrasana, Chakrasana, Uttanpadasana, Trikonasan, Pachhimottanasana, Naukasana, Halasana, Sarvangasana, Shavasana, Shirshana, Ardhmachindrasana, Ardhmatsyansana.

Surya Namaskara,

Pranayama – Anulom Vilom Pranayam, Suryabhedhi Pranayam, Chandrabhedhi Pranayam, Bhastrika, Shitli, Brahmari.

Kriyas and Shatkarma – Kapal bhati, Neti – Jal Neti or Sutra Neti, Jal Kapal Bhati.

Tratak, Mudras and Bandh.

- With Candle tratak, Bindu Tratak.
- Gyan Mudra, Viprit Karni Mudra.
- Udiyan Bandh

**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**

**Marks: 50**

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

**Marks:25**

**Marks: 25**

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

**Semester – IV**  
**PART – A: THEORY COURSE**  
**BSTC-401: KINESIOLOGY**

**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-1: Introduction**

- Meaning of Kinesiology, Definition, aim and Objectives.
- Contribution of Aristotle, Archimedes, Galen
- Role and Importance of Kinesiology in Physical Education and Sports in Coaching.

**Unit-2: Anatomic Fundamentals**

- Fundamental position:
  - Fundamental starting position
  - Anatomic starting position
- Centre of gravity
- Line of gravity
- Body : Planes and Axis

**Unit-3**

- Type of movements on Movable joints and Definition.
  - General movement
  - Specific movement

**Unit-4**

- Fundamental concept of the joints movement of muscular Tendons.
- Knee joint, Hip joint, Elbow joint, Shoulder joint, Ankle joint.
- Muscular analysis of Fundamental movement like walking, Running, Jumping, Throwing etc.
- Force, motion, Newton's law of motion, centripetal, force and centrifugal force, Friction, projectile leverage (Lever).

**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**

**Marks: 50**

- End Semester Exam **Marks: 35**
  - Written Test **Marks : 20**
  - Practicum **Marks : 15**
- Classroom Test, Project Work, Assignments, Presentations **Marks: 15**
  - ClassroomTests: Best one out of two unit tests **Marks: 5**
  - 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**  
**BSTC-402: EDUCATION TECHNOLOGY AND METHODS IN PHYSICAL**  
**EDUCATION**

**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 to Educational Technology**

- Definition of Educational Technology
- Educative Process, Communication: Types of Communication, Communication in the Class room

**UNIT-II Teaching Aids:**

- Importance of Teaching Aids
- Criteria for selecting Teaching Aids
- Difference between Teaching Method and Teaching Aid
- Broad classification of Teaching Aids and its effective use.
- Audio-Visual Aids

**Unit III Methods**

- Educational Methods- Meaning, Importance,
- Discussion Method, Workshop, Project Method
- Types of Methods: Command methods, discussion methods,
- Demonstration Methods, Mirror Methods, Part to discussion Methods, Imitation Methods,

**Unit IV**

- Way of presentation
- Steps of presentation
- Class Construction
- Principles of Physical Education –
  - Simple to complex
  - Known to unknown
  - From part to whole
  - From Learning by doing
- Methods of different types of Physical Education Activities.:

- Calisthenics.
- Simple Games
- Team Games
- Rhythmic activities

### **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**

**Marks: 100**

- End Semester Exam **Marks: 70**
  - Theory paper **(Marks: 50)**
  - Practicum **(Marks: 20)**
- Classroom Test, Project Work, Assignments, Presentations **Marks: 30**
  - Classroom Tests: Best one out of two unit tests **(Marks: 10)**
  - Project Work, Assignments, Presentations **(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*. Jalandhar : Paul Publishers.

**Semester – IV**  
**PART – A: THEORY COURSE**  
**BSTC-403: ADAPTED PHYSICAL EDUCATION**

**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. Louis Missouri.

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

Ronald W. French, & Paul J., "Special Physical Education", Charles E. Merrics 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

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**

**BSTE-401: SPORTS INJURIES AND REHABILITATION (ELECTIVE)**

**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
  - Theory paper

**Marks: 100**

**Marks: 70**

**Marks:50**

- Practicum **Marks: 20**
- Classroom Test, Project Work, Assignments, Presentations **Marks: 30**
  - 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 – IV**  
**PART – A: THEORY ELECTIVE COURSE**  
**BSTE-402: PERSONALITY DEVELOPMENT (ELECTIVE)**

**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 - 1:**

- Introduction to personality
- Basic of Personality
- Human growth and Behavior
- Theories in Personality
- Motivation

**Unit - 2:**

- Communication Skills and Personality development
- Intra personal Communication and Body Language
- Inter personal communication and Relationships
- Leadership Skills

**Unit - 3:**

- Techniques in Personality development
- I self confidence,
- Goal Setting
- Time Management and effective Planning

**Unit - 4:**

- Techniques in Personality development.
- II stress management,
- Meditation and concentration techniques
- self hypnotism
- self acceptance and self growth.

**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**

- End Semester Exam **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**

**BSPC – 401 (A): TRACK AND FIELD (COMBINED EVENT)**

**ESSENCE OF THE COURSE**

This course will enable students to understand the basic techniques of combined events 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 combined events.
- demonstrate and assess various techniques of combined events.
- interpret the rules, regulations and officiate in competitions.

**COURSE CONTENTS**

Pole Vault

- Introduction
- Measurement
- Skills
- Approach Run
- Planting
- Take off
- Pull Ups
- Hand stand on the pole
- Bar Clearance
- Body Turn
- Landing.

Hammer Throw.

- Introduction
- Measurement

Track and Field Marking and Officiating.

**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 IV**  
**PART – B: PRACTICUM COURSE**  
**BSPC – 401 (B): SWIMMING**

**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**

- Basic skills of Water Polo
- Start and Turn Types and Rules
- Officiating
- Practice of various strokes.

**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 IV**  
**PART – B: PRACTICUM COURSE**  
**BSPC – 401 (C): GYMNASTICS**

**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.

- Practice of different apparatus and officiating.

**Vaulting Table**

- Approach Run, Take off from the vault 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**

**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 (A): KHO-KHO**

**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, Trapping the inactive runner, Trapping the runner on heels, Trapping on the pole, Diving, Judgement in giving Kho, Rectification of Foul.
- Skills in Running-Zig zag 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**

**Marks: 50**

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

**SUGGESTED READINGS**

Latest Official Rule Books of International Federations of particular game/sport and Coaching manuals will be utilized.

**Semester IV**  
**PART – B: PRACTICUM COURSE**  
**BPC – 402 (B): TABLE TENNIS**

**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**

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**

**Marks: 50**

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

**Marks:25**

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

**Marks: 25**

**SUGGESTED READINGS**

Latest Official Rule Books of International Federations of particular game/sport and Coaching manuals will be utilized.

**Semester – IV**  
**PART – B: PRACTICUM COURSE**  
**BPC – 402 (C) : SOFTBALL**

**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**

**Marks: 50**

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

**Marks:25**

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

**Marks: 25**

**SUGGESTED READINGS**

Latest Official Rule Books of International Federations of particular game/sport and Coaching manuals will be utilized.

**Semester IV**  
**PART – B: PRACTICUM COURSE**  
**BSPC – 403 (A): JUDO**

**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)-Urho 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**  
**BSPC – 403 (B): WRESTLING**

**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: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**  
**BSPC – 403 (C): WEIGHT LIFTING**

**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**

- Isometric and Isotonic muscle contraction-Two arms curls, Front press, Press behind the neck, Dead lift, Quarter Squat, Half squat, Full squat, Rise on toes, Straight arm pull over, Bent over, rowing, Bench press, Leg press, Wrist rolling, Pronation and Supination, Trunk twisting, Good morning exercise, Sit ups with weight, Alternate press.

**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)

**Marks:25**

- Internal

**Marks: 25**

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

**Marks: 50**

## Semester – V

### PART – A: THEORY COURSE

#### BSTC-501: PSYCHOLOGY IN PHYSICAL EDUCATION AND SPORTS

##### 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 – 1 – INTRODUCTION:

- Meaning, definition and nature of Psychology and Physical Educational psychology.
- Branches of Psychology;
- Importance of Psychology in Education with special reference to Physical Education.

###### UNIT – 2 – GROWTH AND DEVELOPMENT:

- Meaning of growth and development;
- Physical, Mental, Social and Language development during following stages:
  - Early childhood
  - Middle childhood
  - Late childhood
  - Adolescences

###### UNIT – 3 – LEARNING:

- Meaning definition and nature of Learning.
- Meaning of following theories of learning and their implications.
- Laws of Learning.
- Meaning and Conditions of Transfer of Training.

###### UNIT – 4

- Motivation and Emotion:
  - Meaning of Motivation;
  - Concept of need, drive, motive, incentive and achievement.
  - Types of Motivation;
  - Role of motivation in teaching physical activities.

- Emotion:
  - Meaning and nature of Emotion.
  - Types of Emotion.
  - Emotion and Sports Performance.

### **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**

- |  |                   |
|--|-------------------|
|  | <b>Marks: 100</b> |
| • End Semester Exam  | <b>Marks: 70</b>  |
| ○ Theory paper   | <b>Marks:50</b>   |
| ○ Practicum  | <b>Marks: 20</b>  |
| • Classroom Test, Project Work, Assignments, Presentations | <b>Marks: 30</b>  |
| ○ ClassroomTests: Best one out of two unit tests           | <b>Marks: 10</b>  |
| ○ Project Work, Assignments, Presentations                 | <b>Marks: 20</b>  |

### **SUGGESTED READINGS**

- K. Young (1954) Handbook of sociology.
- 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 inphysical 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.VinodPustakMandir.
- Skinnner, 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 – V**  
**PART – A: THEORY COURSE**  
**BSTC-502: SPORTS TRAINING**

**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 – 1: Introduction**

- Meaning, aim and characteristics.
- Principles
- Basic Methods of Training.

**Unit – 2: Warming Up Exercises and Conditioning**

- Meaning, Types and Importance of Warming Up.
- Advantages and Disadvantages.
- Meaning, Importance and Types of Motor Components.

**Unit – 3: Periodisation**

- Training Plans – Long Term and Short Term.
- Single, Double and Triple Periodisation.

**Unit – 4: Technical and Tactical Preparation**

- Fundamentals and methods for the development of technique in sports.
- Stages of technical training, causes and correction of faults.
- Tactical Concepts and methods of tactical training

**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
- Classroom Test, Project Work, Assignments, Presentations

**Marks: 100**

**Marks: 70**

**Marks: 30**

- Classroom Tests: Best one out of two unit tests      **Marks: 10**
- Project Work, Assignments, Presentations      **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, 2<sup>nd</sup> 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 – V**

### **PART – A: THEORY COURSE**

#### **BSTC-503: TEST AND MEASUREMENT IN PHYSICAL EDUCATION**

##### **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 – 1**

- Meaning and Importance of test, measurement and evaluation in physical education
- Criteria of tests.
- Scientific authenticity (reliability , objectivity, validity and availability of norms)

###### **Unit – 2 :**

- Concept of physical fitness and motor fitness
  - Roger’s physical fitness, AAPHERD youth fitness.
  - Indiana motor fitness.
  - JCR test

###### **Unit – 3 Strength and Endurance**

- Dynamometer (Grip and Back)
- Kraus Weber minimum muscular test
- Cardio-respiratory Harward step test, cooper 12 min run and walk test.

###### **Unit – 4 Sports skill test**

- Lockhart and McPherson Badminton test
- Johnson basketball test
- McDonald soccer test
- Rustle Lange volleyball test
- Harbansingh hockey test

##### **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: 50**

**Marks: 35**

- Written Test **Marks : 20**
- Practicum **Marks : 15**
- 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**

- 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.SoundersCompnay.
- 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 – V**  
**PART – A: THEORY ELECTIVE COURSE**  
**BSTE-501: SPORTS JOURNALISM (ELECTIVE)**

**COURSE CONTENTS**

**Unit-I: Introduction**

- Definition of Sports News, Characteristics of Sports Journalist, Sports Journalism: Trends and Theories.

**Unit-II:**

Analysis of Sports News, Sports News for Doordarshan and Radio. Writing for magazines and cyber media.

**Unit-III:**

- Heading of Sports News: Theories and Importance, Various Types of Sports Headings.
- Reporting of current affairs related to various sports and events. National and international games. Olympics and Asian games etc.

**Unit-IV:**

- Sports Journalism: Print media tradition, Digital Age, Printing and Proof Reading, Various Aspects of Writing for Sports Journalism.

**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  | <b>Marks: 50</b> |
| ● Classroom Test, Project Work, Assignments, Presentations | <b>Marks: 35</b> |
| ○ Classroom Tests: Best one out of two unit tests          | <b>Marks: 15</b> |
| ○ Project Work, Assignments, Presentations                 | <b>Marks: 5</b>  |
|  | <b>Marks: 10</b> |

**SUGGESTED READINGS**

**Semester – V**  
**PART – A: THEORY ELECTIVE COURSE**  
**BSTE-502: NSS (ELECTIVE)**

**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)**  
**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)**

**Semester V**  
**PART – B: PRACTICUM COURSE**  
**BSPC – 503: INTERNSHIP (COMPREHENSIVE STUDENTS TEACHING IN**  
**SCHOOLS)**

**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**

- Students have to expend their 120 hours for particular semester as per college and University conviniense.

**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: 100**

**Semester – VI**  
**PART – A: THEORY COURSE**

**BSTC-601: INTRODUCTION TO RESEARCH AND STATISTICS**

**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.

**COURSE LEARNING OUTCOME**

**After completing this course, the students will be able to**

- understand the basic framework of research process.
- understand the classification of research.
- describe the research process.
- 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.
- search literature reviews.
- understand statistical models used in physical education and sports.

**COURSE CONTENTS**

**UNIT-1**

- Meaning of Definition of Research.
- Characteristics of Good Research.
- Nature of Research in Phy. Edu. & Sports.
- Scope of Research in Phy. Edu. & Sports.
- Types of Research.

**Unit-2**

- The Problem
  - Selection of Problem.
  - Location Problem
  - Defining Problem
  - Problem Areas in phy. Edu. & Sports.
- Tools of Research
- Various Tools of Research.
  - Observation – Interview – Questionnaire – Opinionaires.
- Sampling, selecting a sample, Size and methods of sampling.

**Unit-3**

- Meaning, Definition and Importance of Statistics.
- Construction of Table
- Introduction to Graphic Techniques (Histogram, Bar chart and pie diagram)

**Unit-4**

- Measures of central Tendency
  - Mean: Method of Calculation and uses.

- Median: Method of Calculation and uses.
- Mode: Method of Calculation and uses.

### **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**

### **SUGGESTED READINGS**

- Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.
- 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: VakilsFeffer 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.
- Verma, J. P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

**Semester – VI**  
**PART – A: THEORY COURSE**

**BSTC-602: ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION**  
**COURSE CONTENTS**

**Unit – 1**

- Organization and Administration
  - Meaning, definition and Characteristics.
  - Principles of Organization and Administration

**Unit – 2**

- Scheme of organization
  - School, College, University and State

**Unit – 3**

- Facilities:-
  - Play field:- location ,area ,preparation and maintenance
  - Gymnasium:-Need, Construction ,measurement and maintenance
  - Swimming:- Need, Measurement, and Maintenance, Points to be taken in consideration while entering swimming pool.
  - Equipments – Need, Types, Purchase, Selection and Maintenance.

**Unit – 4**

- Time table :-
  - Meaning definition and required of time table in school ,required periods
  - Programme of intramural and extramural activities
  - Definition, Types and principles of budget
  - Supervision –definition, types and methods of supervision

**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: 15**
- Project Work, Assignments, Presentations **Marks: 5**
- 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 – VI**  
**PART – A: THEORY COURSE**  
**BSTC-603: PRINCIPLES OF OFFICIATING**

**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 1**

- Officiating
  - Meaning and Importance of Officiating.
  - Qualities of good official
  - Principles of Officiating.
  - Duties of official.
  - Suggestions for improving the standard of officiating

**Unit 2**

- Tournaments : Meaning and types of Tournaments.
  - Knockout Tournaments
  - League Tournaments
  - Double knockout Tournaments
  - Combination Tournaments
  - Challenging Tournaments- A. Ladder methods, B. Pyramid method

**Unit 3**

- Playgrounds for different games and their important rules.
- Equipments- Need, Types, Importance, Use and Care.
- Track and Field – Equipment and important rules.

**Unit 4**

- Layout of Running Track and Play grounds.
- Track and Field Marking

**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: 100**

- End Semester Exam **Marks: 70**
  - Theory paper **(Marks:50)**
  - Practicum **(Marks: 20)**
- Classroom Test, Project Work, Assignments, Presentations **Marks: 30**
  - ClassroomTests: Best one out of two unit tests **(Marks: 10)**
  - Project Work, Assignments, Presentations **(Marks: 20)**

### **SUGGESTED READINGS**

Latest Official Rule Books of International Federations of different games and sports  
Coaching manuals

**Semester – VI**  
**PART – A: THEORY ELECTIVE COURSE**  
**BSTE-601: POPULATION EDUCATION (ELECTIVE)**

**COURSE CONTENTS**

**Unit 1.**

- Population Education
- Meaning, Definition, Nature and Scope.
- Importance and Need to study Population Education

**Unit 2**

- Fundamental Conception of Population Education
- Birth Rate, Death Rate, Literacy Ratio, Density of Population, Urban and Rural Population
- Occupational Distribution of Population

**Unit 3**

- Main Sources for obtaining information about Population.
- Census: Meaning, Importance and Limitations
- Registration System: Types, usefulness and Limitations

**Unit 4**

- Determinant factors for Increase in Population.
- Economic Effects of Population Increase in India
- Causes of High Birth Rate in 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**

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

**ASSESSMENT RUBRICS**

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

**SUGGESTED READINGS**

**Semester – VI**  
**PART – A: THEORY ELECTIVE COURSE**  
**BSTE-602: PROFESSIONAL PREPARATION (ELECTIVE)**

**COURSE CONTENTS**

**Unit 1.**

- Foundation of Professional Preparation
- Ideals for Indian Democracy for Physical Education.
- A Role of central government in Education and Professional Preparation.

**Unit 2.**

- Educational and Professional Preparation in Physical Education
- History of Professional preparation in India.
- A comparison of professional preparation of India and other nations like: U.S.A and U.K.

**Unit 3**

- Professional Preparation at:
  - Under-graduate and Post-graduate level
- Admission Procedure, Syllabus, Educational, laboratory, Library and Practical Experience.

**Unit 4.**

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

**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**

- |  |                  |
|--|------------------|
| • End Semester Exam  | <b>Marks: 50</b> |
| • Classroom Test, Project Work, Assignments, Presentations | <b>Marks: 35</b> |
| ○ Classroom Tests: Best one out of two unit tests          | <b>Marks: 5</b>  |
| ○ Project Work, Assignments, Presentations                 | <b>Marks: 10</b> |

**SUGGESTED READINGS**

**Semester VI**  
**PART – B: PRACTICUM COURSE**  
**BSPC – 603: INTERNSHIP (COMPREHENSIVE STUDENTS TEACHING IN SCHOOLS)**

**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**

- Students have to expend their 120 hours for particular semester as per college and University conviniense.

**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: 100**