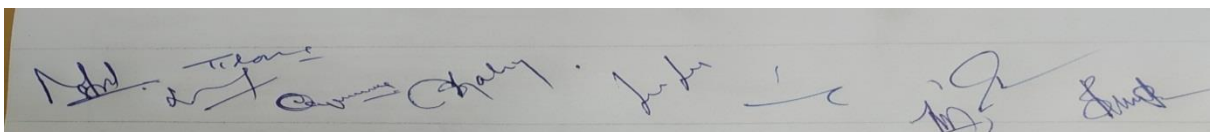




**DEPARTMENT OF PHYSICAL EDUCATION  
GURU GHASIDAS VISHWAVIDYALAYA BILASPUR (C.G.)**



**MODEL SYLLABUS STRUCTURE  
FOR TWO YEARS B. P. Ed. PROGRAMME  
(FOUR SEMESTERS)(CBCS)**



**DEPARTMENT OF PHYSICAL EDUCATION**  
**GURU GHASIDAS VISHWAVIDYALAYA BILASPUR (C.G.)**  
**SCHEME OF EXAMINATION B.P.ED. PROGRAMME**

**SEMESTER – I**

Paper	Subject	Total Hours	Credit	Internal	External	Total
<b>THEORY (400)</b>						
PEBATT1	History, Principles and foundation of Physical Education	4	4	30	70	100
PEBATT2	Anatomy and Physiology	4	4	30	70	100
PEBATT3	Health Education and Environmental Studies	4	4	30	70	100
PEBATP1/ PEBATP2	Officiating & Coaching / Olympic Movement	4	4	30	70	100
<b>PRACTICAL (400)</b>						
PEBALT1	Track & Field (Running Events)	6	4	30	70	100
PEBALT2	Basketball	6	4	30	70	100
PEBALT3	Kabaddi	6	4	30	70	100
PEBALT4	Mass Demonstration Activities: Dumbbells / Wands / Hoop/Umbrella/Flag hoisting	6	4	30	70	100
	<b>TOTAL</b>	<b>40</b>	<b>32</b>	<b>240</b>	<b>560</b>	<b>800</b>

**SEMESTER –II**

Paper	Subject	Total Hours	Credit	Internal	External	Total
<b>THEORY (400)</b>						
PEBBTT1	Yoga Education	4	4	30	70	100
PEBBTT2	Educational Technology and Methods of Teaching in Physical Education	4	4	30	70	100
PEBBTT3	Organization and Administration in Physical Education	4	4	30	70	100
PEBBTP1 / PEBBTP2	Sports Nutrition and Weight Management/ Contemporary issues in Physical Education, fitness and wellness	4	4	30	70	100
<b>PRACTICAL (300)</b>						
PEBBLT1	Track and Field (Jumping Events)	6	4	30	70	100
PEBBLT2	Yoga	6	4	30	70	100
PEBBLT3	Badminton	6	4	30	70	100
<b>TEACHING PRACTICE (100)</b>						
PEBBLT4	Teaching Practices (05 lessons in class room teaching and 05 lessons in Outdoor activities/Gym.)	6	4	30	70	100
	<b>TOTAL</b>	<b>40</b>	<b>32</b>	<b>240</b>	<b>560</b>	<b>800</b>

**SEMESTER –III**

Paper	Subject	Total Hours	Credit	Internal	External	Total
<b>THEORY (400)</b>						
PEBCTT1	Sports Training	4	4	30	70	100
PEBCTT2	Computer Applications in Physical Education	4	4	30	70	100
PEBCTT3	Sports Psychology and Sociology	4	4	30	70	100
PEBCTP1/ PEBCTP2	Sports Medicine, Physiotherapy and Rehabilitation/ Curriculum Design	4	4	30	70	100
<b>PRACTICAL (300)</b>						
PEBCLT1	Track and Field (Throwing Events)	6	4	30	70	100
PEBCLT2	Football	6	4	30	70	100
PEBCLT3	Volleyball	6	4	30	70	100
<b>TEACHING PRACTICE (100)</b>						
PEBCLT4	Teaching Practice (Teaching Lesson Plans for Racket Sport/ Team Games/Indigenous Sports)	6	4	30	70	100
	<b>TOTAL</b>	<b>40</b>	<b>32</b>	<b>240</b>	<b>560</b>	<b>800</b>
<b>Note: B. P. Ed. –III Semester students will undergo the internship programme of 45 days from 15th June to 31st July</b>						

**SEMESTER –IV**

Paper	Subject	Total Hours	Credit	Internal	External	Total
<b>THEORY (400)</b>						
PEBDTT1	Measurement and Evaluation in Physical Education	4	4	30	70	100
PEBDTT2	Kinesiology and Biomechanics	4	4	30	70	100
PEBDTT3	Research and Statistics in Physical Education	4	4	30	70	100
PEBDTP1/ PEBDTP2	Sports Management / Theory of sports and Game	4	4	30	70	100
<b>PRACTICAL (200)</b>						
PEBDLT1	Kho-Kho	6	4	30	70	100
PEBDLT2	Cricket	6	4	30	70	100
<b>TEACHING PRACTICE (200)</b>						
PEBDLT3	Sports specialization: Coaching lessons Plans (T&F) (Practical 5 lessons)	6	4	30	70	100
PEBDLT4	Games specialization: Coaching lessons Plans (Theory 5 lessons)	6	4	30	70	100
	<b>TOTAL</b>	<b>40</b>	<b>32</b>	<b>240</b>	<b>560</b>	<b>800</b>
		<b>160</b>	<b>128</b>	<b>960</b>	<b>2240</b>	<b>3200</b>

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

**DEPARTMENT OF PHYSICAL EDUCATION**  
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**SYLLABUS OF EXAMINATION B.P.ED. PROGRAMME**

**SEMESTER – I**

**PEBATT1 - HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION**

**Course Objective:** This course will enable students to understand the meaning, nature, need and scope of physical education and sports. Study about the scientific principles from various allied subjects in the field of physical education and sports. Describe the national Program of physical education and sports and youth welfare Programmes in the field of physical education and sports; and analyze the historical review of physical education and sports activities of Indian heritage.

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

1. Understand the wholesome development of the human being through various theories of physical Education
2. Articulate the scientific relationship of physical Education with other related science.
3. Critically analyze the values of related national programs with sports bodies.
4. Estimate Impact of Olympic movement and international understanding through physical Education and sports.
5. Design the physical education program in comparison with different growth and development.

**Unit –I Introduction**

Meaning, Definition and Scope of Physical Education.

Aims and Objective of Physical Education.

Importance of Physical Education in present era.

Misconceptions about Physical Education.

Relationship of Physical Education with General Education.

Physical Education as an Art and Science.

**Unit-II Historical Development of Physical Education in India**

Indus Valley Civilization Period. (3250 BC – 2500 BC).

Vedic Period (2500 BC – 600 BC).

Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD).

Medieval Period (1000 AD – 1757 AD).

British Period (Before 1947).

Physical Education in India (After 1947).

Contribution of IOA.

**Unit- III Foundation of Physical Education**

Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism and Indian Philosophy and Culture.

Modern Olympic Games.

Para Olympic Games.

**Unit-IV Principles of Physical Education**

Biological - Growth and development.

Age and gender characteristics–

Body Types.

Anthropometric differences.

Psychological -Learning types, learning curve.

Laws and principles of learning.

Attitude, interest, cognition, emotions and sentiments.

Sociological - Society and culture.

Social acceptance and recognition.

Leadership-Social integration and cohesiveness.

**References:**

- Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co.
- Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
- Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep.
- Nixon, E. E. & Cozen, F. W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.
- Obertuffer, (1970). Delbert physical education. New York: Harper & Brothers Publisher.
- Sharman, J. R. (1964). Introduction to physical education. New York: A.S. Barnes & Co.
- William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunde
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**SEMESTER – I**  
**PEBATT2- ANATOMY AND PHYSIOLOGY**

**Course Objective:** The objective of this course is to introduce the students about the Anatomy and Physiology; its importance in the field of physical education and sports. To understand how the structure and function of the body are related to each other. The students will understand the structure and function of various systems of the human body.

**Course outcomes:** Specific skills and competencies expected of students who complete this course include the following:

- 1.It is expected that the students will be able to know the importance of Anatomy and physiology in the area of physical education and sport.
- 2.It is expected that students able to understand about cell, tissue, skeletal system and various types of joints found in the human body.
- 3.Use correct terminology to discuss the components and functions of blood, as well as the formation and anatomy of blood cells.
- 4.Identify and explain the structure and functions of each body system.
- 5.At the end of the semester it is expected that the students will be able to use correct terminology to discuss the anatomical terms.
- 6.It is expected that the students will be able to understand the anatomy and physiology of Circulatory, Respiratory, Digestive, Excretory, Endocrine and Nervous system for the smooth functioning of human body.
- 7.It is expected that the students will be able to understand about the structure, composition, properties and functions of skeletal muscles.
- 8.It is expected that students will be able to understand about importance of physical fitness, warming up, conditioning, fatigue and diet.

#### **UNIT-I**

Brief Introduction of Anatomy and physiology in the field of Physical Education.

Importance of Anatomy and Physiology

Introduction of Cell and Tissue.

The arrangement of the skeleton – Function of the skeleton – Ribs and Vertebral column and the extremities.

Joints of the body and their types

Gender differences in the skeleton.

Types of muscles.

#### **UNIT-II**

Circulatory system: Constituents of blood and their function –Blood groups, clotting of blood, the structure of the heart, circulation of blood, cardiac cycle, blood pressure, Lymphatic circulation, Cardiac output.

The Respiratory system: The Respiratory passage – the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume.

The Digestive system: structure and functions of the digestive system, Digestive organs, Metabolism,

The Excretory system: Structure and functions of the kidneys and the skin.

The Endocrine glands: Functions of glands pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands.

Nervous systems: Parts of the brain, Function of the Autonomic nervous system and Central nervous system. Reflex Action,

Sense organs: A brief account of the structure and functions of the Eye and Ear.

### **UNIT-III**

Definition of physiology and its importance in the field of physical education and sports.

Structure, Composition, Properties and functions of skeletal muscles.

Nerve control of muscular activity: Neuromuscular junction & Transmission of nerve impulse across it.

Fuel for muscular activity

Basic energy requirement for physical activity

Role of oxygen- Oxygen debt, second wind, vital capacity.

### **UNIT-IV**

Effect of exercise and training on cardiovascular system.

Effect of exercise and training on respiratory system.

Effect of exercise and training on muscular system

Physiological concept of physical fitness, warming up, conditioning and fatigue.

Basic concept of balanced diet – Diet before, during and after competition.

### **References:**

Gupta, A. P. (2010). *Anatomy and physiology*. Agra: SumitPrakashan.

Gupta, M. and Gupta, M. C. (1980). *Body and anatomical science*. Delhi: Swaran Printing Press.

Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition. Philadelphia: W.B. Saunders.

Karpovich, P. V. (n.d.). *Philosophy of muscular activity*. London: W.B. Saunders Co.

Lamb, G. S. (1982). *Essentials of exercise physiology*. Delhi: Surjeet Publication.

Moorthy, A. M. (2014). *Anatomy physiology and health education*. Karaikudi: Madalayam Publications.

Morehouse, L. E. & Miller, J. (1967). *Physiology of exercise*. St. Louis: The C.V. Mosby Co.

Pearce, E. C. (1962). *Anatomy and physiology for nurses*. London: Faber & Faber Ltd.

Sharma, R. D. (1979). *Health and physical education*, Gupta Prakashan.

Singh, S. (1979). *Anatomy of physiology and health education*. Ropar: Jeet Publications.

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**SYLLABUS OF EXAMINATION B.P.ED. PROGRAMME**  
**SEMESTER – I**  
**PEBATT3- HEALTH EDUCATION AND ENVIRONMENTAL STUDIES**

**Course Objective:** The objective of this course is to make teachers capable of imparting basic knowledge about introduce the students about the health and its dimensions, scope, parameters and health problems etc.

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

1. The student will be able to identify and synthesize the factors that influence health.
2. The student will be able to recognize the health related problems/challenges in current time and able to apply the preventive measures.
3. The student will be able to understand Personal and Environmental Hygiene for schools
4. The student will be able to understand natural resources and related environmental issues.

**Unit – I Health Education**

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

**Unit – II Health Problems in India**

Communicable and Non Communicable Diseases  
Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population,  
Personal and Environmental Hygiene for schools  
Objective of school health service, Role of health education in schools  
Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal,  
Health record, Healthful school environment, first- aid and emergency care etc.

**Unit – III Environmental Science**

Definition, Scope, Need and Importance of environmental studies.  
Concept of environmental education, Historical background of environmental education,  
Celebration of various days in relation with environment.  
Plastic recycling & probation of plastic bag / cover.  
Role of school in environmental conservation and sustainable development.

**Unit – IV Natural Resources and related environmental issues:**

Water resources, food resources and Land resources  
Definition, effects and control measures of:  
Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution  
Management of environment and Govt. policies, Role of pollution control board.

**References:**

Agrawal, K.C. (2001). *Environmental biology*. Bikaner: Nidhi publishers Ltd.  
Frank, H. &Walter, H., (1976). *Turners school health education*. Saint Louis: The C.V.  
Mosby Company.  
Nemir, A. (n.d.). *The school health education*. New York:Harber and Brothers.  
Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co



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**SYLLABUS OF EXAMINATION B.P.ED. PROGRAMME**  
**SEMESTER – I**  
**PEBATP1 - OFFICIATING AND COACHING (Elective)**

**Course Objective:**

To make teachers capable of imparting basic knowledge about rules, officiating and coaching of games and sports. Also develop skills and competencies to organize school and University level games and sports.

**Course Outcomes:**

1. The students would be oriented with the rules regulations of the indigenous games.
2. The students would be able to understand the role of a coach as a mentor..
3. The students would be able to organize the concerned sports event and officiate in it.
4. The students would be oriented with the qualities and duties of officials.

**Unit- I: Introduction of Officiating and coaching**

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

**Unit- II: Coach as a Mentor**

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

**Unit- III: Duties of Official**

Duties of official in general, pre, during and post-game.  
Philosophy of officiating  
Mechanics of officiating – position, singles and movement etc.  
Ethics of officiating

**Unit- IV: Qualities and Qualifications of Coach and Official**

Qualities and qualification of coach and official  
General rules of games and sports  
Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills  
Integrity and values of sports

**Reference Books:**

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

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**SEMESTER – I**  
**PEBATP2 - OLYMPIC MOVEMENT (ELECTIVE)**

**Course Objective:**

To make teachers capable of imparting basic knowledge about philosophy of Olympic movements. Also provide knowledge about ethics, different Olympic Games etc. so that the student teacher can cater best knowledge to his or her students in their future endeavours.

**Course Outcomes:**

1. The students would be oriented with the rules regulations of the indigenous game and Gymnastics.
2. The students would be able to lay out and mark the dimensions of the court.
3. The students would be able to organize the concerned sports event and officiate in it.
4. The students would be oriented in the art of coaching the sports team.

**Unit – I Origin of Olympic Movement**

Philosophy of Olympic movement  
The early history of the Olympic movement  
The significant stages in the development of the modern Olympic movement  
Educational and cultural values of Olympic movement

**Unit – II Modern Olympic Games**

Significance of Olympic Ideals, Olympic Rings, Olympic Flag  
Olympic Protocol for member countries  
Olympic Code of Ethics  
Olympism in action  
Sports for All

**Unit – III Different Olympic Games**

Para Olympic Games  
Summer Olympics  
Winter Olympics  
Youth Olympic Games

**Unit – IV Committees of Olympic Games**

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

**Reference:**

- Osborne, M. P. (2004). Magic tree 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.
- Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner

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**SYLLABUS OF EXAMINATION B.P.ED. PROGRAMME**  
**SEMESTER -II**

**PEBBTT1- YOGA EDUCATION**

**Course Objectives:** This course will enable students to provide theoretical and practical Knowledge, concept about Introduction of yoga. The students will provide theoretical, practical Knowledge and concept about foundation of yoga. The students will provide theoretical and practical Knowledge, concept about Asanas yoga.

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

1. Learn about yoga sutra, meaning and concept of yoga.
2. Learn about ashtang yoga.
3. Learn about asnas, pranayam and kriyas

**Unit – I: Introduction**

Meaning and Definition of Yoga

Aims and Objectives of Yoga

Yoga in Early Upanishads

The Yoga Sutra: General Consideration

Need and Importance of Yoga in Physical Education and Sports

**Unit - II: Foundation of Yoga**

The Astanga Yoga: Yama, Niyama, Asana, Pranayam, Pratyahara, Dharana, Dhyana and Samadhi

Yoga in the Bhagavad-Gita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

**Unit - III Asanas**

Effect of Asanas and Pranayam on various system of the body

Classification of Asanas with special reference to physical education and sports

Influences of relaxive, meditative posture on various system of the body

Types of Bandhas and mudras

Type of kriyas

**Unit – IV Yoga Education**

Basic, applied and action research in Yoga

Difference between yogic practices and physical exercises

Yoga education centres in India and abroad

Competitions in Yogasanas

**References:**

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

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

Rajjan, S. M. (1985). *Yoga strentheningofrelexation for sports man*. NewDelhi:AlliedPublishers.

Shankar,G.(1998). *Holistic approach of yoga*. New Delhi:Aditya Publishers.

Shekar,K. C. (2003). *Yoga for health*. Delhi: KhelSahitya Kendra.

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**SYLLABUS OF EXAMINATION B.P.ED. PROGRAMME**  
**SEMESTER -II**

**PEBBT2 - EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN**  
**PHYSICAL EDUCATION**

**Course Objectives:-** After completing the course the students will be able to explain the meaning, nature and scope of ET and its importance in Physical Educational, explain different modalities of teaching and designing instructional system. The students will apply Educational Technology in formal, non-formal, informal including open and distance education system, define and explain models of teaching and its application. The students will be able to develop instructional systems and design instructional strategies by different teaching methods.

**COURSE OUTCOMES:-** The Learning Outcomes of this subject are:-

1. To understand the role of Educational Technology in modern Physical educational practices.
2. To be acquainted with the approaches and components of Educational Technology.
3. To understand the stages, levels and maxims of teaching.
4. To keep abreast with different innovations in Educational Technology and try them out for improving teaching learning.
5. To deliver the lessons of physical education skillfully and successfully.
6. To understand the importance and types of teaching methods and techniques with its devices to teach various aspects of Physical Education skillfully.
7. To equip with the skills of advanced Teaching Aids for conduct of physical education program effectively.
8. To be proficient in construction of Lesson Plans for various Physical Education activities.
9. To gain the knowledge of classifying the types of presentation-techniques and technical preparations required for physical education lessons.
10. To understand the principles of class management and factors affecting class management.

**Unit – I Introduction**

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

**Unit – II Teaching Technique**

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

**Unit – III Teaching Aids**

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

## **Unit – IV Lesson Planning and Teaching Innovations**

Lesson Planning – Meaning, Type and principles of lesson plan.

General and specific lesson plan.

Micro Teaching – Meaning, Types and steps of micro teaching.

Smart Class Room Teaching-Meaning, Guidelines and Benefits.

### **Reference:**

Singh, M.K.(2015).Skill of Teaching in Physical Education. Germany: LAMBERT Academic Publishing.

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

Bhatia,& Bhatia,(1959). *The principles and methods of teaching*.New Delhi: Doaba House.

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

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

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

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**SYLLABUS OF EXAMINATION B.P.ED. PROGRAMME**  
**SEMESTER -II**

**PEBBTT3 - ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION**

**Course Objective:** This course will enable students to understand the organization and administrations. To understand knowledge of basics of Office Management, Record, Register & Budget, Facilities, & Time-Table Management. Focuses on Competition Organization and planning

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

1. Understand and to imply the Organization and administration in sports.
2. Get equipped with the knowledge Office Management, Record, Register & Budget, Facilities, & Time-Table Management.
3. Guide for organize and planning tournaments.

**Unit – I Organization and administration**

Meaning and importance of Organization and Administration in physical education

Qualification and Responsibilities of Physical Education teacher and pupil leader

Planning and their basic principles,

Program planning: Meaning, Importance, Principles of program planning in physical education.

Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.

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

Office Management: Meaning, definition, functions and kinds of office management

Records and Registers: Maintenance of attendance Register, stock register, cash register, physical efficiency record, Medical examination Record.

Budget: Meaning, Importance of Budget making,

Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.

**Unit-III Facilities, & Time-Table Management**

Facilities and equipment management: Types of facilities Infrastructure-indoor, out door.

Care of school building, Gymnasium, swimming pool, Play fields, Play grounds

Equipment: Need, importance, purchase, care and maintenance.

Time Table Management: Meaning, Need, Importance and Factor affecting time table.

**Unit-IV Competition Organization**

Importance of Tournament,

Types of Tournament and its organization structure - Knock-out Tournaments, League or Round

Robin Tournaments, Combination Tournament and challenge Tournament.

Organization structure of Athletic Meet

Sports Event Intramurals & Extramural Tournament planning

**References:**

Broyles, F. J. & Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.

Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*. St.Lolis: The C.V. Hosby Co.

Kozman, H.C. Cassidy, R. & Jackson, C. (1960). *Methods in Physical Education*. London: W.B. Saunders Co.

Pandy, L.K. (1977). *Methods in Physical Education*. Delhe: Metropolitan Book Depo.

Sharma, V.M. & Tiwari, R.H.: (1979). *Teaching Methods in Physical Education*. Amaravati: Shakti Publication.

Thomas, J. P. (1967). *Organization & administration of Physical Education*. Madras: Gyanodayal Press.

Tirunarayanan, C. & Hariharan, S. (1969). *Methods in Physical Education*. Karaikudi: South India Press.

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**SYLLABUS OF EXAMINATION B.P.ED. PROGRAMME**  
**SEMESTER -II**

**PEBBTP1- SPORTS NUTRITION AND WEIGHT MANAGEMENT (ELECTIVE)**

**Course Objectives:** - Students will demonstrate knowledge of energy balance in weight management; effects of diet and exercise on body composition and health; nutritional factors in the female athlete triad, eating disorders; misconceptions of inappropriate weight loss methods; calories per nutrient (food) and nutritional ergogenic aids.

**Course Outcome:** - At the end of the course, students will be able to-

1. Understand the fundamentals of weight loss (calories, protein, carbs, fat & more)
2. Create a diet plan that is perfect for your needs and lifestyle
3. Learn when, what and how much you should eat for optimal fat loss
4. Develop healthy eating habits
5. Avoid weight loss scams and useless supplements
6. Stay motivated for long term results.
7. Describe the importance of daily nutrition in exercise performance.
8. Explain what to eat before, during, and after exercise training or competition

**Unit – I Introduction to Sports Nutrition**

Meaning and Definition of Sports Nutrition

Basic Nutrition guidelines

Role of nutrition in sports

Factors to be considered for developing nutrition plan

**Unit – II Nutrients: Ingestion to energy metabolism**

Carbohydrates, Protein, Fat – Meaning, classification and its function

Role of carbohydrates, Fat and protein during exercise

Vitamins, Minerals, Water – Meaning, classification and its function

Role of hydration during exercise, water balance, Nutrition – daily caloric requirement and expenditure.

**Unit – III Nutrition and Weight Management**

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

Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction.

Dieting versus exercise for weight control, Common Myths about Weight Loss.

Obesity – Definition, meaning and types of obesity.

Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.

**Unit – IV Steps of planning of Weight Management**

Nutrition – Daily calorie intake and expenditure, Determination of desirable body weight.

Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle.

Weight management program for sporty child.

Role of diet and exercise in weight management.

Design diet plan and exercise schedule for weight gain and loss.

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**SEMESTER -II**

**PEBBTP2 - CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS  
AND WELLNESS (ELECTIVE)**

**Course Objectives:-**The objective of this course is to provide a clear understanding of contemporary issues in physical education fitness and wellness knowledge to the students. This course will also provide the knowledge to students about of various contemporary and current issues related to fitness, wellness and lifestyle.

**Course Outcomes: -**At the end of the course, students will be able to-

1. Understand importance of fitness and wellness in modern era.
2. Get advantage with the knowledge of various health benefits through fitness and wellness.
3. Understand hypo kinetic diseases and their prevention and management.
4. Understand different principles of exercise program.
5. Provide guidelines for health and safety measures in daily life.
6. Understand first aid and emergency care

**Unit – I Concept of Physical Education and Fitness**

Definition, Aims and Objectives of Physical Education, Fitness.

Importance and Scope of fitness.

Physical Education and its Relevance in Inter Disciplinary Context.

Concept of Fitness and Wellness in sedentary population.

**Unit – II Fitness, Wellness and Lifestyle**

Fitness – Types of Fitness and Components of Fitness

Understanding of Wellness.

Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management.

Fitness and Health benefits.

**Unit – III Principles of Exercise Program**

Means of Fitness development – aerobic and anaerobic exercises.

Exercises and Heart rate Zones for various aerobic exercise intensities.

Concept of free weight Vs Machine, Sets and Repetition etc.

Concept of designing different fitness training program for different age group.

**Unit – IV Safety Education and Fitness Promotion**

Health and Safety in Daily Life.

First Aid and Emergency Care.

Prevention of Hypo-kinetic Disease for healthy and safety life.

Pregnancy and exercise.

**References:**

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

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**SEMESTER – III**

**PEBCTT1 - SPORTS TRAINING**

**Course Objective:** This course will enable students to know concepts of scientific sports training approach. To describe evident facts about training load, adaptation and recovery. To provide diagnosis to improve motor components. To inculcate periodized sports training practices for efficient sports performance.

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

1. Understand scientific sports training means and methods patterns.
2. Understand importance of training load, adaptation, and recovery to improve sports. Performance Enhance understanding about tailor-made diagnostic means and methods to develop motor components.
3. Encourage effective sports training formulation and regulation with correct feedback.

**Unit – I Introduction to Sports Training**

Meaning and Definition of Sports Training

Aim and Objective of Sports Training

Principles of Sports Training

System of Sports Training – Basic Performance, Good Performance and High Performance Training

**Unit – II Training Components**

Strength – Mean and Methods of Strength Development

Speed – Mean and Methods of Speed Development

Endurance - Mean and Methods of Endurance Development

Coordination – Mean and Methods of coordination Development

Flexibility – Mean and Methods of Flexibility Development

**Unit – III Training Process**

Training Load- Definition and Types of Training Load

Adaptation-Meaning and Process of Adaptation

Technical Training – Meaning and Methods of Technique Training

Tactical Training – Meaning and Methods of Tactical Training

**Unit – IV Training programming and planning**

Periodization – Meaning and types of Periodization

Aim and Content of Periods – Preparatory, Competition, Transitional etc.

Planning – Training session

Talent Identification and Development

**Reference:**

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**SEMESTER – III**

**BEBCTT2 - COMPUTER APPLICATIONS IN PHYSICAL EDUCATION**

**Course Outcomes:** This course will enable students to understand the concept of computer Application.

**Course Outcomes:** At the end of the course, students will be able to-

1. Understand and to imply the basics of computer.
2. Get equipped with the knowledge of various application software.

**Unit – I: Introduction to Computer**

Meaning, need and importance of information and communication technology (ICT).

Application of Computers in Physical Education

Components of computer, input and output device

Application software used in Physical Education and sports

**Unit – II: MS Word**

Introduction to MS Word

Creating, saving and opening a document

Formatting Editing features Drawing table, page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes

**Unit – III: MS Excel**

Introduction to MS Excel

Creating, saving and opening spreadsheet

Creating formulas

Format and editing features adjusting columns width and row height understanding charts.

**Unit – IV: MS Power Point**

Introduction to MS Power Point

Creating, saving and opening a ppt. file

Format and editing features slide show, design, inserting slide number picture, graph, table

Preparation of Power point presentations

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**SEMESTER – III**

**PEBCTT3 - SPORTS PSYCHOLOGY AND SOCIOLOGY**

**Course Objective:** This course will enable students to understand the concept, basics theory and methodology of sports psychology and sociology as well. The knowledge of basics of Sports Psychology theory will establish the foundation from which Mental Training and Mental Readiness can be developed among Athletes. It also focuses on applied aspect of mental health or psychopathology which also provides scientific approach that guides the athletes to give good performance.

**Course Outcomes: After successfully completing this course the student will be able to:-**

1. Sports psychology teach skills and techniques to athletes that enhance their motor skills and learning processes, help them cope better with competitive pressure and anxiety, fine-tune the level of awareness that they need for optimal performance and to not lose focus amidst distractions and in a competitive environment.
2. Understand and to imply the concepts of sports psychology and sociology in various sports and games.
3. Get equipped with the knowledge of various psychological skills in improvement of performance.

**Unit -I: Introduction**

Meaning, Importance and scope of Educational and Sports Psychology

General Characteristics of Various Stages of growth and development

Types and nature of individual differences; Factors responsible –Heredity and environment

Psycho-sociological aspects of Human behaviour in relation to physical education and sports

**Unit-II: Sports Psychology**

Nature of learning, theories of learning, Laws of learning,

Plateau in Learning; & transfer of training

Meaning and definition of personality, characteristics of personality,

Dimension of personality, Personality and Sports performance

Motivation: types, theories and dynamics.

Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imaginary.

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

Orthodoxy, customs, Tradition and Physical Education.

Festivals and Physical Education.

Socialization through Physical Education.

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

**Unit-4 Culture: Meaning and Importance**

Features of culture, Importance of culture.

Effects of culture on people life style.

Different methods of studying Observation/ Inspection method, Questionnaire method, Interview method.

**References:**

Ball, D. W. & Loy, J. W. (1975). Sport and social order; Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc.

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**SEMESTER – III**

**PEBCTP1 - SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION (ELECTIVE)**

**Course Objective:** This course will enable students to understand the basic concept of sports medicine, physiotherapy, therapeutic exercises, massage and its manipulations, sports injuries and their rehabilitation. To understand each topic at a fairly understandable level to the students at this stage. Each concept has been explained through examples and application oriented problems.

**Course Outcomes:** At the end of the course, students will be able to-

1. Describe the importance of sports medicine, physiotherapy and rehabilitation.
2. Demonstrate the basics of sport first aid during and after game situation.
3. Understand the effect and use of various therapies.
4. Recognize the type of therapeutic exercise for better movements.
5. Care the athlete in a very effective manner

**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.  
Prevention of injuries in sports - Common sports injuries - Laceration, Blisters, Contusion, Strain, Sprain, Fracture, Dislocation and Cramps.  
First Aid  
Bandages - Types of Bandages - trapping and supports.

**Unit-II: Physiotherapy & Modalities**

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: Modalities**

Introduction and demonstration of treatments of Cryo therapy, Thermo therapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation – Massage: History of Massage – Classification of Manipulation, 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.

**References:**

- Christine, M. D., (1999). *Physiology of sports and exercise*. USA: Human Kinetics.
- Conley, M. (2000). *Bioenergetics of exercise training*. In T.R. Baechle, & R.W. Earle, (Eds.), *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.
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**SEMESTER – III**

**PEBCTP2 - CURRICULUM DESIGN (Elective)**

**Course Objective:** This course will enable students to know the concept of curriculum; students will be able to understand the mechanics of curriculum planning.

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

1. Understand and to implement the curriculum.
2. To enhance the knowledge of basic guideline for curriculum.
3. To understand the mechanics of curriculum planning

**UNIT-I Modern concept of the curriculum**

Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.

Factors affecting curriculum - Social factors - Personnel qualifications - Climatic consideration - Equipment and facilities -Time suitability of hours.

National and Professional policies, Research finding

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

Focalization

Socialization

Individualization

Sequence and operation

Steps in curriculum construction.

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

Basic principles of curriculum construction.

Curriculum Design, Meaning, Importance and factors affecting curriculum design.

Principles of Curriculum design according to the needs of the students and state and national level policies.

Role of Teachers

**UNIT-IV Under-graduate preparation of professional preparation.**

Areas of Health education, Physical education and Recreation.

Curriculum design-Experience of Education, Field and Laboratory.

Teaching practice.

Professional Competencies to be developed-Facilities and special resources for library, laboratory and other facilities.

**Reference:**

Barrow, H. M. (1983). Man and movement: principles of physical education. Philadelphia: Lea and Febiger.

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**SEMESTER – IV**

**PEBDTT1 - MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**

**Course Objectives:** Objectives of the course is to enable the students to understand the meaning, nature, need and scope of the testing procedure to find the performance of the sports persons.

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

1. Identify the values of test and measurement with application backup.
2. Practice Criteria of test with the norms of validity, reliability and objectivity.
3. Plan Physical fitness measurements for developing speed, endurance, strength and Flexibility.
4. Argue some of the standardized test was learned such as Kraus welder test, Cooper 12Minute's test which may enable them to administer test.
5. Design the physical education test programme in comparison with different sports and games.

**Unit- I Introduction to Test & Measurement & Evaluation**

Meaning and definition of Test, Measurement & Evaluation in Physical Education

Need & Importance of Test & Measurement & Evaluation in Physical Education

Principles of Evaluation

**Unit- II Criteria; Classification and Administration of test**

Criteria of good Test

Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms)

Type and classification of Test

Administration of test, advance preparation – Duties during testing – Duties after testing.

**Unit- III Physical Fitness Tests**

AAHPER youth fitness test

National physical Fitness Test

Indiana Motor Fitness Test

JCR test

**Unit- IV Sports Skill Tests**

Lockhart and McPherson badminton test

Johnson basketball test

McDonald soccer test

Brady volleyball test

**References:**

Bangsbo, J. (1994). *Fitness training in football: A scientific approach*. Bagsvaerd, Denmark.

Barron, H. M., & McGhee, 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.

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**SEMESTER – IV**

**PEBDT2 - KINESIOLOGY AND BIOMECHANICS**

**Course Objective:** The objectives of this course are to expose the students to analyse human movement anatomically and mechanically, and provide guidance in the application of mechanical principles and its implications in Physical Education and sports etc.

**Course outcomes:** Specific skills and competencies expected of students who complete this course include the following:

1. In this unit at the end of the semester, it is expected that the students will be able to know the importance of Kinesiology and Biomechanics in the area of physical education and sport.
2. It is expected that the students will be able to understand about the structure, composition, properties and functions of skeletal muscles.
3. It is expected that the students will be able to use correct terminology to discuss the anatomical terms of location structure of the human body.
4. It is expected that the students will be able to demonstrate and apply basic mechanical and physics principles to human movements.
5. It is expected that the students will be able to gain the ability to describe the fundamental movements in relation with mechanics and justify the efficiency of it.
6. It is expected that the students will be able to identify the relationship between anatomical structure, physiological function, and mechanical principles in relation to the performance of basic and complex motor skills.
7. It is expected that the students will be able to critically examine the performance of physical activity skills and to evaluate the performance against the principles of efficient movement.

**UNIT-I Introduction to Kinesiology and Sports Biomechanics**

Definition of Kinesiology and Sports Biomechanics

Importance of Kinesiology and Sports Biomechanics in Physical Education

Fundamental movements

Axes and Planes

Centre of gravity and line of gravity

Equilibrium and its factors

Work, Power and Energy

**UNIT- II Kinesiological basis of muscular-skeletal system and neuro-muscular concept**

Cartilage, ligament, tendon and bone

Joints and its classification

Axial and appendicular skeleton

Muscles and its types

Skeletal muscle, muscular contraction and angle of pull

Major muscles of upper extremity and its action

Major muscles of lower extremity and its action

All or none law

Reciprocal innervations or inhibition

**UNIT-III Application of mechanical principles**

Motion, its types and its application in sports activities

Newton's laws of motion and its application in sports activities

Force, its types and its application in sports activities

Lever and its types and its application to human body

Linear Kinematics: Distance and Displacement, Speed and Velocity, Acceleration

### **Vectors and Scalars**

Angular Kinematics: Angular Distance and Displacement, Angular Speed and Velocity, Angular Acceleration

Linear Kinetics: Inertia, Mass, Momentum, Friction

Angular Kinetics: Moment of Inertia, Couple, Stability

Projectile and Factors affecting projectile

### **UNIT-IV Application of kinesiology in daily life skill**

Sitting and Standing,

Walking

Running

Ascending and descending from stairs

Catching

Throwing

Stooping

### **REFERENCES**

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SEMESTER – IV**

**PEBDTT3 - RESEARCH AND STATISTICS IN PHYSICAL EDUCATION**

**Course Objectives:** The objectives of this course are to expose the students to the brief range of research process, to make familiar them with basics of statistical analysis, and provide guidance in the essentials of research and statistical models by using.

**Course Outcomes:** At the end of the course, it is expected that the students will be able to:

1. To understand research process,
2. Students will also be able to analyse the basic models of statistical tools.

**Unit-I Introduction to Research**

Definition of Research

Need and importance of Research in Physical Education and Sports.

Scope of Research in Physical Education & Sports.

Classification of Research

**Unit-II Survey of Related Literature**

Need for surveying related literature.

Importance for surveying related literature.

Literature Sources, Library Reading

Research Proposal- Meaning, Need and Importance

Preparation of Research proposal / project.

**Unit-III Basics of Statistical Analysis**

Statistics: Meaning, Definition, Nature and Importance

Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution,

Construction of Tables

Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve.

Cumulative Frequency Polygon, Ogive, Pie Diagram

**Unit- IV Statistical Models in Physical Education and Sports**

Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition,

Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data

Measures of Variability: Meaning, importance, computing from group and ungroup data.

Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data

**References:**

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**SEMESTER – IV**

**PEBDTP1 - SPORTS MANAGEMENT (ELECTIVE)**

**Course Objectives:** This course will enable students to understand the concept of sports management, essential skills of sports management in physical education and sports. To understand each topic at a fairly understandable level to the students at this stage. Each concept has been explained through examples and application oriented problems.

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

1. Understand the concept of management in physical education and sports.
2. Describe the various functions of management and hence enhance the employability skills.
3. Analyze the concept of administration and supervision.
4. Explain the importance and maintenance of facilities, equipment and records.
5. Prepare the financial budget for physical education & sports.

**Unit-I**

Nature and Concept of Sports Management.

The purpose and scope of Sports Management.

Essential skills of Sports Management.

Qualities and competencies required for the Sports Manager.

Principle of sports management

**Unit-II**

Meaning and Definition of leadership

Leadership style and method. Elements of leadership.

Forms of Leadership- Autocratic, Laissez-faire, Democratic, Benevolent Dictator

Qualities of administrative leader.

Preparation of administrative leader.

Leadership and Organizational performance

**Unit-III**

Sports Management in Schools, colleges and Universities.

Factors affecting planning

Planning a school or college sports programme.

Directing of school or college sports programme.

Controlling a school, college and university sports programme.

Developing performance standard

Establishing a reporting system

Evaluation

The reward/punishment system

**Unit-IV**

Financial management in Physical Education & sports in schools, Colleges and Universities.

Budget– Importance, Criteria of good budget, Steps of Budget making, Principles of budgeting.

**REFERENCES:**

Ashton, D. (1968). *Administration of physical education for women*. New York: The Ronal Press Cl.

Bucher, C.A. *Administration of physical education and athletic programme*. 7th Edition, St.

Louis: The C.V. Mosby Co.

Daughtrey, G. & Woods, J.B. (1976). *Physical education and intramural programmes, organisation and administration*. Philadelphia U.S.A. : W.B. Saunders Cp.

Earl, F. Z, & Gary, W. B. (1963). *Management competency development in sports and physicaleducation*. Philadelphia: W. Lea and Febiger.

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**SEMESTER – IV**

**PEBDTP2 - THEORY OF SPORTS AND GAMES (ELECTIVE)**

**Course Objectives:** The objectives of this course are to expose the students to the history of sports and games, to make familiar them with physical fitness components.

**Course Outcomes:** At the end of the course, it is expected that the students will be able to:

1. To understand the history and theory of sports and games.
2. Students will also be able to analyse the scientific principles of coaching.
3. Students will also be able to understand about the ground preparation, dimensions and marking
4. Students will also be able to understand about the Standard equipment and their specifications.
5. Students will know about the ethics of sports and sportsmanship.

**UNIT-I INTRODUCTION**

**General Introduction of specialized games and sports–**

Athletics, Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Handball, Kabaddi, Kho-Kho, Tennis, Volleyball and Yoga.

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

History and development of the Game and Sports

Ground preparation, dimensions and marking

Standard equipment and their specifications

Ethics of sports and sportsmanship

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

Motion – Types of motion and Displacement, Speed, Velocity, Acceleration, Distance And Newton's Law of motions.

Force – Friction, Centripetal and Centrifugal force, Principles of force.

Equilibrium and its types

Lever and its types

Sports Training – Aims, Principles and characteristics.

Training load – Components, Principles of load, Over Load (causes and symptoms).

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

Speed and its types, Strength and its types, Endurance and its types, Flexibility and its types

Coordinative ability and its types, Training methods: - Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek /speed play and weight training)

**UNIT-IV Conditioning exercises and warming up.**

Concept of Conditioning and warming up.

Role of weight training in games and sports.

Teaching of fundamental skill & their mastery (technique, tactic and different phases of skill acquisition).

Recreational and Lead up games

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

**References:**

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.

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**Part – B  
Practical Courses  
Semester – I**

**PEBALT1**

**Track and Field:**

**Types of Races- Short distance, medium distance, long distance**

**Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks.**

**Finishing Techniques: Run Through, Forward lunging, Shoulder Shrug**

**Track Marking, Rules and Officiating**

Hurdles: Fundamental Skills- Starting, Clearance and Landing Techniques. Types of Hurdles race

Relays: Fundamental Skills, various patterns of Baton Exchange Understanding of Relay Zones

**PEBALT2**

**Basket ball: Fundamental Skills**

Player stance and ball handling

Passing-Two Hand chest pass, Two hand 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, Hookshot, Free throw. Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization. Individual Defensive-Guarding the man with the ball and without the ball.

Pivoting. Rules and their interpretations and duties of the officials.

**PEBALT3**

**Kabaddi: Fundamental Skills**

oSkills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.

oSkills of Holding the Raider-Variations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques.

oAdditional skills in raiding-Bringing the antis in to particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense.

oGround Marking, Rules and Officiating

**PEBALT4**

**Mass Demonstration**

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

Apparatus/ Light apparatus Grip, Attention with apparatus/ Light apparatus, Stand – at – ease with apparatus/ light apparatus, Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight, count and Sixteen count, Standing Exercise Jumping Exercise, Moving Exercise, Combination of above all.



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**Semester – II**

**PEBBLT1**

**Track and Field**

**Athletics: Jumping Events**

High Jump (Straddle Roll) -Approach Run, Take off, Clearance over the bar.

**Measurement, Rules and Officiating**

**Equipment's, placement of equipment's**

**PEBBLT2**

**Yoga:**

Surya Namaskara,

Pranayam

Corrective Asanas

Kriyas

Asanas

· Sitting

· Standing

· Laying Prone Position,

· Laying Spine Position

**PEBBLT3**

**Badminton: Fundamental Skills**

Racket parts, Racket grips, Shuttle Grips.

The basic stances.

The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and Underarm

Drills and lead up games

Types of games-Singles, doubles, including mixed doubles.

Rules and their interpretations and duties of officials.

**PEBBLT4**

Teaching practices:

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

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**Semester – III**

**PEBCLT1**

**Track and field's (Throwing Events)**

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

**PEBCLT2**

**Football: 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.

**PEBCLT3**

**Volleyball: 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.  
Rules and their interpretations and duties of officials.

**PEBCLT4**

Teaching practices:

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

**Internship program:** It was resolved in the Board of Studies Meeting (BOS) that as per NCTE norms every student of B.P.Ed. –III Semester is supposed to go through the internship programme of 45 days from 15th June to 31st July. It is compulsory for all the students to go through the internship program.

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**Semester – IV**

**PEBDLT1**

**Kho-Kho:**

General skills of the game-Running, chasing, Dodging, Faking etc.

Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the Inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgement in Giving Kho, Rectification of Foul.

Skills in Running-Zigzag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills.

Ground Marking

Rules and their interpretations and duties of officials.

**PEBDLT2**

**Cricket: Fundamental Skills**

Batting-Forward and backward defensive stroke

Bowling-Simple bowling techniques

Fielding-Defensive and offensive fielding

Catching-High catching and Slip catching

Stopping and throwing techniques

Wicket keeping techniques

**PEBDLT3**

**Sports Specialization: Track and field**

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

**PEBDLT4**

**Games Specialization: Athletics, Kabaddi, Kho- kho, Cricket, Football, Volleyball, Basketball, Badminton, Yoga, Hockey, Handball**