

Choice Based Credit System (CBCS) & NEP 2020

GURUKULA KANGRI (Deemed to be) UNIVERSITY

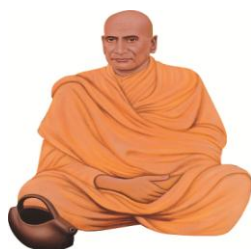
DEPARTMENT OF PHYSICAL EDUCATION
AND SPORTS

FACULTY OF YOGA AND PHYSICAL EDUCATION

UNDERGRADUATE PROGRAMME
Bachelor in Physical Education and Sports

JUNE 2022

Revised Syllabus w. e. f. July 2022



STRUCTURE AND SYLLABUS OF COURSE TO BE OFFERED

Core Courses, Elective Courses & Ability Enhancement Courses (NEP 2020)

Bachelor of Physical Education and Sports (B.P.E.S 4 Years course, Eight semester)

Programme Outcomes: At the end of the programme students will be prepare to:-

PO1 Understand the nature of physical education through enriched experiences.

PO2 Carry professional courses of Physical Education future

PO3 To prepare the leaders in Physical Education who act as Mentors and Motivators for School children in inculcating healthy and hygienic habits.

PO4 Prepare recreational leaders who will motivate and guide the students in adopting healthy recreational habits.

PO5 Identify the hidden sports talent in the school going children and guiding them future sports carrier.

PO6 Preparing the students to get the detailed knowledge of minimum six games.

PO7 Justify the role of student to administrate for smooth functioning in Physical Education activities.

PO8 The student will be able to know and develop Public relation and its significance in successful organization of sports events.

Program Specific Outcomes:

- The course provides the students an understanding of Human body structure and its functions.
- The course provides the students valuable knowledge about the Health, related issues various communicable disease, its preventive measures, Nutrition, its role in weight management and healthy life.
- Program content provides opportunity to the students for learning about important methods used for teaching in Physical Education.
- This program will enable the student to understand the concept of organization, administration, management (office and class) and Budgeting in Physical Education.
- The program will enable the students to know about meaning and significance of Sports Training.
- The program provides opportunity to understand the concept of Rehabilitation and Athlete's Care and its importance in modern days of Sports performance.
- The students will be provided understanding of various aspects- Biological, Philosophical and Psychological foundations of Physical Education, Kinesiology and its application in Sports.

Bachelor of Physical Education and sports (B.P.E.S 4 Years course, Eight semester)

Programme Outcomes:

- Bachelor of Physical Education and sports(B. P. E.S.) four years (Eight Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of Physical Education in classes VI to X and for conducting Physical Education and sports activities in classes XI and XII.
- The course prepares the leaders in Physical Education who act as Mentors and Motivators for Society children in inculcating healthy and hygienic habits.
- The course prepares the students who can become Umpire/ Referee, Gym/ Personal Trainer, Sport/ Athletic Trainer, Yoga Trainer, Sports and Leisure Club Manager and also prepare to undergo in Physical Education TEP's.

Aims of Bachelor's Degree Programme in Physical Education. The specific aims of learning outcomes-based curriculum framework (LOCF) in Physical Education are:

- To enable students to understand history, philosophy, values, ethics and functions of Physical Education profession, and its linkages with other social science & science disciplines;
- To equip students with knowledge on core and ancillary methods of professional work, and its practice base;
- To inculcate in the student's values of enquiry and research; and thereby develop problem solving and decision making abilities;
- To prepare professionals to practice in diverse field settings and also address contemporary issues and concerns such as of games and sports;
- To make learners- the young professionals sensitive to the needs of the people at individuals, group and community levels and to social problems in changing social, cultural and techno-economic context;
- To develop young professionals with good communication skills and quest for a self-motivated life-long learning, focusing on skilling and re-skilling in their respective field of Physical Education;
- To develop in the graduates a perspective on understanding planning and development at the national and international levels; and also thrust on national policies directed towards achieving sustainable development. To imbibe in the learners, the values of sports justice, empathy, hard and honest work- thereby developing in them the vision to work towards an egalitarian society.

Graduate Attributes The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a graduate through studies at the higher education institution (HEI) such as a college or university. The graduate attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies, performing well in a chosen career and playing a constructive role as a responsible citizen in the society. The graduate attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are transferable beyond study of a particular subject area and programme contexts in which they have been developed. Graduate attributes are fostered through meaningful learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking. The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. Some of the characteristic attributes that a Physical Education graduate should demonstrate are as follows:

Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

Communication Skills: Ability to express thoughts and ideas effectively, demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups. Develop skills in verbal and non-verbal communication, preparation and

presentation of documents/reports/PPTs. Skills of interpersonal communication, use of IEC and programme media in working with diverse population groups. Able to use ICT in 12 a variety of learning situations.

Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of problems by stepping out of comfort zones and taking up challenges in unforeseen challenges.

Analytical Reasoning: Ability to access secondary information as a consumer, identify right resources/ data banks. Analyze and synthesize data from a variety of sources and draw valid conclusions.

Research-related Skills: As a producer of research develop basic skills and a scientific attitude, problem identification and formulation of research design; ability to plan, execute and report a research investigation; develop skills to prepare case studies and best practice documentation, learn to use appropriate software for analyzing data and work towards generation of indigenous knowledge.

Cooperation and Team Work: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group and or a team in the interests of a common cause and work efficiently as a player.

Reflective Thinking: Awareness of and ability to use one's professional skills and behavioral competencies that meet the need of the situation.

Self-motivated Learning: Ability to identify needs and mobilize resources independently, monitor and evaluate programmes. Ability to guide and lead clientele in the community/work setting in the right direction.

Diversity Management and Inclusive Approach: Able to understand and appreciate diversity (caste, ethnicity, gender and marginalization), values and beliefs of multiple cultures in a global perspective, managing diversity, use of an inclusive approach to the extent possible.

Moral and Ethical Awareness/Reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behavior such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of Physical Education and Sports.

Lifelong Learning: Capable of self-paced and self-directed continuous learning aimed at personal/professional development and for improving knowledge, attitude and skills as also reskilling in diverse areas

Ordinance

1. Degree Title: Bachelor of Physical Education and Sports (B.P.E.S.)
2. Name of the Faculty: Faculty of yoga and Physical Education
3. Duration:

1 Year (Two Semesters)	Undergraduate Certificate in Physical Education and Sports
2 Years (Four Semesters)	Undergraduate Diploma in Physical Education and Sports
3 Years (Six Semesters)	Bachelor's Degree in Physical Education and Sports
4 Years (Eight Semesters)	Bachelor's Degree (Honors/Research) in Physical Education and Sports

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

1. Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. Elective Course: Generally, a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - 2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - 2.2 Dissertation/Project: An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course: The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
 - 3.1 AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.
 - 3.2 AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

GUIDELINES OF REGULATIONS AND SYLLABUS STRUCTURE FOR B.P.E.S. FOUR YEARS PROGRAMME (EIGHT SEMESTERS) (CBCS)

Preamble: The Bachelor of Physical Education and Sports (B.P.E.S.) Four years (Eight Semesters, Choice Based Credit System) programme is a professional programme meant for preparing a base to undergo through Physical Education

The B.P.E.S. Programme is designed to integrate the study of childhood, social context of Physical Education, subject knowledge, aim of Physical Education and communication skills.

Intake, Eligibility and Admission Procedure: The Intake, Eligibility and Admission Procedure are as per the UGC and University norms and standards.

Eligibility: - 10+2 or equivalent with at least **45% marks**.

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

Number of seats: 80, as approved by University AC for B.P.E.S. Course.

Participation	Marks
➤ International:	10
➤ Senior National championship/ National Games:	
1st Place:	10
2nd Place:	08
3rd Place:	07
Participation:	05
➤ Junior National Competitions	
1st Place:	08
2nd Place:	07
3rd Place:	06
Participation:	05
➤ Sub Junior National Competitions/ SGFI	
1st Place:	07
2nd Place:	06
3rd Place:	05
Participation:	04
➤ Senior/ Junior/ Sub-Junior-State Championship/Rural national games/Women festival/ KVS/ NVS National	
1st Place:	05
2nd Place:	04
3rd Place:	03
Participation:	02

Note: - *The marks will be given in only those games/sports, which are in the competition list of Association of Indian Universities (AIU) and/or School Games Federation of India (SGFI).

*The obtained position must be during last five academic sessions.

*The school state championship and inter collegiate championship participation shall be considered for eligibility criteria only; candidate shall not get any marks for sports weightage.

Medical examination: Qualified candidates will have to submit medical certificate and blood group certificate Issued by Registered Medical Officer to the concern office.

Details of Courses Under Undergraduate Programme (B.P.E.S.)

Course	*Credits	
	Theory+ Practical	Theory + Tutorials
I. Core Course (09 Papers)	09X4= 36	09X5=45
Core Course Practical / Tutorial* (08 Practical/ Tutorials*)	08X4=32	08X5=40
II. Elective Course (12 Papers)		
A. Discipline Specific Elective (4 Papers)	4x4=16	4X5=20
B. Discipline Specific Elective Practical / Tutorials* (8 Papers)	8X4=32	8X5=40
III. Generic Elective/Interdisciplinary (4Papers)	4X 4=16	4X5=20
III. Ability Enhancement Courses Ability Enhancement Compulsory Course(AECC) (3 Papers of 4 credits each) Environmental Science English/MIL Communication	03X4=12	03 X 5=15
IV. Skill Enhancement Course (SEC) (Skill Based) (4 Papers of Min. 2, Max. 4 credits)	4 X 4=16	4 X 5=20
V. Value Added Course (VAC) (Value Based) (9 Papers of Min. 2, Max. 4 credits)	9 X 4=36	9 X 5=45
	Total credit= 196	Total credit= 245

* Allotment of option by previous **semester**/exam merit

** Facilities not available

Abbreviations:-

DCC	=	Discipline Compulsory Core (9)
CCP	=	Core Compulsory Practical (8)
DSE	=	Discipline Specific Elective (4)
DSCP	=	Discipline Specific Core Practical (8)
SEC	=	Skill Enhancement Course (4)
AEC	=	Ability Enhancement Compulsory Course (3)
GEC	=	Generic Elective Course (4)
VAC	=	Value Added Course (9)

CHOICE BASED CREDIT SYSTEM

BPES UG Programme under, Department of Physical Education and Sports, GKV, Haridwar

I SEMESTER (BPES I YEAR)												
S. No	Subject Type	Subject Code	Subject Title	Credits/ CL/T/P				Evaluation Scheme				Subject Total
				Credits	CL	T	P	SESSIONAL			ESE	
								CT	TA	Total		
1	CC	BES-C101	History of Physical Education	4	4	0	0	20	10	30	70	100
2	CC	BES-C104	Anatomy & Physiology	4	4	0	0	20	10	30	70	100
3	CC	BES-C152	Practical-Track & Field (track events)	4	0	1	3	20	10	30	70	100
4	CC	BES-C155	Practical- Instrumentation-I (Anatomy & Physiology)	4	0	2	2	20	10	30	70	100
5	AECC	BEN-A101	Environmental Science.	4	4	0	0	20	10	30	70	100
TOTAL				20								500
II SEMESTER (BPES, I YEAR)												
6	CC	BES-C203	Olympic Education	4	4	0	0	20	10	30	70	100
7	CC	BES-C204	Kinesiology	4	4	0	0	20	10	30	70	100
8	CC	BES-C255	Practical-Instrumentation –II (Kinesiology)	4	0	1	3	20	10	30	70	100
9	CC	BSE-C256	Practical- Racket sports- I Badminton/ Tennis (any one)	4	1	1	2	20	10	30	70	100
10	AECC	BEG-A201	English Communication	4	4	0	0	20	10	30	70	100
11	VAC	BES-V251	*Project	6	Internally Evaluated						100	
12	VAC	BES-V252	**Internship									
TOTAL				26+								600
III SEMESTER (BPES, II YEAR)												
13	CC	BES-C301	Health Education	4	4	0	0	20	10	30	70	100
14	CC	BES-C304	Management Of Physical Education- I	4	4	0	0	20	10	30	70	100
15	CC	BES-C353	Practical-Track & Field (field events)	4	1	1	2	20	10	30	70	100
16	CC	BES-C354	Practical-Instrumentation –III - Health Education & Management	4	0	2	2	20	10	30	70	100
17	SEC	Skill Enhancement Course (Opt any one) (SEC-1)		4	2	0	2	20	10	30	70	100
		BES-S301	Health awareness & general fitness									
		BES-S302	Physical Growth & Development									
18	AECC	BKT-A301	Bhartiya knowledge & Tradition	2	2	0	0	20	10	30	70	100
19	VAC	BES-A301	Basic Computer Applications (ICT)	2	2	1	1	20	10	30	70	100
TOTAL				24+								700
IV SEMESTER (BPES, II YEAR)												
20	CC	BES -C401	Officiating and Coaching	4	4	0	0	20	10	30	70	100
21	CC	BES -C403	Test, Measurement & Evaluation in physical Education	4	4	0	0	20	10	30	70	100
22	CC	BES-C404	Management Of Physical Education- II	4	4	0	0	20	10	30	70	100
23	CC	BES-C454	Practical- Racket sports- II Squash/ Table Tennis (any one)	4	0	1	3	20	10	30	70	100
24	SEC	Skill Enhancement Course (Opt any one)		4	2	0	2	20	10	30	70	100

		(SEC-2)										
		BES -S401	Adventure Sports									
		BES -S402	Organization and Administration									
25	VAC	BES-V451	*Project (Inter disciplinary)	6	Internally Evaluated							100
26	VAC	BES-V452	**Internship									100
TOTAL				26+								700+
V SEMESTER (BPES, III YEAR)												
27	SEC	Skill Enhancement Course (Opt any one) (SEC-3)		4	2	0	2	20	10	30	70	100
		BES-S501	Gym setup									
		BES-S502	Personality Development									
28	DSE	Discipline Specific Elective (Opt any one) (DSE-1A)		4	4	0	0	20	10	30	70	100
		BES-E505	Biomechanics									
		BES-E506	Sports Journalism									
29	CC	BES-C555	Practical-Instrumentation –IV – Biomechanics/ Sports journalism	4	0	1	3	20	10	30	70	100
30	DSE	Discipline Specific Elective practical (DSE-1B)		4	0	1	3	20	10	30	70	100
		BES-E555	Practical-Indigenous games (Khokho/ Kabaddi) any one									
31	DSE	Discipline Specific Elective practical Opt any one (DSE-2B)		4	0	1	3	20	10	30	70	100
		BES-E557	Practical- Rhythmic activity (Yoga/ Gymnastic/ Aerobics/ Zumba) (any one)									
32	GE		Generic Elective (Opt any one) (GE-1) (Subjects to be orbited accordingly course content offered)	4	4	0	0	20	10	30	70	100
*Opt any one from the list of Generic Elective as devised by other departments of the University												
TOTAL				24								600
VI SEMESTER (BPES, III YEAR)												
33	SEC	Skill Enhancement Course (Opt any one) (SEC-4)		4	4	0	0	20	10	30	70	100
		BES-S601	Sports and Exercise Nutrition									
		BES-S605	Mass Media									
34	DSE	Discipline Specific Elective (Opt any one) (DSE-2A)		4	4	0	0	20	10	30	70	100
		BES-E601	Safety Education									
		BES-E602	Water Sports									
35	DSE		Discipline Specific Elective practical (Opt any one) (DSE-3B)	4	0	1	3	20	10	30	70	100
		BES-E655	Practical- Team game-I (Cricket/ Handball)(Opt any one)									
36	DSE		Discipline Specific Elective practical (As Opt in theory) (DSE-4B)	4	0	1	3	20	10	30	70	100
		BES-E656	Practical- Team game-II (Hockey/ Football)(Opt any one)									
37	VAC	BES-V651	*Internship (If student exit the programme)	6	Externally Evaluated							100
38	GE		Generic Elective (Opt any one) (Subjects to be orbited accordingly course content offered)	4	4	0	0	20	10	30	70	100
TOTAL				26								600
VII SEMESTER (BPES, IV YEAR)												
39	SEC		Skill Enhancement Course (Opt any one) (SEC-5)	4	4	0	0	20	10	30	70	100

		BES-S701	Athletic Care and Rehabilitation of sports injuries									
		BES-S702	Educational Psychology-I									
40	DSE		Discipline Specific Elective (Opt any one) (DSE-3A)	4	4	0	0	20	10	30	70	100
		BES-E701	Research Process in Physical Education									
		BES-E702	Methods In Physical Education-I									
41	DSE		Discipline Specific Elective practical (DSE-5B)	4	0	1	3	20	10	30	70	100
		BES-E751	Organization of intramurals (Experiential learning(Learning by doing))									
42	DSE		Discipline Specific Elective (Opt any one) (DSE-6B)	4	0	1	3	20	10	30	70	100
		BES-E752	Practical- Weight Training/ Power lifting/ Weight lifting) (any one)									
43	VAC	BES-V751	Leadership Camp	4	0	1	3					100
44		BES-C751	Dissertation on Major									
45	GE		Generic Elective (Opt any one) (GE-3)	4	4	0	0	20	10	30	70	100
TOTAL				24								600
VIII SEMESTER (BPES, IV YEAR)												
46	SEC		Skill Enhancement Course (Opt any one) (SEC-6)	4	3	1	0	20	10	30	70	100
		BES-S801	Sports Psychology									
		BES-S802	Educational Psychology-II									
47	DSE		Discipline Specific Elective (Opt any one) (DSE-4A)	4	3	1	0	20	10	30	70	100
		BES-E801	Statistics in Physical Education									
		BES-E802	Methods In Physical Education-II									
48	DSE		Discipline Specific Elective practical (DSE-7B)	4	2	0	2	20	10	30	70	100
		BES-E851	Practical- Team game-III (Basketball/ Volleyball)(Opt any one)									
48	DSE		Discipline Specific Elective practical (DSE-8B)	4	0	1	3	20	10	30	70	100
		BES-E852	Practical- Combative sports (any one)									
49	GE		Generic Elective (Opt any one) (GE-4)	4	4	0	0	20	10	30	70	100
50	VAC	BES-V851	*Internship		Externally Evaluated							100
TOTAL				20+								
GRAND TOTAL				184+								

***LIST OF GENERIC ELECTIVE BY THE DEPARTMENT OF YOGIC SCIENCES AND HUMAN CONSCIOUSNESS**

- 1. INTRODUCTION OF YOGA**
- 2. APPLIED YOGA**
- 3. PATANJAL YOGA**
- 4. YOGIC TEXT & YOGI**

CORE COURSE (THEORY)
SEMESTER I
HISTORY OF PHYSICAL EDUCATION

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-C101

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Describing the meaning, definition, need, scope, and historical perspective of physical education.

CO-2. Describe and define the aims and objectives of physical education.

CO-3. Explaining the development of physical education at the global level.

CO-4. Interpreting the philosophical aspect of physical education.

CO-5. Explaining the sports institution in India before and after independents.

CO-6. Classifying the different committees and schemes in the field of physical education.

CO-7. Discussing the different awards and honors.

UNIT-I: Introduction

Meaning, Definition, Need and Scope of Physical Education

Aims and Objectives of Physical Education

A Brief Historical Perspective of Physical Education in India

UNIT-II:

Development of Physical Education at the global level

USA, Russia, Germany, Denmark, Rome & Greece

UNIT-III:

Philosophy of Physical Education- Idealism, Naturalism, Realism & Pragmatism

Need of Philosophy in Physical Education.

Indian Olympic Association

International Olympic Committee

UNIT-IV

Physical Education & Sports Institution in India-

YMCA, HVPM & LNIPE

Sports Coaching Schemes their functions & Objectives-

Raj Kumari Amrit Kaur Sports coaching scheme, NSNIS, Patiala & SAI

Awards, Honors and Awardees

SUGGESTED READINGS:

Malik Ajay (2013) Foundation of physical education

Wuest DA and Bucher CA (2003). Foundations of Physical Education Exercise Science and Sports.

McGraw Hill Companies, Inc., New York, USA

Kamlesh ML (2013). Physical Education and Exercise Sciences: An Objective Approach. Friends Publication. Delhi.

Uppal AK & Gautam GP (2008). Health and Physical Education. Friends Publication. New Delhi.

Indian Olympic Association, Jan., 1976.

Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000

Dagar,R.K.S. and Chauhan, Shiv Kumar., "Philosophical Foundations of Physical Education and sports" friends publications, New Delhi 2005.

CORE COURSE (THEORY)
SEMESTER I
ANATOMY & PHYSIOLOGY

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-C104

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Describing the concept, need and importance of anatomy and physiology in physical education.

CO-2. Describing and define the cell, tissue, organs and systems.

CO-3. Explaining the circulatory systems and its functions.

CO-4. Describing the respiratory systems and its functions.

CO-5. Explaining the digestive systems and its functions.

UNIT-I:

Basic Concept

Need and Importance of Anatomy and Physiology in Physical Education.

Definition, Description of Cell

Definition, types & description of Tissue

Classification of Organ and System

UNIT-II:

Circulatory System: Organs

Functions

Introduction of Blood

UNIT III:

Respiratory System

Organs

Functions

Unit-IV:

Digestive System

Organs

Functions

SUGGESTED BOOKS:

Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000

Jain AK (2002). Anatomy & Physiology for Nurses. Arya Publishers, Delhi.

Pearce E.C.(1973)Anatomy & Physiology for nurses. Faber and faber, London.

Singh Shamsheer (2007) Introduction to Anatomy and physiology, friend publication, New Delhi

Dhull D.S.(1998) Sharir rachana avem kriya vigyan Friend publication New Delhi, India

Lakshmi D.R.(2007) Anatomy & Physiology in physical education, Sports education technology, New Delhi

CORE COURSE (PRACTICAL'S)
SEMESTER I
TRACK & FIELD (Track Events)

Max. marks-100
70 Marks + Internal Assessment = 30 Marks

BES-C152
Passing marks-40

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/performance the following.....

CO-1. Classifying the Relay races, start and finish techniques.

CO-2. Describing the Baton exchange.

CO-3. Explaining how to prepare files related to history, rules, techniques and records.

Technique of Start & Finish
Baton Exchange
File (history, rules, Techniques & records)
Viva-voce

CORE COURSE (PRACTICAL'S)
SEMESTER I
INSTRUMENTATION-I
ANATOMY & PHYSIOLOGY

Max. Marks-100
70 Marks + Internal Assessment = 30 Marks

BES-C154
Passing marks-40

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/performance the following.....

CO-1. Describing the pulse rate.

CO-2. Explaining the study of different body system with the help of models.

CO-3. Preparing and developing, Through realistic approach.

Counting of pulse rate
Measurement of BP
Use of Thermometer for different age group
Study of different body system with the help of models
A Scrape File
Viva-voce

SEMESTER I
ABILITY ENHANCEMENT COURSE (AECC)
(Common with that in B.A. Programme)
ENVIRONMENTAL STUDIES

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BEN-A101

Time allowed: 3Hrs

Unit-1 Introduction to environmental studies and Ecosystem

Multidisciplinary nature of environmental studies; Scope and importance; Concept of sustainability and sustainable development. What is an ecosystem? Structure and function of ecosystem. Energy flow in an ecosystem; food chain, food webs and ecological succession. Case studies of the following ecosystems : a) Forest ecosystem b) Grassland ecosystems c) Desert ecosystems d) Aquatic ecosystems (pond, streams, lakes, rivers, oceans, estuaries)

Unit-2 Natural Resources

Renewable and non- renewable Resources. Land resources and land use change; Land degradation, soil erosion and desertification. Deforestation : causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water : Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water(International & Interstate). Energy resources: Renewable and non renewable Energy sources, use of alternate Energy sources growing energy needs, case studies

Unit-3 Biodiversity and conservation

Levels of biological diversity : genetic, species and ecosystem diversity; biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots, India as a mega-biodiversity nation; Endangered and endemic species of India. Threats of biodiversity: Habitat loss, poaching of wild life, man-wildlife conflicts, biological invasions; Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economy, social, ethical, aesthetic and informational value.

Unit-4 Environmental Pollution, Environmental Policies & Practices

Environmental Pollution : Types causes, effects and controls; Air, Water, soil and noise pollution. Nuclear hazards and human health risks. Solid waste management: Control measures of urban and industrial waste. Pollution case studies. Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture2/2. Environment Laws : Environment Protection Act; Air (Prevention & control of pollution) Act; Water (Prevention & control of pollution) Act; Wild life Protection Act; Forest Conservation Act, International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD). Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

Unit-5 Human Communities and the Environment

Human population growth: Impacts on environment, human health and welfare. Resettlement and rehabilitation of project affected persons; case studies. Disaster management : floods, earthquake, cyclones and landslides. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

SUGGESTED BOOKS:

CORE COURSE (THEORY)
SEMESTER II
OLYMPIC EDUCATION

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-C203

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Describe the History of ancient Olympic games.

CO-2. Discuss the modern Olympic games and role of modern Olympic movement.

CO-3. Classifying the Olympic movement, Para Olympic and winter Olympic games.

CO-4. Describe the International Olympic Committee (IOC).

CO-5. Write about IOA, WADA and their role in promotion sports.

UNIT-I

History of ancient Olympic games

History of modern Olympic games

Role of Olympic movement

UNIT-II

Aims and symbols of the Olympic movement

The International Olympic Committee (IOC)

The international bid process for selecting sites for the games

Participation in Olympic games

UNIT-III

Indian Olympic association & their role in promotion sports

Olympic museum

Para Olympic games

Winter Olympic games

UNIT-IV

Sports for all:-Culture, Olympism, winning, participation and universality of the games.

Awareness of Drug abuse and doping.

Role of WADA to control doping in sports.

SUGGESTED BOOKS:

Singh, M.K., Indian Women and Sports, Rawat Publication, 1991.

Toropove, Brandon., The Olympic for Beginners, 2008.

Wallechineley, Davi, The Complete Book of the Olympic, 1992.

Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000

Osborne, Manpope, Ancient Greece and the Olympic, 2004.

Oxlade, chris., Olympic, 199980

**CORE COURSE (THEORY)
SEMESTER II
KINESIOLOGY**

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-C204

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/performance the following.....

CO-1. Describe the definition and meaning of kinesiology.

CO-2. Discuss the aims and objectives of kinesiology.

CO-3. Explain the role of kinesiology in physical education.

CO-4. Interpret the fundamental concept of center of gravity, line of gravity, axis, and planes.

CO-5. Write about the composition, and classification of bones and Muscles.

UNIT-I

Definition & Meaning of Kinesiology

Aims & objectives of kinesiology

Scope of Kinesiology in physical Education and Sports

Role of Kinesiology in physical Education and Sports

UNIT-II

Fundamental concepts: Centre of gravity, line of gravity

Axis and planes

Fundamental movements of human body joints

Meaning & definition of motion around various joints

UNIT-III

Introduction of Bones

Composition of bones

Types of bones

Classification of bones

UNIT-IV

Introduction of Muscles

Types of muscles

Classification of muscles

Structure of Skeletal muscles

SUGGESTED BOOKS

Hamill, J. and Knutzen, K.M. (2003). Biomechanical Basis of Human Movement. Lippincott Williams and Wilkins, USA.

Hay (1993). The biomechanics of sports techniques prentice hall inc New Jersey.

McGinnis, P. (2004). Biomechanics of Sports & Exercise. Human Kinetics, USA.

Oatis, C.A. (2008). Kinesiology. 2nd Ed. Lippincott, Williams & Wilkins, USA.

Parmeswar ram P.(2001) Essentials of Kinesiology and Biomechanics New Delhi.

Rai Ramesh(2003) Biomechanics mechanical aspects of human motion, Agrim publication, Mohali.

**CORE COURSE (PRACTICAL'S)
SEMESTER II
INSTRUMENTATION-II
KINESIOLOGY**

Max. marks - 100
70 Marks + Internal Assessment = 30 Marks

BES-C255
Passing marks-40

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Administration of the determining CG & Line of gravity.

CO-2. Identifying the bones and joints with the help of models.

Determination of CG & Line of gravity

Study of different bones and joints with the help of models

A Scrape File

Viva-voce

**CORE COURSE (PRACTICAL'S)
SEMESTER II
RACKET SPORTS- I
(BADMINTON/ TENNIS)**

Max. marks - 100
70 Marks + Internal Assessment = 30 Marks

BES-C251
Passing marks-40

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Administration of the determining CG & Line of gravity.

CO-2. Identifying the bones and joints with the help of models.

Fundamental Skills

(a) Racket and Shuttle Grips

(b) Forehand and backhand strokes

(c) Basic footwork

Basic Tactics Strategy

(a) Singles – Systems of Play

(b) Doubles – Systems of Play

- Front and Back

- Side by Side

- Rotation

A Scrape File

Viva-voce

ABILITY ENHANCEMENT COURSE (AECC)

SEMESTER II

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BEG-A201

Time allowed: 3Hrs

ENGLISH COMMUNICATION

Preamble:

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interaction. One of the critical links among human beings and an important through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

The present course hope to address some of these aspects through an interactive mode of teaching-learning process and by focusing on various dimensions of communication skills.

Some of these are: Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situation such as interviews, groups discussion and office environment, important reading skills as well as writing skills such as report writing, note talking etc. While, to an extent, the art of communication is natural to all living beings, into day's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions. The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below. Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

DETAILED SYLLABUS

Unit-1

Verbal and Non-verbal, (Spoken and Written)

Phonetic symbols (consonants, diphthongs, vowels), Accent & Intonation

Unit-2

Parts of Speech, Subject Verb agreement, Tense

Direct-indirect narration

Unit-3

Article, Preposition, Phrasal verb

Antonyms/synonyms

Unit-4

Letter Writing, Report Writing

Job application and preparing CV

Unit-5

Group Discussion, Interview

Effective communication, Barriers to communication

SUGGESTED READINGS

Fluency in English – Part II, Oxford University Press, 2006

Business English, Pearson, 2008

Language, Literature and Creativity, Orient Blackswan, 2013.

Language through Literature (forthcoming) ed. Dr. Gauri Mishra, Dr. Ranjana Kaul, Dr Brati Biswas

Norman Lewis, Word Power Made Easy

VALUE ADDED COURSE

**BPES SEMESTER – II
PROJECT**

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-V251

Time allowed: 3Hrs

Every student has to prepare a project, based on theory or practical papers papers studied in I & II semester.

Project topics-

History of Olympics, Asian games, Common wealth games, order of events, records and other events.

The project will be assign by the class teacher only.

Evaluated on the basis of work done by the student.

A Project File

Viva-voce

**VALUE ADDED COURSE
BPES SEMESTER – II
INTERNSHIP**

INTERNSHIP: (Subject to exit in the IInd semester)

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-V252

Time allowed: 3Hrs

Every student has to serve honorary in the institution/ School/fitness centers.

Evaluated on the basis of Daily Diary preparation, regularity, teaching quality, sincerity, class control and job execution.

Criteria for evaluating Internship Programme:

- A Student will be required to join any school/ organization in any one of the following areas:

Gym and Health Club management.

Aerobics/Mass Demonstration.

Training of Life guard for water sports.

Sports Management/Journalism.

Teaching Physical Education in Schools/Institutions/Centers.

A student is required to bring a certificate on letter head of the Institute form the

Head of the Organization., specifying that he/she has imparted instruction/training/teaching in that organization w.e.f to and his/her work has been excellent/very good/good/satisfactory/poor (The administrator may tick any one of the five alternatives).

CORE COURSE (THEORY)
SEMESTER III
HEALTH EDUCATION

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-C301

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Defining the concepts and principles of health education.

CO-2. Explaining the meaning, definition, and importance of health education.

CO-3. classifying hygiene and its types.

CO-4. Writing about the role and uses of pollution.

CO-5. Discussing the types of natural resources.

UNIT I Health Education:

Meaning and Definition

Concept and Principles of Health Education

Health – Importance, Components

Health Promoting Behaviors

UNIT II Hygiene:

Meaning & definition of Personal Hygiene, Mental Hygiene & Sleep Hygiene

Role of Personal Hygiene, Mental Hygiene & Sleep Hygiene

Occupational Hygiene in physical education and sports

Role of Different Agencies in Promoting Health (WHO, UNICEF, Local Bodies)

UNIT III: Natural Resources

Meaning, Definition, role and uses of natural resources

Water resources

Food resources

Land resources

UNIT IV: Environmental issues

Definition, effects and control measures of:

Air Pollution, Water Pollution, Soil Pollution, Noise Pollution and Thermal Pollution

Management of environment and Govt. policies

Role of pollution control board.

SUGGESTED READINGS

Kamlesh ML (2005). Methods in Physical Education. Friends. Delhi.

Kamlesh ML (2005). Sharirik Shiksha Ki Vidiyan. Friends. Delhi.

Panday Laxmikant (1996). Sharririk Shiksha Ki Shiksha Padati. Metropolitan Book. New Delhi.

Shaw D and Kaushik S (2001). Lesson Palnning- Teachinh Methods and Classman in Physical Education. K.S.K. Delhi.

Shrivastava A.K. (2004). Shareerik Shiksha Khel Main Sangthan Avum Prashashan. Sports. New Delhi.

CORE COURSE (THEORY)
SEMESTER III
MANAGEMENT OF PHYSICAL EDUCATION- I

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-C304

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Memorizing the concepts and principles of planning, organizing, administration and management.

CO-2. Generalizing the facilities in Physical education.

CO-3. Determining the Concepts of Equipment's use in Physical Education & Sports.

CO-4. Establishing the Care, maintenance, repairs and disposal equipment's.

CO-5. Developing the voluntary services.

Unit I Introduction:

Meaning and definition of planning, organizing, administration and management and their nature and scope.

Importance of planning and management in educational institutions.

Principles of planning and management, organization structure:

(i). Working out an effective scheme of organization.

(ii). Scheme of organization in school, college and university.

(iii). Scheme of organization in the district and state education.

Unit II. Facilities in physical education

Layout of the school building and other facilities.

Types of buildings, laboratories, other built-up facilities.

Layout of physical education facilities common and special.

Need and importance of equipment for physical education and recreation

Unit III. Equipment's in physical education

An ideal of equipment or physical education and recreational activities.

Realistic approach in purchases, procedures.

Development of improvised equipment's

Storing, store keeping.

(i) Care, maintenance, repairs and disposal equipment's.

Unit IV

Staffing in Physical Education & Sports

Head of the Institute, his role in imbining the spirit of discipline in sports and education.

Qualification of physical education teachers at different level i.e LT, PRT, TGT, PGT & in Universities/ Colleges.

Qualities of good teachers /teachers of physical education

Development of voluntary services of other teachers.

Importance of qualified teachers of physical education.

Recognition of staff

References:

1. Joseph ,P.M.Organisation of physical education , The old students association ,TIPE Kandivali (bombay).1963.

2. Voltmer ,E.F.et al The organisation and administration of physical education , prentice hall inc., New Jersey , 1979.

3. Bucher ,C.A.Administration of Physical Education and atheletic programmes , The C.V.Mosby

Co. London 1983.

4. Zeigler ,E.R. and Bowie G.W Management Competency Development in Sports and Physical Education , Lea and Febiger, Philadelphia ,!983.
5. Maheshwari ,B.L.Managaement by Objective , Tata Mc.Graw -Hill. Publishing Co. Ltd. New Delhi 1982.
6. ALen L.A.Management and Organisation , McGraw -Hill Book Co. Inc. London 1958.
7. Newman W.H. Administrative Action, Prentice Hall Inc. New Jersey ,1963.
8. Huges , W.L.etal Administration and physical Education. The Ronald Press Co. New York,1962.

CORE COURSE (PRACTICAL'S)
SEMESTER III
TRACK & FIELD (FIELD EVENTS)

Max. Marks -100
70 Marks + Internal Assessment = 30 Marks

BES-C353
Passing marks-40

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Administrating of the skill performance of Shot put and long jump.

CO-2. Practicing of the skill performance of Shot put and long jump.

CO-3. Summarizing record file on Shot put and long jump.

Skills of Shot Put & Long Jump

Record File (history, rules, Technique & records)

Viva-voce

CORE COURSE (PRACTICAL'S)
SEMESTER III
INSTRUMENTATION-III
HEALTH EDUCATION & MANAGEMENT

Max. Marks -100
70 Marks + Internal Assessment = 30 Marks

BES-C353
Passing marks-40

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Learning through the study of Health Education and Management.

CO-2. Find out the Managerial aspects of pollution.

CO-3. Administration the process to find out the status of Health and Hygiene.

Write a report on health, hygiene, pollution and Managerial aspects in Physical Education.

A scrape file on Health, hygiene, pollution & Management system in Physical Education.

Viva-voce

SKILL ENHANCEMENT COURSE
(SEC-1) (THEORY Opt any one)
SEMESTER III
HEALTH AWARENESS AND GENERAL FITNESS

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-S301

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Defining health awareness & fitness.

CO-2. Explain the definition and methods of fitness and the benefit of exercise on body fitness.

CO-3. Discuss health club, aerobics, cycling, and jogging.

CO-4. Describe the fitness activities and role of parents for individual/ community health.

CO-5. Write about the prevention and awareness of diseases through fitness

CO-6. Draw the diet plan.

CO-7. Define the weight management.

CO-8. Discuss the role of Exercise in Diabetes.

CO-9. Write the fitness components.

Unit- I

Introduction of Health awareness

Definition & Methods of fitness:

Health club, Aerobics, Cycling, Jogging

Benefits of exercises on body fitness

Unit- II

Fitness potential for popular sports

Fitness activities

Role of parents for individual/ community Health.

Unit-III

Prevention and awareness of diseases through fitness.

Diet description.

Exercise description.

Description of modern lifestyle changes.

Unit-IV

Weight management

Role of exercises in Diabetes.

Ageing and Physical exercise.

Test, measurements & evaluation of fitness components agility, balance, speed & flexibility

SUGGESTED BOOKS:

Driskell JA and Wolinsky I (2002). Nutritional Assessment of Athletes. CRC Press. Boca Raton. Fla.

Greenberg JS Diutriman GB and Oakes BM (2004). Physical Fitness and Wellness: Changing the mway you ok, feel and perform. Human Kinetics. Champaign. IL.

Hoeger WW & Hoeger S (2007). Fitness & Wellness. Thomson Wadsworth

**SKILL ENHANCEMENT COURSE
SEMESTER III
PHYSICAL GROWTH & DEVELOPMENT**

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-S302

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Describe the growth and development.

CO-2. Discuss the difference between the process of growth and development.

CO-3. Explain the factors affecting growth and development.

CO-4. Classify the methods of the physical growth-general pattern of growth in tissue and system.

CO-5. Teach the changes in physiological development in adolescents.

CO-6. Discuss the maturing pattern of growth and development.

CO-7. Differentiate the cognitive and emotional growth and development.

CO-8. Discuss psychological growth and development.

CO-9. Compare growth and emotional development.

Unit-I Introduction

Meaning and definitions of growth and development.

Difference between the process of growth and development.

Factors affecting growth and development.

Unit-II Physical growth

Methods of studying physical growth-general pattern of growth in tissue and system.

General differences in male and female pattern of growth and development.

Individual differences.

Unit-III Developmental growth

Changes in physiological development in adolescent

Distance and velocity curves of physical growth.

Maturing pattern of growth and development.

Unit-IV Psychological growth

Cognitive (mental) growth, emotional development,

Psychological growth and development.

Relationship between growth and emotional development.

Suggested Readings:

Dagar R.K.S. (2007) Sharirik siksha mein samanya vigyan friends publication, New Delhi

ICMR (1989). Growth and Physical Development of Indian Infants and Children. Indian Council of Medical Research. New Delhi.

Kansal DK (2008). Textbook of Applied Measurement Evaluation and Sports Selection. Sports and Spiritual Science Publications.

New Delhi 61

**ABILITY ENHANCEMENT COURSE (AECC)
SEMESTER III**

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-S302

Time allowed: 3Hrs

Bhartiya Knowledge and Tradition

(To be provided by Gurukul Kangri sam Vishwavidyalaya, Haridwar)

**VALUE ADDED COURSE
SEMESTER III**

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-V301

Time allowed: 3Hrs

BASIC COMPUTER APPLICATIONS (ICT)

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Memorizing the Importance of Computer, characteristics and application.

CO-2. Describing the block diagram and classification of the computers.

CO-3. Acquiring the knowledge of software, hardware, and storage devices of the computers.

CO-4. Determining the role of MS-Word, MS-Excel & MS Power point.

CO-5. Define Word processor and its types.

CO-6. Applying the concept of prepare the presentation and slide show, animation with function.

CO-7. Estimating the working with graph.

Unit I: Introduction to Computer

What is the computer?, Characteristics of Computer,
Application of Computer with special reference to Physical Education,
Block Diagram of Computer, classification of Computer,
Introduction to CPU, CU, ALU Memory Unit,
Auxiliary Storage Devices, Input Devices, Output Devices, File,
Program Software –types, Hardware, Language Processors.

Unit II: Introduction to OS Windows

Define Operating System
Objectives and Function of an Operating System, Types of an Operating System
Windows Features
Windows Desktop Settings- Files and Folders, Menus and Icons Windows Accessories, Recycle Bin.

Unit III: MS-Word

Define Word Processor, Types of Word Processor
Creating a document in MS-word
Formatting features of MS-Word - Standard Toolbar, drawing toolbar Header & Footer, Insertion of files, symbols, pictures, shapes, clip art and charts, Spelling and Grammar, Font color, highlighting and shading.

Unit IV: MS-Excel

Basic of Electronic Spread Sheet, Saving & quitting worksheet,
Opening & Moving in a worksheet, toolbar and menus, working with formulas and cell referencing, working with graph, functions, and data sorting.
Creating presentations, working with different menus, editing and formatting text, inserting data's, pictures, organization charts and graph, drawing, slide show, animation of slides.

References:

Computer Fundamentals: Dr. V Rajaraman.

Fundamentals of Information Technology: Chetan Shrivastava, kalyani Publisers

Fundamentals of Information Technology : Alexis Leon Techword and Vikash Publishing House .

MS –Office:Ron Mansfield ,BPB Publication.

MS-Word 2000: Thumb Rules and :Dr.Snigdha Banerjee ,New Age International Publication.

CORE COURSE (THEORY)
SEMESTER IV
OFFICIATING AND COACHING

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-C401

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Define the meaning and general principles of Officiating.

CO-2. Discuss financial and legal aspects of officiating.

CO-3. Describe the qualification and qualities of an officiating.

CO-4. Classify the duties of officials.

CO-5. Define the ingredients of officiating.

CO-6. Discuss enforcement, Facilities, Arrangement, and environment for officiating

CO-7. Explain the relations of officials with management, players, coaches, captains, spectators, and fans.

CO-8. Classify the preparations of officials before, during and after the game.

Unit-I

Meaning and general principles of officiating

Financial aspects of officiating.

Legal aspects of officiating.

Unit- II

Qualifications of an official.

Qualities of an official.

Duties of an official.

Unit – III

Meaning & definition of ingredients of officiating.

Rules of enforcement.

Facilities, Arrangement, and environment for officiating.

Unit –IV

Relations of officials- With-Management, Players, Coaches, Captains, Spectators, Fans

Pre-game preparation of an official.

During game preparation of an official.

After game preparation of an official.

SUGGESTED READINGS

Singh, Ajmer et.al. “Modern Text Book of Physical Education, Health and Sports”, Kalyani Publishers, Ludhiana,2000

Singh, Ajmer et.al. “Olympic Movement” Kalyani Publishers, Ludhiana,2000

Sharma,Vyas Dev. “introduction to physical and health education”, avichal publishing company, new delhi.

Dagar,R.K.S. & Chauhan, S.K “Psycho-Historical bases of Physical Education” friends publications, New Delhi 2005.

Thomas R. Baechle and Roger W. Earle, (2000).

Singh MK (2008). Comprehensive Badminton (Scientific Training). Friends Publication.

CORE COURSE (THEORY)
SEMESTER IV
TEST, MEASUREMENT & EVALUATION IN PHYSICAL EDUCATION

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-C403

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/performance the following.....

CO-1. Define the meaning and general principles of Test, Measurement & Evaluation

CO-2. Discuss the role and Importance of Test, Measurement & Evaluation.

CO-3. Acquiring the knowledge of Concept of Physical Fitness

CO-4. Determining the role of Endurance

CO-5. Calculating and examine the Anthropometric Measurements

UNIT-I

Concept: Meaning and Definition of Test, Measurement & Evaluation in the field of physical education

Importance of Test, Measurement & Evaluation in the field of physical education

Scope of Test, Measurement & Evaluation in the field of physical education

Relationship between Test, Measurement & Evaluation in the field of physical education

UNIT – II

Concept: Meaning and Definition of General fitness

Concept of Physical Fitness

Components of physical fitness

Introduction of Strength test: - Kraus Weber strength test

UNIT –III

Meaning and definition of Endurance

Endurance Test, Harvard step test

Millar wall volley badminton test

Harbans hockey Test

UNIT-IV

Anthropometric Measurements: - Weight, Height, Chest circumference

Skin fold caliper introduction and uses.

SUGGESTED BOOKS

Kansal DK (2012). A practical approach to Measurement Evaluation in Physical Education & Sports selection. Sports & Spiritual Science Publications, New Delhi.

Miller David K (2006). Measurement by the Physical Educator: Why and How. Mcgraw-Hill. Boston, U.S.A.

Mishra Sharad Chandra (2005). Tests And Measurement in physical education. Sports. Delhi

Sharma JP (2006). Test and measurements in physical education. khel sahitya. Delhi

Srivastava AK (2006). Sharirik Shhiksha Evam Khel Main Maapan Evam Mullyakan. Sport pub. Delhi.

Chauhan S.K.C.(2007) Sharirik siksha me mapan avem mulyankan, Prerna Publication New Delhi

CORE COURSE (THEORY)
SEMESTER IV
MANAGEMENT OF PHYSICAL EDUCATION- II

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-C404

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Define the Importance of Leadership in Physical Education

CO-2. Discuss the role and Importance of Intramurals and extramural.

CO-3. Acquiring the knowledge of Public Relations.

CO-4. Determining the role of Office management.

CO-5. Applying the concept of Budgeting.

CO-6. Calculating the Income & expenditure.

Unit I

Leadership in Physical Education & Sports

Importance of recreational leaders in physical education and sports

Student leadership it's importance and limitations

Staff cooperation in Leadership

Selection and training of student's leaders

Recognition of student leaders.

Unit II

Intramurals and extramural

(A) Intramural

it's importance and planning.

Events of Competition, Time and facility factors.

Point system, award recognition

(B) Extramural

Outcomes of participation (educational)

Limitations in participation.

Selection and training of teams.

Participation, finances and other aspects.

Unit III

Public Relations in physical education

Public Relations- Definition and need.

Principles of public relations in physical educations.

Techniques, role of media

Relations with parents, public and other bodies.

Demonstration, displays on special occasions

Unit IV

Office management and budget

Maintenance of records

Office Correspondence, filing and reports.

Physical education budget and it's preparation

Income & expenditure (sources)- Maintenance of accounts, Petty cash.

References:

1. Joseph ,P.M.Organisation of physical education , The old students association ,TIPE Kandivali (bombay).1963.

2. Voltmer ,E.F.et al The organisation and administration of physical education , prentice hall inc., New Jersey , 1979.
3. Bucher ,C.A.Administration of Physical Education and atheletic programmes , The C.V.Mosby Co. London 1983.
4. Zeigler ,E.R. and Bowie G.W Management Competency Development in Sports and Physical Education , Lea and Febiger, Philadelphia ,!983.
5. Maheshwari ,B.L.Managaement by Objective , Tata Mc.Graw -Hill. Publishing Co. Ltd. New Delhi 1982.

CORE COURSE (PRACTICAL'S)
SEMESTER IV
RACKET SPORTS- II
(SQUASH/ TABLE TENNIS)
(any one)

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-C454

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Administration of the skill performance of Badminton.

CO-2. The practice of the skill performance of Table tennis.

CO-3. Preparing and developing teaching skills materials and training programs.

Fundamental Skills

(a) Racket/ Bat and Ball Grips

(b) Forehand and backhand strokes

(c) Basic footwork

Basic Tactics Strategy

(a) Singles – Systems of Play

(b) Doubles – Systems of Play

Front and Back

Side by Side

A Scrape File

Viva-voce

**SKILL ENHANCEMENT COURSE
(SEC-2) (Opt any one)
SEMESTER IV
ADVENTURE SPORTS**

BES-S401

Time allowed: 3Hrs

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Memorizing the Importance of Adventure Sports

CO-2. Describing the Scope, Need and Importance of Adventure Sports.

CO-3. Acquiring the knowledge of various government agencies of Adventure Sports.

CO-4. Determining the Role of Local Bodies for promoting Adventure Sports

CO-5. Applying the concept of First Aid.

CO-6. Estimating the Rehabilitation process.

Unit – I

Introduction of Adventure Sports

History of Adventure Sports

Types of Adventure Sports

Unit – II

Adventure Sports at global level

Scope of Adventure Sports in India

Need and Importance of Adventure Sports

Unit – III

Role of Indian government in promotion of Adventure Sports

Role of SAI in promotion of Adventure Sports

Role of Associations and Federations in promotion of Adventure Sports

Role of Uttarakhand Government for promoting Adventure Sports

Role of Local Bodies for promoting Adventure Sports

Unit – IV

Equipment's required for adventure sports

Precautions during adventure sports

First aid required for adventure sports

Rehabilitation required for adventure sports

Suggested Reading:

Dougherty NJ et al (2002) Sport, Physical Activity and the Law. Sagamore Pub. Champaign. IL.

Driskell JA and Wolinsky I (2002). Nutritional Assessment of Athletes. CRC Press. Boca Raton. Fla.

Greenberg JS Diutriman GB and Oakes BM (2004). Physical Fitness and Wellness: Changing the mway you ok, feel and perform. Human Kinetics. Champaign. IL.

Hoeger WW & Hoeger S (2007). Fitness & Wellness. Thomson Wadsworth

SKILL ENHANCEMENT COURSE
SEMESTER IV
ORGANIZATION AND ADMINISTRATION

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-S402

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/performance the following.....

CO-1. Memorizing the Importance of Organization and Administration.

CO-2. Describing the Scope, Need and Importance of Organization and Administration.

CO-3. Acquiring the knowledge of Leadership in Physical Education and Sports.

CO-4. Determining the Role of Reports and records.

CO-5. Estimating the concept of drawing Fixtures.

Unit-I

Introduction, Meaning, Definition, Scope and importance of Organization and Administration.

Introduction, Meaning, Definition and importance of Intra-mural and Extra-mural.

Unit-II

Types of Organization and Administration

Function of organization and administration.

Principles of Organization and Administration.

Unit-III

Leadership in Physical Education and Sports: Meaning, Definition, Scope and importance; qualities and qualification of Physical Education Teachers.

Unit-IV

Reports and records; Meaning, Definition and essence of writing different reports. Records maintaining of Physical Education and Sports for future reference.

Tournaments/Competitions and types

Fixture, types of fixture and seeding.

References:

Singh, Ajmer et.al. "Modern Text Book of Physical Education, Health and Sports", Kalyani Publishers, Ludhiana,2000

Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000

Gangwar, B.R., Organisation Admn. & Methods of Physical education, Jalandhar: A.P. Pub., 1999.

Sharma, V.D., Physical & Health Education, ND: Asha Prakashan, 1993.

Shaw, D & Kaushik, S: Lesson Planning: Technical Methods and Class Management, New Delhi: S.K., 2001.

Singh, M.K., Shareerik Shiksha Main Sangtan, Prashashan, Avum Parvakshan. N.D. Friends Pub., 2007.

**VALUE ADDED COURSE
BPES SEMESTER – IV
PROJECT (Inter disciplinary)**

Max. Marks =100

BES-V451

Theory = 100 Marks Internal Assessment

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/performance the following.....

CO-1. Collecting and Gathering data from various sources.

CO-2. Estimating the Project report.

CO-3. Summarizing the Project report.

Every student has to serve honorary in the institution/ School/fitness centers.

Evaluated on the basis of project made on the Inter-disciplinary basis, such as project based on physical education collaboration with- Yoga/ Education Psychology/ Sociology/other social science subjects and other science subjects.

Project File

Viva-voce

**VALUE ADDED COURSE
BPES SEMESTER – IV
INTERNSHIP (Subject to exit in the IVth semester)**

Max. Marks =100

BES-V252

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/performance the following.....

CO-1. Applying the knowledge of games and sports.

CO-2. Serving in any industry

CO-3. Judging and evaluating through various sources.

Every student has to serve honorary in the institution/ School/fitness centers.

Evaluated on the basis of Daily Diary preparation, regularity, teaching quality, sincerity, class control and job execution.

Criteria for evaluating Internship Programme:

A Student will be required to join any school/ organization in any one of the following areas:

Gym and Health Club management.

Aerobics/Mass Demonstration.

Training of Life guard for water sports.

Sports Management/Journalism.

Teaching Physical Education in Schools/Institutions/Centers.

A student is required to bring a certificate on letter head of the Institute form the

Head of the Organization., specifying that he/she has imparted instruction/training/teaching in that organization w.e.f to and his/her work has been excellent/very good/good/satisfactory/poor (The administrator may tick any one of the five alternatives).

SKILL ENHANCEMENT COURSE
(SEC-3) (Opt any one)
SEMESTER V
GYM SETUP

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-S501

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Memorizing the Importance of Gym Setup.

CO-2. Describing the Basic guidelines of Gym Setup.

CO-3. Acquiring the knowledge of Layout of Gym.

CO-4. Determining the Internal and External environment of Gym.

CO-5. Categorizing the Equipment's.

CO-6. Estimating the Procedure, Time table and Precautions of exercising.

Unit – I

Health Club/ Gym Setup- Introduction

Basic guidelines

Funding/ Budget

Purpose- To whom- society, Institution, Professional & Personal

Unit – II

External Environment- Building Lay out and Area

Internal Environment- Critical Factors, Space, Floor, Sanitation, Heating and Ventilation, Lighting, Storage and Seating area for Spectators

Unit – III

Equipment care- Electronic

Equipment care-Station equipment

Equipment Maintenance- Electronic

Equipment Maintenance-Station equipment

Special Care during Gym activities

Unit – IV

Various exercises on various equipment's.

Equipment's for warming up and cooling down

Procedure of exercising.

Time table for exercising.

Precautions during exercising.

Suggested Readings:

Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000

Uppal, A.K., "Principles of sports training" Singh, Hardayal. "Sciences of Sports training",

Cornwell. T.B, (2014). Sponsorship in marketing: Effective communications through sports, arts and events. Routledge Publishers, USA

**SKILL ENHANCEMENT COURSE
SEMESTER V
PERSONALITY DEVELOPMENT**

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-S502

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Memorizing the Importance of Personality Development.

CO-2. Describing the Components of Personality Development.

CO-3. Defining the Meaning and types of Personality.

CO-4. Determining the components of Physical Fitness.

CO-5. Categorizing the Personality Characteristics.

Unit-I Introduction

Personality -meaning and definition.

Introduction to acronym CAKE (Commitment to Application of Knowledge Existing)

Components of Personality

Unit-II Physical Personality

Meaning, Definition and types of Personality.

Principles of Developing Personality.

Somato type and Personality.

Meaning and Definition of Spiritual Personality.

Unit-III Personality and Wellness

Components of Wellness, Relation of Wellness and Personality.

Behaviour Change Method.

Physical Fitness-Components and Role in Physical Personality Development

Unit-IV Mental Personality

Meaning and Definition of Mental Personality

Type A, B & C Personality Characteristics

Traits affective Personality and Its Development.

Heredity and Environment in relation to Personality Development.

SUGGESTED READINGS

Singh, Ajmer et.al. "Modern Text Book of Physical Education, Health and Sports", Kalyani Publishers, Ludhiana,2000

Singh, Ajmer et.al. "Olympidu, "Health and physical education", lakshmi publishing house,Rohtak,2011

Kansal, D.K. (2010). Holistic Personality Development. Sports and Spiritual Science Publications, New Delhi

Bernard N. (2001). Turn off the Fat Genes. Harmony Books, New York. U.S.A.

Kamlesh M.L.(2002) psychology in physical education and sports, metropolitan book co. pvt. ltd, New Delhi

DISCIPLINE SPECIFIC ELECTIVE
(DSE-1A) (Opt any one)
SEMESTER V
BIOMECHANICS

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-E505

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Memorizing the Meaning, nature, role and scope of Biomechanics.

CO-2. Explaining the CG, Line of gravity Vectors and Scalars Quantities.

CO-3. Acquiring the knowledge of Linear and Angular Kinematics.

CO-4. Acquiring the knowledge of Linear and Angular Kinetics.

CO-5. Applying the concept of Lever & Equilibrium in game situation.

CO-6. Estimating the role of resistance in sports.

UNIT I - Introduction

Meaning, nature, role and scope of Biomechanics. Centre of gravity -Line of gravity, Vectors and Scalars Quantities.

UNIT II – Linear and Angular Kinematics

Linear- Distance and Displacement

Speed, Velocity and Acceleration

Projectile motion

Angular- Distance and Displacement

Speed, Velocity and Acceleration

UNIT III - Linear and Angular Kinetics

Linear- Inertia, Mass, Force and weight

Newton's law of motion

Pressure, work, Power and energy

Friction, Buoyancy, Spin

Angular- Centripetal force, Centrifugal force, torque and Couple force

UNIT IV – Lever, Stability, Equilibrium-Factors influencing equilibrium - Guiding principles for stability -static and dynamic stability. Meaning of work, power, energy, kinetic energy and potential energy. Leverage -classes of lever - practical application. Water resistance - Air resistance -Aerodynamics.

Note: Laboratory practicals should be designed and arranged for students internally.

References:

Deshpande S.H. (2002). Manav Kriya Vigyan – Kinesiology (Hindi Edition) Amravati: Hanuman Vyayam Prasarak Mandal.

Hoffman S.J. Introduction to Kinesiology (Human Kinesiology publication Inc. 2005

Thomas. (2001). Manual of structural Kinesiology, New York: McGraw Hill.

Uppal, A (2004), Kinesiology in Physical Education and Exercise Science, Delhi Friends publications.

Williams M (1982) Biomechanics of Human Motion, Philadelphia; Saunders Co.

DISCIPLINE SPECIFIC ELECTIVE
SEMESTER V
SPORTS JOURNALISM

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-E506

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Describing the Meaning and Definition of Journalism.

CO-2. Explaining the role of Sports News agencies.

CO-3. Determining the Concept of Sports Bulletin.

CO-4. Comparing the General news reporting and sports reporting.

CO-5. Editorializing and evaluating of Reported News.

UNIT I Introduction

Meaning and Definition of Journalism, Ethics of Journalism - Canons of journalism-Sports Ethics and Sportsmanship - Reporting Sports Events. National and International Sports News Agencies.

Principles of modern journalism.

UNIT II Sports Bulletin

Concept of Sports Bulletin, Types of bulletin Journalism and sports education - Structure of sports bulletin - Compiling a bulletin -

Complete information on investigative Sports Journalism

UNIT III Role of Journalism

Role of Journalism in the Field of Physical Education: Sports as an integral part of Physical Education - Sports organization and sports journalism - General news reporting and sports reporting.

UNIT -IV Sports organization & Journalism

Advantages of Division of labor in sports journalism

Sports organization and Sports Journalism - General news reporting and sports reporting. Methods of editing a Sports report. Evaluation of Reported News. Interview with and elite Player and Coach.

REFERENCE:

Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi : Surjeet Publications

Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication

Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication

Dhananjay Joshi (2010)

Value Education in Global Perspective. New Delhi: Lotus Press. Kannan K (2009) Soft Skills, Madurai:

Madurai: Yadava College Publication Mohit Chakrabarti (2008): Value Education: Changing Perspective, New Delhi: Kanishka Publication.

Padmanabhan. A & Perumal A (2009), Science and Art of Living, Madurai: Pakavathi Publication

Shiv Khera (2002), You Can Win, New Delhi: Macmillan India Limited. Varma A.K. (1993) Journalism in India from

Earliest Times to the Present Period. Sterling publication Pvt. Ltd. Venkataiah. N (2009) Value Education- New Delhi: APH Publishing Corporation. 43

**CORE COURSE (PRACTICAL'S)
SEMESTER V
INSTRUMENTATION-IV
BIOMECHANICS & SPORTS JOURNALISM**

BES-C555

Max. Marks -100

Passing marks-40

70 Marks + Internal Assessment = 30 Marks

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Administration of the determining the functions of lever.

CO-2. Experience the Newton's Scientific laws in game situations.

CO-3. Preparing and demonstration of application of various forces.

Study of lever with the help of instruments

Application of Newton's Scientific laws.

Impact of external & internal forces.

A Scrape File

Viva-voce

**DISCIPLINE SPECIFIC ELECTIVE PRACTICAL (DSE-1A)
SEMESTER V
PRACTICAL-INDIGENOUS GAMES (KHOKHO/ KABADDI) (any one)**

Max. Marks -100

BES-E555

70 Marks + Internal Assessment = 30 Marks

Passing marks-40

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Experiencing and Immiting the General & Specific warming up for Kho-Kho/ Kabaddi.

CO-2. Acquiring the Basic skills of Kho-Kho/ Kabaddi.

CO-3. Demonstration and application of various techniques of Kho-Kho/ Kabaddi.

Warming up: - General & Specific

Specific conditioning programme for Kho-Kho/ Kabaddi

Basic skills- offensive & defensive.

Classification of Techniques

A Scrape File

Viva-voce

DISCIPLINE SPECIFIC ELECTIVE PRACTICAL (DSE-2B)
SEMESTER V
RHYTHMIC ACTIVITIES
(Yoga/ Gymnastic / Aerobics / Zumba (any one))

Max. Marks -100
70 Marks + Internal Assessment = 30

BES-E556
Marks Passing marks-40

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Define the meaning and general principles of Rhythmic activities.

CO-2. Discuss the Rules and their interpretation.

CO-3. Describe the types of exercises.

CO-4. Examine the performance of skills.

History of Yoga/Gymnastic/Aerobics/ Zumba, Federations and Competitions.

Rules and their interpretation.

Fundamental and Advance skills.

Types of exercises: Yoga/Gymnastic/Aerobics/ Zumba

Performance of Yoga/Gymnastic/Aerobics/ Zumba with music.

A scrape file on Yoga/Gymnastic/Aerobics/ Zumba.

Viva-voce

**GENERIC ELECTIVE (GE-1)
SEMESTER V**

***OPT ANY ONE FROM THE LIST OF GENERIC ELECTIVE AS DEVISED BY
DEPARTMENT OF YOGIC SCIENCES AND HUMAN CONSCIOUSNESS**

SKILL ENHANCEMENT COURSE
(SEC-4) (THEORY) (Opt any one)
SEMESTER VI
SPORTS & EXERCISE NUTRITION

Max. Marks -100
70 Marks + Internal Assessment = 30

BES-S601
Marks Passing marks-40

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Define the meaning and general principles of Sports Nutrition.

CO-2. Discuss the role of Nutrition.

CO-3. Acquiring the knowledge of Micro, macro Nutrients

CO-4. Determining the role of Hydration

CO-5. Applying the concept of Weight management.

CO-6. Calculating and examine the BMI

Unit – I

Meaning and Definition of Sports Nutrition

Basic Nutrition guidelines

Role of nutrition in sports

Unit – II

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

Role of carbohydrates, Fat and protein during exercise

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

Unit – III

Vitamins, Minerals, Water – Meaning and classification

Vitamins, Minerals, Water – Role and function

Role of hydration during exercise, water balance

Unit – IV

Meaning of weight management

Factor affecting weight management and values of weight management

Concept of BMI (Body mass index)

Obesity – Definition, meaning and types of obesity

Obesity and its hazard

Essential Reading :-

Practical Applications in Sports Nutrition Finic HH et al (2006), J & B Publisher, USA.

Handbook of Sports Nutrition, Lal PR (2009) Friends Publication.

SUGGESTED READINGS

Antoni, J. et al, Editors (2008). Essentials of Sports Nutrition and Supplements. Humana Press, USA.

Benardot, D. (2005). Advanced Sports Nutrition. Human Kinetics, USA.

Brown Judith E (2002). Nutrition Now. Canada Pub. Peter Marshal

Caliendo Mang Alica (1981). Nutrition and Preventive Health Care Mcemillin Publication Co.

Clark, N. (2008). Sports Nutrition. 4th Ed. Human Kinetics, USA.

Eberle, S.G. (2007). Endurance Sports Nutrition. Human Kinetics, USA.

SKILL ENHANCEMENT COURSE (THEORY)
SEMESTER VI
MASS MEDIA

Max. Marks -100
70 Marks + Internal Assessment = 30

BES-S605
Marks Passing marks-40

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Define the Meaning and Definition of Mass media.

CO-2. Discuss the Ethics of Mass media.

CO-3. Acquiring the knowledge of Sports Photography: Equipment-Editing - Publishing.

CO-4. Determining the Career opportunities in Mass Media.

CO-5. Applying the knowledge of Media research.

CO-6. Review the report writing.

UNIT I Introduction

Meaning and Definition of Mass media

Types of Mass media

Ethics of Mass media - Canons of Mass media -Sports Ethics and Sportsmanship - Reporting Sports Events. National and International Sports News Agencies.

UNIT II

Mass Media in Journalism: Radio and T.V. Commentary - Running commentary on the radio - Sports expert's comments.

Role of Advertisement in Mass media and Journalism.

Sports Photography: Equipment-Editing - Publishing.

UNIT III Introduction

Career opportunities in Mass Media (Media research)

Co-Modification of media sports in postmodern times

Interview, Case studies, Survey, historical and Experimental research in sports media

UNIT IV Report Writing on Sports

Brief review of Olympic Games, Asian Games, Common Wealth Games World Cup, National Games and Indian Traditional Games. Preparing report of an Annual Sports Meet for Publication in Newspaper. Organization of Press Meet.

REFERENCE:

Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi : Surjeet Publications

Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication

Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication

Dhananjay Joshi (2010)

Value Education in Global Perspective. New Delhi: Lotus Press. Kannan K (2009) Soft Skills, Madurai:

Madurai: Yadava College Publication Mohit Chakrabarti (2008): Value Education: Changing Perspective, New Delhi: Kanishka Publication.

Padmanabhan. A & Perumal A (2009), Science and Art of Living, Madurai: Pakavathi Publication

Shiv Khera (2002), You Can Win, New Delhi: Macmillan India Limited. Varma A.K. (1993) Journalism in India from

Earliest Times to the Present Period. Sterling publication Pvt. Ltd. Venkataiah. N (2009) Value Education- New Delhi: APH Publishing Corporation. 43

DISCIPLINE SPECIFIC ELECTIVE
(DSE-2A) (THEORY) (Opt any one)
SEMESTER VI
SAFETY EDUCATION

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-E601

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Define the Meaning and Definition of Safety Education.

CO-2. Discuss the components of health, wealth and Physical Fitness.

CO-3. Acquiring the knowledge of Safety on & off the field.

CO-4. Determining the Safety equipment's and surface area.

CO-5. Applying the knowledge of Safety education during Indoor and Outdoor games.

CO-6. Review the impact of Safety education on sports injuries

Unit 1

Safety Education: Introduction, Meaning & definition of Safety Education,

Aims & Objectives of Safety Education

Significance of Safety Education in Physical Education & Sports

Unit 2

Components of Safety for Health, Wealth & Physical Fitness

Safety on and off the field

Role of Coach

Role of Officials

Unit-3

Safety equipment's for indoor games

Precautions & handling of equipment's

General instructions for safety during indoor games

Surface area while playing

Unit 4

Safety equipment's for outdoor games

Precautions & handling of equipment's

General instructions for safety during outdoor games

Surface area while playing

Safety education and prevention of injuries

BOOKS RECOMMENDED

Juvenile Nonfiction, This is how we stay safe, Dorling Kindersley ltd, ISBN: 9780241502679

Juvenile Fiction, The complete guide to playground development, RGC Design, ISBN: 9780615209852, 9780615209852

DISCIPLINE SPECIFIC ELECTIVE (THEORY)
SEMESTER VI
WATER SPORTS

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-E602

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/performance the following.....

CO-1. Define the Meaning and Definition of water sports.

CO-2. Discuss the Ethics of water sports.

CO-3. Acquiring the knowledge of Equipment use in water sports.

CO-4. Determining the Career opportunities in water sports.

CO-5. Applying the knowledge of water sports.

Unit – I Introduction

Introduction of Water Sports

History of Water Sports

Types of Water Sports

Unit – II Water sports & Equipment's

Scope of Water Sports in India

Need and Importance of Water Sports

List of Equipment's used in Various Water Sports

Purchase and Care of Equipment's used in Water Sports

Career opportunities in water sports.

Unit – III Training, Handling and Competitions of Kayaking and Kenoying

Introduction of Kayaking and Kenoying

Equipment's and It's availability

Training of handling equipment's

Competitions and role of Federation/ Indian Government

Unit – IV Training , Handling and Competitions of Water Surf, Sailing and Power Boats

Introduction of Water Surf, Sailing and Power Boats

Equipment's and It's availability

Training of handling equipment's

Competitions and role of Federation/ Indian Government

Suggested Books:

Aamidor A (2003).Real Sports Reporting. Indiana University Press.Valparaiso. Indiana. U.S.A.

Ahuja, B.N (1988) Theory and Practice of Journalism. Surjeet Delhi.

Andrews P (2005). Sports Journalism: A Practical Introduction. Sage Publications Ltd. Delhi.

Boyle R (2006). Sports Journalism: Context and Issues. Sage Publications Ltd.

Kamath, M V (1980). Professional Journalism. K.S.K. New Delhi

**DISCIPLINE SPECIFIC ELECTIVE PRACTICAL
(DSE-3B) (PRACTICAL)
SEMESTER VI
PRACTICAL-TEAM GAMES-I (CRICKET/ HANDBALL) (any one)**

Max. Marks -100

70 Marks + Internal Assessment = 30 Marks

BES-E555

Passing marks-40

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Experiencing and Immiting the General & Specific warming up for Cricket/ Handball.

CO-2. Acquiring the Basic skills of Cricket/ Handball.

CO-3. Demonstration and application of various techniques of Cricket/ Handball.

Warming up: - General & Specific

Specific conditioning programme for Cricket/ Handball

Basic skills- offensive & defensive.

Classification of Techniques

A Scrape File

Viva-voce

**DISCIPLINE SPECIFIC ELECTIVE PRACTICAL
(DSE-4B) (PRACTICAL)
SEMESTER VI
PRACTICAL-TEAM GAMES-II (HOCKEY/ FOOTBALL) (any one)**

Max. Marks -100

70 Marks + Internal Assessment = 30 Marks

BES-E556

Passing marks-40

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Experiencing and Immiting the General & Specific warming up for Hockey/ Football.

CO-2. Acquiring the Basic skills of Hockey/ Football.

CO-3. Demonstration and application of various techniques of Hockey/ Football.

Warming up: - General & Specific

Specific conditioning programme for Hockey/ Football.

Basic skills- offensive & defensive.

Classification of Techniques

A Scrape File

Viva-voce

VALUE ADDED COURSE
BPES SEMESTER – VI
INTERNSHIP
(subject to exit from the programme)

Max. Marks -100

BES-V651

INTERNSHIP:

Every student has to serve honorary in the institution/ School/fitness centers.
Evaluated on the basis of Daily Diary preparation, regularity, teaching quality, sincerity, class control and job execution.

Criteria for evaluating Internship Programme:

- A Student will be required to join any school/ organization in any one of the following areas:

Gym and Health Club management.

Aerobics/Mass Demonstration.

Training of Life guard for water sports.

Sports Management/Journalism.

Teaching Physical Education in Schools/Institutions/Centers.

A student is required to bring a certificate on letter head of the Institute form the

Head of the Organization., specifying that he/she has imparted instruction/training/teaching in that organization w.e.f to and his/her work has been excellent/very good/good/satisfactory/poor (The administrator may tick any one of the five alternatives).

**GENERIC ELECTIVE (GE-2)
SEMESTER VI**

***OPT ANY ONE FROM THE LIST OF GENERIC ELECTIVE AS DEVISED BY
DEPARTMENT OF YOGIC SCIENCES AND HUMAN CONSCIOUSNESS**

SKILL ENHANCEMENT COURSE
(SEC-5) (opt any one)
SEMESTER VII
ATHLETIC CARE AND REHABILITATION OF SPORTS INJURIES

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-S701

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. State the Meaning and Definition of Athletic Care.

CO-2. Estimating the Postural Deformities.

CO-3. Acquiring the knowledge of Corrective Exercises.

CO-4. Determining the reasons of illness due to Improper Posture.

CO-5. Estimating the knowledge of Sports injuries.

CO-6. Combining the knowledge of Therapeutic Modalities in rehabilitation process.

Unit-I: Introduction

Posture – Concept, Significance & Benefits

Bad Posture (Sitting, Standing, Walking, Lying down)

Effects of Bad Posture on Our Body

Unit-II: Postural Deformities –

Types and Causes (Kyphosis, Scoliosis, Lordosis, Knock Knees, Bow Legs, Flat Foot)

Corrective Exercises for Postural Deformities

Illnesses due to Improper Posture (Back Pain, Neck Pain)

Corrective Exercises for Improper Posture.

Meaning & Definition of Sports Injuries

Unit-III: Sports Injuries-

General Principles of Prevention of sports Injuries

Sports Medicine and Athletic Care - Concept and Significance, Factors causing Injuries

Introduction of Common Sports Injuries (Strain, Sprain in Muscle and Ligament, Shin Pain, Contusion, Abrasion, Fracture & Dislocation)

Management of Injuries

Unit-IV Rehabilitation-

Sports Injuries and First Aid (P.R.I.C.E.)

Rehabilitation - Aim and Objective, Recovery

Introduction of Therapeutic Modalities

Muscle Strengthening through Active and Passive Exercise

SUGGESTED READINGS

ACSM's Guidelines for Exercise Testing and Prescription (2001), American College of Sports Medicine, New York, U.S.A.

Anspaugh, D.J., G. Ezell and K.N. Goodman (2006) **Teaching Today Health**, Mosby Publishers, Chicago (USA)

Beotra, Alka (2001-02) **Drug Education Handbook on Drug Abuse in Sports**, Applied Nutrition Sciences, Mumbai.

**SKILL ENHANCEMENT COURSE
SEMESTER VII
EDUCATIONAL PSYCHOLOGY-I**

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-S702

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. State the Meaning and Definition of Psychology.

CO-2. Estimating the stages of Growth and Development.

CO-3. Acquiring the knowledge of Individual Differences.

CO-4. Determining the reasons of Behavioral development.

CO-5. Estimating the knowledge of learning theories.

CO-6. Combining the knowledge of Transfer of training.

Unit I : Introduction

- Meaning of Psychology
- Nature of Psychology
- Sources of psychology
- Definition of Psychology
- Psychology is a Sciences
- Branches of Psychology
- Importance of Psychology in Education with special reference to Physical Education.

Unit II: Growth and Development

- Growth and Development
- Meaning of growth and Maturation
- Development by maturation
- Development by exercise and learning
- Behavioral development with special reference to perceptual, Language intellectual social, emotional and physical

Unit III : Individual differences & Body types

- Individual differences: meaning of the terms individual differences.
- Heredity and environment as cause of individual differences
- Interaction of heredity and environment.
- Body types based on psychological parameters according to jung.

Unit IV: Learning Theories

- Learning Meaning and nature of learning
- Principles of learning - Types of learning
- Theories of learning (Trial and error, conditioned reflex, insight theory, learning by imitation).
- Meaning of transfer of training. Conditions of transfer of training. learning curve.
- How to overcome plateau

References : - Boaz, G.D General psychology , Madras: Boaz institute of Psychological Service,1957 - Skinner, C. E. Educational Psychology ,New Delhi : Prentice Hall of India Pvt. Ltd.
- Lindren, H. E. Educational Psychology in classroom ,New York :John Wiley & Sons Inc. 1963.
- Kamlesh ,M.L. Psychology of Physical Education and Sports , New Delhi Metropolitan Bros.
- Snum, Richar M. Psychology in Sports ,Surjeet Publication ,1982
- Silva ,J.M. and Weinberg R.S Psychology of foundations of Sports , Illinois , Human Kinetics Publishers Inc.

DISCIPLINE SPECIFIC ELECTIVE
(DSE-3A) (THEORY) (any one)
SEMESTER VII
RESEARCH PROCESS IN PHYSICAL EDUCATION

Max. Marks =100

BES-E701

Theory = 70 Marks + Internal Assessment = 30 Marks

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Define the Meaning and Definition of Research.

CO-2. Discuss the Need, Nature and Scope of research in Physical Education.

CO-3. Generalizing the Methods of Research.

CO-4. Determining the knowledge to designing groups.

CO-5. Applying the knowledge of Sampling process.

CO-6. Reviewing the impact of all units in preparing Research Proposal.

UNIT I – Introduction

Meaning and Definition of Research – Need, Nature and Scope of research in Physical Education. Classification of Research, Location of Research Problem, Criteria for selection of a problem, Qualities of a good researcher.

UNIT II – Methods of Research

Descriptive Methods of Research; Survey Study, Case study, Introduction of Historical Research, Steps in Historical Research, Sources of Historical Research: Primary Data and Secondary Data, Historical Criticism: Internal Criticism and External Criticism.

UNIT III – Experimental Research

Experimental Research – Meaning, Nature and Importance, Meaning of Variable, Types of Variables. Experimental Design - Single Group Design, Reverse Group Design, Repeated Measure Design, Static Group Comparison Design, Equated Group Design, Factorial Design.

UNIT IV – Sampling, Research Proposal and Report

Meaning and Definition of Sample and Population. Types of Sampling; Probability Methods; Systematic Sampling, Cluster sampling, Stratified Sampling. Area Sampling – Multistage Sampling. Non- Probability Methods; Convenience Sample, Judgement Sampling, Quota Sampling.

Chapterization of Thesis / Dissertation, Front Materials, Body of Thesis – Back materials. Method of Writing Research proposal, Thesis / Dissertation; Method of writing abstract and full paper for presenting in a conference and to publish in journals, Mechanics of writing Research Report, Footnote and Bibliography writing.

REFERENCE :

Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc Clarke David. H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc. Craig Williams and Chris Wragg (2006) Data Analysis and Research for Sport and Exercise Science, London Routledge Press Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illinois; Human Kinetics; Kamlesh, M. L. (1999) Reserach Methodology in Physical Education and Sports, New Delhi Moses, A. K. (1995) Thesis Writing Format, Chennai; Poompugar Pathippagam Rothstain, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc Subramanian, R, Thirumalai Kumar S & Arumugam C (2010) Research Methods in Health, Physical Education and Sports, New Delhi; Friends Publication Moorthy A. M. Research Processes in Physical Education (2010); Friend Publication, New Delhi

**DISCIPLINE SPECIFIC ELECTIVE
(THEORY)
SEMESTER VII
METHODS IN PHYSICAL EDUCATION-I**

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-E702

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

- CO-1.** Define the Meaning and types of Teaching Methods.
- CO-2.** Discuss the Presentation Techniques in Physical Education.
- CO-3.** Generalizing the Methods of Words of command.
- CO-4.** Determining the knowledge to Lesson Planning.
- CO-5.** Applying the knowledge to take Lesson Plan in different categories.
- CO-6.** Reviewing the impact of all units in conduction of competitions.

Unit I

(A) Meaning

Meaning of the term "teaching method" its scope and importance
The factors to be considered in determining the method of teaching.

(B) Types of method

Part-whole method, whole part method, command method, discussion method, project method, demonstration method, imitation method

(C) Principles of teaching

Unit II Presentation Techniques

- (a) Personal preparation.
- (b) Technical preparation.
- (c) Steps of presentation.
- (d) Command and their techniques.
- (e) Situation which require different words of command.
- (f) Types of class management.

Unit III Lesson planning

Types of lessons and their values

Types of lesson planning: - General lesson plan, coaching lesson plan, Classroom teaching lesson plan

- (a) Objectives of different lesson plans and part of the lesson introductory and development.
- (b) Skill practice/group work.
- (c) Class activity/recreation part (reassembly revision and dismissal).

Unit IV Organization and conduct of competitions

- (a) Tracks and field
- (b) Gymnastics.
- (c) Weight lifting, body building and best physique contest.
- (d) Wrestling and combative games.
- (e) Swimming, diving -aquatics.
- (f) Games and sports tournaments.

References:

- Tirunaryanan, c. and hariharan, s. methods in physical education, karai kudi south india press, 1962.
- Kozman, b. cassidy, rosalind and jakson, c.d., methods in physical education, london: w.b. saunders company, 1960.
- Knapp, clyde and hagman, e.p. teaching methods foe physical education, new yoek: mc graw hill book co., 1948

**DISCIPLINE SPECIFIC ELECTIVE PRACTICAL
(DSE-5B) (PRACTICAL'S) (any one)
SEMESTER VII
ORGANIZATION OF INTRAMURALS
(Experiential learning(Learning by doing))**

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-E751

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Determining the knowledge of programme planning.

CO-2. Applying the knowledge of various subjects and practicals in organizing Intramural.

CO-3. Reviewing the impact of the competition in preparing, Record and report scrape file.

The group of students(max 5 in a group) will undergo through this practical from the beginning of the semester and each group will organize an Intramural activity, through different games and sports, in which the group members(those who are organizing the programme) will not participate.

Record and report a scrape file with photographs and news paper cuttings

Viva voce

**DISCIPLINE SPECIFIC ELECTIVE PRACTICAL
(DSE-6B) (PRACTICAL'S)
SEMESTER VII**

PRACTICAL- WEIGHT TRAINING/ POWER LIFTING/ WEIGHT LIFTING) (any one)

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-E752

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Experiencing and Immiting the General & Specific warming up for Weight training/ Power lifting/Weight lifting.

CO-2. Acquiring the Basic skills of Weight training/ Power lifting/Weight lifting.

CO-3. Demonstration and application of various techniques of Weight training/ Power lifting/Weight lifting.

Warming up: - General & Specific

Specific conditioning programme for Weight training/ Power lifting/Weight lifting.

Basic skills

Classification of Techniques

A Scrape File

Viva-voce

**VALUE ADDED COURSE
PRACTICAL'S
SEMESTER VII
LEADERSHIP CAMP
(compulsory)**

Max. Marks =100

Internally Evaluated Assessment = 100 Marks

BES-V751

Time allowed: 3 days minimum

The Course learning outcomes (COs): On completion of the two years B.P.E.S., program, the students will be learning and able to do/perform the following.....

CO-1. Identifying the concepts of leadership camp.

CO-2. Expressing the history and importance of other places.

CO-3. Observing the importance parameters/checklist for tour/camps.

CO-4. Determining leadership quality and group-cohesion.

CO-5. Developing the creativity to perform minor games and activities.

CO-6. Editorializing of all activities of camp as a project work.

A three to five days camping

At least 3 days Camping program will be organized at any spot for the student trainee and 100 marks will be awarded on the basis of criteria given in

The charges for the camp will be revised due to inflation rates. The minimum charges of the camp is Rs. 2000/ and it will be mandate for all students.

Annexure-B

Sr. No.	Activity Max.	Marks
1	Task Given in camping	10
2	Interest in Extracurricular activities on altitude training	10
3	Organizing ability	10
4	Participation in altitude training	10
5	Task Performance	05
6	Personal behaviour in a group	05
7	Observing leadership ability	05
8	Cooperation in a group	05
9	Discipline	10
10	Tour report	30
Total		100

**SEMESTER VII
VALUE ADDED COURSE
DISSERTATION ON MAJOR**

Max. Marks =100

Internally Evaluated Assessment = 100 Marks

BES-V752

Time allowed: 3 days minimum

The Course learning outcomes (COs): In the seventh semester of B.P.E.S., program, the students will be learning and able to do/perform the following.....

CO-1. Identifying the various concepts of dissertation.

CO-2. Associating the various terms used in dissertation chapters.

CO-3. Observing and able to preparing the blue print of dissertation proposal.

CO-4. Developing the knowledge to justify dissertation conclusions

CO-5. Editorializing of all dissertation report.

Procedure

1. A candidate shall have dissertation for B.P.E.S. – VII Semester.
2. Allotment of supervisor
3. Submission his/her Synopsis after concerned with the supervisor.
4. Presentation of synopsis in front of Head/Director/In-charge and all faculty members.
5. Final Approval has given by Head/Director/In-charge of the college.
6. A candidate selecting dissertation must submit his/her dissertation not less than one week before the beginning of the VIIth Semester Examination.
7. The candidate has to face the Viva-Voce.

**GENERIC ELECTIVE (GE-3)
SEMESTER VIII**

***OPT ANY ONE FROM THE LIST OF GENERIC ELECTIVE AS DEVISED BY
DEPARTMENT OF YOGIC SCIENCES AND HUMAN CONSCIOUSNESS**

SKILL ENHANCEMENT COURSE
(SEC-6) (THEORY) (opt any one)
SEMESTER VIII
SPORTS PSYCHOLOGY

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-S801

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. State the Meaning and Definition of Sports Psychology.

CO-2. Estimating the Learning curves.

CO-3. Acquiring the knowledge of Individual differences and body types.

CO-4. Determining the factors of motivation in Physical Education & Sports.

CO-5. Estimating the knowledge of Mental Preparation Strategies.

CO-6. Combining the knowledge of Mental Preparation Strategies in relation to Sports performance.

Unit -I: introduction

Meaning, Importance and scope of Sports Psychology

General characteristics of Various Stages of growth and development

Types and nature of individual differences- Body types

Psychological aspects of Human behaviour in relation to physical education and sports

Unit-II: Sports Psychology in respect of learning and Personality

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

Unit-III: Sports Psychology in respect of Motivation, Aggression and Stress

Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance.

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

Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety

Meaning and nature of stress; Types of stress, Anxiety, Stress, Arousal and their effects on sports performance

Unit-IV 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.

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.

**SKILL ENHANCEMENT COURSE
SEMESTER VIII
EDUCATIONAL PSYCHOLOGY-II**

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-S802

Time allowed: 3Hrs

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. State the Meaning and Definition of Psychology.

CO-2. Estimating the motivation level.

CO-3. Acquiring the knowledge of Emotions.

CO-4. Determining the reasons of development of Personality.

CO-5. Estimating the knowledge of Mechanism of the process of remembering.

Unit I:

- Motivation

Meaning of motivation. concept of need, drive, motive, incentive and achievement

Types of Motivation

Role of motivation on teaching physical activities

Unit II:

- Emotion

Meaning and nature of emotion.

Types of emotion.

Emotional experiences (anxiety and fear) and their effect on learning of physical activities.

Unit III

- Personality

Meaning and nature of personality.

Physiological and social factors in personality.

Development of personality

Unit III

- Memory

Definition of memory

Types of Memory.

Mechanism of the process of remembering, memory training.

Meaning of forgetting, Reasons of forgetting, curves of forgetting

Importance of memory in learning physical activities.

References : - Boaz, G.D General psychology , Madras: Boaz institute of Psychological Service,1957
- Skinner, C. E. Educational Psychology ,New Delhi : Prentice Hall of India Pvt. Ltd.
- Lindren, H. E. Educational Psychology in classroom ,New York :John Wiley & Sons Inc. 1963.
- Kamlesh ,M.L. Psychology of Physical Education and Sports , New Delhi Metropolitan Bros.
- Snum, Richar M. Psychology in Sports ,Surjeet Publication ,1982
- Silva ,J.M. and Weinberg R.S Psychology of foundations of Sports , Illinois , Human Kinetics Publishers Inc.

DISCIPLINE SPECIFIC ELECTIVE
(DSE-4A) (THEORY) (any one)
SEMESTER VIII
STATISTIC IN PHYSICAL EDUCATION & SPORTS

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-E801

Time allowed: 3Hrs

CO-1. State the Meaning and Definition of Statistics.

CO-2. Acquiring the knowledge of Parametric and non-parametric statistics.

CO-3. Estimating the Measures of Central Tendency.

CO-4. Acquiring the knowledge of Measures of Dispersions and Scales.

CO-5. Estimating the Calculation and advantages of various scales.

CO-6. Combining the data, statistical procedure and interpretation of data.

UNIT I – Introduction

Meaning and Definition of Statistics. Function, need and importance of Statistics. Types of Statistics. Meaning of the terms, Population, Sample, Data, types of data. Variables; Discrete, Continuous. Parametric and non-parametric statistics.

UNIT II – Data Classification, Tabulation and Measures of Central Tendency Meaning, uses and construction of frequency table. Meaning, Purpose, Calculation and advantages of Measures of central tendency – Mean, median and mode.

UNIT III – Measures of Dispersions and Scales Meaning, Purpose, Calculation and advances of Range, Quartile, Deviation, Mean Deviation, Standard Deviation, Probable Error. Meaning, Purpose, Calculation and advantages of scoring scales; Sigma scale, Z Scale, Hull scale

UNIT IV – Probability Distributions and Graphs Normal Curve. Meaning of probability- Principles of normal curve – Properties of normal curve. Divergence from normality – Skewness and Kurtosis. Graphical Representation in Statistics; Line diagram, Bar diagram, Histogram, Frequency Polygon, Ogive Curve. Inferential and Comparative Statistics Tests of significance; Independent “t” test, Dependent “t” test – chi – square test. level of confidence and interpretation of data. Meaning of correlation – co-efficient of correlation.

Note : It is recommended that the theory topics be accompanied with practical, based on computer software of statistics.

REFERENCE

Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc Clark D.H. (1999) Research Problem in Physical Education 2nd edition, Eaglewood Cliffs, Prentice Hall, Inc. Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illonosis; Human Kinetics; Kamlesh, M. L. (1999) Reserach Methodology in Physical Education and Sports, New Delhi Rothstain A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc Sivaramakrishnan. S. (2006) Statistics for Physical Education, Delhi; Friends Publication Thirumalaisamy (1998), Statistics in Physical Education, Karaikudi, Senthilkumar Publications.

**DISCIPLINE SPECIFIC ELECTIVE
(THEORY)
SEMESTER VIII
METHODS IN PHYSICAL EDUCATION-II**

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30 Marks

BES-E802

Time allowed: 3Hrs

- CO-1.** State the Meaning and Definition of tournaments.
- CO-2.** Estimating the knowledge to draw fixtures by various methods.
- CO-3.** Acquiring the knowledge of teaching aids & gadgets.
- CO-4.** Acquiring the knowledge of Measures of Dispersions and Scales.
- CO-5.** Diagraming and Sketching the various play fields.
- CO-6.** Composing the Corporative evaluation by pupil and teacher.

Unit I

Tournaments - organization, meaning and their types

- (a) Knock -out types of elimination double elimination tournaments.
- (b) League-(single-double)or round robin type.
- (c) Combination type of tournament.
- (d) Challenge of perennial type (ladder-pyramid type).
- (e) Miscellaneous type of small area games.

Unit II

Audio-visual aids and teaching gadgets

- (a) Values and uses of audio visual aids.
- (b) Criteria for selecting the aids.
- (c) Steps to be followed in using teaching aids.

Publicity - meaning and method of preparation:

- (a) Demonstration, (b) Play days, (c) Exhibitions, (d) Sports for all days.

Unit III

Marking of track and play fields:

- (a) Track and field - track 400 m standard and 200m.
- (b) Play field - football, volleyball, basketball, hockey, badminton, kabaddi, kho- kho, softball as per international regulation.

Unit IV

Improvisation - ways and means of improvisation:

- (a) Area, (b) Apparatus, (c) Equipment, (d) Leadership
- (e) Evolution
 - (a) Need
 - (b) Importance
 - (c) Basic methods of evaluation:
 - Observation - Interview
 - Tests and measurements
 - Corporative evaluation by pupil and teacher

References:

- Tirunaryanan, c. and hariharan, s. methods in physical education, karai kudi south india press, 1962.
- Kozman, b. cassidy, rosalind and jakson, c.d., methods in physical education, london: w.b. saunders company, 1960.
- Knapp, clyde and hagman, e.p. teaching methods foe physical education, new yoek: mc graw hill book co., 1948

**DISCIPLINE SPECIFIC ELECTIVE PRACTICAL
(DSE-7B) (PRACTIAL'S)
SEMESTER VIII
TEAM GAME-III
BASKETBALL/ VOLLEYBALL (any one)**

Max. Marks -100

70 Marks + Internal Assessment = 30 Marks

BES-E851

Passing marks-40

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Experiencing and Immiting the General & Specific warming up for Basketball/ Volleyball.

CO-2. Acquiring the Basic skills of Basketball/ Volleyball.

CO-3. Demonstration and application of various techniques of Basketball/ Volleyball.

Warming up: - General & Specific

Specific conditioning programme for Basketball/ Volleyball

Basic skills- offensive & defensive.

Classification of Techniques

A Scrape File

Viva-voce

**DISCIPLINE SPECIFIC ELECTIVE PRACTICAL
(DSE-8B)
BPES SEMESTER – VIII
COMBATIVE SPORTS (WRESTLING/ JUDO/ KARATE) (any one)**

Max. Marks =100

Theory = 70 Marks + Internal Assessment = 30

BES-E852

Passing marks-40

The Course learning outcomes (COs): On completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....

CO-1. Experiencing and Immiting the General & Specific warming up for Wrestling/ Judo/ Karate.

CO-2. Acquiring the Basic skills of Wrestling/ Judo/ Karate.

CO-3. Demonstration and application of various techniques of Wrestling/ Judo/ Karate.

Warming up: - General & Specific

Specific conditioning programme for

Basic skills- offensive & defensive.

Classification of Techniques

History of game, Federations and Competitions.

Rules and their interpretation.

Fundamental and Advance skills.

Equipment's and their specification and maintenance.

Layout and maintenance of playfields

A scrape File

Viva-voce

**GENERIC ELECTIVE (GE-4)
SEMESTER V**

***OPT ANY ONE FROM THE LIST OF GENERIC ELECTIVE AS DEVISED BY
DEPARTMENT OF YOGIC SCIENCES AND HUMAN CONSCIOUSNESS**

**VALUE ADDED COURSE
BPES SEMESTER – VIII
INTERNSHIP
(compulsory)**

Max. Marks =100

BES-V851

INTERNSHIP:

Every student has to serve honorary in the institution/ School/fitness centers. Evaluated on the basis of Daily Diary preparation, regularity, teaching quality, sincerity, class control and job execution.

Criteria for evaluating Internship Programme:

A Student will be required to join any school/ organization in any one of the following areas: o Gym and Health Club management.

Aerobics/Mass Demonstration.

Training of Life guard for water sports.

Sports Management/Journalism.

Teaching Physical Education in Schools/Institutions/Centers.

A student is required to bring a certificate on letter head of the Institute form the Head of the Organization., specifying that he/she has imparted instruction/training/teaching in that organization w.e.f to and his/her work has been excellent/very good/good/satisfactory/poor (The administrator may tick any one of the five alternatives).