

BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD.



CIRCULAR NO./CURRI./Phy.Edu./B.P.E.S./Four Yr./87/2026.

It is hereby inform to all concerned that, on recommendation of the Boards of Studies and Faculty of Interdisciplinary Studies, the Academic Council at its meeting held on 02 June, 2026 has been **accepted curriculum of Bachelor of Physical Education Sports (Four Year, Course) [Semester - II & VIII] for under Choice Based Credit and Grading System** under the Faculty of Inter-disciplinary Studies.

This is effective from the Academic Year 2026-2027 and Onwards. as appended herewith.

This syllabus is also available on the University website www.bamu.ac.in.

All concerned are requested to note the contents of the circular and bring notice to the students, teachers and staff for their information and necessary action.

University campus,
Aurangabad-431 004.
Ref. No. SU/B.P.E.S./Four year/ Curri./
2026/ **4477**

Date: 08.06.2026 [AC.02.06.2026 I. No.15]

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Deputy Registrar,
Syllabus Section

Copy forwarded with compliments to :-

- 1] The Principals, affiliated concerned Physical Education Colleges,
Dr. Babasaheb Ambedkar Marathwada University, Aurangabad
- 2] The Director of Recognized Institutions, Dr. Babasaheb Ambedkar
Marathwada University, Chhatrapati Sambhajanagar.
- 3] The Director, Board of Examinations & Evaluation, Dr. Babasaheb
Ambedkar Marathwada University, Chhatrapati Sambhajanagar. .
- 4] The Director, University Network & Information Centre, UNIC, with a request to upload the Circular along with its enclosures on University Website.



Dr. Babasaheb Ambedkar Marathwada University, Aurangabad

Department of Physical Education

B. P. E. S. (4 Years Course)

Choice Based Credit & Grading System

Meeting Held on 05-03-2026 and Complete Syllabus of

B. P. E. S. (4 years – 8 Semester)

was submitted on 11-06-2026

Mahatma Jyotiba Fule Hall

K. S. Kulkarni
12/03/2026

K. S. Kulkarni
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SCHEME OF EXAMINATION FOR B. P. E. S. (4 Years Course) Choice Based Credit & Grading System

B. P. E. S. – I Semester

PART - A: THEORY COURSE:

Subject Code	Theory Subjects	Final Exam. Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./I/A/01	Introduction and Development of Physical Education	50	20	40	100	3
B.P.E.S./I/A/02	Sessional	50	—			
	English	50	20			
	Practical	25	10	40	100	3
B.P.E.S./I/A/03	Sessional	25	—			
	Introduction to Human Anatomy	50	20		100	3
	Practical	25	10	40		
B.P.E.S./I/A/04	Sessional	25	—			
	Select anyone : (a) Movement Education	50	20	40	100	3
B.P.E.S./I/A/05	(b) First Aid and Safety Education Sessional	50				
Total					400	12

PART-B: ACTIVITY COURSE:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./I/B/01	Track & Field-I (Running and Jumping Events)	50	50	50	100	3
B.P.E.S./I/B/02	Basketball	50	50	50	100	3
B.P.E.S./I/B/03	Light Apparatus and Minor games	50	50	50	100	3
B.P.E.S./I/B/04	Conditioning Programme	100	--	50	100	3
B.P.E.S./I/B/05	Sports Practice Programme	100	--	50	100	3
Total		350	150	—	500	15

SCHEME OF EXAMINATION FOR B. P. E. S. (4 Years Course) Choice Based Credit & Grading System

B.P.E.S. - II Semester

PART – A: THEORY COURSE:

Subject Code	Theory Subjects	Final Exam. Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./II/A/01	Basics of Human Physiology	50	20	40	100	3
	Practical	25	11			
	Sessional	50	—			
B.P.E.S./II/A/02	Self Development	50	20	26	100	3
	Sessional	50	20			
B.P.E.S./II/A/03	Environmental Education	50	20	26	100	3
	Sessional	50	20			
B.P.E.S./II/A/04	Fundamentals of ICT in Physical Education	50	20	40	100	3
	Practical	25	10			
	Sessional	25	10			
Total					400	12

PART-B: ACTIVITY COURSE:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./II/B/01	Track & Field-II (Throwing Events)	50	50	50	100	3
B.P.E.S./II/B/02	Football	50	50	50	100	3
B.P.E.S./II/B/03	Kho-Kho	50	50	50	100	3
B.P.E.S./II/B/04	Sports Practice Programme	100	--	50	100	3
Total					400	12

SCHEME OF EXAMINATION FOR B. P. E. S. (4 Years Course) Choice Based Credit & Grading System

B.P.E.S. - III Semester**PART - A: THEORY COURSE:**

Subject Code	Theory Subjects	Final Exam. Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./III/A/01	Understanding of Learner and Learning Sessional	50	20	40	100	3
B.P.E.S./III/A/02	Pedagogy of Primary Physical Education Sessional	50	20	40	100	3
B.P.E.S./III/A/03	Educational Technology Sessional	50	20	40	100	3
B.P.E.S./III/A/04 B.P.E.S./III/A/05	Select anyone: (a) Adapted Physical Education (b) Basic Statistics Sessional	50 50	20 20	40	100	3
				Total	400	12

PART-B: ACTIVITY COURSE:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./III/B/01	Swimming	50	50	50	100	3
B.P.E.S./III/B/02	Select any one, Racket Sports*	50	50	50	100	3
B.P.E.S./III/B/03	(a) Table Tennis					
B.P.E.S./III/B/04	(b) Badminton					
B.P.E.S./III/B/05	(c) Tennis					
B.P.E.S./III/B/06	(d) Squash Racket (1Ball Badminton)					
B.P.E.S./III/B/07	Kabaddi	50	50	50	100	3
B.P.E.S./III/B/08	Conditioning Programme	100	—	50	100	3
B.P.E.S./III/B/08	Sports Practice Programme	100	—	50	100	3
Total		350	150	—	500	15

PART-C: TEACHING ABILITY:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./III/C/01	Teaching Lessons (General Lessons in Field)Sessional	50 50	20 —	50	100	3
Total		100	20	—	100	3

*The option of Racket sports will be normally/ decided on Choice basis. In case, of one sport opted by large no. students, the department will distribute on the basis of choice keeping nearly equal no. of student in each sport and student's activity marks of previous semester.

PART-A: THEORY COURSE
SCHEME OF EXAMINATION FOR B. P. E. S. (4 Years Course) Choice Based Credit & Grading System
B.P.E.S. – IV Semester

PART - A: THEORY COURSE:

Subject Code	Theory Subjects	Final Exam. Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./IV/A/01	Kinesiology	50	20	40	100	3
	Practical	25	10			
	Sessional	25	10			
B.P.E.S./IV/A/02	Basics of Curriculum Design	50	20	40	100	3
	Sessional	50	--			
B.P.E.S./IV/A/03	Pedagogy of Upper Primary Physical Education	50	20	40	100	3
	Sessional	50	—			
B.P.E.S./IV/A/04 B.P.E.S./IV/A/05	Select anyone : (a) Recreation and Camping (b) Education for Global Citizenship	50	20	40	100	3
	Sessional	50	—			
Total					400	12

PART-B: ACTIVITY COURSE:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./IV/B/01	Volleyball, Drop Roball (Select any one)	50	50	50	100	3
B.P.E.S./IV/B/02, 03,04	Combat Sports *(Select anyone) : (a)Boxing,(b)Wrestling,(c)Judo	50	50	50	100	3
	Hockey	50	50	50	100	3
B.P.E.S./IV/B/05	Sports Practice Programme	100		50	100	3
Total					400	12

PART-C: TEACHING ABILITY-1(ACTIVITY - TEACHING):

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Credit Marks
B.P.E.S./IV/C/01'	Teaching Lessons(On Field PE) Sessional	50 50	20 —	50	100 3
Total		100	20	—	100 3

*The option of Combat and indigenous sports will be normally/ decided on Choice basis. In case, of one sport opted by large no. students, the department will distribute on the basis of choice keeping nearly equal no. of student in each sport and student's activity marks of previous semester.

SCHEME OF EXAMINATION FOR B. P. E. S. (4 Years Course) Choice Based Credit & Grading System

B.P.E.S. – V Semester**PART - A : THEORY COURSE :**

Subject Code	Theory Subjects	Final Exam Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./V/A/01	Pedagogy of Secondary Physical Education	50	20	40	100	3
	Sessional	50	«			
B.P.E.S./V/A/02	Methods in Physical Education	50	20	40	100	3
	Practical	25	10			
	Sessional	25	—			
B.P.E.S./V/A/03	Yoga Education	50	20	40	100	3
	Sessional	50				
B.P.E.S./V/A/04	Sports Sociology	50	20	40	100	3
	Sessional	50	—			
Total					400	12

PART - B: ACTIVITY COURSE:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./V/B/01	Malkhamb	50	50	50	100	3
B.P.E.S./V/B/02	Gymnastics	50	50	50	100	3
B.P.E.S./V/B/03	Yoga	50	50	50	100	3
B.P.E.S./V/B/04	Conditioning Programme	100	—	50	100	3
B.P.E.S./V/B/05	Sports Practice Programme	100	—	50	100	3
Total		350	150	—	500	15

PART - C: TEACHING ABILITY - I (THEORY TEACHING):

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credit
B.P.E.S./V/C/01	Teaching Lessons (Classroom PE Teaching) Sessional	50 50	20 —	50 —	100	3
Total		100	20	—	100	3

SCHEME OF EXAMINATION FOR B. P. E. S. (4 Years Course) Choice Based Credit & Grading System
B.P.E.S. - VI Semester

PART - A: THEORY COURSE

Subject Code	Theory Subjects	Final Exam. Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./VI/A/01	Test, Measurement and Evaluation in Physical Education	50	20	40	100	3
	Practical	25	10			
	Sessional	25	10			
B.P.E.S./VI/A/02	Basic Research	50	20	40	100	3
	Sessional	50	20			
B.P.E.S./VI/A/03	Communication Skills	50	20	40	100	3
	Practical	25	10			
	Sessional	25	10			
Total					300	09

PART - B: ACTIVITY COURSE:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VI/B/01	Cricket	100	—	50	100	3
B.P.E.S./VI/B/02	Outdoor Activity (Camp/ Tour)	100	—	50	100	3
B.P.E.S./VI/B/03	Sports Practice Programme	100	—	50	100	3
B.P.E.S./VI/B/04	Aerobics	100	—	50	100	3
B.P.E.S./VI/B/05	Handball/ Drop Roball (Any One)	100	—	50	100	3
Total					500	15

PART - C: Teaching Ability - I (Theory Teaching):

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VI/C/01	Teaching Lessons Sessional (Specialization)	50	20	50	100	3
		50				
Total					100	3

BPE5 (4 Years; 8 Semesters) – CBCA (GS - HON - SMA 12-01-2026)

PART - D: INTERNSHIP:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VI/D/01	School Internship (Two Weeks)	100	—	50	100	2
Total		100	--	—	100	2

SCHEME OF EXAMINATION FOR B. P. E. S. (4 Years Course) Choice Based Credit & Grading System

B. P. E. S. - VII Semester

PART - A: THEORY COURSE:

Subject Code	Theory Subjects	Final Exam Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./VII/A/01	Basics of Sports Training	50	20	40	100	3
	Sessional	25	—			
B.P.E.S./VII/A/02	Correctives in Physical Education	50	20	40	100	3
	Sessional	25	—			
Total					200	06

PART - B: ACTIVITY COURSE:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VII/B/01	Sports Practice Programme (Specialization)	100	—	50	100	3
Total					100	03

PART - C: INTERNSHIP:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VII/C/01	School Internship (Based on field Experience) (12 Weeks)	200	100	140	300	8
Total					300	08

PART - D: SPORTS SPECIALIZATION :

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Mark	Credits
B.P.E.S./VII/D/01	Skill Proficiency	50	50	80	100	4
Total		50	50	—	100	04

SCHEME OF EXAMINATION FOR B. P. E. S. (4 Years Course) Choice Based Credit & Grading System

B. P. E. S. - VIII Semester

PART - A: THEORY COURSE:

Subject Code	Theory Subjects	Final Exam. Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./VIII/A/01	Management in Physical Education	50	20	40	100	3
	Sessional	50	—			
B.P.E.S./VIII/A/02	Health Education	50	20	40	100	3
	Sessional	50	—			
B.P.E.S./VIII/A/03	Gender Sensitization & Inclusive Education	50	20	40	100	3
	Sessional	50	—			
Total					300	09

PART-B: SPORTS SPECIALIZATION:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VIII/B/01	Officiating Ability (In already Selected Game/ Sport during VI Semester)	100	100	80	200	4
B.P.E.S./VIII/B/02	Coaching Ability (In already Selected Game/ Sport during VI Semester)	100	100	80	200	4
B.P.E.S./VIII/B/03	Working with community(Two Weeks)	100	—	40	100	2
Total		300	200	200	500	10

Table-9

MARKS DISTRIBUTION SUMMARY(CATEGORY AND SEMESTER-WISE)

Semester	Part	Part-A	Part-B	Part-C	Part-D	Total
I		400	500			900
H		400	400			800
III		400	500	100		1000
IV		400	400	100		900
V		400	500	100	-	1000
VI		300	500	100	100	1000
VII		200	100	300	100	700
VIII		300	500			800
Total		2800	3400	700	200	7100

Table-10

Credit Distribution Summary(CATEGORY AND SEMESTER-WISE)

Semester	Part	Part-A	Part-B	Part-C	Part-D	Total
I		12	15			27
II		12	12			24
III		12	15	03		30
IV		12	12	03		27
V		12	15	03		30
VI		09	15	03	02	29
VII		06	03	08	04	21
VIII		09	10			19
Total		84	97	20	06	207

CURRICULUM PROGRAMME IMPLEMENTATION AND ASSESSMENT:

The Curriculum of the 4 years Integrated B. P. E. S. Programme is designed to integrate the study of the aims and objectives of Physical Education, stages of growth and development, socio-psychological context of Physical Education, understanding of different games and sports, pedagogical knowledge, inclusive education, yoga education, ICT, gender education and communication skills. The programme comprises of compulsory core and elective theory courses, activity courses, teaching practice, sports specialization and internship.

It would be desirable to run this programme on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students, to keep pace with the developments in higher education and the quality assurance expected of it.

The 4 years Integrated B.P.E.S. (4 Years Course) Choice Based Credit & Grading System programme consists of a number of courses. The term „Course“ is applied to indicate a logical part of subject matter of the programme and is equivalent, to the subject matter of a “paper” in the conventional sense. A course may be designed to comprise Lectures/ Tutorials/Field work/ Outreach activities/ Project work/ Vocational training/Viva-Voce/ Seminars/ Term papers/Assignments/ Presentations/ Self- study etc. or a combination of any of the above.

The following 'are the various categories of compulsory courses for the 4 year Integrated B.P.E.S. (4 Years Course) Choice Based Credit & Grading System Programme:

Part-A: Theory Courses(core and elective) Part-B: Activity Courses

Part-C: Internship

Part-D: Sports Specialization

The term 'Credit' refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it.

Since the programme will be equivalent to under graduate degree (B.P.E.) and Teacher Education Degree (B.P.E.S.), the curriculum of this course needs to include different courses and activities essential for both the degrees. The different courses required in this programme can be classified under following eight sections.

1. Discipline Specific Core Courses(DC)
2. Discipline Elective Courses (DE)
3. Ability Enhancement Courses (AE)
4. Skill Enhancement Courses(SE)
5. Activity Courses (AC)
6. Generic Courses(GC)
7. Pedagogic Courses(PC)
8. Engagement with School and Community(ESC)

1. Discipline Specific Core Courses (DC)

It is proposed that the discipline component of the programme (pertaining to the B.P.E) be taught. This is desirable for a number of reasons. Firstly, it ensures that teacher education students are not isolated from the „mainstream“ of higher education; secondly, it ensures that they are held to the same learning expectations and outcomes as in the under graduate streams. This ensures, that the disciplinary learning of teacher education students is as rigorous as of other students, and it prepares them to meet the undergraduate learning standards and become eligible to pursue these disciplines at the master's level, and also prepares them with adequate subject knowledge to teach at the primary and secondary school levels. While finalizing the disciplinary courses to be offered under this programme, school subjects need to be given priority.

As per the UGC guidelines, a minimum of 24 credits in the concerned discipline should be adequate to be able to apply for a master degree in that discipline. The proposed structure satisfies this requirement.

2. Disciplinary Elective Course (DE)

Elective papers from disciplinary subject need to be offered to the candidates. This may be chosen from a range of electives available from the university's general pool. These courses may be very specific or specialized or advanced or supportive to the discipline of study.

3. Ability Enhancement Courses (AE)

These courses include a common set of courses to be included in all undergraduate programmes of study as contributing to promote sensitization towards environment and understanding of the constitution and its values. It also includes the development of communication skills in English. Additionally, students will also learn computer literacy and the use of technology in teaching learning process. It is proposed that this common core be developed in a manner that specifically addresses the needs of developing teachers, and that it be taught in a manner, that makes it suitable to professional teacher preparation.

4. Skill Enhancement Courses (SE)-

These courses may be chosen from a pool of courses designed by the UGC to provide value-based and/or skill-based knowledge and should contain both theory and practical/training/field work. The main purpose of these courses is to provide students life- skills in hands-on mode so as to increase their employability. Skill enhancement course in education titled „Self Development“ has been given as a suggestive course. However, each university has complete freedom to suggest their own papers under this category based on their expertise, specialization, requirements, scope and need.

5. Activity Courses(AC): The following activities are included in activity course

- a. Track and Field, Swimming, and Gymnastics;
- b. Yoga and Team sports i.e .Basketball, Football, Hockey, Cricket, Volleyball, Kabaddi, Kho-Kho; Malkhamb, Handball, Drop Roball.
- c. Combat Sports i.e.Boxing, Wrestling, udo;
- d. Racquet sports i.e. Table Tennis, Badminton, Tennis; Squash Racket, Ball Badminton.
- e. Indigenous Sports; Light Apparatus and Minor Games; Lezim, Mass PT, Wand Drills & March.
- f. Outdoor Activity i.e. Leadership Camp/ Adventure Camp/Educational tour; Field and Lab Testing

6. Generic Courses(GC)

These courses consist of two specialized courses, namely Environmental Studies and Education for Global Citizenship. A course for prospective teachers on Environmental Studies is an absolute must in the 21st century. The rapidly changing character of human- nature interactions and its impact on life on earth, including on human lives, has become a matter of urgent concern. All educated citizens of all nations need to understand the context for this concern, along with the contested nature of key terms in the contemporary discourse such as „environment development“ and „sustainability“. They also need to appreciate about Global Citizenship Education and Education for Peace.

7. Pedagogical Courses(PC)

They are largely built around pedagogic and curricular knowledge relevant to teaching, such as, pedagogical knowledge related to Primary Physical Education in School such as developing locomotor movement, non-locomotor movement, manipulative skill etc. mathematical concepts, language concepts, general approach for creating readiness towards sports among students, pedagogical knowledge related to Upper Primary School subjects such as rough motor skills of various games and sports and their specialized pedagogical courses for preparing upper primary and secondary teachers etc.

8. Engagement with School and Community (ESC)

Practical learning that involves extended and deep engagement with a school and varied experiences with students that start with observation and reflection, small exercises and engagements, and culminate in internship are also an integral part of the programme. School

Internship shall be designed to develop a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of this course shall provide sustained engagement with the learners, their context and the school. Student-teachers shall be equipped to cater to diverse needs of learners in schools. This part of the programme is to be conducted in conjunction with different pedagogical areas both at pre-primary and primary level.

The performance of a candidate in his/her Choice Based Course* (CBC*) in the form of mark/grade will be indicated in the Mark Sheet/ Grade Card but will not be reflected in SGPA or CGPA. Final result of the candidate who fails to secure minimum pass mark/grade/percentage in CBC* shall not affect the result of the candidate.

This curriculum sets the mandatory minimum levels for the ITEP programme with provision for flexibility as per UGC guidelines. However, anything over and above this curriculum might be incorporated with the permission of the affiliating body. Also, in addition to the prescribed courses, students may opt for relevant courses available online.

ASSESSMENT

There shall be a separate assessment rubrics for theory (core and elective) courses, activity courses, teaching practices, sports specialization, internship (field based experiences) and attendance.

PATTERN OF EXAMINATION (END SEMESTER AND INTERNAL ASSESSMENT)

1. Each Theory Course shall have 4 Units and 3 hrs. duration final examination except Sports Specialization which will have 3 units each in semester VII and VIII and 2-hour duration semester-end examination at the end of both semesters.
2. The pattern of Semester-end question papers shall be:

For papers having Max. Marks-50: $[10+10+10+10+(2 \times 5)]=50$ marks]

Each question paper shall consist of 9 questions (2 long answer questions from each unit and 1 combined question of 8 short notes from all 4 units). The candidate will attempt any one question from each unit (4 questions of 10 marks each from first 8 questions). The 9th question will be compulsory consisting 8 short notes of 2 marks each. The candidate will attempt any 5 short notes.

For papers having Max. Marks-50: $[10+10+10+10+(2 \times 5)]=50$ marks]

Each question paper shall consist of 9 questions (2 long answer questions from each unit and 1 combined question of 8 short notes from all 4 units). The candidate; will attempt any one question from each unit (4 questions of 10 marks each from first 8 questions). The 9th question will be compulsory consisting short notes of 2 marks each. The candidate will attempt any 5 short notes.

For Sports Specialization theory papers having Max. Marks- 50: $[10+10+10+10+(2 \times 5)]=50$ marks] The Syllabus shall consist of 4 units in VI Semesters. Each question paper shall consist of 9 questions (2 long answer questions from each unit and 1 combined question of short notes from all 4 units). The candidate will attempt any one question from each unit (4 questions of 10 marks each from first 8 questions). The 9th question will be compulsory consisting 8 short notes of 2 marks each. The candidate will attempt any 5 short notes.

3. If any student misses Class Test due to "On Duty", a supplementary test shall be conducted by the teacher concerned, but, only after confirming his/her "On Duty". It shall be the sole responsibility of the concerned "On Duty" student to contact the teacher and complete his test/s.

Scheme of Examination Requirement for pass and Result

In each semester and in each course/ paper, a candidate has to appear for both the internal assessment and End semester examination. There shall be a university examination at the end of each semester, comprising theory activity, skill proficiency, coaching ability etc. wherever applicable, other points are as follows.

Candidate has to secure minimum 40% marks in theory and 50% marks in each internal activity course, internship skill proficiency and coaching ability etc. separately.

Awarding of grades

The assessment of the course outcome needs to be done following the grading system as given in Table II and 12. In order to ensure uniformity in assessing and awarding grades, it would be better to follow uniform grading system. This will benefit the student teachers to move across institution both with in India and across countries. In order to bring the uniformity in assessment system and computation of the Cumulative Grade Point Average (CGPA) based on student teachers performance in examination, the following guidelines can be followed.

Conversion of marks in to grades

For each course marks obtained by the candidate in the university examination (External + Internal/ will be converted into a letter grade based on pre-determined criteria of the 10 point grading system with the following letter grade as given below:

Table-1

B.P.E.S. (4YearsCourse) Choice Based Credit & Grading System Components (Theory)

Range of Marks	Letter Grade	Grade Point	Description
90 and above	0	10	Outstanding
80-89	A+	9	Excellent
70-79	A	8	Very Good
60-69	A-	7	Good
50-59	B+	6	Above Average
40-49	B	5	Average
35-39	P	4	Pass
Less than 35	F	0	Fail
-	Ab	0	Absent

Table-2

B.P.E.S. (4YearsCourse) Choice Based Credit & Grading System Components (Activity)

Range of Marks	Letter Grade	Grade Point	Description
90 and above	0	10	Outstanding
80-89	A+	9	Excellent
70-79	A	8	Very Good
60-69	A-	7	Good
50-59	B+	6	Above Average
40-49	B	5	Average
Less than 35	F	0	Pass
	Ab	0	Absent

(This is suggesting model: However, University, In view of its statute can have its own model).

Calculation of Credit Point, Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) Credit Point:

A credit point for a particular course is the product of the credit of the course and grade point obtained.

Table-13

MARKS DISTRIBUTION SUMMARY (CATEGORY AND SEMESTER-WISE)

Part Semester	Part-A	Part-B	Part-C	Part-D	Total
I	400	500	-	-	900
II	400	400	-	-	800
III	400	500	100	-	1000
IV	400	400	100	-	900
V	400	500	100	-	1000
VI	300	500	100	100	1000
VII	200	100	300	100	700
VIII	300	500	-	-	800
Total	2800	3400	700	200	7100

Table-14

CREDIT DISTRIBUTION SUMMARY (CATEGORY AND SEMESTER-WISE)

Part Semester	Part-A	Part-B	Part-C	Part-D	Total
I	12	15	-	-	27
II	12	12	-	-	24
III	12	15	03	-	30
IV	12	12	03	-	27
V	12	15	03	-	30
VI	09	15	03	02	29
VII	09	03	08	04	21
VIII	09	10	-	-	19
Total	84	97	20	06	207

SCHEME OF EXAMINATION FOR B. P. E. S. (4 Years Course) Choice Based Credit & Grading System

B. P. E. S. - I Semester

PART - A: THEORY COURSE:

Subject Code	Theory Subjects	Final Exam. Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./I/A/01	Introduction and Development of Physical Education	50	20	40	100	3
B.P.E.S./I/A/02	Sessional	50	—			
	English	50	20			
	Practical	25	10	40	100	3
	Sessional	25	—			
B.P.E.S./I/A/03	Introduction to Human Anatomy	50	20		100	3
	Practical	25	10	40		
	Sessional	25	—			
B.P.E.S./I/A/04	Select anyone : (a) Movement Education	50	20	40	100	3
B.P.E.S./I/A/05	(b) First Aid and Safety Education Sessional	50				
Total					400	12

PART-B:ACTIVITYCOURSE:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./I/B/01	Track& Field-I(Running and Jumping Events)	50	50	50	100	3
B.P.E.S./I/B/02	Basketball	50	50	50	100	3
B.P.E.S./I/B/03	Light Apparatus and Minor games	50	50	50	100	3
B.P.E.S./I/B/04	Conditioning Programme	100	--	50	100	3
B.P.E.S./I/B/05	Sports Practice Programme	100	—	50	100	3
Total					500	15

B. P. E. S. - I Semester

PAPER: INTRODUCTION AND DEVELOPMENT OF PHYSICAL EDUCATION

Subject Code: B.P.E.S./I/A/01

ESSENCE OF THE COURSE

This course offers an, introduction of Education and Physical Education and historical development of Physical Education. It helps to develop understanding about education and physical education, aim and objectives, historical developments of Physical Education in India and abroad.

COURSE LEARNING OUTCOMES

After completing this course, the students will be able to

- Understand the concept of education.
- Understand the concept of physical education.
- Understand the aim and objectives education and physical education.
- Understand the historical development of physical education in India and abroad.

COURSE CONTENT

UNIT-I: Introduction to Education

- Meaning and definitions of Education.
- Aim and objectives of Education.
- Need and importance of Education in the modern era.
- Education as process and product
- Process of Education

UNIT-II: Introduction to Physical Education

- Meaning and Definitions of Physical Education
- Aim and Objectives of Physical Education
- Need and importance of Physical Education
- Misconceptions about Physical Education
- Relationship of Physical Education with others

UNIT-III: Development of Physical Education in India

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

UNIT-IV: Development of Physical Education in Abroad

- Physical Education in Sparta.
- Education at Athens
- Physical and Moral Education in Ancient Rome
- The Circus, the Gladiatorial Combats
- Germany (John Basedow, Gutsmuths)
- Sweden (Per Henric Ling), Swedish Medical Gymnastics.

REFERENCES:

- Khan, E. A. (1964). History of physical education. Scientific Book.
- Leonard, F. E., & Affleck, G. B. (1900). Guide to the History of Physical Education. London: Greenwood Press.
- Majumdar, D. C. (1950). Encyclopedia of Indian physical culture. Baroda: Good Companions.
- Majumdar, D. C. (1950). Encyclopedia of Indian physical culture: A comprehensive survey of the physical education in India. Baroda: Good Companions.
- Rajagopalan, K. (1964). A brief history of physical education in India: From earliest times to the end of the Mughul period. Delhi.
- Rice, E. A., Hutchinson, J. L., & Lee, M. (1969). A brief history of physical education. New York: Ronald Press.
- Singh, A., Gill, J., & Brar, R. (2011). Modern Textbook of Physical Education, Health & Sports. New Delhi: Surjeet Publication.
- Wakharkar, D. G. (1967). Manual of Physical Education. Bombay: Pearl Publication

OBJECTIVE:

The prime objective of this course is to introduce English as a second language. This course of study will give a basic understand of English Language. It will help a student acquire a practical command over the language.

LEARNING OUTCOME:

After completing this course, the learner will be:

1. Able to understand the basic structure of a language.
2. Aware of the necessary vocabulary of a language.
3. Equipped in correspondence of daily life.
4. Able to read, analyze and discuss text.
5. Able to plan, draft, edit and present a piece of writing in written and oral form.
6. Able to respond to personal situations and events.

UNIT-I: VOCABULARY

Number, Gender, Synonyms, Antonyms
One word substitution
Common & sports Abbreviations
Foreign words & phrases commonly used in English

UNIT-II: GRAMMER

Parts of Speech; sentence construction
Kinds of sentences & their transformation
Verb forms & Tenses
Punctuation

UNIT-III: CORRESPONDENCE & DESCRIPTIVE WRITING

Formal & Informal Letters; note of invitations, reply
Application of leave, scholarship etc.

Paragraph & Essay writing
Comprehension & Summary writing

UNIT- IV: TEXT

Where the Mind Is Without Fear – Rabindranath Tagore
Stopping By Woods On A Snowy Evening
My Vision of India – APJ Kalam
My Greatest Olympic Prize – Jesse Owens

PRACTICAL:

1. Introduction of self
2. Favorite game, player, book etc.
3. Expression on issues of social, national & international importance
4. Verbal expression /reading from

SUGGESTED READINGS:

- Dhillon, R.(1993) Paragraph writing. New Delhi: Competition Review.
- Jones, N. (2006) How to write and speak better English. New Delhi: Lotus Press.
- McCarthy, M., & O Dell, F.(2017) English vocabulary in use. Cambridge, University Press.
- Mehta, R. L. (2008) The Art of Letter Writing. New Delhi: Better Books.
- Singh Jaikaran, K., & Best W. D. (2012) the students companion. Harlow: Pearson.
- Wood, F. T. (1986) Are medial English grammar for foreign students. London: Macmillan.
- Wren, P. C., Martin, H., & V., P. R. (2017) High school English grammar & composition: Wren & Martin. New Delhi: S Chand

B.P.E.S. - I Semester
PAPER: INTRODUCTION TO HUMAN ANATOMY
Subject Code: B. P. E. S./FAJ03

Unit-I: MEANING OF ANATOMY

- Role of anatomy in physical education and sports
- Definition of cell
- Properties of cell, structure of cell, and organs
- Properties of living matter

Unit-II: ANATOMY OF BONES

- Structure of bones and cartilage and ligaments
- Name, location and function of bones in human body
- Classification of bones
- Types of joints
- Possible movement around the joints

Unit - III: ANATOMY OF MUSCULAR AND CARDIO-RESPIRATORY SYSTEM

- Structure of muscles and its kind
- Properties of muscles
- Anatomy of respiratory organs
- Structure of heart

Unit – IV: DIGESTIVE AND ENDOCRINE AND NERVOUS SYSTEM

- Anatomy of digestive organ and structure
- Anatomy of glands and structure
- Structure of brain
- Structure of spinal cord

SUGGESTED READINGS

- ❖ Astrand, P. O Rodahl• karre, Dehl, Hans, A.,Stromme, Sigmund, B. (2003) Textbook of Work Physiology, Human Kinetics Publishers.
- ❖ Bourne, G. H (1973). The structure and function of muscle. New York: Academic Press.
- ❖ Chaurasia, B. D.(1980). Human anatomy regional and applied; Head and neck and brain. Delhi: CBS.
- ❖ Fox, E. L., Bowers, R. W., Foss M. L., & Fox, E. L. (1993) The physiological basis for exercise and sport. Madison, WI: Brown & Benchmark.
- ❖ Guyton, A. G. (1986) Text book of medical Physiology Philadelphia: W B Saunders.
- ❖ James C. Clouch. (1971). Fundamental Human Anatomy. Philadelphia: Lea and Febiger.
- ❖ Karpovich, P. V. & Sinning, W. E. (1971). Physiology of muscular action Philadelphia: Saunders.
- ❖ Mathew, D. K. and fox E I (1976) Physiological Basis of Physical Education and Athletics. Philadelphia: W. B Saunders Company. •

B. P. E. S. - I Semester
PAPER: MOVEMENT EDUCATION
Subject Code: B. P. E. S. /I/A/04

ESSENCE OF THE COURSE

This course offers an introduction of Movement Education. It aims to develop Understanding about movement education, its aim and objectives. It aims to learn body and spatial awareness, motor skill concept and motor learning principles.

COURSE LEARNING OUTCOMES

After completing this course, the students will be able to

- Understand the concept of Movement and Movement Education.
- Understand the concept of motor skill
- Develop the understanding and analyzing ability for motor skill learning

COURSE CONTENT

UNIT-I: INTRODUCTION OF MOVEMENT EDUCATION

- Meaning and concept to the term Movement Education.
- History of Movement Education.
- Need of Movement education.
- Traditional Approach in Movement Education
- Process of skill acquisition.

UNIT-II: UNDERSTANDING MOVEMENT

- Meaning and relationships of body awareness and spatial awareness.
- Locomotor, Non-locomotor and manipulative activities
- Creating movement

UNIT-III: MOTOR SKILL LEARNING

- Fundamental Movement skills for efficiency.
- Fundamental Movement skills for expression.
- Combining different fundamental movement skills for learning.
- Rhythmic Elements of fundamental Movement skill.

UNIT-IV: LEARNING AND TEACHING

- Teaching Considerations.
- Aligning Assessment with Learning.
- Movement Education Framework.
- Developing Varied Learning Task

SUGGESTED READINGS:

- Bucher, C. A., & Thaxton, N. A. (1979) Physical education for children: Movement foundations and experiences. New York: Macmillan.
- Cheffer John, Evald Tom, Introduction to Physical Education Concept of Human Movement. Philadelphia: Prentice Hall Inc.
- Gallahue, D. L. (1982). Development movement experiences for children. New York: Wiley.
- Holt, Hale, S. A. (2010) On the move: Lesson plans to accompany children moving, Eighth Edition. McGraw Hill Companies, Inc.
- Pangrazi, R. P. (2010) Dynamic Physical Education curriculum guide: Lesson plans for implementation. Pearson Benjamin Cummings.
- Thomas, K.T., Lee, A.M., & Thomas, J. R.(2000): Physical education for children: Daily lesson plans for elementary school, second edition. Champaign, IL: Human Kinetics.
- Thomas, K. T., Lee, A. M., & Thomas, J. R.(2003). Physical Education methods for elementary teachers, second edition. Champaign, IL: Human Kinetics.

SCHEME OF EXAMINATION FOR B. P. E. S. (4 Years Course) Choice Based Credit & Grading System
B.P.E.S. - II Semester

PART - A: THEORY COURSE:

Subject Code	Theory Subjects	Final Exam. Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./II/A/01	Basics of Human Physiology	50	20	40	100	3
	Practical	25	11			
	Sessional	50	—			
B.P.E.S./II/A/02	Self Development	50	20	26	100	3
	Sessional	50	20			
B.P.E.S./II/A/03	Environmental Education	50	20	26	100	3
	Sessional	50	20			
B.P.E.S./II/A/04	Fundamentals of ICT in Physical Education	50	20	40	100	3
	Practical	25	10			
	Sessional	25	10			
Total					400	12

PART-B: ACTIVITY COURSE:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./II/B/01	Track & Field-II (Throwing Events)	50	50	50	100	3
B.P.E.S./II/B/02	Football	50	50	50	100	3
B.P.E.S./II/B/03	Kho-Kho	50	50	50	100	3
B.P.E.S./II/B/04	Sports Practice Programme	100	--	50	100	3
Total					400	12

PAPER: BASICS OF HUMAN PHYSIOLOGY
Subject Code: B.P.E.S./II/A/01
Credits: 3; Total Teaching Hours: 45 Hours

ESSENCE OF THE COURSE

This course introduces the fundamental principles of human physiology with special reference to physical activity, exercise, and sports performance. It aims to provide students with a basic understanding of the structure and functioning of major physiological systems such as muscular, cardiovascular, respiratory, and nervous systems. The course also focuses on the physiological responses and adaptations of the human body to exercise. Through theoretical knowledge and practical experience, students will develop the ability to measure and interpret basic physiological parameters related to physical fitness and sports performance.

COURSE LEARNING OUTCOMES

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

- Understand the structure and function of major human body systems.
- Explain the physiological mechanisms involved in exercise and physical activity.
- Measure and interpret basic physiological variables.
- Understand the role of human physiology in sports performance and health.
- Apply physiological principles in physical education and sports training.

COURSE CONTENT

UNIT-I: INTRODUCTION TO HUMAN PHYSIOLOGY (10 HOURS)

- Meaning and definition of human physiology.
- Importance of physiology in physical education and sports.
- Structure and functions of cells and tissues.
- Overview of major body systems.
- Homeostasis and maintenance of internal environment.

UNIT-II: MUSCULAR SYSTEM AND EXERCISE (12 HOURS)

- Types of muscles (skeletal, smooth, cardiac).
- Structure and functions of skeletal muscles.
- Types of muscle fibers (slow twitch and fast twitch).
- Mechanism of muscle contraction.
- Muscular fatigue and recovery.

UNIT–III: CARDIOVASCULAR AND RESPIRATORY SYSTEM (12 HOURS)

- Structure and function of the heart.
- Blood circulation and blood pressure.
- Composition and functions of blood.
- Structure and function of lungs.
- Oxygen transport and respiratory process during exercise.

UNIT–IV: NERVOUS SYSTEM AND EXERCISE PHYSIOLOGY (11 HOURS)

- Structure and functions of the nervous system.
- Motor unit and neuromuscular coordination.
- Physiological responses to exercise.
- Adaptations of the body to regular physical activity.
- Importance of physiology in sports performance.

PRACTICAL COMPONENT (25 Marks)

- Measurement of pulse rate at rest and after exercise.
- Measurement of blood pressure.
- Measurement of respiratory rate.
- Calculation of Body Mass Index (BMI).
- Demonstration of fatigue and recovery.

SUGGESTED READINGS:

- Singh, A., Gill, J., & Brar, R. (2011). *Modern Textbook of Physical Education, Health and Sports*. New Delhi: Surjeet Publications.
- Uppal, A.K. (2004). *Physical Fitness and Wellness*. New Delhi: Friends Publications.
- Koley, S. (2012). *Exercise Physiology*. New Delhi: Friends Publications.
- Kansal, D.K. (2012). *Applied Measurement, Evaluation and Sports Selection*. New Delhi: Sports Publications.
- Guyton, A.C., & Hall, J.E. (2016). *Textbook of Medical Physiology*. Philadelphia: Elsevier.
- McArdle, W.D., Katch, F.I., & Katch, V.L. (2015). *Exercise Physiology: Nutrition, Energy and Human Performance*. Philadelphia: Lippincott Williams & Wilkins.
- Fox, E.L., Bowers, R.W., & Foss, M.L. (1989). *The Physiological Basis of Physical Education and Athletics*. Iowa: WCB Brown Publishers.
- Powers, S.K., & Howley, E.T. (2018). *Exercise Physiology: Theory and Application to Fitness and Performance*. New York: McGraw Hill.

B.P.E.S. – II Semester
PAPER: SELF DEVELOPMENT
Subject Code: B.P.E.S./II/A/02
Credits: 3; Total Teaching Hours: 45 H

ESSENCE OF THE COURSE

This course focuses on developing the personality, emotional intelligence, communication skills, and leadership abilities of students. It helps students understand their personal strengths and weaknesses while cultivating values such as discipline, self-confidence, motivation, and ethical behavior. The course prepares students to become responsible professionals in the field of physical education and sports.

COURSE LEARNING OUTCOMES

After completing this course, students will be able to:

- Develop self-awareness and positive personality traits.
- Improve communication and interpersonal skills.
- Understand the importance of motivation and goal setting.
- Develop leadership qualities and teamwork skills.
- Apply self-development principles in personal and professional life.

COURSE CONTENT

UNIT-I: CONCEPT OF SELF DEVELOPMENT (10 HOURS)

- Meaning and importance of self development.
- Personality and its components.
- Self awareness and self assessment.
- Values and ethics in personal life.
- Positive thinking and attitude development.

UNIT-II: COMMUNICATION SKILLS (12 HOURS)

- Meaning and importance of communication.
- Types of communication.
- Verbal and non-verbal communication.

- Barriers to effective communication.
- Communication skills in sports and leadership.

UNIT–III: MOTIVATION AND GOAL SETTING (11 HOURS)

- Meaning and types of motivation.
- Intrinsic and extrinsic motivation.
- Goal setting techniques.
- Time management skills.
- Stress management and emotional balance.

UNIT–IV: LEADERSHIP AND TEAM BUILDING (12 HOURS)

- Meaning and qualities of leadership.
- Leadership styles in sports.
- Teamwork and group dynamics.
- Decision making and problem solving.
- Role of leadership in sports and physical education.

SUGGESTED READINGS

Indian References

- Singh, A. (2010). *Essential of Physical Education*. New Delhi: Kalyani Publishers.
- Uppal, A.K. (2012). *Foundations of Physical Education*. New Delhi: Friends Publications.
- Robbins, S.P., & Judge, T. (2017). *Organizational Behavior*. Pearson Education.
- Covey, S.R. (2004). *The 7 Habits of Highly Effective People*. New York: Free Press.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Books.

B.P.E.S. – II Semester
PAPER: ENVIRONMENTAL EDUCATION
Subject Code: B.P.E.S./II/A/03
Credits: 3; Total Teaching Hours: 45 Hours

ESSENCE OF THE COURSE

This course provides awareness about environmental issues and sustainable development. It helps students understand the relationship between humans, sports, and the environment. The course also highlights the importance of environmental conservation, pollution control, and ecological balance.

COURSE LEARNING OUTCOMES

After completing this course students will be able to:

- Understand environmental concepts and ecosystems.
- Recognize environmental problems and their solutions.
- Promote environmental awareness in society.
- Understand the relationship between environment and sports activities.
- Encourage sustainable environmental practices.

COURSE CONTENT

UNIT-I: INTRODUCTION TO ENVIRONMENT (10 HOURS)

- Meaning and concept of environment.
- Components of environment.
- Ecosystem and ecological balance.
- Importance of environmental education.

UNIT-II: NATURAL RESOURCES (12 HOURS)

- Types of natural resources.
- Conservation of natural resources.
- Forest resources and wildlife conservation.
- Water conservation.

UNIT–III: ENVIRONMENTAL POLLUTION (11 HOURS)

- Meaning and types of pollution.
- Air pollution and water pollution.
- Noise pollution.
- Effects of pollution on health and sports performance.

UNIT–IV: ENVIRONMENTAL PROTECTION AND SUSTAINABLE DEVELOPMENT (12 HOURS)

- Environmental protection measures.
- Sustainable development.
- Role of sports organizations in environmental awareness.
- Environmental movements in India.

SUGGESTED READINGS

- Agarwal, K.C. (2010). *Environmental Biology*. New Delhi: Nidi Publications.
- Bharucha, E. (2013). *Environmental Studies*. Hyderabad: Universities Press.
- Cunningham, W., & Cunningham, M. (2012). *Environmental Science: A Global Concern*. McGraw Hill.
- Miller, G.T. (2015). *Environmental Science*. Brooks Cole Publishers.

B.P.E.S. – II Semester
PAPER: FUNDAMENTALS OF ICT IN PHYSICAL EDUCATION
Subject Code: B.P.E.S./II/A/04
Credits: 3; Total Teaching Hours: 45 Hours

ESSENCE OF THE COURSE

This course introduces the basic concepts of Information and Communication Technology (ICT) and its application in physical education and sports. It focuses on computer fundamentals, digital tools, internet resources, and the use of ICT in sports management, teaching, research, and performance analysis.

COURSE LEARNING OUTCOMES

After completing this course students will be able to:

- Understand basic computer operations.
- Use ICT tools in physical education teaching.
- Utilize internet resources for academic and sports research.
- Apply digital technology in sports performance analysis.

COURSE CONTENT

UNIT-I: INTRODUCTION TO ICT (10 HOURS)

- Meaning and concept of ICT.
- Components of computer systems.
- Hardware and software.
- Operating systems and basic computer functions.

UNIT-II: COMPUTER APPLICATIONS (12 HOURS)

- Word processing (MS Word).
- Spreadsheet applications (MS Excel).
- Presentation tools (PowerPoint).
- Data management and documentation.

UNIT–III: INTERNET AND DIGITAL COMMUNICATION (11 HOURS)

- Internet and web technologies.
- Email communication.
- Online learning platforms.
- Cyber safety and ethics.

UNIT–IV: ICT APPLICATIONS IN PHYSICAL EDUCATION (12 HOURS)

- Use of ICT in sports coaching.
- Performance analysis software.
- Sports data management.
- Digital media in sports education.

PRACTICAL COMPONENT (25 Marks)

- Preparing sports documents using MS Word.
- Data entry and analysis using Excel.
- Creating sports presentations using PowerPoint.
- Searching academic resources using the internet.

SUGGESTED READINGS

- Sharma, R.C. (2010). *Educational Technology*. New Delhi: Atlantic Publishers.
- Aggarwal, J.C. (2012). *Essentials of Educational Technology*. New Delhi: Vikas Publishing.
- Shelly, G.B., & Vermaat, M.E. (2011). *Discovering Computers. Boston: Cengage Learning*.
- Norton, P. (2010). *Introduction to Computers*. New York: McGraw Hill.

B.P.E.S. – II Semester

ACTIVITY COURSE: TRACK & FIELD – II (Throwing Events)

Activity Code: B.P.E.S./II/B/01

Credits: 3; Total Practical Hours: 45

ESSENCE OF THE COURSE

This course provides practical knowledge and skill development in athletics with special emphasis on throwing events. Students will learn the fundamental techniques, rules, training methods, and safety precautions associated with events such as shot put, discus throw, javelin throw, and hammer throw. The course also develops physical fitness components such as strength, coordination, balance, and explosive power necessary for throwing events.

COURSE LEARNING OUTCOMES

After completing this course, students will be able to:

- Demonstrate the fundamental techniques of major throwing events.
- Understand the rules and regulations governing throwing events.
- Apply training principles to improve throwing performance.
- Develop strength, coordination, and explosive power.
- Officiate and organize throwing events in athletics competitions.

COURSE CONTENT

UNIT – I: INTRODUCTION AND BASIC CONDITIONING (10 HOURS)

- Introduction to throwing events in athletics.
- Importance of throwing events in track and field.
- General and specific warm-up exercises.
- Conditioning exercises for strength and flexibility.
- Safety measures during throwing practice.

UNIT – II: SHOT PUT TECHNIQUE (12 HOURS)

- Grip and stance.
- Glide technique.

- Delivery and release phase.
- Recovery and follow through.
- Basic rules and officiating in shot put.

UNIT – III: DISCUS AND JAVELIN THROW (12 HOURS)

- Grip and preliminary swings.
- Rotational technique in discus throw.
- Approach run and throwing technique in javelin.
- Release and recovery phase.
- Rules and officiating procedures.

UNIT – IV: HAMMER THROW AND COMPETITION PRACTICE (11 HOURS)

- Basic technique of hammer throws.
- Rotational movement and release.
- Practice competitions and performance analysis.
- Measurement and recording of results.
- Organization of athletics throwing events.

EVALUATION

Formative Assessment: 50 Marks

Summative Assessment: 50 Marks

Total: 100 Marks

SUGGESTED READINGS

- Singh, H. (1991). *Science of Sports Training*. New Delhi: DVS Publications.
- Uppal, A.K. (2004). *Physical Fitness and Wellness*. New Delhi: Friends Publications.
- Dyson, G. (2000). *The Mechanics of Athletics*. London: University of London Press.
- Carr, G. (1999). *Fundamentals of Track and Field*. USA: Human Kinetics.

B.P.E.S. – II Semester
ACTIVITY COURSE: FOOTBALL
Activity Code: B.P.E.S./II/B/02
Credits: 3; Total Practical Hours: 45

ESSENCE OF THE COURSE

This course focuses on developing fundamental and advanced football skills, tactical understanding, and physical fitness required for the game. Students will learn the techniques of passing, dribbling, shooting, and defending, along with rules and officiating procedures.

COURSE LEARNING OUTCOMES

After completing this course, students will be able to:

- Demonstrate basic and advanced football skills.
- Understand the rules and regulations of football.
- Apply tactical strategies during match play.
- Develop teamwork and sportsmanship.
- Officiate football matches at school and college level.

COURSE CONTENT

UNIT – I: INTRODUCTION AND BASIC SKILLS (10 HOURS)

- History and development of football.
- Ground marking and equipment.
- Warm-up and conditioning exercises.
- Basic skills: kicking, trapping, and dribbling.

UNIT – II: ADVANCED SKILLS (12 HOURS)

- Passing techniques (short and long pass).
- Heading and shooting techniques.
- Tackling and defensive skills.
- Ball control and positioning.

UNIT – III: GAME TACTICS (12 HOURS)

- Offensive and defensive strategies.
- Team formations and positioning.
- Small-sided games.
- Communication and teamwork.

UNIT – IV: RULES AND OFFICIATING (11 HOURS)

- Rules and regulations of football.
- Duties of referees and officials.
- Conducting practice matches.
- Match analysis and performance evaluation.

EVALUATION

Formative Assessment: 50 Marks

Summative Assessment: 50 Marks

Total: 100 Marks

SUGGESTED READINGS

- Singh, A. (2010). *Essentials of Physical Education*. New Delhi: Kalyani Publishers.
- Sharma, O.P. (2007). *Teaching and Coaching Football*. New Delhi: Friends Publications.
- Reilly, T. (2003). *Science and Soccer*. London: Routledge.
- Luxbacher, J. (2012). *Soccer Skills and Drills*. USA: Human Kinetics.

B.P.E.S. – II Semester

ACTIVITY COURSE: KHO-KHO

Activity Code: B.P.E.S./II/B/03

Credits: 3; Total Practical Hours: 45

ESSENCE OF THE COURSE

This course provides practical training in Kho-Kho, one of the traditional Indian games. It emphasizes the development of agility, speed, coordination, and tactical understanding required for effective performance in Kho-Kho.

COURSE LEARNING OUTCOMES

After completing this course students will be able to:

- Demonstrate basic skills of Kho-Kho.
- Understand rules and regulations of the game.
- Develop speed, agility, and coordination.
- Apply offensive and defensive strategies.
- Officiate Kho-Kho matches.

COURSE CONTENT

UNIT – I: INTRODUCTION AND BASIC SKILLS (10 HOURS)

- History and development of Kho-Kho.
- Ground marking and equipment.
- Sitting posture and chasing techniques.
- Warm-up and agility exercises.

UNIT – II: SKILL DEVELOPMENT (12 HOURS)

- Pole dive technique.
- Dodging and escaping techniques.
- Direction change and speed drills.
- Practice drills for chasing and defending.

UNIT – III: GAME TACTICS (12 HOURS)

- Team coordination.
- Offensive and defensive strategies.
- Practice matches.
- Performance improvement techniques.

UNIT – IV: RULES AND OFFICIATING (11 HOURS)

- Official rules of Kho-Kho.
- Duties of officials and referees.
- Conducting matches.
- Evaluation of player performance.

EVALUATION

Formative Assessment: 50 Marks

Summative Assessment: 50 Marks

Total: 100 Marks

SUGGESTED READINGS

- Sharma, O.P. (2005). *Kho-Kho and Kabaddi*. New Delhi: Khel Sahitya Kendra.
- Singh, A. (2010). *Modern Textbook of Physical Education*. New Delhi: Kalyani Publishers.
- Lidor, R., & Bar-Eli, M. (2013). *Handbook of Sport Psychology*. USA: Fitness Information Technology.

B.P.E.S. – II Semester

ACTIVITY COURSE: SPORTS PRACTICE PROGRAMME

Activity Code: B.P.E.S./II/B/04

Credits: 3; Total Practical Hours: 45

ESSENCE OF THE COURSE

This course is designed to provide systematic sports practice and performance improvement. It helps students enhance their physical fitness, sports skills, and competitive experience through structured training sessions.

COURSE LEARNING OUTCOMES

After completing this course students will be able to:

- Improve their sports performance through regular practice.
- Develop physical fitness components.
- Understand training principles.
- Participate effectively in competitions.

COURSE CONTENT

UNIT – I: PHYSICAL CONDITIONING (12 HOURS)

- General fitness exercises.
- Strength and endurance training.
- Flexibility and mobility exercises.
- Speed and agility drills.

UNIT – II: SKILL PRACTICE (12 HOURS)

- Individual sports skill training.
- Game-specific drills.
- Technical correction and feedback.

UNIT – III: TRAINING METHODS (11 HOURS)

- Circuit training.
- Interval training.
- Continuous training methods.
- Recovery techniques.

UNIT – IV: COMPETITION PRACTICE (10 HOURS)

- Practice matches.
- Performance evaluation.
- Team coordination.
- Participation in intramural competitions.

EVALUATION

Formative Assessment: 100 Marks

Minimum Pass Marks: 50

SUGGESTED READINGS

- Singh, H. (1991). *Science of Sports Training*. New Delhi: DVS Publications.
- Uppal, A.K. (2004). *Physical Fitness and Wellness*. New Delhi: Friends Publications.
- Bompa, T.O., & Buzzichelli, C. (2015). *Periodization Training for Sports*. USA: Human Kinetics.
- Baechle, T., & Earle, R. (2008). *Essentials of Strength Training and Conditioning*. USA: Human Kinetics.

SCHEME OF EXAMINATION FOR B. P. E. S. (4 Years Course) Choice Based Credit & Grading System

B.P.E.S. - III Semester

PART - A: THEORY COURSE:

Subject Code	Theory Subjects	Final Exam. Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./III/A/01	Understanding of Learner and Learning Sessional	50	20	40	100	3
B.P.E.S./III/A/02	Pedagogy of Primary Physical Education Sessional	50	20	40	100	3
B.P.E.S./III/A/03	Educational Technology Sessional	50	20	40	100	3
B.P.E.S./III/A/04	Select anyone:					
B.P.E.S./III/A/05	(c) Adapted Physical Education	50	20	40	100	3
	(d) Basic Statistics Sessional	50	20			
				Total	400	12

PART-B: ACTIVITY COURSE:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./III/B/01	Swimming	50	50	50	100	3
B.P.E.S./III/B/02	Select any one, Racket Sports*	50	50	50	100	3
B.P.E.S./III/B/03	(a) Table Tennis					
B.P.E.S./III/B/04	(b) Badminton					
B.P.E.S./III/B/05	(c) Tennis					
B.P.E.S./III/B/06	(d) Squash Racket (1 Ball Badminton)					
B.P.E.S./III/B/07	Kabaddi	50	50	50	100	3
B.P.E.S./III/B/08	Conditioning Programme	100	—	50	100	3
	Sports Practice Programme	100	—	50	100	3
Total		350	150	—	500	15

PART-C: TEACHING ABILITY:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./III/C/01	Teaching Lessons (General Lessons in Field)	50	20	50	100	3
	Sessional	50	—			
Total		100	20	—	100	3

*The option of Racket sports will be normally/ decided on Choice basis. In case, of one sport opted by large no. students, the department will distribute on the basis of choice keeping nearly equal no. of student in each sport and student's activity marks of previous semester.

B.P.E.S. – III Semester

PAPER: UNDERSTANDING OF LEARNER AND LEARNING

Subject Code: B.P.E.S./III/A/01

Credits: 3; Total Teaching Hours: 45

ESSENCE OF THE COURSE

This course aims to develop an understanding of learners and the learning process in the context of physical education. It focuses on the characteristics of learners, individual differences, learning theories, and motivational aspects that influence learning. The course helps future physical education professionals understand how students learn skills and knowledge in sports and physical activities.

COURSE LEARNING OUTCOMES

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

- Understand the characteristics and needs of learners.
- Explain the process and principles of learning.
- Identify individual differences among learners.
- Apply learning theories in physical education teaching.
- Understand motivational strategies to enhance learning.

COURSE CONTENT

UNIT – I: CONCEPT OF LEARNER AND LEARNING (10 HOURS)

- Meaning and characteristics of learner.
- Concept and nature of learning.
- Factors affecting learning.
- Learning domains – cognitive, affective, and psychomotor.
- Learning process in physical education.

UNIT – II: GROWTH AND DEVELOPMENT (12 HOURS)

- Meaning and principles of growth and development.
- Stages of development – childhood and adolescence.

- Physical, emotional, and social development.
- Role of physical education in development.

UNIT – III: LEARNING THEORIES (11 HOURS)

- Trial and error learning theory.
- Classical conditioning theory.
- Operant conditioning theory.
- Insight learning theory.
- Application of learning theories in sports and physical education.

UNIT – IV: MOTIVATION AND INDIVIDUAL DIFFERENCES (12 HOURS)

- Meaning and types of motivation.
- Intrinsic and extrinsic motivation.
- Individual differences among learners.
- Strategies for motivating students in physical education.

SUGGESTED READINGS:

- Bhatia, H.R. (2011). *Educational Psychology*. New Delhi: Surjeet Publications.
- Mangal, S.K. (2014). *Educational Psychology*. New Delhi: PHI Learning.
- Singh, A. (2010). *Essentials of Physical Education*. New Delhi: Kalyani Publishers.
- Woolfolk, A. (2016). *Educational Psychology*. Boston: Pearson Education.
- Santrock, J.W. (2018). *Educational Psychology*. New York: McGraw Hill.

B.P.E.S. – III Semester
PAPER: PEDAGOGY OF PRIMARY PHYSICAL EDUCATION
Subject Code: B.P.E.S./III/A/02
Credits: 3; Total Teaching Hours: 45

ESSENCE OF THE COURSE

This course focuses on teaching methods and strategies used in physical education at the primary school level. It emphasizes child-centered teaching approaches, lesson planning, class management, and the development of motor skills among young learners.

COURSE LEARNING OUTCOMES

After completing this course students will be able to:

- Understand the principles of teaching physical education at primary level.
- Plan and organize physical education lessons for young children.
- Apply appropriate teaching methods and activities.
- Develop motor skills through physical activities and games.

COURSE CONTENT

UNIT – I: INTRODUCTION TO PHYSICAL EDUCATION AT PRIMARY LEVEL (10 HOURS)

- Meaning and importance of primary physical education.
- Objectives of physical education at primary level.
- Characteristics of primary school children.
- Role of teacher in physical education.

UNIT – II: TEACHING METHODS IN PHYSICAL EDUCATION (12 HOURS)

- Command method.
- Demonstration method.
- Practice method.
- Play-way method.
- Cooperative learning.

UNIT – III: LESSON PLANNING AND CLASS MANAGEMENT (11 HOURS)

- Importance of lesson planning.
- Components of physical education lesson plan.
- Organization and management of class.
- Safety measures in physical education.

UNIT – IV: ACTIVITIES FOR PRIMARY SCHOOL CHILDREN (12 HOURS)

- Rhythmic activities.
- Minor games and recreational activities.
- Development of fundamental motor skills.
- Physical fitness activities.

SUGGESTED READINGS:

- Bucher, C.A. (Indian Edition). *Foundations of Physical Education*.
- Uppal, A.K. (2004). *Physical Education and Health Education*. New Delhi: Friends Publications.
- Graham, G. (2010). *Teaching Children Physical Education*. USA: Human Kinetics.
- Rink, J. (2014). *Teaching Physical Education for Learning*. New York: McGraw Hill.

B.P.E.S. – III Semester
PAPER: EDUCATIONAL TECHNOLOGY
Subject Code: B.P.E.S./III/A/03
Credits: 3; Total Teaching Hours: 45

ESSENCE OF THE COURSE

This course introduces the concept, principles, and applications of educational technology in teaching and learning. It focuses on the use of modern instructional technologies, audio-visual aids, and digital tools in physical education.

COURSE LEARNING OUTCOMES

After completing this course students will be able to:

- Understand the concept and scope of educational technology.
- Use audio-visual aids and digital tools effectively.
- Apply educational technology in physical education teaching.
- Develop instructional materials for effective learning.

COURSE CONTENT

UNIT – I: CONCEPT OF EDUCATIONAL TECHNOLOGY (10 HOURS)

- Meaning and definition of educational technology.
- Scope and importance of educational technology.
- Components of educational technology.
- Role of technology in education.

UNIT – II: AUDIO VISUAL AIDS (12 HOURS)

- Meaning and importance of teaching aids.
- Types of audio visual aids.
- Preparation and use of teaching aids.
- Effective use of teaching aids in physical education.

UNIT – III: MODERN INSTRUCTIONAL TECHNOLOGIES (11 HOURS)

- Computer-assisted learning.
- Multimedia learning.
- Online teaching tools.
- E-learning platforms.

UNIT – IV: APPLICATION OF TECHNOLOGY IN PHYSICAL EDUCATION (12 HOURS)

- Use of video analysis in sports.
- Digital evaluation and assessment tools.
- Presentation tools for teaching.
- Use of ICT in sports coaching and research.

SUGGESTED READINGS:

- Aggarwal, J.C. (2012). *Essentials of Educational Technology*. New Delhi: Vikas Publishing.
- Sharma, R.C. (2010). *Educational Technology*. New Delhi: Atlantic Publishers.
- Heinich, R., Molenda, M., & Russell, J. (2002). *Instructional Media and Technologies for Learning*. USA: Pearson.
- Mayer, R.E. (2009). *Multimedia Learning*. Cambridge University Press.

B.P.E.S. – III Semester
PAPER: ADAPTED PHYSICAL EDUCATION
Subject Code: B.P.E.S./III/A/04
Credits: 3; Total Teaching Hours: 45

ESSENCE OF THE COURSE

This course focuses on physical education programs designed for individuals with disabilities and special needs. It helps students understand the nature of disabilities and develop appropriate physical education activities and programs for inclusive participation.

COURSE LEARNING OUTCOMES

After completing this course students will be able to:

- Understand the concept of adapted physical education.
- Identify different types of disabilities.
- Plan suitable physical activities for special populations.
- Promote inclusive physical education programs.

COURSE CONTENT

UNIT – I: INTRODUCTION TO ADAPTED PHYSICAL EDUCATION (10 HOURS)

- Meaning and concept of adapted physical education.
- Importance of adapted physical education.
- Principles of inclusive education.

UNIT – II: TYPES OF DISABILITIES (12 HOURS)

- Physical disabilities.
- Visual impairment.
- Hearing impairment.
- Intellectual disabilities.

UNIT – III: ADAPTED PHYSICAL ACTIVITIES (11 HOURS)

- Modified games and sports.
- Exercise programs for special children.
- Safety measures in adapted physical education.

UNIT – IV: ORGANIZATION OF ADAPTED SPORTS (12 HOURS)

- Paralympics games.
- Special Olympics.
- Role of teachers in inclusive sports programs.

SUGGESTED READINGS:

- Kaur, H. (2015). *Adapted Physical Education*. New Delhi: Friends Publications.
- Winnick, J.P. (2011). *Adapted Physical Education and Sport*. USA: Human Kinetics.

B.P.E.S. – III Semester
PAPER: BASIC STATISTICS
Subject Code: B.P.E.S./III/A/05
Credits: 3; Total Teaching Hours: 45

ESSENCE OF THE COURSE

This course introduces the basic concepts of statistics and their applications in physical education and sports research. It helps students understand data collection, organization, analysis, and interpretation.

COURSE LEARNING OUTCOMES

After completing this course students will be able to:

- Understand the basic concepts of statistics.
- Organize and present data using statistical methods.
- Apply statistical techniques in sports research.

COURSE CONTENT

UNIT – I: INTRODUCTION TO STATISTICS (10 HOURS)

- Meaning and importance of statistics.
- Types of data.
- Collection of data.
- Classification and tabulation of data.

UNIT – II: MEASURES OF CENTRAL TENDENCY (12 HOURS)

- Mean.
- Median.
- Mode.
- Applications in sports data.

UNIT – III: MEASURES OF VARIABILITY (11 HOURS)

- Range.
- Quartile deviation.
- Standard deviation.

UNIT – IV: GRAPHICAL REPRESENTATION OF DATA (12 HOURS)

- Bar diagram.
- Pie chart.
- Histogram.
- Line graph.

SUGGESTED READINGS:

- Kothari, C.R. (2011). *Research Methodology*. New Delhi: New Age International.
- Kansal, D.K. (2012). *Test and Measurement in Sports and Physical Education*.
- Thomas, J.R., Nelson, J.K., & Silverman, S. (2015). *Research Methods in Physical Activity*. Human Kinetics.

B.P.E.S. – III Semester
PART – B: ACTIVITY COURSE (PRACTICAL)

Credits per Course: 3; Total Practical Hours: 45 Hours

Assessment:

Formative Assessment – 50 Marks
Summative Assessment – 50 Marks
Minimum Pass Marks – 50
Total – 100 Marks

ACTIVITY: SWIMMING

Subject Code: B.P.E.S./III/B/01

ESSENCE OF THE COURSE

This course provides practical knowledge and skill development in swimming. It introduces students to water safety, basic swimming techniques, strokes, and aquatic fitness. The course develops confidence in water and promotes swimming as an important life-saving and fitness activity.

COURSE LEARNING OUTCOMES

After completing this course students will be able to:

- Demonstrate basic swimming skills and water safety techniques.
- Perform different swimming strokes efficiently.
- Apply safety measures during aquatic activities.
- Understand the importance of swimming for health and physical fitness.

PRACTICAL COURSE CONTENT

UNIT – I: WATER FAMILIARIZATION AND SAFETY (10 HOURS)

- Water entry and exit techniques.
- Breathing control in water.
- Floating and gliding.
- Basic water safety rules.

UNIT – II: BASIC SWIMMING SKILLS (12 HOURS)

- Leg kicking techniques.
- Arm movements.
- Coordination of arms and legs.
- Streamline position.

UNIT – III: SWIMMING STROKES (13 HOURS)

- Freestyle stroke.
- Breaststroke.
- Backstroke.
- Elementary butterfly movements.

UNIT – IV: ADVANCED SKILLS AND AQUATIC FITNESS (10 HOURS)

- Diving techniques.
- Treading water.
- Relay swimming activities.
- Swimming for endurance and fitness.

SUGGESTED READINGS:

- Singh, A. (2010). *Essentials of Physical Education*. New Delhi: Kalyani Publishers.
- Uppal, A.K. (2004). *Physical Education and Health Education*. Friends Publications.
- Maglisco, E. (2003). *Swimming Fastest*. Human Kinetics.
- Counsilman, J.E. (1977). *Competitive Swimming Manual*. Indiana University Press.

ACTIVITY: RACKET SPORTS (Select Any One)

(a) TABLE TENNIS

Subject Code: B.P.E.S./III/B/02

COURSE CONTENT (45 Hours)

ESSENCE OF THE COURSE

This course introduces fundamental techniques, rules, and strategies of table tennis while developing agility, coordination, and reaction time.

COURSE CONTENT (45 Hours)

UNIT I: BASIC SKILLS (10 HOURS)

- Grip and stance.
- Ready position.
- Basic footwork.

UNIT II: STROKE TECHNIQUES (12 HOURS)

- Forehand drive.
- Backhand drive.
- Push and chop strokes.

UNIT III: SERVICE AND RETURN (12 HOURS)

- Types of service.
- Service reception techniques.
- Spin control.

UNIT IV: GAME STRATEGY AND RULES (11 HOURS)

- Singles and doubles play.
- Match practice.
- Rules and officiating.

SUGGESTED REFERENCES

- Hodges, L. (2007). *Table Tennis: Steps to Success*. Human Kinetics.
- Singh, A. (2010). *Modern Textbook of Physical Education*.

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(b) BADMINTON

Subject Code: B.P.E.S./III/B/03 **

COURSE CONTENT (45 Hours)

UNIT I: BASIC SKILLS (10 HOURS)

- Grip techniques.
- Ready position and footwork.

UNIT II: STROKE TECHNIQUES (12 HOURS)

- Forehand and backhand strokes.
- Drop shot and clear.

UNIT III: ADVANCED SKILLS (12 HOURS)

- Smash techniques.
- Net play.

UNIT IV: RULES AND GAME PRACTICE (11 HOURS)

- Singles and doubles rules.
- Match play.

References

- Grice, T. (2007). *Badminton: Steps to Success*. Human Kinetics.

(c) TENNIS

Subject Code: B.P.E.S./III/B/04**

COURSE CONTENT (45 Hours)

UNIT I: FUNDAMENTAL SKILLS (10 HOURS)

- Grip and stance.
- Ready position.

UNIT II: STROKE DEVELOPMENT (12 HOURS)

- Forehand and backhand strokes.
- Volley.

UNIT III: SERVICE TECHNIQUES (12 HOURS)

- Service mechanics.
- Return of service.

UNIT IV: MATCH PRACTICE (11 HOURS)

- Singles and doubles play.
- Court positioning.

REFERENCES:

- Brown, J. (2004). *Tennis Steps to Success*. Human Kinetics.

(d) SQUASH / BALL BADMINTON
Subject Code: B.P.E.S./III/B/05**
COURSE CONTENT (45 Hours)

UNIT I: GRIP, STANCE, AND COURT MOVEMENT.

UNIT II: FOREHAND AND BACKHAND STROKES.

UNIT III: SERVICE AND RALLY TECHNIQUES.

UNIT IV: GAME PRACTICE AND OFFICIATING RULES.

ACTIVITY: KABADDI

Subject Code: B.P.E.S./III/B/06**

COURSE CONTENT (45 Hours)

ESSENCE OF THE COURSE:

This course develops fundamental skills, tactics, and physical fitness required for kabaddi. It emphasizes teamwork, agility, and strategic play.

UNIT I: BASIC SKILLS (10 HOURS)

- Stance and movement.
- Raider techniques.
- Defensive skills.

UNIT II: OFFENSIVE TECHNIQUES (12 HOURS)

- Hand touch.
- Toe touch.
- Bonus line techniques.

UNIT III: DEFENSIVE TECHNIQUES (12 HOURS)

- Ankle hold.
- Thigh hold.
- Block and chain formation.

UNIT IV: GAME STRATEGY AND MATCH PRACTICE (11 HOURS)

- Team formations.
- Rules and officiating.
- Tournament practice.

SUGGESTED READINGS:

- Saini, R. (2011). *Kabaddi: Skills and Techniques*. Khel Sahitya Kendra.
- Singh, A. (2010). *Modern Textbook of Physical Education*.
- National Kabaddi Federation Manuals.

ACTIVITY: CONDITIONING PROGRAMME

Subject Code: B.P.E.S./III/B/07**

COURSE CONTENT (45 Hours)

ESSENCE OF THE COURSE

This course focuses on developing physical fitness through systematic conditioning exercises. It improves strength, endurance, flexibility, and agility required for sports performance.

UNIT I: PHYSICAL FITNESS COMPONENTS (10 HOURS)

- Strength exercises.
- Flexibility exercises.

UNIT II: ENDURANCE TRAINING (12 HOURS)

- Aerobic exercises.
- Circuit training.

UNIT III: SPEED AND AGILITY (12 HOURS)

- Sprint drills.
- Ladder drills.

UNIT IV: FITNESS ASSESSMENT (11 HOURS)

- Fitness testing.
- Monitoring progress.

ACTIVITY: SPORTS PRACTICE PROGRAMME
Subject Code: B.P.E.S./III/B/08**
COURSE CONTENT (45 Hours)

ESSENCE OF THE COURSE

This course provides practical exposure to regular sports training and participation in selected sports events to improve performance and competitive skills.

UNIT I: SPORTS TRAINING PRACTICE (12 HOURS)

- Warm-up and conditioning drills.
- Skill practice sessions.

UNIT II: GAME SITUATIONS (11 HOURS)

- Tactical drills.
- Match simulations.

UNIT III: COMPETITIVE PARTICIPATION (11 HOURS)

- Inter-class competitions.
- Team coordination.

UNIT IV: PERFORMANCE EVALUATION (11 HOURS)

- Performance analysis.
- Skill improvement strategies.

SUGGESTED READINGS (GENERAL):

- Kansal, D.K. (2012). *Test and Measurement in Sports and Physical Education*.
- Uppal, A.K. (2004). *Physical Education and Health Education*.
- Bompa, T.O. (2009). *Theory and Methodology of Training*. Human Kinetics.
- Sharkey, B. (2011). *Fitness and Health*. Human Kinetics.

PART-A: THEORY COURSE
SCHEME OF EXAMINATION FOR B. P. E. S. (4 Years Course) Choice Based Credit & Grading System
B.P.E.S. – IV Semester

PART - A: THEORY COURSE:

Subject Code	Theory Subjects	Final Exam. Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./IV/A/01	Kinesiology	50	20	40	100	3
	Practical	25	10			
	Sessional	25	10			
B.P.E.S./IV/A/02	Basics of Curriculum Design	50	20	40	100	3
	Sessional	50	--			
B.P.E.S./IV/A/03	Pedagogy of Upper Primary Physical Education	50	20	40	100	3
	Sessional	50	—			
B.P.E.S./IV/A/04	Select anyone :	50	20	40	100	3
B.P.E.S./IV/A/05	(c) Recreation and Camping (d) Education for Global Citizenship					
	Sessional	50	—			
Total					400	12

PART-B: ACTIVITY COURSE:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./IV/B/01	Volleyball, Drop Roball (Select any one)	50	50	50	100	3
B.P.E.S./IV/B/02, 03, 04	Combat Sports *(Select anyone) : (a)Boxing,(b)Wrestling,(c)Judo	50	50	50	100	3
B.P.E.S./IV/B/05	Hockey	50	50	50	100	3
B.P.E.S./IV/B/06	Sports Practice Programme	100		50	100	3
Total		250	150	—	400	12

PART- C: TEACHING ABILITY-1(ACTIVITY - TEACHING):

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Credits Marks
B.P.E.S./IV/C/01	Teaching Lessons(On Field PE) Sessional	50 50 100	20 — 20	50 — —	100 100 3
Total					3

*The option of Combat and indigenous sports will be normally/ decided on Choice basis. In case, of one sport opted by large no. students, the department will distribute on the basis of choice keeping nearly equal no. of student in each sport and student's activity marks of previous semester.

B.P.E.S./IV/A/01 – KINESIOLOGY

Credits: 3; Total Hours: 45

Marks: Theory 50 + Practical 25 + Sessional 25

COURSE OBJECTIVES

- To develop scientific understanding of human movement.
- To study anatomical and mechanical principles of body movements.
- To analyze sports skills through kinesiology principles.

COURSE LEARNING OUTCOMES

Students will be able to:

- Explain structure and function of muscles and joints.
- Analyse movement patterns in sports.
- Apply biomechanical principles in physical education and training.

UNIT I: INTRODUCTION TO KINESIOLOGY (10 HOURS)

- Meaning and definition of kinesiology
- Importance of kinesiology in physical education and sports
- Relationship of kinesiology with anatomy, physiology and biomechanics
- Scope of kinesiology in sports training and injury prevention

UNIT II: SKELETAL SYSTEM AND JOINT MOVEMENTS (12 HOURS)

- Structure and functions of bones
- Classification of joints (Fibrous, Cartilaginous, Synovial)
- Types of joint movements:
 - Flexion
 - Extension
 - Abduction
 - Adduction
 - Rotation
 - Circumduction

- Range of motion and flexibility

UNIT III: MUSCULAR SYSTEM (11 HOURS)

- Types of muscles: skeletal, smooth, cardiac
- Structure of skeletal muscle

- Muscle contraction:
 - Isometric
 - Isotonic
 - Isokinetic
 - Muscle fatigue and recovery
 - Role of muscles in sports performance
- UNIT IV: MECHANICAL PRINCIPLES OF MOVEMENT (12 HOURS)**
- Newton's laws of motion
 - Levers and their types in the human body
 - Centre of gravity and balance
 - Force, motion and stability in sports skills
 - Application of biomechanics in sports techniques

PRACTICAL COMPONENT (25 MARKS)

- Identification of major muscles and bones
- Demonstration of joint movements
- Movement analysis of sports skills (running, jumping, throwing)
- Demonstration of levers and centre of gravity in sports

SESSIONAL WORK (25 MARKS)

- Assignments
- Skill analysis project
- Seminar presentation
- Unit tests

REFERENCES:

1. Uppal, A.K. – *Kinesiology in Physical Education and Exercise Science*, Friends Publications, New Delhi.
2. Singh, Hardayal – *Science of Sports Training*, DVS Publications.
3. Kansal, D.K. – *Applied Measurement, Evaluation and Sports Selection*.
4. Jain, R.K. – *Kinesiology and Biomechanics in Sports*.
5. Rasch, P.J. & Burke, R.K. – *Kinesiology and Applied Anatomy*, Lea & Febiger.
6. Hall, S.J. – *Basic Biomechanics*, McGraw Hill.
7. Hamill, J. & Knutzen, K. – *Biomechanical Basis of Human Movement*.
8. McGinnis, P. – *Biomechanics of Sport and Exercise*.

B.P.E.S./IV/A/02 – BASICS OF CURRICULUM DESIGN

Credits: 3; Total Hours: 45

Marks: Theory 50 + Sessional 50

COURSE OBJECTIVES

- To understand principles of curriculum development.
- To study processes of curriculum planning in physical education.
- To develop skills for curriculum evaluation and improvement.

UNIT I: CONCEPT OF CURRICULUM (10 HOURS)

- Meaning and definition of curriculum
- Types of curriculum
- Importance of curriculum in education
- Curriculum in physical education

UNIT II: FOUNDATIONS OF CURRICULUM (11 HOURS)

- Philosophical foundations
- Psychological foundations
- Sociological foundations
- Educational objectives in curriculum planning

UNIT III: CURRICULUM DEVELOPMENT PROCESS (12 HOURS)

- Principles of curriculum construction
- Steps in curriculum development
- Role of teachers in curriculum planning
- Curriculum development in physical education

UNIT IV: CURRICULUM EVALUATION (12 HOURS)

- Meaning and purpose of curriculum evaluation
- Methods of curriculum evaluation

- Role of feedback in curriculum revision
- Continuous curriculum improvement

SESSIONAL WORK (50 MARKS)

- Preparation of model curriculum for school physical education
- Assignment on curriculum evaluation
- Seminar presentation
- Unit tests

REFERENCES:

1. Kamlesh, M.L. – *Methodology of Physical Education*, Friends Publications.
2. Sharma, O.P. – *Teaching Methods in Physical Education*.
3. Singh, Ajmer – *Modern Textbook of Physical Education, Health and Sports*.
4. Tyler, R.W. – *Basic Principles of Curriculum and Instruction*.
5. Ornstein, A.C. & Hunkins, F. – *Curriculum: Foundations, Principles and Issues*.
6. Tanner, D. & Tanner, L. – *Curriculum Development: Theory into Practice*.

B.P.E.S./IV/A/03 – PEDAGOGY OF UPPER PRIMARY PHYSICAL EDUCATION

Credits: 3; **Total Hours:** 45

Marks: Theory 50 + Sessional 50

COURSE OBJECTIVES

- To develop teaching competencies for upper primary physical education.
- To understand the psychology of children aged 10–14.
- To develop lesson planning and teaching skills.

UNIT I: PHYSICAL EDUCATION AT UPPER PRIMARY LEVEL (10 HOURS)

- Objectives of physical education at upper primary level
- Growth and development characteristics of children aged 10–14
- Role of physical education teacher

UNIT II: TEACHING METHODS IN PHYSICAL EDUCATION (12 HOURS)

- Command method
- Demonstration method
- Practice method
- Teaching through games

UNIT III: LESSON PLANNING (11 HOURS)

- Meaning and importance of lesson planning
- Types of lesson plans
- Structure of physical education lesson plan

UNIT IV: CLASS MANAGEMENT AND EVALUATION (12 HOURS)

- Class organization and management
- Safety precautions
- Evaluation techniques in physical education

SESSIONAL WORK

- Lesson plan preparation
- Demonstration lessons
- Seminar presentation

REFERENCES:

1. Kamlesh, M.L. – *Teaching Methods in Physical Education*.
2. Sharma, O.P. – *Pedagogy of Physical Education*.
3. Singh, Ajmer – *Modern Textbook of Physical Education*.
4. Rink, J. – *Teaching Physical Education for Learning*.
5. Siedentop, D. – *Introduction to Physical Education, Fitness and Sport*.
6. Mosston, M. & Ashworth, S. – *Teaching Physical Education*.

Elective Course
B.P.E.S./IV/A/04 – RECREATION AND CAMPING
Credits: 3; Total Hours: 45

UNITS

UNIT I: RECREATION (10 HOURS)

Meaning, importance and scope of recreation

UNIT II: TYPES OF RECREATION (11 HOURS)

Indoor and outdoor recreational activities

UNIT III: CAMPING (12 HOURS)

Meaning, objectives, types of camps

UNIT IV: CAMP ORGANIZATION (12 HOURS)

Camp leadership, camp planning, safety measures

REFERENCES:

- Sharma, J.P. – *Recreation and Camping*.
- Kamlesh, M.L. – *Physical Education Facts and Foundations*.
- Kraus, R. – *Recreation and Leisure in Modern Society*.
- Jensen, C. – *Outdoor Recreation in America*.

B.P.E.S./IV/A/05 – Education for Global Citizenship
Credits: 3; Total Hours: 45

UNIT I (10 HOURS)

Concept and importance of global citizenship

UNIT II (11 HOURS)

Human rights and social justice

UNIT III (12 HOURS)

Cultural diversity and global understanding

UNIT IV (12 HOURS)

Education for sustainable development

REFERENCES

- NCERT – *Education for Peace*.
- Tilak, J.B.G. – *Education and Development in India*.
- Banks, J.A. – *Teaching for Diversity and Social Justice*.
- UNESCO – *Global Citizenship Education: Topics and Learning Objectives*.

B.P.E.S./IV/B/01 – Volleyball / Drop Roball
Credits: 3; Total Practical Hours: 45

COURSE OBJECTIVES

- To develop fundamental and advanced skills in volleyball or drop roball.
- To understand rules, officiating, and game strategies.
- To develop physical fitness, teamwork, and coordination.

COURSE LEARNING OUTCOMES

Students will be able to:

- Demonstrate basic and advanced skills of volleyball/drop roball.
- Understand official rules and regulations.
- Officiate matches effectively.
- Apply tactical strategies during gameplay.

UNIT I: INTRODUCTION AND FUNDAMENTAL SKILLS (10 HOURS)

- History and development of the game
- Layout and dimensions of the court
- Equipment and basic rules
- Basic skills

- Ready position
- Passing
- Service

UNIT II: SKILL DEVELOPMENT (12 HOURS)

- Overhead pass
- Forearm pass
- Underhand and overhand service

- Digging techniques
- Footwork and body positioning

UNIT III: ADVANCED TECHNIQUES (11 HOURS)

- Spiking techniques
- Blocking techniques
- Team formations
- Offensive and defensive strategies

UNIT IV: OFFICIATING AND MATCH PRACTICE (12 HOURS)

- Rules and regulations
- Duties of referees and officials
- Match conduct and scoring system
- Practice matches

ASSESSMENT

FORMATIVE (50 MARKS)

- Skill performance
- Participation and attendance
- Practice drills
- Internal assessment

SUMMATIVE (50 MARKS)

- Skill demonstration
- Game performance
- Rules and officiating knowledge

B.P.E.S./IV/B/02, 03, 04 – COMBAT SPORTS
(*SELECT ONE: BOXING / WRESTLING / JUDO*)
CREDITS: 3; TOTAL HOURS: 45

(A) BOXING:

UNIT I – INTRODUCTION (10 HOURS)

- History and development of boxing
- Equipment and safety measures
- Weight categories and competition rules

UNIT II – BASIC TECHNIQUES (12 HOURS)

- Stance and footwork
- Punching techniques
- Defensive movements

UNIT III – ADVANCED SKILLS (11 HOURS)

- Combination punches
- Counter attacks
- Ring movement and tactics

UNIT IV – COMPETITION AND OFFICIATING (12 HOURS)

- Rules and scoring
- Duties of officials
- Practice bouts

(B) WRESTLING

UNIT I (10 HOURS)

- History and types of wrestling
- Basic positions and grips

UNIT II (12 HOURS)

- Takedowns and holds
- Escapes and reversals

UNIT III (11 HOURS)

- Advanced techniques
- Defensive strategies

UNIT IV (12 HOURS)

- Competition rules
- Refereeing and match practice

(C) JUDO

UNIT I (10 HOURS)

- History and philosophy of judo
- Basic etiquette and safety rules

UNIT II (12 HOURS)

- Break falls (Ukemi)
- Basic throwing techniques

UNIT III (11 HOURS)

- Holding techniques
- Combination techniques

UNIT IV (12 HOURS)

- Rules and scoring system
- Practice competitions

B.P.E.S./IV/B/05 – HOCKEY
Credits: 3; Total Hours: 45

COURSE OBJECTIVES

- To develop skills and techniques of hockey.
- To understand rules and tactical play.
- To develop teamwork and game strategy.

UNIT I: INTRODUCTION AND BASIC SKILLS (10 HOURS)

- History and development of hockey
- Ground dimensions and equipment
- Basic rules
- Grip and stance

UNIT II: SKILL DEVELOPMENT (12 HOURS)

- Dribbling
- Passing techniques
- Receiving the ball
- Shooting techniques

UNIT III: ADVANCED SKILLS AND TACTICS (11 HOURS)

- Tackling techniques
- Penalty corner strategies
- Offensive and defensive formations

UNIT IV: MATCH PLAY AND OFFICIATING (12 HOURS)

- Rules and regulations
- Duties of officials
- Match practice and tournament conduct

B.P.E.S./IV/B/06 – SPORTS PRACTICE PROGRAMME
Credits: 3; Total Hours: 45

COURSE OBJECTIVES

- To develop sports performance through regular training.
- To improve physical fitness and technical skills.
- To prepare students for competitions.

UNIT I: PHYSICAL CONDITIONING (10 HOURS)

- Warm-up exercises
- Strength training
- Flexibility exercises

UNIT II: SKILL PRACTICE (12 HOURS)

- Sport-specific skill drills
- Coordination and agility training
- Speed development

UNIT III: TACTICAL PREPARATION (11 HOURS)

- Game strategies
- Team coordination
- Competition preparation

UNIT IV: PERFORMANCE EVALUATION (12 HOURS)

- Practice matches
- Performance testing
- Skill evaluation

REFERENCES

1. Singh, Hardayal – *Science of Sports Training*, DVS Publications.
2. Uppal, A.K. – *Physical Education and Sports*.
3. Kamlesh, M.L. – *Methods in Physical Education*.
4. Jain, Naveen – *Play and Sports Training*.
5. Bompa, T. – *Periodization Training for Sports*.
6. Tudor Bompa & Buzzichelli – *Conditioning Young Athletes*.
7. Jensen, C. – *Physical Education and Athletic Training*.
8. Wuest, D. & Bucher, C. – *Foundations of Physical Education and Sport*.

B.P.E.S. – IV Semester**PART – C: TEACHING ABILITY – II (ACTIVITY TEACHING)****Paper Title:** Teaching Lessons (On Field Physical Education)**Subject Code:** B.P.E.S./IV/C/01**Credits: 3; Total Practical Hours: 45 Hours****SCHEME OF EXAMINATION**

Assessment	Marks
Formative Assessment	50
Sessional	50
Summative Assessment	20
Minimum Pass Marks	50
Total Marks	100

ESSENCE OF THE COURSE

This course aims to develop professional competency in teaching physical education activities in field settings. The course focuses on the planning, organization, and effective conduct of physical education lessons, including drills, exercises, and minor games. Students gain practical experience in delivering structured lessons, managing large groups, and applying appropriate teaching methods in real-life situations. The course helps future physical education teachers develop leadership, communication skills, and confidence required for effective field teaching.

COURSE LEARNING OUTCOMES

After completing this course, students will be able to:

- Plan and conduct structured physical education lessons in the field.
- Demonstrate drills, exercises, and sports skills effectively.
- Manage class organization and maintain discipline during field activities.

- Apply appropriate teaching methods and instructional strategies.
- Use commands, demonstrations, and feedback effectively.
- Evaluate student performance during physical education classes.

COURSE CONTENT:

UNIT – I: PRINCIPLES OF TEACHING PHYSICAL EDUCATION IN FIELD (10 HOURS)

- Importance of teaching practice in physical education.
- Principles of teaching physical activities.
- Role and responsibilities of a physical education teacher.
- Organization of students in field settings.
- Safety measures during physical education lessons.

UNIT – II: LESSON PLANNING AND ORGANIZATION (12 HOURS)

- Meaning and importance of lesson planning.
- Components of a physical education lesson.
- Structure of field lessons:
 - Assembly and introduction
 - Warming up exercises
 - Teaching of skills and drills
 - Minor games or activities
 - Cooling down exercises
 - Preparation of detailed lesson plans for field activities.

UNIT – III: TEACHING METHODS AND DEMONSTRATION TECHNIQUES (11 HOURS)

- Teaching methods in physical education:
 - Command method
 - Demonstration method
 - Practice method

- Whole-part-whole method
 - Effective demonstration and explanation techniques.
 - Use of voice commands and signals.
 - Use of equipment and teaching aids.

UNIT – IV: PRACTICE TEACHING AND EVALUATION (12 HOURS)

- Conduct of physical education lessons in field.
- Teaching drills, exercises, and minor games.
- Peer teaching and supervised teaching practice.
- Observation and analysis of teaching lessons.
- Evaluation and feedback of teaching performance.

PRACTICAL REQUIREMENTS

Students are required to:

- Prepare 10–15 lesson plans related to physical education activities.
- Conduct practice teaching lessons in the playground or field.
- Demonstrate drills, exercises, and minor games.
- Maintain a Teaching Practice Record Book.

MODE OF ASSESSMENT

FORMATIVE ASSESSMENT (50 MARKS)

- Preparation of lesson plans
- Teaching practice performance
- Demonstration of drills and activities
- Class management and leadership skills

SESSIONAL (50 MARKS)

- Internal practical evaluation
- Teaching practice reports
- Record book submission

SUMMATIVE ASSESSMENT (20 MARKS)

- Final teaching lesson conducted before examiners
- Evaluation based on
 - Lesson planning
 - Demonstration skills
 - Organization and discipline
 - Communication and teaching effectiveness

SUGGESTED READINGS:

1. Singh, A., Gill, J., & Brar, R. (2011). *Modern Textbook of Physical Education, Health and Sports*. New Delhi: Surjeet Publications.
2. Uppal, A.K. (2004). *Physical Education and Health Education*. New Delhi: Friends Publications.
3. Wakharkar, D.G. (1967). *Manual of Physical Education*. Bombay: Pearl Publications.
4. Kamlesh, M.L. (2013). *Methods in Physical Education*. New Delhi: Friends Publications.
5. Sharma, O.P. (2008). *Teaching Methods in Physical Education*. New Delhi: Khel Sahitya Kendra.
6. Bucher, C.A., & Wuest, D. (2010). *Foundations of Physical Education, Exercise Science and Sport*. McGraw Hill.
7. Siedentop, D. (2011). *Introduction to Physical Education, Fitness and Sport*. New York: McGraw Hill.
8. Rink, J. (2014). *Teaching Physical Education for Learning*. Human Kinetics.
9. Graham, G. (2010). *Teaching Children Physical Education*. Human Kinetics.

SCHEME OF EXAMINATION FOR B. P. E. S. (4 Years Course) Choice Based Credit & Grading System

B.P.E.S. - V Semester**PART - A : THEORY COURSE :**

Subject Code	Theory Subjects	Final Exam Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./V/A/01	Pedagogy of Secondary Physical Education	50	20	40	100	3
	Sessional	50	«			
B.P.E.S./V/A/02	Methods in Physical Education	50	20	40	100	3
	Practical	25	10			
	Sessional	25	—			
B.P.E.S./V/A/03	Yoga Education	50	20	40	100	3
	Sessional	50				
B.P.E.S./V/A/04	Sports Sociology	50	20	40	100	3
	Sessional	50	—			
Total					400	12

PART - B: ACTIVITY COURSE:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./V/B/01	Malkhamb	50	50	50	100	3
B.P.E.S./V/B/02	Gymnastics	50	50	50	100	3
B.P.E.S./V/B/03	Yoga	50	50	50	100	3
B.P.E.S./V/B/04	Conditioning Programme	100	—	50	100	3
B.P.E.S./V/B/05	Sports Practice Programme	100	—	50	100	3
Total		350	150	—	500	15

PART - C: TEACHING ABILITY - I (THEORY TEACHING):

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Credits Marks
B.P.E.S./V/C/01	Teaching Lessons (Classroom PE Teaching) Sessional	50 50	20 —	50	100 3
Total		100	20	—	100 3

B.P.E.S. Semester – V
PART – A: THEORY COURSE

Total Theory Subjects: 04; Total Marks: 400; Credits: 12

Each paper may be taught for **45 hours in a semester** (approx. 3 hours per week for 15 weeks).

****B.P.E.S./V/A/01**

PEDAGOGY OF SECONDARY PHYSICAL EDUCATION**

Credits: 3; Total Hours: 45

Maximum Marks: 100 (Theory 50 + Sessional 50)

COURSE OBJECTIVES

1. To develop understanding of the principles and philosophy of Physical Education at the secondary school level.
2. To familiarize students with the structure and organization of secondary school Physical Education programmes.
3. To equip future teachers with skills for planning, organizing and evaluating Physical Education teaching.
4. To develop competency in curriculum construction and lesson planning for adolescents.

LEARNING OUTCOMES

After completing the course the students will be able to:

1. Explain the concept and aims of Physical Education in secondary schools.
2. Design curriculum and annual plans for school Physical Education programmes.
3. Apply appropriate teaching strategies for adolescent learners.
4. Conduct and evaluate Physical Education lessons effectively.

UNIT-I: CONCEPT AND IMPORTANCE OF SECONDARY PHYSICAL EDUCATION (HOURS: 10)

- Meaning and definition of Physical Education
- Objectives of Physical Education at secondary school level
- Importance of Physical Education in adolescent development
- Role of Physical Education in holistic education
- Relationship between Physical Education and general education
- Place of Physical Education in school curriculum

UNIT-II: CURRICULUM PLANNING IN SECONDARY PHYSICAL EDUCATION (HOURS: 12)

- Meaning and principles of curriculum development
- Factors affecting Physical Education curriculum

- Types of curriculum
- Designing Physical Education curriculum for secondary schools
- National policies related to school Physical Education
- Annual and unit planning in Physical Education

UNIT-III: ORGANIZATION AND ADMINISTRATION OF SCHOOL PHYSICAL EDUCATION (HOURS: 11)

- Organization of Physical Education department
- Duties and responsibilities of Physical Education teacher
- Management of facilities and equipment
- Organization of intramural and extramural programmes
- Safety and risk management in Physical Education
- Time-table planning

UNIT-IV: EVALUATION IN PHYSICAL EDUCATION (HOURS: 12)

- Meaning and importance of evaluation
- Principles of evaluation in Physical Education
- Types of evaluation (Formative and Summative)
- Physical fitness testing in schools
- Assessment tools in Physical Education
- Recording and reporting students' performance

REFERENCES:

1. Bucher, C. A. & Foundation of Physical Education –
2. **Dr. A.K. Uppal; Dr. Ajmer Singh** – Modern Textbook of Physical Education, Kalyani Publishers
3. **Dr. M.L. Kamlesh** – Physical Education: Facts and Foundations
4. **Dr. P.M. Joseph** – Organization and Administration of Physical Education
5. **Dr. S.S. Puri & Dr. G.D. Saini** – Physical Education
6. **Dr. K. Chandrasekaran** – Physical Education and Sports
7. **Charles A. Bucher** – Foundations of Physical Education
8. **Jesse Feiring Williams** – Principles of Physical Education
9. **Jay B. Nash** – Physical Education: Interpretations and Objectives
10. **Robert Pangrazi** – Dynamic Physical Education
11. **Daryl Siedentop** – Introduction to Physical Education, Fitness and Sport

****B.P.E.S./V/A/02**
METHODS IN PHYSICAL EDUCATION**
Credits: 3; Total Hours: 45
Maximum Marks: 100
(THEORY 50 + PRACTICAL 25 + SESSIONAL 25)

COURSE OBJECTIVES

1. To introduce various teaching methods used in Physical Education.
2. To develop skills of effective teaching and class management.
3. To enable students to use modern instructional techniques.
4. To promote scientific and systematic teaching practices.

LEARNING OUTCOMES

Students will be able to:

1. Apply different teaching methods in Physical Education classes.
2. Demonstrate effective communication and demonstration skills.
3. Manage classes efficiently during activity teaching.
4. Utilize modern teaching aids and technology.

UNIT-I: FOUNDATIONS OF TEACHING METHODS (HOURS: 10)

- Meaning and importance of teaching methods
- Principles of effective teaching
- Factors affecting teaching in Physical Education
- Qualities of a good Physical Education teacher
- Teaching skills and communication

UNIT-II: METHODS OF TEACHING PHYSICAL EDUCATION (HOURS: 12)

- Command method
- Demonstration method
- Lecture method
- Whole-part-whole method

- Discussion method
- Problem solving method

UNIT–III: MODERN TEACHING APPROACHES (HOURS: 11)

- Micro teaching
- Programmed instruction
- Cooperative learning
- Guided discovery method
- Teaching through play and activity
- Technology integration in Physical Education

UNIT–IV: TEACHING AIDS AND CLASS MANAGEMENT (HOURS: 12)

- Meaning and importance of teaching aids
- Types of teaching aids (audio, visual, audio-visual)
- Use of charts, models and multimedia
- Class organization and discipline
- Safety measures in Physical Education classes

REFERENCES

1. **Dr. Ajmer Singh** – Teaching Methods in Physical Education
2. **Dr. S.S. Puri** – Teaching Methods in Physical Education
3. **Dr. A.K. Uppal** – Physical Education
4. **Dr. P.M. Joseph** – Methods of Physical Education
5. **Dr. B.P. Sharma** – Teaching Methods in Physical Education
6. **Daryl Siedentop** – Complete Guide to Sport Education
7. **Robert Pangrazi** – Dynamic Physical Education
8. **Charles Bucher** – Teaching Physical Education
9. **Muska Mosston & Sara Ashworth** – Teaching Physical Education
10. **Rink Judith** – Teaching Physical Education for Learning

****B.P.E.S./V/A/03**

YOGA EDUCATION**

Credits: 3; Total Hours: 45

Maximum Marks: 100 (Theory 50 + Sessional 50)

COURSE OBJECTIVES

1. To understand the philosophy and principles of Yoga.
2. To develop knowledge of various Yogic practices and their benefits.
3. To promote mental and physical well-being through Yoga.
4. To develop ability to teach Yoga systematically.

LEARNING OUTCOMES

Students will be able to:

1. Explain the philosophical foundations of Yoga.
2. Demonstrate knowledge of Yogic practices and techniques.
3. Apply Yoga for health promotion and stress management.
4. Conduct basic Yoga sessions in educational institutions.

UNIT-I: INTRODUCTION TO YOGA (HOURS: 10)

- Meaning and concept of Yoga
- History and origin of Yoga
- Schools of Yoga
- Importance of Yoga in modern life
- Yogic lifestyle and ethics

UNIT-II: ASHTANGA YOGA (HOURS: 12)

- Eight limbs of Yoga according to Patanjali
- Yama and Niyama
- Asana
- Pranayama
- Pratyahara, Dharana, Dhyana and Samadhi

UNIT–III: YOGIC PRACTICES FOR HEALTH (HOURS: 11)

- Benefits of Yogasanas
- Pranayama techniques
- Kriyas and Mudras
- Meditation techniques
- Yoga for stress management

UNIT–IV: YOGA EDUCATION AND TEACHING (HOURS: 12)

- Yoga in school education
- Teaching methodology of Yoga
- Precautions in Yogic practices
- Therapeutic applications of Yoga
- Yoga and mental health

REFERENCES:

1. B.K.S. Iyengar – Light on Yoga
2. Swami Satyananda Saraswati – Asana Pranayama Mudra Bandha
3. Swami Kuvalayananda – Yogic Therapy
4. Dr. M.L. Gharote – Applied Yoga
5. Swami Vivekananda – Raja Yoga
6. Mircea Eliade – Yoga: Immortality and Freedom
7. Georg Feuerstein – The Yoga Tradition
8. Mark Stephens – Teaching Yoga
9. David Frawley – Yoga and Ayurveda
10. James Mallinson – Roots of Yoga

****B.P.E.S./V/A/04**

SPORTS SOCIOLOGY**

Credits: 3; Total Hours: 45

Maximum Marks: 100 (Theory 50 + Sessional 50)

COURSE OBJECTIVES

1. To develop understanding of social dimensions of sport and physical activity.
2. To analyze sport as a social institution.
3. To study the relationship between sport, culture and society.
4. To understand social issues in sports.

LEARNING OUTCOMES

Students will be able to:

1. Explain the sociological foundations of sport.
2. Analyze the role of sport in social development.
3. Understand gender, media and commercialization in sports.
4. Evaluate the social impact of sports in modern society.

UNIT-I: INTRODUCTION TO SPORTS SOCIOLOGY (HOURS: 10)

- Meaning and definition of sociology
- Meaning and scope of sports sociology
- Importance of sociology in Physical Education
- Sport as a social institution
- Sport and socialization

UNIT-II: SPORT AND CULTURE (HOURS: 12)

- Relationship between sport and culture
- Traditional sports in India
- Globalization of sports
- Cultural values in sports
- Sport and national identity

UNIT-III: SOCIAL ISSUES IN SPORTS (HOURS: 11)

- Gender issues in sports
- Social inequality in sports
- Race and ethnicity in sports

- Doping and ethics

- Violence and aggression in sports

UNIT–IV: SPORT AND SOCIETY (HOURS: 12)

- Role of media in sports

- Commercialization of sports

- Professional sports and society

- Sport and social development

- Sport for peace and international relations

REFERENCES:

1. **Dr. Jay Coakley (Indian editions used widely)**
2. **Dr. Ajmer Singh** – Sports Sociology
3. **Dr. M.L. Kamlesh** – Sociology of Sports
4. **Dr. P.M. Joseph** – Sociology of Physical Education
5. **Dr. S.S. Puri** – Sociology in Physical Education
6. **Jay Coakley** – Sports in Society
7. **George Sage** – Sociology of Sport
8. **Eric Dunning** – Sport Matters
9. **Allen Guttmann** – From Ritual to Record
10. **Norbert Elias** – Quest for Excitement

Total Hours Distribution (Semester V)

Subject	Total Hours
Pedagogy of Secondary Physical Education	45
Methods in Physical Education	45
Yoga Education	45
Sports Sociology	45
Total Hours	180

Each activity course is designed to include skill development, teaching competency, safety awareness, and performance improvement.

Suggested Duration:

Each activity = 45 Practical Hours per Semester
(Approximately 3 hours per week for 15 weeks)

B.P.E.S. Semester – V

PART – B: ACTIVITY COURSE

Total Activities: 05

Total Credits: 15; Total Marks: 500

****B.P.E.S./V/B/01**

MALKHAMB**

Credits: 3; Total Hours: 45; Total Marks: 100; (Formative 50 + Summative 50)

COURSE OBJECTIVES

1. To develop strength, flexibility, agility and coordination through Malkhamb practice.
2. To understand the traditional Indian physical culture associated with Malkhamb.
3. To develop skill proficiency in pole and rope Malkhamb.
4. To train students to teach and demonstrate Malkhamb safely in educational institutions.

LEARNING OUTCOMES

After completion of the course students will be able to:

1. Demonstrate basic and intermediate Malkhamb techniques.
2. Apply safety measures and spotting techniques during practice.
3. Improve muscular strength, flexibility and body control.
4. Organize and conduct Malkhamb practice sessions and competitions.

UNIT – I: INTRODUCTION AND PHYSICAL PREPARATION (Hours: 8)

- History and origin of Malkhamb
- Types of Malkhamb (Pole, Rope, Hanging)
- Warm-up and conditioning exercises
- Grip strengthening exercises
- Safety precautions and spotting techniques

UNIT – II: BASIC MALKHAMB SKILLS (Hours: 12)

- Mounting techniques
- Basic holds and balances
- Shoulder stand
- Knee hang
- Side balance
- Simple swings

UNIT – III: INTERMEDIATE MALKHAMB TECHNIQUES (Hours: 15)

- Handstand on pole
- Lotus position on pole
- Scissors movement
- Twisting movements
- Rope Malkhamb basic skills

UNIT – IV: TEACHING AND PERFORMANCE SKILLS (Hours: 10)

- Teaching progression of skills
- Demonstration techniques
- Designing Malkhamb training sessions
- Judging and scoring basics
- Organization of Malkhamb competition

REFERENCES:

1. **Dr. Ramesh Bhalerao** – Malkhamb Training Manual
2. **Dr. P.M. Joseph** – Indigenous Sports of India
3. **Dr. Ajmer Singh** – Traditional Games and Sports
4. **Dr. M.L. Kamlesh** – Physical Education: Facts and Foundations
5. **Maharashtra Malkhamb Association Manuals**
6. **George Leonard** – The Ultimate Athlete
7. **Tudor Bompa** – Periodization Training for Sports
8. **William Sands** – Gymnastics Training and Coaching
9. **David Joyce** – Strength and Conditioning for Athletes

****B.P.E.S./V/B/02
GYMNASTICS****

Credits: 3; Total Hours: 45

Total Marks: 100

(Formative 50 + Summative 50)

COURSE OBJECTIVES

1. To develop strength, flexibility, balance and coordination through gymnastics.
2. To learn basic apparatus skills and floor exercises.
3. To develop confidence and body control.
4. To prepare students to teach gymnastics safely in schools.

LEARNING OUTCOMES

Students will be able to:

1. Perform basic gymnastic skills and routines.
2. Demonstrate correct techniques on apparatus.
3. Apply spotting and safety techniques.
4. Organize gymnastics training sessions.

Unit-wise Practical Content

UNIT – I: FUNDAMENTAL CONDITIONING (HOURS: 10)

- Warm-up and stretching exercises
- Strength and flexibility training
- Basic tumbling exercises
- Balance drills

UNIT – II: FLOOR EXERCISES (HOURS: 12)

- Forward roll
- Backward roll
- Cartwheel

- Handstand
- Bridge position
- Round-off

UNIT – III: APPARATUS SKILLS (HOURS: 13)

- Horizontal bar basic swings
- Parallel bar support and swing
- Vaulting horse basic vaults
- Balance beam walking and turns

UNIT – IV: TEACHING AND PERFORMANCE (HOURS: 10)

- Spotting and safety techniques
- Skill progression and correction
- Routine composition
- Organization of gymnastics competition

REFERENCES

1. **Dr. M.L. Kamlesh** – Gymnastics
2. **Dr. Ajmer Singh** – Modern Textbook of Physical Education
3. **Dr. P.M. Joseph** – Physical Education Practical Guide
4. **Dr. S.S. Puri** – Gymnastics Coaching
5. **William Sands** – Gymnastics Coaching
6. **Gerald George** – Gymnastics for Beginners
7. **Karen Goeller** – Gymnastics Training Guide
8. **USA Gymnastics Coaching Manuals**

****B.P.E.S./V/B/03
YOGA****

Credits: 3; Total Hours: 45

Total Marks: 100
(Formative 50 + Summative 50)

COURSE OBJECTIVES

1. To develop physical, mental and spiritual well-being through Yoga.
2. To learn correct techniques of Yogic practices.
3. To understand therapeutic applications of Yoga.
4. To train students to conduct Yoga sessions.

LEARNING OUTCOMES

Students will be able to:

1. Demonstrate major Yogasanas and Pranayama techniques.
2. Apply Yoga for fitness and stress management.
3. Conduct structured Yoga classes.
4. Promote healthy lifestyle through Yoga.

UNIT – I: YOGIC PREPARATORY PRACTICES (HOURS: 10)

- Yogic warm-up exercises
- Surya Namaskar
- Breathing exercises
- Relaxation techniques

UNIT – II: YOGASANAS (HOURS: 15)

Standing Asanas

- Tadasana
- Trikonasana
- Vrikshasana

Sitting Asanas

- Padmasana

- Vajrasana
- Paschimottanasana

Prone and Supine Asanas

- Bhujangasana
- Shalabhasana
- Dhanurasana
- Halasana
- Sarvangasana

UNIT – III: PRANAYAMA AND MEDITATION (HOURS: 10)

- Anulom Vilom
- Bhastrika
- Kapalabhati
- Bhramari
- Meditation techniques

UNIT – IV: TEACHING YOGA (HOURS: 10)

- Demonstration and correction
- Class organization
- Yoga for stress relief
- Yoga session planning

REFERENCES

1. B.K.S. Iyengar – Light on Yoga
2. Swami Satyananda Saraswati – Asana Pranayama Mudra Bandha
3. Swami Kuvalayananda – Yogic Therapy
4. Dr. M.L. Gharote – Applied Yoga
5. Swami Vivekananda – Raja Yoga
6. Mark Stephens – Teaching Yoga
7. Georg Feuerstein – The Yoga Tradition
8. David Frawley – Yoga and Ayurveda
9. James Mallinson – Roots of Yoga

****B.P.E.S./V/B/04**
CONDITIONING PROGRAMME**
Credits: 3; Total Hours: 45
Total Marks: 100
(Formative 100)

COURSE OBJECTIVES

1. To develop overall physical fitness of students.
2. To understand scientific training principles.
3. To design conditioning programmes for different sports.
4. To improve strength, endurance, flexibility and agility.

LEARNING OUTCOMES

Students will be able to:

1. Demonstrate fitness training exercises.
2. Plan conditioning programmes for athletes.
3. Apply training principles effectively.
4. Evaluate physical fitness levels.

UNIT – I: FITNESS ASSESSMENT (Hours: 10)

- Physical fitness tests
- Flexibility tests
- Endurance tests
- Recording and evaluation

UNIT – II: STRENGTH TRAINING (Hours: 12)

- Free hand exercises
- Weight training
- Resistance training
- Core strength exercises

UNIT – III: ENDURANCE AND SPEED TRAINING (Hours: 13)

- Interval training
- Circuit training
- Fartlek training
- Sprint drills

UNIT – IV: FLEXIBILITY AND AGILITY TRAINING (Hours: 10)

- Dynamic stretching
- Static stretching
- Agility ladder drills
- Plyometric exercises

REFERENCES

1. **Dr. A.K. Uppal** – Physical Fitness and Conditioning
2. **Dr. Ajmer Singh** – Physical Fitness and Wellness
3. **Dr. M.L. Kamlesh** – Physical Fitness Training
4. **Tudor Bompa** – Periodization Training for Sports
5. **NSCA** – Essentials of Strength Training and Conditioning
6. **Brian Mackenzie** – 101 Performance Evaluation Tests

****B.P.E.S./V/B05**
SPORTS PRACTICE PROGRAMME**
Credits: 3; Total Hours: 45
Total Marks: 100
(Formative 10C)

COURSE OBJECTIVES

1. To improve sports performance through systematic practice.
2. To develop advanced skills in selected sports.
3. To provide competitive experience.
4. To develop coaching and officiating skills.

LEARNING OUTCOMES

Students will be able to:

1. Demonstrate advanced skills in chosen sports.
2. Apply game strategies and tactics.
3. Conduct practice sessions and competitions.
4. Officiate games according to rules.

UNIT – I: SKILL DEVELOPMENT (HOURS: 12)

- Fundamental techniques
- Skill drills
- Individual skill improvement

UNIT – II: ADVANCED TECHNIQUES (HOURS: 12)

- Advanced skill practice
- Tactical drills
- Game situation training

UNIT – III: ENDURANCE AND SPEED TRAINING (Hours: 13)

- Interval training
- Circuit training
- Fartlek training
- Sprint drills

UNIT – IV: FLEXIBILITY AND AGILITY TRAINING (Hours: 10)

- Dynamic stretching
- Static stretching
- Agility ladder drills
- Plyometric exercises

REFERENCES

1. **Dr. A.K. Uppal** – Physical Fitness and Conditioning
2. **Dr. Ajmer Singh** – Physical Fitness and Wellness
3. **Dr. M.L. Kamlesh** – Physical Fitness Training
4. **Tudor Bompa** – Periodization Training for Sports
5. **NSCA** – Essentials of Strength Training and Conditioning
6. **Brian Mackenzie** – 101 Performance Evaluation Tests

UNIT – III: COMPETITIVE PRACTICE (HOURS: 11)

- Practice matches
- Strategy development
- Performance evaluation

UNIT – IV: COACHING AND OFFICIATING (HOURS: 10)

- Rules and regulations
- Officiating practice
- Tournament organization

REFERENCES

1. **Dr. Ajmer Singh** – Physical Education and Sports
2. **Dr. P.M. Joseph** – Coaching Manual
3. **Dr. M.L. Kamlesh** – Sports Training
4. **Tudor Bompa** – Theory and Methodology of Training
5. **Joe Friel** – Training Bible for Athletes
6. **NSCA** – Strength and Conditioning Guide

Total Hours Distribution

Activity	Hours
Malkhamb	45
Gymnastics	45
Yoga	45
Conditioning Programme	45
Sports Practice Programme	45
Total Hours	225

B.P.E.S. Semester – V
PART – C: TEACHING ABILITY – I (THEORY TEACHING)

Activity Code	Activity	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./V/C/01	Teaching Lessons (Classroom PE Teaching)	50	20	50	100	3
	Sessional	50	—	—	—	—

Total Practical Teaching Hours: 45 Hours

****B.P.E.S./V/C/01**
TEACHING LESSONS (CLASSROOM PHYSICAL EDUCATION TEACHING)**
Credits: 3; Total Hours: 45
Total Marks: 100
(Formative Assessment – 50
Summative Assessment – 20
Sessional – 30)

COURSE OBJECTIVES

1. To develop competency in classroom teaching of Physical Education theory subjects.
2. To train students in preparing effective lesson plans and teaching aids.
3. To develop communication and presentation skills for classroom instruction.
4. To provide practical experience in classroom management and student engagement.
5. To enable future teachers to apply modern teaching strategies in Physical Education theory classes.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Prepare structured lesson plans for Physical Education theory classes.
2. Demonstrate effective classroom teaching skills.

3. Utilize teaching aids and digital tools in classroom instruction.
4. Manage classroom environment and maintain student participation.
5. Evaluate students' learning through appropriate assessment techniques.

UNIT – I: FOUNDATIONS OF CLASSROOM TEACHING IN PHYSICAL EDUCATION (HOURS: 10)

- Meaning and importance of classroom teaching in Physical Education
- Role of theory teaching in Physical Education curriculum
- Characteristics of effective Physical Education teachers
- Principles of classroom teaching
- Teaching competencies required for Physical Education teachers
- Communication skills in classroom teaching
- Professional ethics in teaching

Practical Component

- Observation of model theory lessons
- Analysis of teaching techniques
- Practice in verbal explanation and questioning skills

UNIT – II: LESSON PLANNING FOR PHYSICAL EDUCATION THEORY (HOURS: 12)

- Meaning and importance of lesson planning
- Components of lesson plan
- Types of lesson plans
- Steps in lesson preparation
- Writing instructional objectives
- Preparation of unit plan and daily lesson plan
- Time management during teaching

Practical Component

Students prepare lesson plans on topics such as:

- Physical fitness
- Olympic movement
- Rules of games

- Health education
- Yoga philosophy

UNIT – III: TEACHING METHODS AND TEACHING AIDS (HOURS: 12)

- Teaching methods in theory classes
- Lecture method
- Discussion method
- Demonstration method
- Project method
- Problem solving method
- Use of ICT in Physical Education teaching

Teaching Aids:

- Blackboard teaching
- Charts and models
- Multimedia presentations
- Video demonstrations
- Smart classroom technology

Practical Component

- Preparation of teaching aids
- Use of PowerPoint presentations
- Practice teaching using multimedia tools

UNIT – IV: CLASSROOM TEACHING PRACTICE AND EVALUATION (HOURS: 11)

- Classroom management techniques
- Student engagement strategies
- Questioning techniques
- Reinforcement and feedback
- Evaluation methods in theory teaching

Assessment methods:

- Oral questioning
- Written tests
- Assignment evaluation
- Student participation assessment

Practical Component: Each student shall:

- Deliver minimum 10 classroom teaching lessons
- Teach Physical Education theory topics
- Use teaching aids and multimedia tools
- Receive feedback from supervisors

SESSIONAL WORK: Students are required to maintain the following records:

1. Teaching Lesson Plan Record (Minimum 10 lessons)
2. Teaching Aids Preparation Record
3. Observation of Demonstration Lessons
4. Self-evaluation report of teaching performance

Assessment Pattern

FORMATIVE ASSESSMENT (50 MARKS)

Component	Marks
Lesson Plan Preparation	10
Teaching Aids Preparation	10
Practice Teaching Performance	20
Record Book	10

SUMMATIVE ASSESSMENT (20 MARKS)

Component	Marks
Final Classroom Teaching Lesson	20

SESSIONAL WORK (30 MARKS)

Component	Marks
Lesson Record	10
Observation Record	10
Participation and Teaching Skills	10

Suggested Teaching Topics for Practice Lessons

Students may deliver lessons on topics such as:

- Physical Fitness and Wellness
- Olympic Movement
- Health Education
- History of Physical Education
- Sports Psychology
- Nutrition in Sports
- Yoga and Meditation
- Rules of Major Games
- Injury Prevention
- Importance of Physical Activity

REFERENCES:

1. **Dr. Ajmer Singh** – Modern Textbook of Physical Education, Kalyani Publishers, New Delhi.
2. **Dr. M.L. Kamlesh** – Methods in Physical Education, Metropolitan Book Co., New Delhi.

3. **Dr. P.M. Joseph** – Organization and Administration of Physical Education, Friends Publications, New Delhi.
4. **Dr. A.K. Uppal** – Physical Education and Sports, Friends Publications, New Delhi.
5. **Dr. S.S. Puri & Dr. G.D. Saini** – Physical Education, Sports Publications, New Delhi.
6. **Dr. B.P. Sharma** – Teaching Methods in Physical Education, Friends Publications, New Delhi.
7. **Daryl Siedentop** – Introduction to Physical Education, Fitness and Sport, McGraw Hill, USA.
8. **Muska Mosston & Sara Ashworth** – Teaching Physical Education, Benjamin Cummings Publishing.
9. **Judith Rink** – Teaching Physical Education for Learning, McGraw Hill.
10. **Robert Pangrazi** – Dynamic Physical Education for Secondary School Students, Pearson Education.
11. **Charles A. Bucher** – Foundations of Physical Education and Sport, McGraw Hill.

Total Hours Distribution

Unit	Topic	Hours
Unit I	Foundations of Classroom Teaching	10
Unit II	Lesson Planning	12
Unit III	Teaching Methods and Teaching Aids	12
Unit IV	Teaching Practice and Evaluation	11
Total		45 Hours

SCHEME OF EXAMINATION FOR B. P. E. S. (4 Years Course) Choice Based Credit & Grading System

B.P.E.S. - VI Semester

PART - A: THEORY COURSE

Subject Code	Theory Subjects	Final Exam. Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./VI/A/01	Test, Measurement and Evaluation in Physical Education	50	20	40	100	3
	Practical	25	10			
	Sessional	25	10			
B.P.E.S./VI/A/02	Basic Research	50	20	40	100	3
	Sessional	50	20			
B.P.E.S./VI/A/03	Communication Skills	50	20	40	100	3
	Practical	25	10			
	Sessional	25	10			
Total					300	09

PART - B: ACTIVITY COURSE:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VI/B/01	Cricket	100	—	50	100	3
B.P.E.S./VI/B/02	Outdoor Activity (Camp/ Tour)	100	—	50	100	3
B.P.E.S./VI/B/03	Sports Practice Programme	100	—	50	100	3
B.P.E.S./VI/B/04	Aerobics	100	—	50	100	3
B.P.E.S./VI/B/05	Handball/ Drop Roball (Any One)	100	—	50	100	3
Total		500	—	—	500	15

PART - C: Teaching Ability - I (Theory Teaching):

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VI/C/01	Teaching Lessons Sessional (Specialization)	50	20	50	100	3
		50				
Total		100	--	—	100	3

PART - D: INTERNSHIP:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VI/D/01	School Internship (Two Weeks)	100	—	50	100	2
Total		100	--	—	100	2

Total Teaching Duration (Each Theory Course): 45 Hours
Credits per Course: 3

B.P.E.S. – VI Semester

PART – A: THEORY COURSE

Subject Code	Theory Subject	Final Exam Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./VI/A/01	Test, Measurement and Evaluation in Physical Education	50	20	40	100	3
	Practical	25	10			
	Sessional	25	10			
B.P.E.S./VI/A/02	Basic Research	50	20	40	100	3
	Sessional	50	20			
B.P.E.S./VI/A/03	Communication Skills	50	20	40	100	3
	Practical	25	10			
	Sessional	25	10			

Total Credits: 09

****B.P.E.S./VI/A/01**

TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**

Total Hours: 45

COURSE OBJECTIVES

1. To develop understanding of concepts and importance of tests and measurements in physical education.
2. To enable students to administer physical fitness and motor ability tests.
3. To develop skills in interpreting and evaluating test results.
4. To understand principles of evaluation in physical education programmes.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Understand the scientific principles of testing and measurement.
2. Conduct physical fitness and skill tests.
3. Interpret and analyze test results for performance evaluation.
4. Apply evaluation techniques for improving sports performance and physical education programmes.

UNIT I: INTRODUCTION TO TEST, MEASUREMENT AND EVALUATION (Hours: 10)

- Meaning and definition of test, measurement and evaluation
- Importance of measurement in physical education and sports
- Principles of good testing
- Criteria of test selection
- Concepts of reliability, validity and objectivity

- Norms and standardization

UNIT II: PHYSICAL FITNESS AND MOTOR ABILITY TESTS (Hours: 12)

- Components of physical fitness
- Health related fitness tests
- Motor fitness tests
- Examples of standardized tests

Common tests:

- AAHPER Youth Fitness Test
- Harvard Step Test
- Cooper 12 Minute Run Test
- Kraus Weber Test
- Sit and Reach Test

UNIT III: SKILL TESTS AND ANTHROPOMETRIC MEASUREMENTS (Hours: 12)

- Skill tests in games and sports
- Measurement of sports skills
- Anthropometric measurements
- Body composition assessment
- Recording and scoring procedures

Examples:

- Volleyball skill test
- Basketball skill test
- Football skill test

UNIT IV: EVALUATION TECHNIQUES IN PHYSICAL EDUCATION (Hours: 11)

- Meaning and importance of evaluation
- Types of evaluation (Formative and Summative)
- Grading and scoring systems
- Statistical interpretation of test results
- Application of evaluation in physical education programmes

PRACTICAL COMPONENT

- Administration of fitness tests
- Conducting skill tests
- Recording and interpretation of data

REFERENCES

1. **Dr. M.L. Kamlesh** – Test and Measurement in Physical Education, Metropolitan Book Co., New Delhi.
2. **Dr. A.K. Uppal** – Test and Measurement in Physical Education, Friends Publications.
3. **Dr. Ajmer Singh** – Physical Education and Sports Measurement, Kalyani Publishers.
4. **Dr. P.M. Joseph** – Evaluation in Physical Education.
5. **Barry L. Johnson & Jack Nelson** – Practical Measurements for Evaluation in Physical Education, Burgess Publishing.
6. **Vivian H. Heyward** – Advanced Fitness Assessment and Exercise Prescription.
7. **David K. Miller** – Measurement by the Physical Educator.
8. **Thomas Baumgartner** – Measurement for Evaluation in Physical Education.

****B.P.E.S./VI/A/02
BASIC RESEARCH****

Total Hours: 45

COURSE OBJECTIVES

1. To introduce students to **basic concepts of research methodology**.
2. To develop ability to **identify research problems in physical education**.
3. To train students in **data collection and interpretation techniques**.
4. To encourage scientific thinking and analytical skills.

LEARNING OUTCOMES

Students will be able to:

1. Understand **research methods used in physical education and sports sciences**.
2. Identify and formulate **research problems**.
3. Conduct **basic research studies**.
4. Interpret research findings and write **simple research reports**.

UNIT I: INTRODUCTION TO RESEARCH (Hours: 10)

- Meaning and definition of research
- Importance of research in physical education
- Characteristics of good research
- Types of research (Basic, Applied, Descriptive, Experimental)

UNIT II: RESEARCH PROBLEM AND RESEARCH DESIGN (Hours: 12)

- Identification of research problems
- Formulation of hypothesis
- Research variables
- Research design
- Sampling techniques

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UNIT III: METHODS OF DATA COLLECTION (Hours: 12)

- Observation method
- Questionnaire method
- Interview method
- Experimental method
- Survey method

UNIT IV: DATA ANALYSIS AND REPORT WRITING (Hours: 11)

- Tabulation and classification of data
- Graphical representation
- Basic statistical concepts (Mean, Median, Mode)
- Writing research reports
- Referencing and bibliography

SESSIONAL WORK

- Preparation of a mini research proposal
- Data collection project
- Seminar presentation

REFERENCES

1. **Dr. C.R. Kothari** – Research Methodology, New Age International Publishers.
2. **Dr. M.L. Kamlesh** – Research Methods in Physical Education.
3. **Dr. A.K. Uppal** – Research Methods in Physical Education.
4. **Dr. Ajmer Singh** – Research Methods in Physical Education.
5. **Jerry R. Thomas & Jack Nelson** – Research Methods in Physical Activity.
6. **Thomas Baumgartner** – Conducting and Reading Research in Health and Human Performance.
7. **John W. Creswell** – Research Design: Qualitative, Quantitative and Mixed Methods Approaches.
8. **Paul Oliver** – Writing Your Thesis.

****B.P.E.S./VI/A/03**

COMMUNICATION SKILLS**

Total Hours: 45

COURSE OBJECTIVES

1. To develop effective communication skills for professional life.
2. To improve oral and written communication abilities.
3. To develop presentation and interpersonal communication skills.
4. To enhance communication competence in teaching and coaching.

LEARNING OUTCOMES

After completion of the course students will be able to:

1. Demonstrate effective verbal and non-verbal communication.
2. Prepare professional reports and presentations.
3. Communicate effectively with students, athletes and colleagues.
4. Use communication skills in teaching and coaching situations.

UNIT I: FUNDAMENTALS OF COMMUNICATION (HOURS: 10)

- Meaning and importance of communication
- Types of communication
- Verbal communication
- Non-verbal communication
- Barriers to communication

UNIT II: INTERPERSONAL COMMUNICATION (HOURS: 12)

- Listening skills
- Public speaking
- Group communication
- Communication in teaching and coaching
- Leadership communication

UNIT III: WRITTEN COMMUNICATION (HOURS: 12)

- Writing reports
- Writing official letters
- Email communication

- Preparation of assignments and research reports
- Documentation techniques

UNIT IV: PRESENTATION AND PROFESSIONAL COMMUNICATION (Hours: 11)

- Seminar presentation
- Use of audio-visual aids
- Communication in sports management
- Interview skills
- Personality development

PRACTICAL COMPONENT

- Seminar presentations
- Group discussions
- Public speaking exercises
- Report writing assignments

REFERENCES:

1. **Dr. S.P. Dhanavel** – English and Communication Skills.
2. **Dr. Ajmer Singh** – Professional Preparation in Physical Education.
3. **Dr. B.K. Das** – Communication Skills for Professionals.
4. **Dale Carnegie** – The Art of Public Speaking.
5. **Stephen Covey** – The 7 Habits of Highly Effective People.
6. **Rudolph Verderber** – Communicate!
7. **Larry Barker** – Communication.

Total Hours Distribution

Subject	Hours
Test, Measurement and Evaluation	45
Basic Research	45
Communication Skills	45
Total Teaching Hours	135 Hours

Total Practical Teaching Hours for each activity course are generally **45 hours (3 credits)** as followed in most Physical Education CBCS programmes.

B.P.E.S. – VI Semester
PART – B: ACTIVITY COURSE

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VI/B/01	Cricket	100	—	50	100	3
B.P.E.S./VI/B/02	Outdoor Activity (Camp/Tour)	100	—	50	100	3
B.P.E.S./VI/B/03	Sports Practice Programme	100	—	50	100	3
B.P.E.S./VI/B/04	Aerobics	100	—	50	100	3
B.P.E.S./VI/B/05	Handball / Drop Roball (Any One)	100	—	50	100	3

Total Credits: 15

B.P.E.S. – VI Semester
PART – B: ACTIVITY COURSE

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VI/B/01	Cricket	100	—	50	100	3
B.P.E.S./VI/B/02	Outdoor Activity (Camp/Tour)	100	—	50	100	3
B.P.E.S./VI/B/03	Sports Practice Programme	100	—	50	100	3
B.P.E.S./VI/B/04	Aerobics	100	—	50	100	3
B.P.E.S./VI/B/05	Handball / Drop Roball (Any One)	100	—	50	100	3

Total Credits: 15

B.P.E.S./VI/B/01 – CRICKET
Total Hours: 45

COURSE OBJECTIVES

1. To develop fundamental and advanced skills of cricket.
2. To understand the rules, techniques and tactics of the game.
3. To develop team coordination and sportsmanship.
4. To promote participation in competitive cricket activities.

LEARNING OUTCOMES

Students will be able to:

- Demonstrate batting, bowling and fielding techniques.
- Understand the laws of cricket and match officiating.
- Apply tactical strategies during matches.
- Organize and conduct cricket tournaments.

UNIT I: INTRODUCTION AND BASIC SKILLS (HOURS: 10)

- History and development of cricket
- Basic rules and terminology
- Grip and stance
- Basic batting techniques
- Fielding techniques

UNIT II: BOWLING TECHNIQUES (HOURS: 12)

- Fast bowling techniques
- Spin bowling techniques
- Bowling drills
- Bowling accuracy training

UNIT III: FIELDING AND WICKET KEEPING (HOURS: 12)

- Catching techniques
- Ground fielding
- Throwing techniques
- Wicket keeping skills

UNIT IV: MATCH PRACTICE AND OFFICIATING (HOURS: 11)

- Practice matches
- Umpiring signals
- Match strategies
- Tournament organization

REFERENCES

1. Boria Majumdar – Cricket in India
2. Gurcharan Singh – Cricket Coaching Manual
3. Ajmer Singh – Physical Education and Sports
4. Don Bradman – The Art of Cricket
5. Bob Woolmer – The Art and Science of Cricket
6. Marylebone Cricket Club – Laws of Cricket

B.P.E.S./VI/B/02 – OUTDOOR ACTIVITY (CAMP / TOUR)

Total Hours: 45

COURSE OBJECTIVES

1. To develop leadership and survival skills.
2. To promote environmental awareness and adventure spirit.
3. To encourage teamwork and cooperation.
4. To provide experience in camp organization and management.

LEARNING OUTCOMES

Students will:

- Develop camping and trekking skills.
- Demonstrate leadership in outdoor settings.
- Understand environmental conservation practices.
- Organize camp activities effectively.

UNIT I: CAMP PLANNING (HOURS: 10)

- Types of camps
- Camp site selection
- Equipment preparation
- Safety measures

UNIT II: OUTDOOR SKILLS (HOURS: 12)

- Tent pitching
- Camp fire organization
- Trekking techniques
- Map reading and navigation

UNIT III: CAMP ACTIVITIES (HOURS: 12)

- Adventure games
- Nature study
- Group activities
- Leadership exercises

UNIT IV: CAMP MANAGEMENT (HOURS: 11)

- Camp discipline
- Food management
- Environmental conservation
- Evaluation of camp activities

REFERENCES

1. **S. S. Puri** – Camping and Outdoor Education
2. **Ajmer Singh** – Organization and Administration in Physical Education
3. **Julian Smith** – Outdoor Recreation Management
4. **Robert Henderson** – Camping and Outdoor Leadership

B.P.E.S./VI/B/03 – SPORTS PRACTICE PROGRAMME
Total Hours: 45

COURSE OBJECTIVES

1. To improve advanced sports performance skills.
2. To develop sport-specific training techniques.
3. To prepare students for competitive sports participation.

LEARNING OUTCOMES

Students will:

- Demonstrate advanced techniques in selected sports.
- Apply training principles in practice sessions.
- Improve physical fitness and performance.

UNIT I: WARM-UP AND CONDITIONING (HOURS: 10)

- Warm-up drills
- Stretching exercises
- Speed and agility drills

UNIT II: SKILL DEVELOPMENT (HOURS: 12)

- Sport-specific techniques
- Skill improvement drills

UNIT III: TACTICAL TRAINING (HOURS: 12)

- Game strategies
- Match tactics

UNIT IV: COMPETITION PRACTICE (HOURS: 11)

- Practice matches
- Performance evaluation

REFERENCES

1. **M.L. Kamlesh** – Physical Training Methods
2. **A.K. Uppal** – Sports Training
3. **Tudor Bompa** – Periodization Training for Sports
4. **David Joyce** – High Performance Training for Sports

B.P.E.S./VI/B/04 – AEROBICS
Total Hours: 45

COURSE OBJECTIVES

1. To develop cardio-respiratory endurance through aerobic exercise.
2. To promote rhythm and coordination.
3. To improve overall fitness and body composition.

LEARNING OUTCOMES

Students will:

- Perform various aerobic exercise routines.
- Design aerobic fitness programmes.
- Demonstrate rhythmic movement skills.

UNIT I: FUNDAMENTALS OF AEROBICS (HOURS: 10)

- Meaning and types of aerobics
- Basic aerobic steps

UNIT II: AEROBIC EXERCISE TECHNIQUES (HOURS: 12)

- Low impact aerobics
- High impact aerobics

UNIT III: AEROBIC ROUTINES (HOURS: 12)

- Group aerobics
- Step aerobics

UNIT IV: AEROBIC PROGRAMME DESIGN (HOURS: 11)

- Designing aerobic sessions
- Music and rhythm coordination

REFERENCES

1. **P.M. Joseph** – Health and Fitness
2. **Ajmer Singh** – Physical Fitness
3. **Kenneth Cooper** – Aerobics
4. **Jackie Sorensen** – Aerobic Dancing

B.P.E.S./VI/B/05 – HANDBALL / DROP ROBALL (Any One)
Total Hours: 45

COURSE OBJECTIVES

1. To develop skills and techniques of handball/drop roball.
2. To understand rules and officiating.
3. To improve team coordination and tactical play.

LEARNING OUTCOMES

Students will:

- Demonstrate basic and advanced game skills.
- Apply rules during matches.
- Organize game competitions.

UNIT I: BASIC SKILLS (HOURS: 10)

- Passing techniques
- Catching techniques
- Dribbling

UNIT II: OFFENSIVE SKILLS (HOURS: 12)

- Shooting techniques
- Attack strategies

UNIT III: DEFENSIVE SKILLS (HOURS: 12)

- Blocking
- Defensive formations

UNIT IV: MATCH PRACTICE (HOURS: 11)

- Practice matches
- Refereeing and scoring

REFERENCES

1. S.S. Puri – Handball Coaching
2. Ajmer Singh – Physical Education and Sports
3. International Handball Federation – Official Rules
4. Dragan Milanovic – Handball Coaching

B.P.E.S. – VI Semester
PART – C: TEACHING ABILITY – I (Theory Teaching)

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VI/C/01	Teaching Lessons Sessional (Specialization)	50	50	20	100	3

Total Credits: 3

Total Teaching Hours: 45 Hours

****B.P.E.S./VI/C/01**
TEACHING LESSONS SESSIONAL (SPECIALIZATION)**

COURSE DESCRIPTION

This course aims to develop professional teaching competency among physical education students through theoretical classroom teaching in specialized subjects of physical education. The course focuses on lesson planning, classroom teaching strategies, communication techniques, use of instructional aids, and evaluation methods to prepare students for effective teaching at school and college levels.

COURSE OBJECTIVES

1. To develop competence in planning and delivering theoretical lessons in physical education.
2. To train students in effective classroom teaching strategies and instructional methods.
3. To enhance communication and presentation skills for teaching theoretical subjects.
4. To develop the ability to use teaching aids and educational technologies effectively.
5. To train students in assessment and evaluation techniques in classroom teaching.

LEARNING OUTCOMES

After completing the course, students will be able to:

1. Prepare systematic lesson plans for theoretical subjects of physical education.
2. Demonstrate effective classroom teaching skills and instructional techniques.
3. Use teaching aids such as charts, models, PowerPoint, and multimedia tools effectively.
4. Manage classroom interactions and student engagement during theory lessons.
5. Evaluate student learning through appropriate assessment techniques.

UNIT I: FOUNDATIONS OF TEACHING THEORY IN PHYSICAL EDUCATION (HOURS: 10)

- Meaning and importance of theory teaching in physical education
- Role and responsibilities of a physical education teacher
- Characteristics of an effective teacher
- Principles of effective teaching
- Objectives of theory teaching in physical education

Teaching Competencies

- Planning theory lessons
- Organizing classroom instruction
- Creating learning objectives

UNIT II: LESSON PLANNING AND TEACHING METHODS (HOURS: 12)

- Meaning and importance of lesson planning
- Structure of a lesson plan

Components of lesson plan:

- Introduction
- Presentation
- Explanation
- Demonstration
- Recapitulation
- Evaluation

METHODS OF TEACHING THEORY

- Lecture method
- Discussion method
- Demonstration method
- Project method
- Problem-solving method

UNIT III: INSTRUCTIONAL TECHNIQUES AND TEACHING AIDS (HOURS: 12)

- Verbal and non-verbal communication in teaching
- Questioning techniques
- Classroom interaction strategies
- Use of teaching aids

Instructional aids include:

- Blackboard
- Charts and diagrams
- Models
- Multimedia presentations
- Educational videos

Educational Technology in Physical Education

- PowerPoint presentations
- Smart classroom tools
- Online teaching resources

UNIT IV: CLASSROOM MANAGEMENT AND EVALUATION (HOURS: 11)

- Classroom management techniques
- Maintaining discipline and motivation
- Handling diverse learners
- Assessment techniques in theory teaching

Types of evaluation:

- Formative evaluation
- Summative evaluation
- Oral tests
- Written tests
- Assignments and presentations

Practical Teaching Requirement

Each student shall deliver **minimum 10 classroom teaching lessons** in theoretical subjects of physical education.

TEACHING ACTIVITIES

- Preparation of detailed lesson plans
- Classroom teaching demonstrations
- Use of audio-visual teaching aids
- Peer teaching sessions
- Teaching practice under faculty supervision

SESSIONAL ASSESSMENT (50 MARKS)

Component	Marks
Lesson Plan Preparation	10
Teaching Demonstration	20
Use of Teaching Aids	10
Classroom Management Skills	10

SUMMATIVE ASSESSMENT (50 MARKS)

Component	Marks
Final Teaching Lesson	30
Viva Voce	20

SUGGESTED TEACHING AIDS

- Blackboard and chalk
- Charts and diagrams
- Multimedia presentations
- Educational videos
- Models and charts related to sports science

SUGGESTED PRACTICAL TOPICS FOR THEORY TEACHING

Students may deliver lessons on topics such as:

- History of Physical Education
- Components of Physical Fitness
- Principles of Training
- Olympic Movement
- Sports Psychology
- Health Education
- Rules of Games and Sports

REFERENCES

1. **Dr. Ajmer Singh, Dr. Jagdish Bains, Dr. S.S. Gill, Dr. Tarlok Singh**
Essential of Physical Education
Kalyani Publishers, New Delhi.
2. **Dr. M.L. Kamlesh**
Methods in Physical Education
Metropolitan Book Company, New Delhi.
3. **Dr. A.K. Uppal**
Physical Education and Health Education
Friends Publications, New Delhi.
4. **Dr. S.S. Puri**
Foundations of Physical Education
Friends Publications.
5. **Dr. P.M. Joseph**
Methods of Teaching Physical Education
6. **Muska Mosston & Sara Ashworth**
Teaching Physical Education
Benjamin Cummings Publishing.
7. **Judith E. Rink**
Teaching Physical Education for Learning
McGraw Hill.

- 8. **Charles Bucher & Deborah Wuest**
Foundations of Physical Education and Sport
- 9. **David Gallahue**
Developmental Physical Education for All Children
- 10. **Robert Pangrazi**
Dynamic Physical Education for Elementary School Children

Total Teaching Hours

Unit	Hours
Foundations of Theory Teaching	10
Lesson Planning and Teaching Methods	12
Instructional Techniques and Teaching Aids	12
Classroom Management and Evaluation	11
Total	45 Hours

PART – D: INTERNSHIP

B.P.E.S. – VI Semester

Activity Code	Activity	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VI/D/01	School Internship (Two Weeks)	100	—	50	100	2

School Internship (Two Weeks)

Total Hours: 60 Hours (Two Weeks Internship)

Unit	Title	Hours
Unit I	Orientation to School System and Physical Education Programme	10 Hours
Unit II	Observation of Physical Education Classes and School Activities	10 Hours
Unit III	Teaching Practice and Lesson Delivery	20 Hours
Unit IV	Organization of Sports and Fitness Activities	10 Hours
Unit V	Internship Report Writing, Evaluation and Reflection	10 Hours
Total		60 Hours

COURSE DESCRIPTION

The School Internship programme provides practical exposure to students of Physical Education in real school settings. It enables them to understand the functioning of school systems, teaching-learning processes, sports management, and interaction with students. Through observation, participation, and teaching practice, the internship helps bridge the gap between theoretical knowledge and professional practice.

COURSE OBJECTIVES

The objectives of the internship programme are:

1. To provide practical teaching experience in school physical education programmes.
2. To familiarize students with school administration and sports organization.
3. To develop professional competencies required for physical education teachers.
4. To enable students to organize sports activities and fitness programmes.
5. To develop reflective teaching practices and professional ethics.

LEARNING OUTCOMES

After completion of the internship, the student will be able to:

1. Understand the structure and functioning of school physical education programmes.
2. Demonstrate effective teaching skills in physical education classes.
3. Organize sports events, fitness activities, and recreational programmes.
4. Apply classroom and field management techniques during PE lessons.
5. Develop professional behaviour, communication skills, and reflective teaching practices.

UNIT – I : ORIENTATION TO SCHOOL SYSTEM AND PHYSICAL EDUCATION PROGRAMME (HOURS: 10)

Objectives

To familiarize students with the structure, administration, and physical education programmes of schools.

- Introduction to school environment and infrastructure
- School administrative structure
- Role and responsibilities of physical education teachers
- School timetable and physical education periods
- School sports policies and curriculum
- Maintenance of sports facilities and equipment
- Safety measures in school sports programmes
- Record keeping in physical education (attendance, performance records)

Practical Activities

- Orientation meeting with school principal and PE teachers
- Inspection of playground and sports facilities
- Study of school PE curriculum
- Preparation of school infrastructure report

UNIT – II : OBSERVATION OF PHYSICAL EDUCATION CLASSES AND SCHOOL ACTIVITIES (HOURS: 10)

Objectives

To help students observe teaching techniques and management skills used by experienced teachers.

- Observation of physical education teaching methods
- Classroom and field management techniques
- Use of teaching aids and demonstrations
- Observation of student participation and motivation
- Discipline and safety measures during PE classes
- Evaluation methods used in physical education

Practical Activities

- Observation of minimum **5 Physical Education classes**
- Observation of **sports coaching sessions**
- Preparation of **observation notes**
- Interaction with PE teachers and students

UNIT – III: TEACHING PRACTICE AND LESSON DELIVERY (HOURS: 20)

Objectives

To develop professional competence in planning and conducting physical education lessons.

- Preparation of lesson plans
- Demonstration and explanation techniques
- Teaching fundamental sports skills
- Warm-up and cool-down exercises
- Organization of drills and minor games
- Student engagement and motivation techniques
- Safety precautions in teaching

Practical Activities

Each student shall:

- Conduct minimum **5 Physical Education lessons**
- Prepare **detailed lesson plans**

- Demonstrate skills of selected sports
- Conduct fitness exercises and drills
- Maintain teaching diary

UNIT – IV: ORGANIZATION OF SPORTS AND FITNESS ACTIVITIES (HOURS: 10)

Objectives

To provide experience in organizing sports events and physical fitness programmes.

- Organization of intra-school sports competitions
- Conduct of fitness tests
- Organization of recreational games
- Mass drill and physical fitness activities
- Role in school sports day preparation
- Sports event management

Practical Activities

Students shall assist in:

- Organizing one sports event or competition
- Conducting fitness assessment activities
- Assisting in school sports training sessions
- Organizing mass drill or physical fitness programme

UNIT – V: INTERNSHIP REPORT WRITING, EVALUATION AND REFLECTION (HOURS: 10)

Objectives

To develop documentation, evaluation, and reflective teaching skills.

- Preparation of internship report
- Documentation of lesson plans and activities
- Self-evaluation and reflection
- Feedback from school teachers
- Professional ethics and responsibilities of PE teachers

Internship Report Should Include

1. Introduction to school
2. School infrastructure and sports facilities
3. Observation reports
4. Lesson plans conducted
5. Sports activities organized
6. Challenges faced during teaching
7. Self-reflection and learning outcomes
8. Supervisor remarks

ASSESSMENT PATTERN

FORMATIVE ASSESSMENT (100 MARKS)

Component	Marks
School Internship Performance	30
Lesson Plan Preparation	20
Teaching Practice	20
Observation Records	15
Internship Report	15
Total	100

Minimum Pass Marks: **50**

SUGGESTED PRACTICAL RECORDS

Students must maintain:

1. Internship diary
2. Lesson plan file
3. Observation report
4. Sports activity report
5. Final internship report

REFERENCES

1. A.K. Uppal – *Physical Education and Sports Management* – Friends Publications, New Delhi.
2. M.L. Kamlesh – *Methods in Physical Education* – Friends Publications, New Delhi.
3. J.P. Thomas – *Physical Education and Sports in India* – Khel Sahitya Kendra, New Delhi.
4. S.K. Bhowmick – *Teaching Methods in Physical Education* – Kalyani Publishers, New Delhi.
5. P.K. Sarkar – *Physical Education and Sports Training* – Khel Sahitya Kendra, New Delhi.
6. Ramesh Chandra – *Physical Education and Sports Management* – Sports Publications, New Delhi.
7. William H. Freeman – *Physical Education and Sport in a Changing Society* – Jones & Bartlett Learning, USA.
8. Daryl Siedentop – *Introduction to Physical Education, Fitness and Sport* – McGraw Hill, USA.
9. Charles A. Bucher & Deborah A. Wuest – *Foundations of Physical Education and Sport* – McGraw Hill.
10. Rink, Judith E. – *Teaching Physical Education for Learning* – McGraw Hill.
11. Graham, Holt/Hale & Parker – *Children Moving: A Reflective Approach to Teaching Physical Education* – McGraw Hill.

SCHEME OF EXAMINATION FOR B. P. E. S. (4 Years Course) Choice Based Credit & Grading System

B. P. E. S. - VII Semester

PART - A: THEORY COURSE:

Subject Code	Theory Subjects	Final Exam Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./VII/A/01	Basics of Sports Training	50	20	40	100	3
	Sessional	25	—			
B.P.E.S./VII/A/02	Correctives in Physical Education	50	20	40	100	3
	Sessional	25	—			
Total					200	06

PART - B: ACTIVITY COURSE:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VII/B/01	Sports Practice Programme (Specialization)	100	—	50	100	3
Total		100	—	—	100	03

PART - C: INTERNSHIP:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VII/C/01	School Internship (Based on field Experience) (12 Weeks)	200	100	140	300	8
Total		200	100	—	300	08

B.P.E.S. (4 Years; 3 Semesters) - CBSE (OS) - BOS - SMK D.A. 2026

PART - D: SPORTS SPECIALIZATION :

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VII/D/01	Skill Proficiency	50	50	80	100	4
Total		50	50	—	100	04

Choice Based Credit & Grading System (CBCS)
B.P.E.S. (4 Years Course) – VII Semester

PART – A : THEORY COURSE

Subject Code	Theory Subject	Final Exam Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./VII/A/01	Basics of Sports Training	50	20	40	100	3
	Sessional	25	—			
B.P.E.S./VII/A/02	Correctives in Physical Education	50	20	40	100	3
	Sessional	25	—			
Total		200				06

B.P.E.S./VII/A/01
BASICS OF SPORTS TRAINING

Credits: 3; Total Teaching Hours: 45

COURSE DESCRIPTION

Sports training is a systematic process aimed at improving athletic performance through scientific principles and structured training methods. This course introduces students to the fundamental concepts of sports training, including training principles, training load, physical fitness development, and modern training methods.

COURSE OBJECTIVES

1. To introduce the fundamental concepts and principles of sports training.
2. To develop understanding of physiological and psychological aspects of training.
3. To explain different training methods used in sports performance.
4. To develop knowledge about planning and organizing sports training programmes.

- To familiarize students with modern trends in sports training.

LEARNING OUTCOMES

After completing this course, students will be able to:

- Explain the concept and importance of sports training.
- Apply scientific principles of training in sports practice.
- Design basic training programmes for athletes.
- Understand training load, recovery, and adaptation mechanisms.
- Identify modern training methods used in sports performance enhancement.

UNIT-WISE DISTRIBUTION OF HOURS

Unit	Title	Hours
Unit I	Introduction to Sports Training	9
Unit II	Principles of Sports Training	9
Unit III	Training Load and Training Methods	9
Unit IV	Development of Physical Fitness Components	9
Unit V	Planning and Periodization of Training	9
Total		45 Hours

UNIT – I: INTRODUCTION TO SPORTS TRAINING (HOURS: 9)

Objectives

To introduce the concept and scope of sports training.

- Meaning and definition of sports training

- Aim and objectives of sports training
- Characteristics of sports training
- Importance of scientific training
- Role of coach in sports training
- Relationship between sports training and sports performance

UNIT – II: PRINCIPLES OF SPORTS TRAINING (HOURS: 9)

Objectives

To explain scientific principles governing sports training.

- Principle of individuality
- Principle of overload
- Principle of progression
- Principle of specificity
- Principle of recovery
- Principle of reversibility
- Principle of continuity

UNIT – III: TRAINING LOAD AND TRAINING METHODS (HOURS: 9)

Objectives

To develop understanding of training load and training methods.

- Meaning and types of training load
- External load and internal load
- Adaptation to training
- Interval training method
- Continuous training method
- Circuit training method
- Fartlek training method

UNIT – IV: DEVELOPMENT OF PHYSICAL FITNESS COMPONENTS (HOURS: 9)

Objectives

To understand development of physical fitness through training.

- Strength training methods
- Endurance training methods
- Speed development methods
- Flexibility development
- Agility and coordination training
- Importance of warm-up and cool-down

UNIT – V: PLANNING AND PERIODIZATION OF TRAINING (HOURS: 9)

Objectives

To understand the planning and organization of sports training programmes.

- Concept of training planning
- Microcycle, mesocycle and macrocycle
- Periodization of training
- Pre-season, competitive season and off-season training
- Monitoring of training performance
- Modern trends in sports training

SESSIONAL WORK

- Assignment on training methods
- Preparation of training programme
- Seminar presentation on sports training principles

REFERENCES

1. Hardayal Singh – *Science of Sports Training* – DVS Publications, New Delhi.
2. M.L. Kamlesh – *Sports Training* – Friends Publications, New Delhi.
3. A.K. Uppal – *Principles of Sports Training* – Friends Publications, New Delhi.
4. B.P. Singh – *Sports Training Methods* – Khel Sahitya Kendra, New Delhi.
5. J.P. Thomas – *Training and Conditioning* – Khel Sahitya Kendra, New Delhi.
6. Tudor O. Bompa – *Theory and Methodology of Training* – Human Kinetics.
7. David Harre – *Principles of Sports Training* – Sportverlag, Berlin.
8. Matveyev, L.P. – *Fundamentals of Sports Training* – Progress Publishers, Moscow.
9. Tudor Bompa & Gregory Haff – *Periodization: Theory and Methodology of Training* – Human Kinetics.
10. William J. Kraemer & Steven Fleck – *Strength Training for Young Athletes* – Human Kinetics.

COURSE DESCRIPTION

Corrective Physical Education deals with identifying and correcting postural deformities and physical defects through appropriate exercises and rehabilitation techniques. This course focuses on posture analysis, common postural defects, and corrective exercises used to improve physical efficiency.

COURSE OBJECTIVES

1. To develop understanding of posture and body alignment.
2. To identify common postural defects and physical deformities.
3. To provide knowledge of corrective exercises.
4. To understand preventive measures for postural deformities.
5. To develop skills for designing corrective exercise programmes.

LEARNING OUTCOMES

- After completing this course, students will be able to:
1. Identify common postural defects and physical deformities.
 2. Explain causes and effects of postural problems.
 3. Apply corrective exercises for posture improvement.
 4. Design exercise programmes for correction of deformities.
 5. Promote healthy posture among students and athletes.

UNIT-WISE DISTRIBUTION OF HOURS

Unit	Title	Hours
Unit I	Posture and Postural Mechanism	9
Unit II	Postural Defects	9
Unit III	Corrective Exercises	9
Unit IV	Prevention and Rehabilitation	9
Unit V	Role of Physical Education Teacher in Corrective Programmes	9
Total		45 Hours

UNIT – I: POSTURE AND POSTURAL MECHANISM (HOURS: 9)

- Meaning and importance of posture
- Types of posture (good posture and poor posture)
- Postural mechanism
- Factors affecting posture
- Posture analysis methods

UNIT – II: POSTURAL DEFECTS (HOURS: 9)

- Meaning and causes of postural defects
- Kyphosis
- Lordosis
- Scoliosis
- Flat foot
- Knock knees
- Bow legs

UNIT – III: CORRECTIVE EXERCISES (HOURS: 9)

- Meaning and objectives of corrective exercises
- Principles of corrective exercises
- Stretching and strengthening exercises
- Exercises for spinal deformities
- Exercises for flat foot and knock knees

UNIT – IV: PREVENTION AND REHABILITATION (HOURS: 9)

- Preventive measures for postural defects
- Importance of posture education
- Rehabilitation exercises
- Role of physiotherapy in corrective programmes
- Yoga for posture correction

UNIT – V: ROLE OF PHYSICAL EDUCATION TEACHER IN CORRECTIVE PROGRAMMES (HOURS: 9)

- Screening of students for postural defects
- Planning corrective exercise programmes
- Use of therapeutic exercises
- Maintaining posture records

- Health education for posture improvement

SESSIONAL WORK

- Assignment on postural defects
- Case study of postural problems
- Demonstration of corrective exercises

SUGGESTED REFERENCES

1. A.K. Uppal – *Corrective Physical Education* – Friends Publications, New Delhi.
2. J.P. Thomas – *Corrective Physical Education* – Khel Sahitya Kendra, New Delhi.
3. P.K. Sarkar – *Corrective Physical Education* – Kalyani Publishers.
4. M.L. Kamlesh – *Physical Education: Facts and Foundations* – Friends Publications.
5. B.P. Singh – *Health and Physical Education* – Khel Sahitya Kendra.
6. Charles A. Bucher – *Foundations of Physical Education and Sport* – McGraw Hill.
7. Clarke, H. Harrison – *Application of Measurement to Health and Physical Education* – Prentice Hall.
8. Kendall, F.P. – *Muscles: Testing and Function* – Williams & Wilkins.
9. Magee, D.J. – *Orthopedic Physical Assessment* – Saunders.
10. Kisner, Carolyn & Colby, Lynn Allen – *Therapeutic Exercise: Foundations and Techniques* – F.A. Davis.

B.P.E.S. (4 Years Course) – VII Semester
Choice Based Credit & Grading System (CBCS)

PART – B : ACTIVITY COURSE

Activity Code	Activity	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VII/B/01	Sports Practice Programme (Specialization)	100	—	50	100	3
Total		100	—	—	100	3

B.P.E.S./VII/B/01
SPORTS PRACTICE PROGRAMME (SPECIALIZATION)

Credits: 3; Total Practical Hours: 90 Hours

COURSE DESCRIPTION

The Sports Practice Programme (Specialization) provides advanced practical training to students in their chosen sport. The course focuses on skill development, tactical knowledge, physical conditioning, and competitive preparation. It also emphasizes scientific training methods, game strategies, and performance analysis.

Students select **one sport specialization** such as Athletics, Basketball, Volleyball, Football, Cricket, Kabaddi, Kho-Kho, Handball, Badminton, or any other approved sport.

COURSE OBJECTIVES

1. To develop advanced **technical and tactical skills** in the selected sport.
2. To improve **physical fitness and sport-specific conditioning**.
3. To provide knowledge of **rules, strategies, and competition preparation**.
4. To develop **coaching and officiating abilities** in the selected sport.
5. To enhance **performance analysis and game strategy development**.

LEARNING OUTCOMES

After completing the course, students will be able to:

1. Demonstrate advanced skills and techniques in the specialized sport.
2. Apply game strategies and tactical planning during competitions.
3. Develop sport-specific training programmes.
4. Conduct officiating and refereeing during sports competitions.
5. Analyze individual and team performance for improvement.

UNIT-WISE DISTRIBUTION OF PRACTICAL HOURS

Unit	Title	Hours
Unit I	Fundamental and Advanced Skills Training	20
Unit II	Tactical Training and Game Strategies	20
Unit III	Physical Conditioning for Specialized Sport	20
Unit IV	Rules, Officiating and Competition Management	15
Unit V	Performance Analysis and Match Practice	15
Total		90 Hours

UNIT – I: FUNDAMENTAL AND ADVANCED SKILLS TRAINING (HOURS: 20)

Objectives

To improve technical proficiency in the selected sport.

- Revision of fundamental skills
- Development of advanced techniques
- Skill drills and practice sessions
- Individual skill training

- Partner and group drills
- Skill correction and improvement

Practical Activities

- Technical skill drills
- Demonstration of advanced techniques
- Individual and partner practice
- Skill evaluation sessions

UNIT – II: TACTICAL TRAINING AND GAME STRATEGIES (HOURS: 20)

Objectives

To develop tactical understanding and decision-making abilities.

- Offensive strategies
- Defensive strategies
- Game formations and positioning
- Tactical decision-making
- Situational play strategies

Practical Activities

- Tactical drills
- Small-sided games
- Strategy implementation during practice matches
- Team coordination exercises

UNIT – III: PHYSICAL CONDITIONING FOR SPECIALIZED SPORT (HOURS: 20)

Objectives

To improve sport-specific fitness components.

- Strength training
- Speed and agility drills
- Endurance training
- Flexibility exercises
- Sport-specific conditioning drills

Practical Activities

- Circuit training
- Plyometric training
- Agility ladder drills
- Speed training exercises

UNIT – IV: RULES, OFFICIATING AND COMPETITION MANAGEMENT (HOURS: 15)

Objectives

To develop knowledge and practical experience in officiating.

- Rules and regulations of the selected sport
- Duties of referees and officials
- Scoring systems
- Match organization
- Tournament management

Practical Activities

- Officiating practice during matches
- Score sheet preparation
- Conduct of intramural competitions

UNIT – V: PERFORMANCE ANALYSIS AND MATCH PRACTICE (HOURS: 15)

Objectives

To develop analytical skills for improving sports performance.

- Match practice and competition exposure
- Performance analysis techniques
- Error detection and correction
- Team coordination and communication

Practical Activities

- Practice matches
- Video analysis (if available)
- Performance evaluation
- Feedback sessions

ASSESSMENT PATTERN

Formative Assessment (100 Marks)

Component	Marks
Skill Performance	30
Tactical Understanding	20
Physical Fitness	20
Officiating and Rules Knowledge	15
Attendance and Participation	15
Total	100

Minimum Pass Marks: **50**

RECORD WORK

Students must maintain:

- Practical record book
- Skill practice log
- Training diary
- Match performance report

REFERENCES

1. A.K. Uppal – *Physical Education and Sports Training* – Friends Publications, New Delhi.
2. M.L. Kamlesh – *Methods in Physical Education* – Friends Publications.
3. J.P. Thomas – *Coaching in Sports* – Khel Sahitya Kendra, New Delhi.
4. Hardayal Singh – *Science of Sports Training* – DVS Publications, New Delhi.
5. B.P. Singh – *Sports Training and Coaching* – Khel Sahitya Kendra.
6. Tudor O. Bompá – *Periodization: Theory and Methodology of Training* – Human Kinetics.
7. David Harre – *Principles of Sports Training* – Sportverlag, Berlin.
8. Rainer Martens – *Successful Coaching* – Human Kinetics.
9. William J. Kraemer & Steven Fleck – *Strength Training for Young Athletes* – Human Kinetics.
10. Bompá & Buzzichelli – *Periodization Training for Sports* – Human Kinetics.

Choice Based Credit & Grading System (CBCS)
PART – C : INTERNSHIP

Activity Code	Activity	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VII/C/01	School Internship (Based on Field Experience) – 12 Weeks	200	100	140	300	8
Total		200	100	—	300	08

B.P.E.S./VII/C/01

SCHOOL INTERNSHIP (FIELD EXPERIENCE)

Credits: 8; Duration: 12 Weeks

Total Internship Hours: 360 Hours

(Approx. 30 hours per week)

COURSE DESCRIPTION

The School Internship Programme is designed to provide practical exposure to students in real school settings. It enables students to apply theoretical knowledge of physical education, pedagogy, sports training, and health education into actual teaching and coaching situations.

Through this internship, students gain experience in teaching physical education, organizing sports activities, managing school sports programmes, and developing professional teaching competencies.

COURSE OBJECTIVES

1. To provide practical teaching experience in school physical education programmes.
2. To develop professional teaching competencies in physical education.
3. To enable students to plan, conduct, and evaluate physical education lessons.
4. To provide experience in organizing sports competitions and extracurricular activities.
5. To develop skills in class management, student motivation, and coaching.
6. To familiarize students with school administration and sports management practices.

LEARNING OUTCOMES

After completion of the internship, students will be able to:

1. Demonstrate **effective teaching skills in physical education classes.**
2. Prepare and implement **lesson plans for school physical education.**
3. Organize **sports competitions, fitness programmes, and school events.**
4. Apply **coaching techniques and training methods for school athletes.**
5. Maintain **school sports records and evaluation reports.**
6. Develop **professional behavior and communication skills as a physical education teacher.**

UNIT-WISE DISTRIBUTION OF INTERNSHIP HOURS

Unit	Title	Hours
Unit I	School Orientation and Observation	60
Unit II	Physical Education Teaching Practice	120
Unit III	Coaching and Sports Training Activities	60
Unit IV	Organization of Sports and Co-curricular Activities	60
Unit V	Record Keeping, Evaluation and Internship Report	60
Total		360 Hours

UNIT – I: SCHOOL ORIENTATION AND OBSERVATION (HOURS: 60)

Objectives

To familiarize students with the functioning of the school system and physical education programmes.

- Orientation to school environment
- School organizational structure
- Role and responsibilities of physical education teacher
- Observation of physical education classes

- Observation of teaching methods and class management
- Study of school sports facilities and equipment

Activities

- Observation of PE classes
- Interaction with school teachers
- Observation report preparation
- Analysis of school sports programme

UNIT – II: PHYSICAL EDUCATION TEACHING PRACTICE (HOURS: 120)

Objectives

To develop practical teaching skills in physical education.

- Preparation of lesson plans
- Conducting physical education classes
- Teaching fundamental motor skills
- Demonstration and explanation techniques
- Classroom and playground management
- Student evaluation methods

Activities

- Teaching minimum 30–40 physical education lessons
- Conducting warm-up and cool-down activities
- Teaching sports skills and exercises
- Feedback from supervisor

UNIT – III: COACHING AND SPORTS TRAINING ACTIVITIES (HOURS: 60)

Objectives

To develop coaching abilities in school sports programmes.

- Coaching fundamentals in selected sports
- Training drills and practice sessions

- Skill development activities
- Fitness training for students
- Talent identification

Activities

- Conducting sports practice sessions
- Coaching school teams
- Organizing fitness programmes
- Demonstration of training drills

UNIT – IV: ORGANIZATION OF SPORTS AND CO-CURRICULAR ACTIVITIES (HOURS: 60)

Objectives

To provide experience in organizing sports events and extracurricular activities.

- Planning school sports competitions
- Intramural sports programmes
- Organization of annual sports day
- Officiating and refereeing
- Equipment management

Activities

- Organizing sports competitions
- Assisting in sports day programme
- Officiating matches
- Preparing sports event reports

UNIT – V: RECORD KEEPING, EVALUATION AND INTERNSHIP REPORT (HOURS: 60)

Objectives

To develop documentation and evaluation skills.

- Preparation of lesson plan records
- Student performance evaluation

- Maintenance of sports records
- Preparation of internship report
- Reflection and self-evaluation

Activities

Students must maintain:

- Lesson plan record
- Observation diary
- Coaching record
- Sports event report
- Final internship report

ASSESSMENT PATTERN

FORMATIVE ASSESSMENT – 200 MARKS

Component	Marks
Teaching Practice Performance	80
Coaching and Sports Activities	40
Lesson Plans and Record Work	40
Participation in School Activities	20
Attendance and Professional Conduct	20
Total	200

SUMMATIVE ASSESSMENT – 100 MARKS

Component	Marks
Internship Report	40
Viva-Voce Examination	30
Supervisor Evaluation	30
Total	100

Suggested References

1. A.K. Uppal – *Physical Education and Sports Training* – Friends Publications, New Delhi.
2. M.L. Kamlesh – *Methods in Physical Education* – Friends Publications.
3. J.P. Thomas – *Teaching Methods in Physical Education* – Khel Sahitya Kendra, New Delhi.
4. Hardayal Singh – *Science of Sports Training* – DVS Publications.
5. B.P. Singh – *Foundations of Physical Education* – Khel Sahitya Kendra.
6. S.S. Puri – *Teacher Education* – Anmol Publications, New Delhi.
7. Charles A. Bucher & Deborah Wuest – *Foundations of Physical Education and Sport* – McGraw Hill.
8. Rainer Martens – *Successful Coaching* – Human Kinetics.
9. Judith E. Rink – *Teaching Physical Education for Learning* – McGraw Hill.
10. Tudor O. Bompá – *Theory and Methodology of Training* – Human Kinetics.
11. Siedentop, Daryl – *Developing Teaching Skills in Physical Education* – Mayfield Publishing.
12. Graham, Holt/Hale & Parker – *Children Moving: A Reflective Approach to Teaching Physical Education* – McGraw Hill.

B.P.E.S. (4 Years Course) – VII Semester
Choice Based Credit & Grading System (CBCS)
PART – D: SPORTS SPECIALIZATION

Activity Code	Activity	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VII/D/01	Skill Proficiency (Sports Specialization)	50	50	80	100	4
Total	50	50	—	100	04	

B.P.E.S./VII/D/01
SPORTS SPECIALIZATION – SKILL PROFICIENCY
Credits: 4

Total Practical Hours: 120 Hours

COURSE DESCRIPTION

The Sports Specialization (Skill Proficiency) course aims to develop advanced technical skills, tactical knowledge, coaching abilities, and performance excellence in a selected sport. Students specialize in one sport such as Athletics, Basketball, Volleyball, Football, Cricket, Kabaddi, Kho-Kho, Handball, Badminton, or other approved sports.

This course emphasizes high-level skill execution, sport-specific training, competitive preparation, officiating knowledge, and performance evaluation to prepare students for careers in coaching, teaching, and competitive sports.

COURSE OBJECTIVES

1. To develop advanced technical and tactical skills in the chosen sport.
2. To improve sport-specific physical fitness and conditioning.
3. To provide knowledge of scientific training methods and skill development techniques.
4. To enhance coaching and officiating competencies.
5. To develop the ability to analyze performance and improve competitive skills.

LEARNING OUTCOMES

After completion of the course, students will be able to:

1. Demonstrate advanced technical skills in the specialized sport.
2. Apply game strategies and tactical decisions effectively.
3. Design sport-specific training programmes.
4. Perform officiating and refereeing duties competently.
5. Analyze and improve individual and team performance in competitive situations.

UNIT-WISE DISTRIBUTION OF PRACTICAL HOURS

Unit	Title	Hours
Unit I	Advanced Skill Development	30
Unit II	Tactical and Strategic Training	25
Unit III	Physical Conditioning for Specialization	25
Unit IV	Coaching Techniques and Officiating	20
Unit V	Competitive Performance and Skill Evaluation	20
Total		120 Hours

UNIT – I: ADVANCED SKILL DEVELOPMENT (HOURS: 30)

Objectives

To develop mastery in advanced techniques of the selected sport.

- Revision of fundamental skills
- Advanced techniques and skill variations
- Precision and accuracy training
- Individual skill refinement
- Error detection and correction

Practical Activities

- Advanced skill drills
- Individual and partner practice
- Repetition training
- Skill correction sessions

UNIT – II: TACTICAL AND STRATEGIC TRAINING (HOURS: 25)

Objectives

To develop strategic understanding and decision-making abilities

- Offensive and defensive strategies
- Game formations and positioning
- Tactical decision-making during competition
- Situational play strategies

Practical Activities

- Tactical drills
- Small-sided games
- Team coordination practice
- Simulation of competitive situations

UNIT – III: PHYSICAL CONDITIONING FOR SPECIALIZATION (HOURS: 25)

Objectives

To improve sport-specific physical fitness.

- Strength and power training
- Speed and agility development
- Endurance training
- Flexibility exercises
- Plyometric training

Practical Activities

- Circuit training
- Agility drills
- Resistance training
- Sport-specific conditioning exercises

UNIT – IV: COACHING TECHNIQUES AND OFFICIATING (HOURS: 20)

Objectives

To develop coaching and officiating competencies.

- Principles of coaching
- Demonstration techniques
- Teaching skill progression
- Rules and regulations of the sport
- Duties of referees and officials

Practical Activities

- Conducting coaching sessions
- Officiating practice during matches
- Preparation of score sheets
- Match organization

UNIT – V: COMPETITIVE PERFORMANCE AND SKILL EVALUATION (HOURS: 20)

Objectives

To evaluate performance and enhance competitive readiness.

- Match practice and competitions
- Performance analysis
- Psychological preparation for competition
- Team coordination and communication

Practical Activities

- Practice matches
- Performance evaluation
- Feedback sessions
- Skill proficiency tests

ASSESSMENT PATTERN
FORMATIVE ASSESSMENT – 50 MARKS

Component	Marks
Skill Practice and Performance	20
Tactical Understanding	10
Physical Fitness	10
Participation and Attendance	10
Total	50

SUMMATIVE ASSESSMENT – 50 MARKS

Component	Marks
Final Skill Performance Test	30
Game Performance	10
Viva Voce	10
Total	50

Minimum Passing Marks: **80 (Aggregate)**

PRACTICAL RECORDS

Students must maintain:

- Skill practice diary
- Training programme record
- Competition participation record
- Performance evaluation report

REFERENCES

1. **Hardayal Singh** – *Science of Sports Training* – DVS Publications, New Delhi.
2. **A.K. Uppal** – *Physical Education and Sports Training* – Friends Publications, New Delhi.
3. **M.L. Kamlesh** – *Methods in Physical Education* – Friends Publications.
4. **J.P. Thomas** – *Coaching in Sports* – Khel Sahitya Kendra, New Delhi.
5. **B.P. Singh** – *Sports Training* – Khel Sahitya Kendra.
6. **Tudor O. Bompa** – *Periodization: Theory and Methodology of Training* – Human Kinetics.
7. **David Harre** – *Principles of Sports Training* – Sportverlag, Berlin.
8. **Rainer Martens** – *Successful Coaching* – Human Kinetics.
9. **William J. Kraemer & Steven Fleck** – *Strength Training for Young Athletes* – Human Kinetics.
10. **Bompa & Buzzichelli** – *Periodization Training for Sports* – Human Kinetics.

SCHEME OF EXAMINATION FOR B. P. E. S. (4 Years Course) Choice Based Credit & Grading System

B. P. E. S. - VIII Semester

PART - A: THEORY COURSE:

Subject Code	Theory Subjects	Final Exam. Max. Marks	Minimum Pass Marks	Minimum Aggregate Pass Marks	Total Marks	Credits
B.P.E.S./VIII/A/01	Management in Physical Education	50	20	40	100	3
	Sessional	50	—			
B.P.E.S./VIII/A/02	Health Education	50	20	40	100	3
	Sessional	50	—			
B.P.E.S./VIII/A/03	Gender Sensitization & Inclusive Education	50	20	40	100	3
	Sessional	50	—			
Total					300	09

PART-B: SPORTS SPECIALIZATION:

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VIII/B/01	Officiating Ability (In already Selected Game/ Sport during VI Semester)	100	100	80	200	4
B.P.E.S./VIII/B/02	Coaching Ability (In already Selected Game/ Sport during VI Semester)	100	100	80	200	4
B.P.E.S./VIII/B/03	Working with community(Two Weeks)	100	—	40	100	2
Total		300	200	200	500	10

B.P.E.S. – VIII Semester

PART – A: THEORY COURSE

Total Credits: **09**

Total Marks: **300**

Subject Code	Theory Subject	Final Exam	Sessional	Total	Credits
B.P.E.S./VIII/A/01	Management in Physical Education	50	50	100	3
B.P.E.S./VIII/A/02	Health Education	50	50	100	3
B.P.E.S./VIII/A/03	Gender Sensitization & Inclusive Education	50	50	100	3

Recommended Total Teaching Hours per Paper: 45 Hours

1. B.P.E.S./VIII/A/01
MANAGEMENT IN PHYSICAL EDUCATION

COURSE OBJECTIVES

1. To understand the principles and foundations of management in physical education and sports.
2. To develop competencies in planning, organizing and administering physical education programs.
3. To enable students to manage sports events and facilities effectively.
4. To familiarize students with budgeting, leadership and decision-making in sports administration.

LEARNING OUTCOMES

After completing the course students will be able to:

- Explain the principles and functions of sports management.
- Organize and administer physical education programs in schools and colleges.
- Plan sports events, tournaments and competitions efficiently.
- Demonstrate leadership and decision-making skills in sports organizations.

UNIT-WISE DISTRIBUTION OF HOURS

Unit	Topic	Hours
Unit I	Introduction to Management	10
Unit II	Organization and Administration of Physical Education	12
Unit III	Planning and Management of Sports Events	12
Unit IV	Facilities, Finance and Leadership in Sports	11
Total		45 Hours

UNIT I – INTRODUCTION TO MANAGEMENT (10 HOURS)

Meaning and definition of management
Importance of management in physical education
Scope of sports management

Principles of management

- Scientific management
- Administrative management
- Human relations approach

Functions of management

- Planning
- Organizing
- Staffing
- Directing
- Controlling

Qualities of sports managers and administrators.

UNIT II – ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION (12 HOURS)

Meaning and importance of organization
Structure of physical education departments in schools and colleges

Administration of physical education programs

- Time table preparation
- Scheduling of activities
- Record keeping and documentation

Role and responsibilities of physical education teachers

Leadership styles in sports organizations
Decision making and communication in sports management.

UNIT III – PLANNING AND MANAGEMENT OF SPORTS EVENTS (12 HOURS)

Meaning and importance of sports event management

Types of tournaments

- Knock-out tournament
- League tournament
- Combination tournament
- Challenge tournament

Steps in organizing sports competitions

- Pre-planning
- Organization
- Conduct of event
- Post-event evaluation

Preparation of fixtures

Role of committees in organizing tournaments.

UNIT IV – FACILITIES, FINANCE AND LEADERSHIP IN SPORTS (11 HOURS)

Planning of sports facilities and infrastructure

Management of playgrounds, gymnasium and equipment

Financial management in sports

- Budget preparation
- Sources of finance

- Purchase and maintenance of equipment

Leadership qualities in sports administrators

Public relations in sports organizations.

REFERENCES

1. Agarwal, J. C. (2013). *Educational Administration and Management*. New Delhi: Shipra Publications.
2. Bucher, C. A., & Krotee, M. (Indian Edition). *Management of Physical Education and Sport*.
3. Kamlesh, M. L. (2015). *Management Concepts in Physical Education and Sports*. New Delhi: Friends Publications.
4. Sharma, O. P. (2012). *Organization and Administration in Physical Education*. New Delhi: Khel Sahitya Kendra.
5. Singh, Ajmer., et al. (2014). *Essentials of Physical Education*. New Delhi: Kalyani Publishers.
6. Chelladurai, P. (2014). *Managing Organizations for Sport and Physical Activity*. Scottsdale: Holcomb Hathaway.
7. Lussier, R. N., & Kimball, D. C. (2018). *Applied Sport Management Skills*. Champaign: Human Kinetics.
8. Masteralexis, L., Barr, C., & Hums, M. (2015). *Principles and Practice of Sport Management*. Burlington: Jones & Bartlett.
9. Pedersen, P., Parks, J., Quarterman, J., & Thibault, L. (2010). *Contemporary Sport Management*. Champaign: Human Kinetics.

2. B.P.E.S./VIII/A/02 HEALTH EDUCATION

COURSE OBJECTIVES

1. To develop understanding of health concepts and healthy lifestyle practices.
2. To educate students about disease prevention and health promotion.
3. To promote awareness of nutrition, hygiene and environmental health.
4. To prepare students to act as health educators in society.

LEARNING OUTCOMES

Students will be able to:

- Explain the concept and dimensions of health.
- Promote healthy habits and lifestyle practices.
- Understand the role of nutrition, hygiene and sanitation.
- Educate community members about disease prevention.

UNIT-WISE DISTRIBUTION OF HOURS

Unit	Topic	Hours
Unit I	Concept of Health Education	10
Unit II	Personal Health and Hygiene	11
Unit III	Nutrition and Community Health	12
Unit IV	Health Problems and Preventive Measures	12
Total		45 Hours

UNIT I – CONCEPT OF HEALTH EDUCATION (10 HOURS)

Meaning and definition of health
Dimensions of health

- Physical
- Mental
- Social
- Emotional

Concept and importance of health education

Role of physical education in promoting health

Health services in India.

UNIT II – PERSONAL HEALTH AND HYGIENE (11 HOURS)

Meaning and importance of personal hygiene

Care of skin, teeth, eyes, ears and hair

Importance of exercise and rest

Posture and body mechanics

Substance abuse and its harmful effects

- Tobacco
- Alcohol
- Drugs.

UNIT III – NUTRITION AND COMMUNITY HEALTH (12 HOURS)

Meaning and importance of nutrition

Balanced diet and nutrients

- Carbohydrates

- Proteins
- Fats
- Vitamins
- Minerals

Malnutrition and deficiency diseases

Community health and environmental sanitation
Role of government health programs.

UNIT IV – HEALTH PROBLEMS AND PREVENTIVE MEASURES (12 HOURS)

Communicable diseases

Non-communicable diseases

Lifestyle diseases

- Obesity
- Diabetes
- Hypertension

Preventive health care

First aid and safety education.

REFERENCES

1. Park, K. (2017). *Preventive and Social Medicine*. Jabalpur: Banarsidas Bhanot.
2. Sharma, J. P. (2013). *Health Education and Community Health*. New Delhi: Khel Sahitya Kendra.
3. Suryakantha, A. H. (2018). *Community Medicine with Recent Advances*. New Delhi: Jaypee Brothers.
4. B.K. Mahajan & Gupta (2013). *Textbook of Preventive and Social Medicine*.
5. Glanz, K., Rimer, B., & Viswanath, K. (2015). *Health Behavior and Health Education*. San Francisco: Jossey-Bass.
6. Edelman, C. L., & Mandle, C. L. (2017). *Health Promotion Throughout the Life Span*. St. Louis: Mosby.
7. McKenzie, J., Neiger, B., & Thackeray, R. (2017). *Planning, Implementing and Evaluating Health Promotion Programs*.

3. B.P.E.S./VIII/A/03 GENDER SENSITIZATION & INCLUSIVE EDUCATION

COURSE OBJECTIVES

1. To develop awareness about gender equality in education and sports.
2. To promote inclusive practices for children with diverse abilities.
3. To understand policies and laws related to gender and inclusion.
4. To prepare students to create equitable learning environments.

LEARNING OUTCOMES

Students will be able to:

- Understand gender issues in education and sports.
- Promote gender equality in physical education programs.
- Identify barriers faced by persons with disabilities.
- Implement inclusive teaching strategies.

UNIT-WISE DISTRIBUTION OF HOURS

Unit	Topic	Hours
Unit I	Gender Concepts and Socialization	11
Unit II	Gender Issues in Education and Sports	11
Unit III	Inclusive Education	12
Unit IV	Policies and Strategies for Gender Equality	11
Total		45 Hours

UNIT I – GENDER CONCEPTS AND SOCIALIZATION (11 HOURS)

Concept of gender and sex
Gender roles and stereotypes
Gender socialization in society
Gender discrimination in education
Role of education in gender equality.

UNIT II – GENDER ISSUES IN EDUCATION AND SPORTS (11 HOURS)

Participation of women in sports
Barriers to female participation
Gender bias in sports media and institutions
Empowerment through sports and physical education.

UNIT III – INCLUSIVE EDUCATION (12 HOURS)

Concept and importance of inclusive education
Types of disabilities

- Physical disabilities
- Intellectual disabilities
- Learning disabilities

Adapted physical education
Teaching strategies for inclusive classrooms.

UNIT IV – POLICIES AND STRATEGIES FOR GENDER EQUALITY (11 HOURS)

National policies on gender equality
Rights of persons with disabilities
Role of schools and teachers in promoting inclusion
Strategies for gender-sensitive teaching.

REFERENCES

1. NCERT (2014). *Gender, School and Society*.

2. Nanda, V. K. (2013). *Inclusive Education*. New Delhi: Anmol Publications.
3. Sharma, R. A. (2012). *Inclusive Education in India*.
4. Singh, Y. K. (2015). *Inclusive Education*.
5. Ainscow, M., Booth, T., & Dyson, A. (2006). *Improving Schools, Developing Inclusion*.
6. UNESCO (2017). *Guide for Ensuring Inclusion and Equity in Education*.
7. Sherrill, C. (2004). *Adapted Physical Activity, Recreation and Sport*.
8. Block, M. (2016). *A Teacher's Guide to Adapted Physical Education*.

B.P.E.S. – VIII Semester

PART – B: SPORTS SPECIALIZATION

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./VIII/B/01	Officiating Ability (In Selected Game/Sport)	100	100	80	200	4
B.P.E.S./VIII/B/02	Coaching Ability (In Selected Game/Sport)	100	100	80	200	4
B.P.E.S./VIII/B/03	Working with Community (Two Weeks)	100	—	40	100	2
Total		300	200	—	500	10

Recommended Total Practical / Field Work Hours: 120 Hours

**B.P.E.S./VIII/B/01
OFFICIATING ABILITY**

(In the Selected Game/Sport chosen during VI Semester)

Total Hours: 40 Hours

COURSE OBJECTIVES

1. To develop knowledge and practical competency in officiating sports competitions.
2. To familiarize students with rules, regulations, and interpretations of the selected sport.
3. To train students in decision-making and judgment during competitions.
4. To develop leadership, fairness, and sportsmanship while officiating.

LEARNING OUTCOMES

After completion of the course students will be able to:

- Demonstrate correct interpretation of rules and regulations of the selected sport.
- Officiate matches and competitions effectively.
- Prepare fixtures and schedules for tournaments.
- Maintain discipline and fairness during competitions.

UNIT-WISE DISTRIBUTION OF HOURS

Unit	Topic	Hours
Unit I	Rules and Regulations of the Game	10
Unit II	Duties and Responsibilities of Officials	10
Unit III	Practical Officiating Skills	12
Unit IV	Tournament Conduct and Evaluation	8
Total		40 Hours

UNIT I – RULES AND REGULATIONS OF THE GAME (10 HOURS)

History and development of the selected sport
 Standard rules and regulations
 Interpretation of rules
 Equipment specifications
 Playing area dimensions and markings.

UNIT II – DUTIES AND RESPONSIBILITIES OF OFFICIALS (10 HOURS)

Roles of officials

- Referee

- Umpire
- Judge
- Timekeeper
- Scorer

Signals used by officials

Ethics of officiating

Conflict management and decision-making.

UNIT III – PRACTICAL OFFICIATING SKILLS (12 HOURS)

Conducting practice matches

Application of rules in real situations

Positioning and movement of officials

Use of whistle and hand signals

Communication with players and coaches.

UNIT IV – TOURNAMENT CONDUCT AND EVALUATION (8 HOURS)

Preparation of fixtures

Score sheet maintenance

Match reporting

Evaluation of officiating performance.

COACHING ABILITY*(In the Selected Game/Sport chosen during VI Semester)***Total Hours: 50 Hours****COURSE OBJECTIVES**

1. To develop coaching competency in a specific sport.
2. To understand scientific principles of sports training.
3. To enable students to plan and conduct coaching sessions.
4. To develop leadership and motivational skills among students.

LEARNING OUTCOMES

Students will be able to:

- Plan coaching sessions effectively.
- Demonstrate techniques and skills of the selected sport.
- Apply scientific principles of training.
- Evaluate player performance and provide feedback.

UNIT-WISE DISTRIBUTION OF HOURS

Unit	Topic	Hours
Unit I	Principles of Coaching	12
Unit II	Teaching Techniques and Skill Development	14
Unit III	Training Programme Planning	14
Unit IV	Evaluation and Performance Analysis	10
Total		50 Hours

UNIT I – PRINCIPLES OF COACHING (12 HOURS)

Meaning and concept of coaching
Role and qualities of a coach
Principles of sports training
Communication and motivation in coaching
Ethics and professionalism in coaching

UNIT II – TEACHING TECHNIQUES AND SKILL DEVELOPMENT (14 HOURS)

Teaching fundamental skills of the sport
Demonstration and explanation techniques
Correction of errors
Skill progression and drills
Safety measures in coaching.

UNIT III – TRAINING PROGRAMME PLANNING (14 HOURS)

Short-term and long-term training plans
Warm-up and cool-down procedures
Fitness development for the selected sport
Periodization of training
Use of modern coaching aids and technology

UNIT IV – EVALUATION AND PERFORMANCE ANALYSIS (10 HOURS)

Skill assessment methods
Performance analysis
Player feedback and improvement
Maintenance of coaching records.

B.P.E.S./VIII/B/03
WORKING WITH COMMUNITY
(Two Weeks Field Work Programme)
Total Hours: **30 Hours**

COURSE OBJECTIVES

1. To develop social responsibility among students.
2. To promote physical activity and health awareness in the community.
3. To provide practical exposure to community service through sports.
4. To develop leadership and organizational skills.

LEARNING OUTCOMES

Students will be able to:

- Organize community-based sports and fitness programs.
- Promote health awareness among community members.
- Conduct recreational and physical activity sessions.
- Develop leadership and teamwork skills.

UNIT-WISE DISTRIBUTION OF HOURS

Unit	Topic	Hours
Unit I	Community Sports and Recreation	8
Unit II	Health and Fitness Awareness Programmes	8
Unit III	Organization of Community Sports Events	8
Unit IV	Reporting and Evaluation	6
Total		30 Hours

UNIT I – COMMUNITY SPORTS AND RECREATION (8 HOURS)

Concept of community recreation
Importance of sports in community development
Planning recreational activities for different age groups

UNIT II – HEALTH AND FITNESS AWARENESS PROGRAMMES (8 HOURS)

Fitness campaigns
Yoga and wellness programmes
Public awareness on health and hygiene

UNIT III – ORGANIZATION OF COMMUNITY SPORTS EVENTS (8 HOURS)

Planning sports events for community
Conducting competitions and fitness activities
Role of volunteers and local organizations

UNIT IV – REPORTING AND EVALUATION (6 HOURS)

Preparation of community activity reports
Documentation of activities
Evaluation of programme effectiveness

REFERENCES

1. Ajmer Singh, Jagdish Bains, & Brar, T. S. (2015). *Essential of Physical Education*. Ludhiana: Kalyani Publishers.
2. Kamlesh, M. L. (2012). *Methodology of Physical Education*. New Delhi: Friends Publications.
3. Sharma, O. P. (2014). *Teaching Methods in Physical Education*. New Delhi: Khel Sahitya Kendra.
4. Yograj Thani (2011). *Officiating and Coaching in Sports*. New Delhi: Sports Publication.
5. Kansal, D. K. (2012). *Practical Approach to Physical Education*.
6. Bompa, T. O., & Buzzichelli, C. (2019). *Periodization: Theory and Methodology of Training*. Champaign: Human Kinetics.
7. Martens, R. (2012). *Successful Coaching*. Champaign: Human Kinetics.
8. Lyle, J., & Cushion, C. (2017). *Sports Coaching: Professionalisation and Practice*.
9. Weinberg, R., & Gould, D. (2018). *Foundations of Sport and Exercise Psychology*.
10. Schmidt, R., & Lee, T. (2019). *Motor Learning and Performance*.

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