

Sri Dev Suman Uttarakhand University

DEPARTMENT OF PHYSICAL EDUCATION

UNDERGRADUATE PROGRAMME

Bachelor of Physical Education and Sports JUNE 2022

**(Revised UG - Syllabus –Based on UGC- NEP-2020
Choice Based Credit System (CBCS) & NEP 2020**

Effective from Academic Year 2022-23)

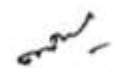





SYLLABUS OF COURSE TO BE OFFERED B.P.E.S.
Core Courses, Elective Courses, Generic Elective & Ability Enhancement Courses (NEP 2020)

Minutes of the Meeting

Today on 26th May 2022, at 11:00 a.m. The BOS Committee meeting of The department of physical education, Jaspal Rana Institute of Education and Technology, Dehradun for revision of structure and syllabus of the physical Education courses was held.

Following members were present for the aid meeting-

1. Dr. Lalit Sharma (Professor)- IGIPESS (University of Delhi)- 
2. Dr. Mukul Pant (Asst. Professor)- Dept. of Phy-Edu, HNBGU Srinagar, U.K.- 
3. Dr. Kapil Mishra (Asst. Professor)- - Dept of Phy-Edu, GKV Haridwar, U.K.- 
4. Mr. Deepak Singh (Asst. Professor)- - J.R.I.E.T, Dehradun- 

Following resolutions were unanimously adopted-

Agenda Item No.1 – Revision of the Syllabus for M.P. Ed. & B.P.Ed. Courses as per NEP-2020.

Resolution – The B.O.S. Committee deliberated on the issue and unanimously agreed upon that there is no scope of revision of syllabus for the said courses as these courses come under NCTE regulations. The NCTE is already in the process of revision of syllabus and is expected to come out with latest syllabus as per NEP-2020 in coming time, which may be adopted accordingly.

Agenda Item No.2- Revision of structure and Syllabus for B.P.E.S. Course as per NEP-2020.

Resolution – The B.O.S. committee discussed in detail about the proposed structure and syllabus for B.P.E.S. Course as per NEP-2020. Necessary revisions were made in it and syllabus for four Generic papers is also designed to be offered to the graduation students from other departments in the university.

Agenda Item No.3- Syllabus for Generic Elective papers of B.P.E.S.

Resolution -The B.O.S. committee authorised the management to request to the University for Syllabus of four Generic Elective papers for B.P.E.S. course from social sciences group as per the guidelines of NEP-2020 and duly approved by their respective BOS committee and same may be adopted by the B.P.E.S. students.

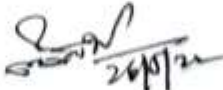


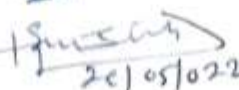
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1. Introduction

The National Education Policy of India 2020 (NEP 2020) The learning outcomes-based curriculum framework for a B.P.E.S. (Bachelor of Physical and Sports Education) Physical Education is intended to provide a broad framework within which the Physical Education programme responds to the needs of students and requirements The framework is expected to assist in the maintenance of standard and uniformity of Physical Education degrees across the country. This will also help in periodic programme review within a broad framework of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course-level learning outcomes. The framework does seek to bring about uniformity in syllabi for a programme of study in Physical Education, teaching-learning process as well as learning assessment procedures. However, the framework is also intended to allow flexibility and innovation in programme design.

2. Aims of the Bachelor's degree programme in Physical Education

Physical education is not only concerned with the physical outcome that accrues from participation in physical activities but also the development of knowledge and attitude conducive to lifelong learning and participation in motor activities. The overall aim of the bachelor's degree programme in Physical Education is;

- 1) The acquisition and refinement of motor skills,
- 2) To equip the students with the scientific knowledge of body response to various types of exercise.
- 3) Maintenance of fitness for optimal health and well-being,
- 4) Attainment of knowledge and the growth of a positive attitude toward physical activity and sports

3. LEARNING OUTCOME-BASED APPROACH

In today's scenario the world is facing the problems of non-communicable diseases such as obesity, type II diabetes, stress, hypertension etc., and one of the major reasons that could be attributed to such problems is physical inactivity and poor lifestyle.

- 1) In this course, the students will be taught to meet the health, physical fitness and positive lifestyle-related challenges faced by the members of the society.
- 2) The programme has compulsory learning of foundation and allied sports science courses besides being trained in numerous sports.
- 3) The element of research shall help the students to learn the technique of data collection, evaluation and interpretation of the results. This will enable to students to provide necessary feedback in the related area of investigation.
- 4) The students are provided with various choices in the skill enhancement course which are directly related to the implementation of knowledge in the society.
- 5) This course creates strong foundation for all form of teachers training courses in physical education & sports sciences at various levels.

4. GRADUATE ATTRIBUTES

After successful completion of the course, the students are required to have accrued the skills of reasoning. Critical thinking, good levels of communication, research methodology and its implementation in the society for the all-round and harmonious development of the personality of every member of the society. The attributes expected out of the graduates of BPES (Bachelor of Physical Education and Sports) are summarized below:

- 1) A strong foundation, knowledge and understanding of the basic concepts in the field of physical education, health education and various sports and their relation and scientific implementation in the society.
- 2) To spread the knowledge that Physical education, health education and sport is an essential element of lifelong education in the overall education system.
- 3) The ability to understand, identify and solve problems related to fitness, acquiring sound health and the importance of yogic practices and physical activity.
- 4) The capacity to develop plans on an individualized basis for the treatment of various NCDs by providing appropriate load through physical activity.

- 5) To acquire knowledge with respect to the information on various postural disorders and their possible correction through appropriate rehabilitative exercises.
- 6) To develop plans for rural and urban needs in the matter of installations, facilities and equipment for physical education and sports.
- 7) To understand that the Physical education and sports programmes must be designed to suit the requirements and personal characteristics of those practising them,
- 8) To analyze and accord priority to the requirements of disadvantaged groups in society.
- 9) The contribution to the maintenance and improvement of health provides a wholesome leisure-time occupation and enables man to overcome the drawbacks of modern living through physical education and sport at the individual level. At the community level, they enrich social relations and develop fair play which is essential not only to the sport itself but also to life in society.
- 10) To realize and spread that Physical education and sport, as an essential dimension of education and culture, develop the abilities, willpower and self-discipline of every human being as a fully integrated member of society.
- 11) To develop the clear concepts to meet the individual and social needs through Physical education and sports programmes.
- 12) To understand that Research and evaluation are indispensable components of the development of physical education and sport. Research and evaluation in physical education and sport should make for the progress of all forms of sport and help to bring about an improvement in the health and safety of participants as well as in training methods and organization and management procedures.
- 13) The research elements of the programme shall help to develop innovative methods of teaching and standards of performance.

- 14) To educate sports authorities and sportspersons, especially the children, about the risk of precocious and inappropriate training and psychological pressures of every kind.
- 15) Able to analyze that top-class sport and sport practiced by all must be protected against any abuse. The serious dangers with which phenomena such as violence, doping and commercial excesses threaten its moral values, image and prestige pervert its very nature and change its educative and health-promoting function.
- 16) To highlight the harmful effects of doping, which is both injurious to health and contrary to the sporting ethic, or to protect the physical and mental health of athletes, the virtues of fair play and competition, the integrity of the sporting community and the rights of people participating in it at any level whatsoever.
- 17) The capacity to understand the importance of dissemination of information and documentation on Physical education and sport constitutes a major necessity. In particular, there is a need to circulate information on the results of research and evaluation studies concerning programmes, experiments and activities.

5. Qualification Details

A student will be awarded a BPES certificate/diploma//degree/ Hons (Bachelor of Physical Education and Sports) after successful completion of the course. The degree provides a student with specialized knowledge especially in the subjects of physical education, health education, yoga and allied sports sciences and sports. This course forms a strong foundation for all types of teacher training courses in physical education and sports science at various levels.

6. PROGRAMME OBJECTIVE

- 1) The Course is so designed that it meets all the demands of society in disseminating the knowledge of Physical Education & Sports Sciences. This

course creates a strong foundation for all forms of teachers training courses in physical education & sports sciences at various levels.

- 2) The programme will enable the students to propagate the importance of Physical Education at various levels and its requirement for every individual in the society in order to keep oneself healthy and live a stress-free and positive lifestyle.
- 3) To build the capacity of students for dissemination of information and documentation on Physical education and sport on the results of research and evaluation studies concerning programmes, experiments and activities related to diverse fields, society and individuals in particular.
- 4) To train the students to meet the challenges faced by the sportspersons with respect to doping, which is both injurious to health and contrary to the sporting ethic, and to protect the physical and mental health of athletes, the virtues of fair play and competition, the integrity of the sporting community and the rights of people participating in it at any level whatsoever.
- 5) The students are exposed to various organizational tasks both infield and classroom during their tenure of study and thus, imbibe leadership qualities in them.
- 6) Through the research elements of the programme, the students can develop innovative methods of teaching and increase the standards of performance in sports.
- 7) The programme helps to develop clear concepts among the students to meet their individual and social needs through Physical education and sports programmes.
- 8) The students graduating with this programme are expected to contribute to the maintenance and improvement of health, provide a wholesome leisure-time occupation and enable man to overcome the drawbacks of modern living, develop the abilities, will-power and self-discipline of every human being as a fully integrated member of society through physical education and sport at the

individual level. At the community level, they enrich social relations and develop fair play which is essential not only to the sport itself but also to life in society.

- 9) The students are expected to cater to the development of a scientific programme for achieving good health and fitness for the corporate sectors after acquiring knowledge from various allied sciences and foundation courses.

7. PROGRAMME LEARNING OUTCOMES

- 1) The programme will be helpful in spreading the need and importance of physical activity, yoga and indulging in sports and the effect it produces on the human body as one of the best sources of overcoming various NCDs.
- 2) After completing the course students will be able to provide knowledge to the public at large about Physical Education, Health Education, Yoga & Sports Sciences (like- Exercise Physiology, Sports Psychology, Sports Bio-Mechanics, Sports Management, Kinesiology, Applied Anatomy and Physiology, Sports Nutrition,)and various sports (like- Team, Individual, Combative, and Dual sports).
- 3) The students will acquire the aptitude for teaching in Class Room, field and possible Teaching /Coaching Environments (Theory, Practical and Applications) through various assignments.
- 4) Students shall obtain the basics of Research and Computer Applications and develop Scientific and Research aptitude and attitude towards all forms of related professional areas.
- 5) The programme caters to the development of Leadership Qualities, Entrepreneurship, Organizational Abilities and Team Work among the students.
- 6) The student learns the basic first Aid, Types of injuries and their management, how to prevent diseases, promote and maintain health, manage weight and stress, and develop a personality.

- 7) The course provides a student with specialized knowledge in the disciplines of physical education, health education, yoga and allied sports sciences and sports in particular.
- 8) The course provides the students valuable knowledge about the Health, related issues various communicable disease, its preventive measures, Nutrition, its role in weight management and healthy life.
- 9) Program content provides opportunity to the students for learning about important methods used for teaching in Physical Education.
- 10) This program will enable the student to understand the concept of organisation, administration, management (office and class) and Budgeting in Physical Education.
- 11) The program will enable the students to know about meaning and significance of Sports Training.
- 12) The program provides opportunity to understand the concept of Rehabilitation and Athlete's Care and its importance in modern days of Sports performance.
- 13) The students will be provided understanding of various aspects- Biological, Philosophical and Psychological foundations of Physical Education, Kinesiology and its application in Sports.

Bachelor of Physical Education and Sports (B.P.E.S)

4 Years course, Eight semester

Ordinance

1. **Degree Title:** Bachelor of Physical Education and Sports (B.P.E.S.)
2. **Name of the Faculty:** Faculty of Physical Education and sports
3. **Duration:** The B.P.E.S. programme shall be of duration of 4 (four) academic years, that is, 8 (eight) semesters.

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

Preamble:

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

The B.P.E.S. Programme is designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprises of compulsory and optional theory as well as Practical courses and compulsory school internship.

Eligibility:

The candidate must have completed his/her Higher Secondary (10+2 Planning Examination or Intermediate Examination or Pre-University (10+2) or any other equivalent examination recognized by the Uttarakhand Board of Secondary Education, Ramnagar or any other Board for this purpose. Reservation and age rules as per State Govt. by Sri Dev Suman Uttarakhand University, Badshahithol, Tehri Garhwal, Uttarakhand as equivalent.

After completing the three-year bachelor's degree requirements, candidates meeting the minimum CGPA will be allowed to continue studying in the fourth year of the undergraduate program to pursue and complete a Bachelor's (Hons/Research) degree.

Admission Procedure:

As decided by Sri Dev Suman Uttarakhand University, Badshahithol, Tehri Garhwal, Uttarakhand from time to time.

Number of seats:-

60 (sixty) seats are approved by Sri Dev Suman Uttarakhand University for the B.P.E.S. course

Fee Structure:

As decided by Sri Dev Suman Uttarakhand University, from time to time. 12000/ Per Semester fee for BPES.

Attendance:

Attendance in theory and practical subjects shall be compulsory. A minimum of 75% attendance is required separately for each theory and practical's subject.

Condonation:

Students must have 75% of attendance in each course for appearing in the examination. Students who have 74% to 65% of attendance shall apply for condonation in the prescribed form along with the Medical Certificate or proof of participation in intercollege or inter university competitions. Students who have 64% to 50% of attendance shall apply for condonation in the prescribed form along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination.

Course:

The term course usually referred to, as 'papers' is a component of a B.P.E, S programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ fieldwork/outreach activities/ project work/ internship/ vocational training/viva/seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

CHOICE BASED CREDIT SYSTEM (CBCS):

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

Outline of Choice Based Credit System:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
3. **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
4. **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
5. **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

6. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
 - i) AE Compulsory Course (AECC): Environmental Science, English Communication/MIL Communication.

- ii) AE Elective Course (AEEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Semesters:

An academic year is divided into two semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The odd semester may be scheduled From May/June to November/December and even semester from November / December to May/June. The institution shall work for a minimum of 36 working hours a week (five or six days a week).

Working days:

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

Lectures:

1. Theory: 45 minutes four lectures/day. Monday to Friday
2. Practical: Monday to Friday.
3. Intramural: Saturdays.

Examinations:

1. The medium of instruction shall be Hindi / English and a candidate can take examination either in Hindi or English.
2. There shall be examinations at the end of each semester, for the first semester in the month of November /December: for the second semester in the month of May / June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations (supplementary examinations) to be held in November/December or May /June.
3. If the student again fails in the supplementary examination, he/she will not be allowed to continue the programme.
4. A candidate should get enrolled /registered for the first-semester examination. If enrollment/registration is not possible owing to a shortage of attendance beyond condonation limit/rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as regular students; however, a student of the first semester shall be admitted in the second semester, if he/she has successfully kept the term in the first semester.

Examiners:

For a semester examination, there must be 2 internal and 2 external examiners in practical and teaching practice.

Instruction for Examiners/ Paper Setters:**Pattern of Question Papers:**

The question paper will be divided into two parts A and B. The examiner will have to set 8 questions for Part-A and 8 questions for Part-B, two sets from each part from each of the four units of the syllabus. Each question of Part-A will carry 15 marks and each question of Part-B will carry 2½ marks. A student is required to attempt any 1 question from each Unit of Part-A and 4 questions from Part-B. It is mandatory for an examiner to set two sets of question papers (English version

as well as Hindi version). Each question paper shall have five questions. The pattern will be as follows:

Question No.	Description	Marks
1	(From Unit 1) Answer in detail (Long Question) Or Answer in detail (Long Question)	15
2	(From Unit 2) Answer in detail (Long Question) Or Answer in detail (Long Question)	15
3	(From Unit 3) Answer in detail (Long Question) Or Answer in detail (Long Question)	15
4	(From Unit 4) Answer in detail (Long Question) Or Answer in detail (Long Question)	15
5	Short answer Type Questions (Answer 4 out of 8 Questions.) (2 Questions. from each unit) Each question will be of 2½ marks	10
	Total	70

Internal Assessment (Max. Marks– 30)

Class Test	- 15 Marks
Presentation/Project/ /Seminar/Viva	- 05 Marks
Assignment	- 05 Marks
Attendance	- 05 Marks

Internal Assessment (Max. Marks – 100) Project /Interdisciplinary

Project Report	- 50 Marks
Presentation before submission	-15 Marks
Viva after submission	- 30 Marks
Attendance	- 05 Marks

Internal Assessment (Max. Marks – 100) Internship/Industry Exposure

Planning (Engagement of students with various activities)	- 50 Marks
Intern Diary	- 10 Marks
Case Study	- 20 Marks
Community Service	- 15 Marks
Attendance	- 05 Marks

Minimum Passing Standard

The minimum passing standard for CIA (Continuous Internal Assessment) and External Examinations shall be 40%, i.e., 12 marks out of 30 marks and 28 marks out of 70 marks respectively for theory courses. The minimum passing for both CIA & external the examination shall be 50%,(The student has to obtain 50% aggregate marks together in theory, practical & project assessments to pass the course as a whole.) i.e., 15 marks out of 30 and 35 marks out of 70 marks for the practical courses.

(*) Grading

Once the marks of the CIA (Continues Internal Assessment) and ESE (End Semester Examination) for each of the courses are available, both (CIA and ESE) will be added. The marks thus obtained for each of the courses will then be graded as per details provided in the Letter Grades and Grade Points table from the first semester onwards the average

performance within any semester from the first semester is indicated by Semester Grade Point Average (SGPA) while continuous performance (including the performance of the previous semesters also) starting from the first semester is indicated by Cumulative Grade Point Average (CGPA). These two are calculated by the following formula:

(i) SGPA (Si) $S_i = \frac{\sum(C_i \times G_i)}{\sum C_i}$

(i) Where C_i is the number of credits of its course and G_i is the grade point scored by the student in its course.

(ii) The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e. $CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$ Where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

(iii) The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcript or certificate or mark sheet.

Classification of Final Results

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

Award of the B.P.E.S. Degree: -

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

Letter Grades and Grade Points

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

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

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

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

Grade Point Calculation: Calculation of Semester Grade Point Average (SGPA) and Credit Grade Point (CGP) and declaration of class for B. P. E.S. Programme.

Note:

- 1) SGPA is calculated only if the candidate passes in all the courses i.e., get a

minimum C grade in all the courses.

- 2) CGPA is calculated only when the candidate passes in all the courses of all the previous and current semesters.
- 3) The cumulative grade point average will be calculated as the average of the SGPA of all the semesters continuously, as shown above.
- 4) For the award of the class, CGPA shall be calculated on the basis of:

(1.a) Marks of each Semester End Assessment and

(1.b) Marks of each Semester Continuous Internal Assessment for each course.

- 5) The final Class for B.P.E.S. Degree shall be awarded on the basis of the last CGPA (grade) from all the one to four-semester examinations.

Detail of Course Under Graduate BPES (Bachelor of Physical Education and Sports)

Programme *Credits

Course	Subject × Credits	Theor y	Tutoria l	Practicle	Theory + Tutorial	Theory + Practical
Core Course	12×4	12	2	6	12	15
	3×2					
Skill Enhancement Course	8×4	8	2	8	8	8
Ability Enhancement Compulsory Course	3×4	3	0	0	3	3
Discipline Specific Elective	6×2	6	2	8	7	11
	6×4					
Generic Elective	4×4	4	0	0	4	4
Value Addition .Course***	5×2	1	0	1	1	1
	1×4					
	2×6					
Total Credits	176					

*****Most of the credits in value addition course will be assigned internally**

Number of Courses Offered**Table: Number of Courses Offered**

S. No	Course Type	No. of Courses
1	Core Courses (CC)	15
2	Discipline Specific Electives (DSE)	12
3	Skill Enhancement Courses (SEC)	08
4	Ability Enhancement Compulsory Courses (AE CC)	03
5	Generic Elective (GE)	04
6	Value Addition Courses (VAC)	08
Total Number of Courses Offered		50

Course wise subject breakage: -**Core Courses (CC)**

CC1- Foundation of Physical Education

CC2- Anatomy & Physiology

CC3- Practical-Track & Field (track events)

CC4- Historical development of Physical Education

CC5- Kinesiology

CC6- Practical-Instrumentation –II (Kinesiology)

CC7- Practical- Racket sports- Badminton/ Table Tennis (Any of one out of these)

CC8- Health Education

CC9- Management of Physical Education and Sports

CC10- Practical- Combative sports- Judo/ Taekwondo/ Karate (Any of one out of these)

CC11- Officiating and Coaching

CC12- Test, Measurement & Evaluation in physical Education

CC13- Basics of Sports Training

CC14- Practical- Rhythmic Activities- Yoga/Gymnastics / Aerobics (Any of one out of these)

CC15- Practical-Instrumentation –IV – Biomechanics/ Sports journalism

Discipline Specific Elective (DSE) (Any four)

DSE1 Biomechanics

DES2- Sports Journalism

DSE3- Kho-Kho/Kabaddi (Any of one out of these)

DSE4- Practical - Cricket/ Handball (Any of one out of these)

DSE5- Exercise Prescription

DSE6- First Aid and Safety Education

DSE7- Practical- Team game Football /Volleyball (Any of one out of these)

DSE8- Practical- Shooting/ Archery (Any of one out of these)

DSE9- Research Process in Physical Education

DSE10- Methods in Physical Education

DSE11- Organization of Intramural Experiential Learning of Learning by doing

DSE12- Practical- Weight Training/ Power lifting/ Weight lifting) (Any of one out of these)

DSE13- Statistics in Physical Education

DSE14- Educational Technology

DSE15- Practical- Application of statistics in Physical Education (by using open-source software)

DSE16- Fundamentals of Gym Operation.

Ability Enhancement Compulsory Course (AECC)

AECC-1: English / MIL communication

AECC-2: Environmental science

AECC-2: Modern Indian Language

Skill Enhancement Course (SEC)

SEC1- Practical- Instrumentation-I (Anatomy & Physiology)

SEC2- Practical-Instrumentation –III - Health Education & Management

SEC3- Health Awareness & General Fitness

SEC4- Physical Growth & Development

SEC5- Adventure Sports

SEC6- Basic Computer Application (ICT))

SEC7- Gymnasium-Operations and Fitness Management

SEC8- Personality Development

SEC9- Sports Nutrition

SEC10- Mass Media

SEC11- Educational Psychology

SEC 12- Posture and Athlete Care

SEC13- Sports Psychology

SEC14- Psychology of Women and Special Population

Value Addition Course (VAC)

VAC1- *Project

VAC2- **Internship (2 weeks)

VAC3- Olympism

VAC4- *Project (Inter disciplinary)

VAC5- **Internship (2 Weeks)

VAC6- **Internship** (3 Weeks)

VAC7- **Dissertation on Major**

VAC8- ***Group Project/ Internship (Industry Exposure)** (3 Weeks)

Generic Elective (GE)

*** The subjects coming under the Department of Social Sciences in Sri Dev Suman University will be taken up by the students. Except for the subjects of your core course. Take other subjects.

Structure of B.P.E.S (Degree/Hons.)

Semester-wise Distribution of Courses

CHOICE BASED CREDIT SYSTEM

B.P.E.S. 4 - Year UG Programme Under, Department of Physical Education and Sports.

Sri Dev Suman Uttarakhand University.

SEMESTER - I (BPES I - YEAR)												
S. No	Subject Type	Subject Code	Subject Title	Credits/ CL/T/P				Evaluation Scheme				Subject Total
				Credits	CL	T	P	SESSIONAL			ESE	
								CT	TA	internal marks Total	External	
1	CC	BPES/CC-101	Foundation of Physical Education	4	4	0	0	20	10	30	70	100
2	CC	BPES/CC-102	Anatomy & Physiology	4	4	0	0	20	10	30	70	100
3	CC	BPES/CC-103	Practical-Track & Field (track events)	4	0	1	3	20	10	30	70	100
4	SEC	BPES/SEC-104	Practical- Instrumentation-I (Anatomy & Physiology)	4	1	1	2	20	10	30	70	100
5	AECC	BPES/AECC -105	Environmental Science.	4	4	0	0	20	10	30	70	100
TOTAL				20	13	02	05	100	50	150	350	500
SEMESTER- II (BPES, I - YEAR)												
6	CC	BPES/CC-201	Historical development of Physical Education	4	4	0	0	20	10	30	70	100
7	CC	BPES/CC-202	Kinesiology	4	4	0	0	20	10	30	70	100
8	CC	BPES/CC-203	Practical-Instrumentation –II (Kinesiology)	4	1	1	2	20	10	30	70	100
9	CC	BPES/CC-204	Practical- Racket sports- Badminton/ Table Tennis (Any of one out of these)	2	0	0	2	20	10	30	70	100
10	AECC	BPES/AECC -205	Modern Indian Language (MIL)	4	4	0	0	20	10	30	70	100
11	VAC	BPES/VAC -206	*Project	2	Internally Evaluated						100	
12	VAC	BPES/VAC -207	**Internship (2 weeks)	2	Internally Evaluated						100	
TOTAL				22	13	01	04	100	50	150	350	700
SEMESTER - III (BPES, II - YEAR)												
13	CC	BPES/CC-301	Health Education	4	4	0	0	20	10	30	70	100
14	CC	BPES/CC-302	Management Of Physical Education and sports	4	4	0	0	20	10	30	70	100
15	CC	BPES/CC-303	Practical- Combative sports- Judo/ Taekwondo/ Karate (Any of one out of these)	2	0	0	2	20	10	30	70	100
16	SEC	BPES/SEC-304	Practical-Instrumentation –III - Health Education & Management	4	1	1	2	20	10	30	70	100
17	SEC	Skill Enhancement Course (Opt any one)		4	2	0	2	20	10	30	70	100
		BPES/SEC-305	Health Awareness & General Fitness									
		BPES/SEC-306	Physical Growth & Development									
18	AECC	BPES/AECC-307	Modern Indian Language (MIL)	4	4	0	0	20	10	30	70	100
19	VAC	BPES/VAC -308	Olympism	2	1	0	1	20	10	30	70	100
TOTAL				24	16	01	07	140	70	210	490	700

SEMESTER - IV (BPES, II - YEAR)												
20	CC	BPES/CC-401	Officiating and Coaching	4	4	0	0	20	10	30	70	100
21	CC	BPES/CC-402	Test, Measurement & Evaluation in physical Education	4	4	0	0	20	10	30	70	100
22	CC	BPES/CC-403	Basics Of Sports Training	4	4	0	0	20	10	30	70	100
23	CC	BPES/CC-404	Practical- Rhythmic Activities- Yoga/Gymnastics / Aerobics (Any of one out of these)	2	0	0	2	20	10	30	70	100
24	SEC	Skill Enhancement Course (Opt any one)		4	2	0	2	20	10	30	70	100
		BPES/SEC -405	Adventure Sports									
		BPES/SEC -406	Basic Computer Application (ICT))									
25	VAC	BPES/VAC-407	*Project (Inter disciplinary)	2	Internally Evaluated						100	
26	VAC	BPES/VAC-408	**Internship (2 Weeks)	2	Internally Evaluated						100	
TOTAL				22	14	00	04	100	50	150	350	700
SEMESTER - V (BPES, III- YEAR)												
27	SEC	Skill Enhancement Course (Opt any one)		4	2	0	2	20	10	30	70	100
		BPES/SEC -501	Gymnasium Operations and Fitness Management									
		BPES/SEC -502	Personality Development									
28	DSE	Discipline Specific Elective (Opt any one)		4	4	0	0	20	10	30	70	100
		BPES/DSE -503	Biomechanics									
		BPES/DSE -504	Sports Journalism									
29	CC	BPES/CC-505	Practical-Instrumentation –IV – Biomechanics/ Sports journalism	4	1	1	2	20	10	30	70	100
30	DSE	Discipline Specific Elective Practical Opt any one (Practical-Indigenous games)		2	0	0	2	20	10	30	70	100
		BPES/DSE -506	Kho-Kho/Kabaddi (Any of one out of these)									
31	DSE	Discipline Specific Elective Practical Opt any one.		2	0	0	2	20	10	30	70	100
		BPES/DSE -507	Practical - Cricket/ Handball (Any of one out of these)									
32	GE	BPES/GE -508	Generic Elective (Opt any one) (Subjects to be opted from other departments) *Opt any one From Social sciences	4	4	0	0	20	10	30	70	100
*Opt any one from the list of Generic Elective as devised by other departments of the University												
TOTAL				20	11	01	08	120	60	180	420	600

SEMESTER- VI (BPES, III - YEAR)												
33	SEC	Skill Enhancement Course (Opt any one)		4	2	0	2	20	10	30	70	100
		BPES/SEC -601	Sports Nutrition									
		BPES/SEC -602	Mass Media									
34	DSE	Discipline Specific Elective (Opt any one)		4	3	0	1	20	10	30	70	100
		BPES/DSE -603	Exercise Prescription									
		BPES/DSE -604	First Aid and Safety Education									
35	DSE	Discipline Specific Elective practical (Opt any one)		2	0	0	2	20	10	30	70	100
		BPES/DSE -605	Practical- Team game Football /Volleyball (Any of one out of these)									
36	DSE	Discipline Specific Elective practical (Practical of Subject as opted in theory)		2	0	0	2	20	10	30	70	100
		BPES/DSE -606	Practical- Shooting/ Archery (Any of one out of these)									
37	VAC	BPES/VAC -607	*Internship (3 Weeks)	4	Externally Evaluated							100
38	GE	BPES/GE -608	Generic Elective (Opt any one) GE-2 (Students may continue the same subject from previous course or he/she may change the course of GE in each semester) **(Opt any one From Social sciences)	4	4	0	0	20	10	30	70	100
TOTAL				20	09	00	07	100	50	150	350	600
SEMESTER - VII (BPES, IV - YEAR)												
39	SEC	Skill Enhancement Course (Opt any one)		4	3	0	1	20	10	30	70	100
		BPES/SEC -701	Educational Psychology									
		BPES/SEC -702	Posture And Athlete Care									
40	DSE	(Discipline Specific Elective (Opt any one)		4	4	0	0	20	10	30	70	100
		BPES/DSE -703	Research Process in Physical Education									
		BPES/DSE -704	Methods In Physical Education									
41	DSE	Discipline Specific Elective practical (Practical of Subject as opted in theory)		4	1	0	3	20	10	30	70	100
		BPES/DSE -705	Organization of intramurals (Experiential learning (Learning by doing))									
42	DSE	BPES/DSE -706	Discipline Specific Elective-Practical- Weight Training/ Power lifting/ Weight lifting) (Any of one out of these)	2	0	0	2	20	10	30	70	100
43	VAC	BPES/VAC -707	Dissertation on Major	6	Externally Evaluated							100
44	GE	BPES/GE -708	Generic Elective (Opt any one) (Students may continue the same subject from previous course or he/she may change the course of GE in each semester) *** (Opt any one From Social sciences)	4	4	0	0	20	10	30	70	100
TOTAL				24	12	0	06	100	50	150	350	600

SEMESTER - VIII (BPES, IV - YEAR)												
45	SEC	Skill Enhancement Course (Opt any one)		4	3	0	1	20	10	30	70	100
		BPES/SEC -801	Sports Psychology									
		BPES/SEC -802	Psychology Of Women and Special Population									
46	DSE	Discipline Specific Elective (Opt any one)		4	3	1	0	20	10	30	70	100
		BPES/DSE-803	Statistics in Physical Education									
		BPES/DSE -804	Educational Technology									
47	DSE	BPES/DSE -805	Discipline Specific Elective practical- Practical- Application of statistics in Physical Education (by using open-source software)	4	2	0	2	20	10	30	70	100
48	DSE	BPES/DSE -806	Discipline Specific Elective practical- Fundamentals of Gym Operation.	2	0	2	3	20	10	30	70	100
49	GE	BPES/GE -807	Generic Elective (Opt any one)- (Students may continue the same subject from previous course or he/she may change the course of GE in each semester) **** Opt any one From Social sciences)	4	4	0	0	20	10	30	70	100
50	VAC	BPES/VAC -809	*Group Project/ Internship (Industry Exposure) (3 Weeks)	6	Externally Evaluated							100
TOTAL				24	12	03	06	100	50	150	350	600
GRAND TOTAL				176	100	8	47	860	430	1290	3010	5000

Semester-wise Marks Distribution of Courses

BPES IN YEARS	Semesters	Credits	Internal (Marks)	External (Marks)	Maximum Total Marks
BPES IST YEAR	Semester – I	20	150	350	500
	Semester – II	22	350	350	700
BPES IIND YEAR	Semester – III	24	210	490	700
	Semester – IV	22	350	350	700
BPES IIIIRD YEAR	Semester – V	20	180	420	600
	Semester – VI	20	150	450	600
BPES IVTH YEAR	Semester – VII	24	150	450	600
	Semester – VIII	24	150	450	600
GRAND TOTAL		176	1690	3310	5000

DETAILS OF COURSES 4 - YEAR UNDERGRADUATE

B. E.P.E.S. PROGRAMME

SEMESTER –I (BPES I YEAR)

CORE COURSE

PAPER -1

SUBJECT CODE- BPES/CC-101

SUBJECT TITLE- FOUNDATIONS OF PHYSICAL EDUCATION

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Objective: - To provide the knowledge of the Foundation development of Physical Education & Sports and to familiarize the students with the foundations of Physical Education & Sports in reference to biological, psychological, sociological and other foundations.

Learning Outcome: -

To familiarize students with foundational concepts and knowledge of Physical Education & Sport Science in reference to biological, psychological, sociological, biomechanical and other foundations.

THEORY SYLLABUS

UNIT-I

Physiological Foundation

- 1) Biological basis of life.
- 2) Growth and Development: Stages, Factors and Principles.
- 3) Age: Chronological, Anatomical, Physiological, and Mental age.
- 4) Modern concept of Inactive to Active life style.

UNIT-II

Psychological Foundation

- 1) Brain and Human Psychology
- 2) Learning and Motor Learning
- 3) Play and Play Theory
- 4) Human Personality factors

UNIT-III

Biomechanical Foundation

- 1) Movement and Locomotion
- 2) Kinetic and Kinematic: over view
- 3) Concept of Mechanical Energy
- 4) Biomechanics in Daily life and Sports

UNIT-IV

Sociological Foundation

- 1) Society and Socialization
- 2) Impact of Sports in Society
- 3) Traditional and Recreational Game
- 4) Cooperation and Competition in Sports: National and International level

SUGGESTED READINGS:

- 1) Graham, G. (2001) Teaching Children Physical Education: Becoming a Master Teacher. Human Kinetics, Champaign, Illinois, USA.
- 2) Kamlesh ML (2013). Physical Education and Exercise Sciences: An Objective Approach. Friends Publication. Delhi.
- 3) Lumpkin, A. (2007). Introduction to Physical Education, Excises Science and Sports Studies, McGraw Hill. New York, USA.
- 4) Uppal AK & Gautam GP (2008). Health and Physical Education. Friends Publication. New Delhi.
- 5) Kamlesh, M.L. & Singh, M.K. (2006) Physical Education (Naveen Publication). New Delhi.
- 6) Vanaik A. (2005) Sharirik Shiksha ke Maulik Adhar, Friends Publication. New Delhi

- 7) Wuest DA and Bucher CA (2003). Foundations of Physical Education Exercise Science and Sports. McGraw Hill Companies, Inc., New York, USA
- 8) Zeigler EF (2007). History and Status of Physical Education and Educational Sports. Sports Education. New Delhi.
- 9) Singh, A. et al. (2000) Essential of Physical Education, Kalyani Publishers, Ludhiana, Punjab.
- 10) Wuest, D.A. & C.A. Bucher (2006) Foundation of Physical Education, Exercise Science, and Sports. McGraw Hill Companies Inc.; New York, USA.
- 11) Kansal, D.K. (2012) A Practical Approach to Test Measurement and Evaluation Sports and Spiritual Science Publication, New Delhi.

SEMESTER –I**CORE COURSE****PAPER -2****SUBJECT CODE- BPES/CC-102****SUBJECT TITLE- ANATOMY AND PHYSIOLOGY****Max. Marks=100****Time: 3Hrs.****Theory = 70 Marks + Internal Assessment = 30 Marks****Objective: -**

To provide students with the basic knowledge of anatomical structures & functions of the human body.

Learning Outcomes: -

Students will acquire the basic knowledge of the anatomy of the human body. They will develop an understanding of the functions of each system of the body. Such core knowledge and skill will help to create a strong foundation to engage the human subjects of all ages, sex, and ability. Describe the concept, need and importance of anatomy and physiology in physical education.

- 1) Describe the concept, need and importance of anatomy and physiology in physical education.
- 2) Describe and define the cell, tissue, organs and systems.
- 3) Explain the Skeletal System, Joints and Muscles systems and their functions.
- 4) Describe the Circulatory System, respiratory systems and Endocrine System and their functions.
- 5) Explain the digestive system and Excretory System and its functions.

THEORY SYLLABUS**UNIT-I:****Introduction and Structural Organization of Human Body**

- 1) Meaning and Concept of Anatomy.
- 2) Need and Importance of the knowledge of Anatomy in the Field of Physical Education.

- 3) Regional Anatomy, Systemic Anatomy, Gross and Microscopic
- 4) Anatomy, Normal Anatomical Position and its importance.

Classification and Structure of Cells and Tissues:

- 1) Definitions of Cell, Tissue, Organ and System.
- 2) Microscopic Structure, Composition and Function of Cell.
- 3) Classification, Structure and Function of Tissues:
 - i) Epithelial tissue
 - ii) Connective Tissue
 - iii) Muscular Tissue
 - iv) Nervous Tissue

UNIT-II:

Skeletal System, Joints and Muscular System:

1. Skeleton

- i) Different Parts of Human Skeleton.
- ii) Types of Bones.
- iii) Gross and Microscopic Structure and Function of Bones of
- iv) Upper limb and lower limb, vertebra, Scapula and Hip Bone.

2. Joints

- i) Joint's Nomenclature and Classification.
- ii) Structure of the Typical Synovial Joint.
- iii) Names of the Movements around Joints.

3. Muscles

- i) Classification and Nomenclature of Muscles
- ii) Structure and Function of Skeletal Muscles, Smooth Muscles and Cardiac Muscles

UNIT III:

Digestive and Excretory Systems

1. Digestive System:

- i) Organs of Digestion (Structure and function in brief)
- ii) Steps of Digestion.
- iii) Digestive Glands- Structure and Function.

2. Excretory System:

- i) Various routes of Excretion from Human Body.
- ii) Organs of Urinary System.
- iii) Structure and Function of Kidney.

UNIT IV.

Circulatory, Respiratory Systems and Endocrine System:

1. Circulatory System:

- i) Anatomical Position and Gross Structure and function of the Heart.
- ii) Blood Vessels- Artery, Vein and Capillaries
- iii) Systemic and Pulmonary Circulation.

2. Respiratory System:

- i) Definition of the terms External & Internal Respiration, Inspiration, Expiration.
- ii) Structure & functions of Lungs and Air Passage.
- iii) Introduction to Mechanism of Respiration.

3. Endocrine System:

- i) Location and Structure of Pituitary Gland.
- ii) Location and Structure of Thyroid Gland.
- iii) Location and Structure
- iv) Location and Structure of Pancreas.

SUGGESTED READINGS:

- 1) Astrend, P.O. and Rodahl Karre, Text Book of Work Physiology, Tokye: McGraw-Hill Kogakusha Ltd.
- 2) Bourne, Geoffery H. The Structure and Function of Muscles: London: Academic Press (1973)

- 3) Caprovich, P.V. and Sinning. Wayne E. Physiology of Muscular Activity (Philadelphia: W.B. Saunders, 1976), 7 th Edition.
- 4) Chaurasia B.D. Human Anatomy Regional and Applied (CBS Publishr and Zdistributors, 1979).
- 5) Guybon, Arthur C. Text book of Medical Physiology. (Philadelphia: W.B. SaunderCompany,1976).
- 6) james C. Clouch, Fundamental Human Anatomy (Lea & Febiger, Philadelphia,1971).
- 7) Mathew, D.K. and Fox E.L., Physiological Basis of Physical Education and Athletics (Philadelphia: W.B. Saunders Company, 1976).
- 8) Morehouse, I.E. Miller, A.T. Physiology of Exercise. (St. Louis: The C.V. Mosby Company,1976) 7 th Edition.
- 9) Pears evelyr C. Anatomy and Physiology for Nurses (London: Faber & Faber Ltd. 1929).
- 10) Perrot J.W. Anatomy for Students and Physical Education (London: Adward Arnold and Co. 1967).
- 11) Waruida, Roger and Williams, Peter L. GRAY'S ANATOMY (London: Longmans Group Ltd. 1973).

SEMESTER –I**CORE COURSE****PAPER -3****SUBJECT CODE: - BPES/CC-103****PRACTICAL TITLE- TRACK & FIELD (TRACK EVENTS)****Max. Marks=100****Time: 3Hrs.****Theory = 70 Marks + Internal Assessment = 30 Marks**

Objective: - The students will acquire knowledge and understanding of a specific sport in which individual wishes to excel.

Learning Outcome: -The student will attain knowledge, understanding, interpreting and analyzing proficiency in a game of one's choice.

- 1) A student will be able to gain knowledge with respect to Historical Development, Organizational Structure and Playfield Technology of a sport/game.
- 2) A student will be able to understand and interpret the rules of game as well as game knowledge in the areas of psychological basis of Warming up and technical aspects of coaching.
- 3) The Course learning outcomes on completion of the four years B.P.E.S, program, the students will be learning and able to do/perform the following.....
 - i. Classify the Relay races, start and finish techniques.
 - ii. Describe the Baton exchange.
 - iii. Explain how to prepare files related to history, rules, techniques and records.
 - iv. Describe the fundamentals of short, medium and long-distance race events.
 - v. Design the make-up of standard athletic track.
 - vi. Demonstrate the starting and finishing positions of different race events.

THEORY SYLLABUS**Unit – I History**

- 1) Introduction and history of athletics.
- 2) Introduction: History and Development of Track events
- 3) Historical review of various Track sports awards to athletes (up to 2000)
- 4) Organization of Track and Field, Federations: India, Asia, World

Unit –II Federation, Tournaments and Lay out of Play Field

- 1) World Athletics (IAAF) Council and committees.
- 2) World Athletics / IAAF General Rules and regulation of Track Events.
- 3) Major competitions at National and International levels.
- 4) Layout and marking and Maintenance of play fields.

Unit – III Training Methods

- 1) Conditioning.
- 2) Warming up – general and specific
- 3) Warm-Down
- 4) Stretching
- 5) Development of Physical fitness and motor qualities

Unit – IV Skills and Techniques

- 1) Fundamental skills –Short and Middle distance
- 2) Use of Starting blocks- stance on the blocks.
- 3) Advanced Skills Various techniques of sprint start: Bullet start, standing start
- 4) Finishing techniques – Run, through forward lunging shoulder shrug
- 5) Relays – Various patterns of Baton exchange and understanding to relay zones.

SUGGESTED READINGS:

- 1) Schneider, R. C. (2009). Ethics of Sport and Athletics: Theory, Issues, and Application. Wolters Kluwer Health/Lippincott Williams & Wilkins, xxi, 392 p.: ill.; 24 cm.
- 2) Thani V. Encyclopedia of Track and Field, (2003) New Delhi: Sports Publication...
- 3) Ekta. (2003.) Teaching and Coaching Athletics, New Delhi: Sports Publication.
- 4) Lawson, Gerald. (2000) World Record Breakers in Track and Field Athletics, New York: Human Kinetics.
- 5) Emmanuel, George. Athletic meet (2001) – Marking, Rules, Directions, Cicily George: Kottayam.
- 6) Carr, Gerry R. (1995.) Fundamentals of Track and Field, Mumbai: The Marine Sports.
- 7) Zeigler, E. F., & Spaeth, M. J. (1975). Administrative Theory and Practice in Physical Education and Athletics.
- 8) Dybon Geoffrey, G.H. (1961.) The mechanics of Athletics London: University of London Press Ltd.

Website

<https://www.worldathletics.org/about-iaaf/documents/book-of-rules>

SEMESTER –I
SKILL ENHANCEMENT COURSE (SEC)
PAPER -4
SUBJECT CODE- BPES/SEC-104
PRACTICAL TITLE - INSTRUMENTATION-I (ANATOMY & PHYSIOLOGY)
Max. Marks=100 **Time: 3Hrs.**

Theory = 70 Marks + Internal Assessment = 30 Marks

Objective: -

To provide students with the basic knowledge of anatomical structures & functions of the human body.

Learning Outcome: -

Students will acquire the basic knowledge of the anatomy of the human body. They will develop an understanding of the functions of each system of the body. Such core knowledge and skill will help to create a strong foundation to engage the human subjects of all ages, sex, and abilities. And at the same time, it is helpful to develop insight on the subject.

PRACTICAL'S SYLLABUS: -

PART (A) ANATOMY

- 1) Study of different body system with the help of models
- 2) Demonstration of normal anatomical position.
- 3) Landmarks of the important vital organs.
- 4) Identification of bones and joints of Human Body.
- 5) Study of different body system with the help of models
- 6) Preparation of the practical notebook demonstrating various systems with the list of
- 7) Organs in each system.
- 8) Preparation of the practical notebook demonstrating various bones and joints with muscular attachments.

PART (B) PHYSIOLOGY

- 1) Determination of Pulse Rate
- 2) Determination of Heart Rate
- 3) Recording of Blood Pressure
- 4) Recording of Body Temperature
- 5) Demonstration and practice of Cardio Pulmonary Resuscitation.

SUGGESTED READINGS:

- 1) Essentials of Medical Physiology by K. Sembulingam and P. Sembulingam. Jaypee brother's medical publishers, New Delhi.
- 2) Anatomy and Physiology in Health and Illness by Kathleen J.W. Wilson, Churchill Livingstone, Newyork
- 3) Physiological basis of Medical Practice-Best and Tailor. Williams & Wilkins Co, Riverview, MI USA
- 4) Text book of Medical Physiology- Arthur C, Guyton and John. E. Hall. Miamisburg, OH, U.S.A.
- 5) Principles of Anatomy and Physiology by Tortora Grabowski. Palmetto, GA, U.S.A

SEMESTER –I

ABILITY ENHANCEMENT COURSE (AECC)

PAPER -5

SUBJECT CODE: - BPES/ AECC -105

SUBJECT TITLE- - ENVIRONMENTAL STUDIES

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Objectives: - the objectives of environmental studies are:

- 1) Creating awareness about environmental problems among people.
- 2) Imparting basic knowledge about the environment and its allied problems.
- 3) Developing an attitude of concern for the environment.
- 4) Motivating the public to participate in environment protection and environment improvement.
- 5) Acquiring skills to help the concerned individuals in identifying problems. And solving environmental
- 6) Striving to attain harmony with Nature

Learning Outcomes:

- 1) Gain in-depth knowledge of natural processes and resources that sustain life and govern the economy.
- 2) Understand the consequences of human actions on the web of life, global economy, and quality of human life.
- 3) Develop critical thinking for shaping strategies (scientific, social, economic, administrative, and legal) for environmental protection, conservation of biodiversity, environmental equity, and sustainable development.
- 4) Acquire values and attitudes towards understanding complex environmental-economic- social challenges, and active participation in solving current environmental problems and preventing the future ones.
- 5) Adopt sustainability as a practice in life, society, and industry.

THEORY SYLLABUS

Unit-I

Multidisciplinary Nature of Environmental studies

Descriptors/Topics

- 1) Introduction to environmental studies with their importance.
- 2) Need for public awareness.
- 3) Sensitization and participation.
- 4) Swatch Bharat Abhiyan.

Unit-II

Natural Resources

Descriptors/Topics

- 1) Types of natural resources and their importance.
- 2) Food resources: World food problems and related aspects.
- 3) Land resources, Water resources, Forest resources- use and overuse
- 4) Minerals and Energy resources- the importance of renewable and sustainable energy.
- 5) Equitable use of resources for sustainable lifestyles
- 6) Role of an individual in the conservation of natural resources

Unit-III

Ecosystems

Descriptors/Topics

- 1) Concept of an ecosystem,
- 2) Types of the ecosystem,
- 3) Structure and function of an ecosystem, Producers, consumers and decomposers.
- 4) Energy flow in the ecosystem, Food chains, food webs and ecological pyramids.
- 5) Ecological succession.
- 6) Introduction, types, characteristic features, structure and function of Forest

ecosystem, Grassland ecosystem and Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)

Unit-IV

Biodiversity

Descriptors/Topics

- 1) Introduction - Definition: genetic, species and ecosystem diversity.
- 2) Bio-geographical classification of India.
- 3) Value of biodiversity: consumptive use, productive use, social, ethical aesthetic and option values.
- 4) Bio-diversity at global, national and local levels, India is a mega diversity nation.
- 5) Hot-spots of biodiversity.
- 6) Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts.
- 7) Endangered and endemic species of India
- 8) Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity

SUGGESTED READINGS:

- 1) Khaushik & Khaushik, “Fundamentals of Environmental Studies”
- 2) Somvanshi & Dhupper “Fundamentals of Environmental Studies”
- 3) Gauba & Bisht“Environmental Studies, Challenges & Solutions A quick Compendium
- 4) Asthana & Asthana “ A textbook of Environmental Studies”

II SEMESTER (BPES, I YEAR)**CORE COURSES (CC)****SEMESTER –II****PAPER -1****SUBJECT CODE: - BPES/ CC -201****SUBJECT TITLE- HISTORICAL DEVELOPMENT OF PHYSICAL EDUCATION****Max. Marks=100****Time: 3Hrs.****Theory = 70 Marks + Internal Assessment = 30 Marks****Objective: -**

To provide the knowledge of the historical development of Physical Education & Sports and to familiarize the students with the History of Physical Education & Sports.

Learning Outcomes: -

- 1) Students acquire the knowledge of the history of Physical Education and understand the purpose & development of physical education & sports.
- 2) The pass out would be able to compare the relationship between general education and physical education.
- 3) He would be able to identify and relate with the History of Physical Education.

THEORY SYLLABUS**UNIT-I****Introduction**

- 1) Definition, aims and objectives of Physical Education
- 2) Importance of Physical Education in the modern age.
- 3) Relationship of Physical Education with health education and recreation.
- 4) History of Physical Education in Ancient Greece with special reference to the evolution of Olympics games.
- 5) History of Physical Education in the Roman Empire with special emphasis on the circus, gladiatorial contests and the downfall of the Olympics.

UNIT-II

A. brief account of the history of gymnastics in

- 1) Sweden
- 2) Denmark
- 3) Germany-With special stress on educational gymnastics.

B. Contribution of the English people to spreading modern games in India

UNIT-III

History of Physical Education

- 1) Vedic Period (2500 BC – 600 BC), Early Hindu Period (600 BC – 320 AD) and Later Hindu **Period** (320 AD – 1000 AD), Medieval period
- 2) Historical development of Physical Education and Sports in India- Pre-Independence period and post-Independence period.
- 3) Olympic Movement- Ancient Olympic Games and Modern Olympic Games.
- 4) Historical background of Asian Games, Indian National games, Association of Indian Universities and National awards of India.

UNIT-IV

Modern Trends in Physical Education in India with special reference to the following:

- 1) AICS (All India Council of Sports)
- 2) (C.A.B. Physical Education (Central Advisory Boarding Physical Education)
- 3) Sports Awards
- 4) N.F.C. (National Fitness Corps)
- 5) N.P.E. Drive (National Physical Education Efficiency Drive).
- 6) Indian Olympic Association.
- 7) PYKKA, Khelo India

SUGGESTED READINGS:

- 1) D.G.Wakharkar, Manual of Physical Education, 1967.
- 2) Eraz Ahmed Khan, a History of Physical Education, 1964.
- 3) Kamlesh, M.L.& Sangral M.S PrincipleS and History of Physical Education,1977
- 4) Ministry of Education (Govt.of India) A National Plan of Physical Education, 1965.
- 5) Sanyal Sardindo, India and Olympic Games

II SEMESTER (BPES, I YEAR)**CORE COURSES (CC)****SEMESTER –II****PAPER -2****SUBJECT CODE: - BPES/ CC -202****SUBJECT TITLE – KINESIOLOGY****Max. Marks=100****Time: 3Hrs.****Theory = 70 Marks + Internal Assessment = 30 Marks****Objective:**

To impart the knowledge about the various movements of the body affecting performance in sports and a basic knowledge of various Sports Injuries and their management.

Learning Outcomes: -

- 1) To acquire the historical perspectives, concepts and importance of kinesiology in physical education and sports.
- 2) To understand the knowledge of planes, axes and centre of gravity.
- 3) To study the bony joints, types and fundamental movements of the major body segments.
- 4) To acquire the knowledge of structural & functional classification of muscles.
- 5) To understand the structure, movements, location of different places of muscles and functions of joints and muscles.

THEORY SYLLABUS**UNIT-I**

- 1) Definition & Meaning of Kinesiology
- 2) Aims & objectives of kinesiology
- 3) Scope of Kinesiology in physical Education and Sports
- 4) Role of Kinesiology in physical Education and Sports
- 5) Fundamental concepts: Centre of gravity, line of gravity

- 6) Axis and planes
- 7) Fundamental movements of human body joints
- 8) Meaning & definition of motion around various joints

UNIT-II

Musculoskeletal System

- 1) Skeletal System
- 2) Joints and its classification
- 3) Fundamental movements possible at the joints of upper and lower extremities.

Muscular System

- 1) Classification (structural and functional)
- 2) Muscular Contraction
- 3) Major muscles of upper and lower extremities.
- 4) Neuro Muscular Concepts
- 5) All and None law
- 6) Reciprocal innervations or inhibition
- 7) Angle of Pull

UNIT-III

Application of Mechanical Concepts

- 1) Definition of Motion
- 2) Types of Motion
- 3) Newton's Laws of Motion
- 4) Application to Sports activities

Force

- 1) Definition of force
- 2) Magnitude and direction of application force
- 3) Centripetal and Centrifugal force
- 4) Application to Sports activities.

Equilibrium

- 1) Definition of Equilibrium
- 2) Major factors affecting Equilibrium
- 3) Role of Equilibrium in sports

Lever

- 1) Definition of Lever
- 2) Types of Levers

UNIT-IV**Analysis of Locomotion**

- 1) Walking
- 2) Running

Kinesiology in Daily living

- 1) Lifting
- 2) Catching
- 3) Throwing

SUGGESTED READINGS:

- 1) Broer, M.R. Efficiency of Human Movement (Philadelphia : W.B. Saunders Co., 1966)
- 2) Bunn, John W. Scientific Principles of Coaching (Engle wood cliffs : N.J Prentice Hall Inc., 1966)
- 3) Cooper, John M. and Glassgow, R.B. Kinesiology (St. Louis : C.V. Mosby Co.,1963)
- 4) Duvall, E.N. Kinesiology (Engle wood cliffs : N.J. Prentice Hall Inc., 1956)
- 5) Hamiston, Nancy (2002), "Scientific Basis of Human Motion" Human Kinetics, New York.
- 6) Hoffman S.J. Introduction to Kinesiology (Human Kinesiology publication In.2005)
- 7) Oatis A. Corol (2009), "Kinesiology, The Mechanics and Pathomechanics of Human Movement" Human Kinetics, New York NY
- 8) Rasch and Burke, Kinesiology and Applied Anatomy (Philadelphia : Lea and Fibger, 1967)
- 9) Scott, M. G.(2005) Analysis of Human Motion, New York.
- 10) Thompson, Flyod (2004), "Manual of Structural Kinesiology" Mc Graw Hill, Singapore.
- 11) Uppal A.K. Lawrence Mamta MP Kinesiology(Friends Publication India 2004)
- 12) Wells, K. P. Kinesiology (Philadelphia : W.B. Saunders Co. 1966)

II SEMESTER (BPES, I YEAR)**CORE COURSES (CC)****SEMESTER –II****PAPER -3****SUBJECT CODE: - BPES/ CC -203****PRACTICAL TITLE - INSTRUMENTATION –II (KINESIOLOGY)****Max. Marks=100****Time: 3Hrs.****Theory = 70 Marks + Internal Assessment = 30 Marks****Objectives:**

At the end of the course the student should be able to identify the various planes and axis

- 1) Perform various fundamental movements and the planes and axes in which they act.
- 2) Palpate the various muscles of the body.
- 3) Prescribe exercises for the development of specific muscles.
- 4) Utilize the goniometer to measure the joint angles

Learning Outcomes: -

- 1) Understand mechanical principles can be applied to the analysis of human movement to assess and improve performance and reduce the risk of injury.
- 2) Know the effectiveness of human movement using mechanical principles.
- 3) Students will gain an understanding of human muscles and joints.
- 4) Students will gain knowledge of muscle analysis of the techniques of the game of specialization.

PRACTICAL SYLLABUS: -

- 1) Basic Anatomical Position
- 2) Demonstration of planes & axes of a given movement
 - a) Determination of the location of muscles at various joints
 - b) Shoulder girdle, Shoulder joints, Elbow joint
 - c) Hip joint, Knee joint, Ankle joint
- 3) Muscular analysis of the techniques of game of your specialization
- 4) Determination of center of gravity of a Bat/Racket (Suspension method)
- 5) Goniometry – measurement of joint ROM / Elgon

II SEMESTER (BPES, I YEAR)**SEMESTER –II****CORE COURSES (CC)****PAPER -4****SUBJECT CODE: - BPES/ CC -204****PRACTICAL TITLE - RACKET SPORTS (SELECT ANY ONE)****PRACTICAL - BADMINTON/ TABLE TENNIS (SELECT ANY ONE)****Max. Marks=100****Time: 3Hrs.****Theory = 70 Marks + Internal Assessment = 30 Marks****PRACTICAL SUBJECT - BADMINTON****Objective: -**

To acquaint with the theoretical and practical knowledge of respective games and sports.

Learning Outcome: - Students acquire the knowledge of opted games and sports and also learn the technical and tactical experience of games and sports.

PRAACTICAL SYLLABUS: -**UNIT I****History of Badminton**

- 1) In India
- 2) In Asia
- 3) In World

Laws of Badminton

- 1) Laws of Badminton with interpretations.
- 2) Terminologies in badminton

UNIT II**Fixture/Draw in Badminton**

- 1) Fixture for inter collegiate Badminton Competitions.
- 2) University – Zonal and All India University Tournaments

Fundamental Skills

- 1) Racket and Shuttle Grips
- 2) Forehand and backhand strokes – smash over and clear drops under arms clear drive and net shot.
- 3) Basic footwork

Basic Tactics Strategy

- 1) Singles – Systems of Play
- 2) Doubles – Systems of Play
 - i) Front and Back
 - ii) Side by Side
 - iii) Rotation

Warming up

- 1) Specific Exercises of warm up and conditioning.
- 2) General and Specific warm up.
- 3) Fundamental Training drills in Badminton.

UNIT-III

- 1) Playfield Technology – Marking and Construction of the playfields and Safety Measures.
- 2) Duties and Responsibilities of Officials.
- 3) Score sheet and Record Keeping
- 4) Planning, organizing and reporting a competition

UNIT-IV

Introduction to Physical and Motor Fitness components related to sport: Strength, Speed, Endurance, Coordinative Abilities and Flexibility.

Officiating of Badminton (Try for certification from concerned district/state/national federation for self-employment)

SUGGESTED READINGS:

- 1) Bloss, M.V. et al (2000). Badminton. McGraw Hills, USA.
- 2) Downey J (1990). How to Coach Badminton. Collins.
- 3) Golds, M. (2002). Badminton: Skills of the Game.

- 4) Grice, T. (2007). Badminton: Steps to Success. 2nd Ed. Human Kinetics, USA.
- 5) Gupta R. Kumar P. and Tyagi S. (2008). Text book on Teaching Skill and Prowess (Part I & II). Friends Publication. New Delhi.
- 6) Jain D (2001). Teaching and Coaching –Badminton. Khel S.K. Delhi
- 7) Kumar A (2003). Badminton. Discovery, New Delhi.
- 8) Narang P (2005). Play and Learn Badminton. Khel Sahitaya Kendra
- 9) Singh MK (2006). A to Z Badminton. Friends Pub. New Delhi.
- 10) Singh MK (2007). Comprehensive Badminton. Friends Pub. New Delhi.
- 11) Vanaik A. (2005). Playfield Manual, Friends Publication. New Delhi
- 12) Vanaik A. (2017). Officiating and Coaching, Friends Publication. New Delhi

OR

PRACTICAL TITLE - TABLE TENNIS

PRACTICAL - TABLE TENNIS

Objective: -

The Students will acquire knowledge and understanding of a specific sport in which an individual wishes to excel.

Learning Outcomes: -

The student will attain knowledge, understanding, interpreting and analyzing proficiency in a game of one's choice.

PRACTICAL SYLLABUS: -

Unit- I.

History of game, Federations and Competitions.

Unit- II.

- 1) Rules and their interpretation.
- 2) Basic Knowledge: Various parts of the Racket and Grip (Shake Hand & Pen Hold Grip).
- 3) Game practice with application of Rules and Regulations.

Unit- III.

Fundamental and Advance skills.

- 1) Stance: Alternate & Parallel.
- 2) Push and Service: Backhand & Forehand.
- 3) Chop: Backhand & Forehand.
- 4) Receive: Push and Chop with both Backhand & Forehand.
- 5) Equipment's and their specification and maintenance.

Unit- IV.

- 1) Layout and maintenance of playfield.
- 2) Duties of the officials
- 3) Officiating of Table Tennis (Try for certification from concerned district/state/national federation for self-employment)

II SEMESTER (BPES, I YEAR)

SEMESTER –II

ABILITY ENHANCEMENT COURSE (AECC)

PAPER -5

SUBJECT CODE: - BPES/ AECC -205

SUBJECT TITLE - MODERN INDIAN LANGUAGE (MIL)

Max. Marks=100

Time: 3Hrs.

Internally Evaluated /Internal Assessment = 100 Marks

****Nota bene-**

- 1) The course material on **Modern Indian Language (MIL)** will be provided by the Department of Shri Dev Suman Uttarakhand University

II SEMESTER (BPES, I YEAR)**SEMESTER –II
VALUE ADDITION COURSE (VAC)
PAPER -6****SUBJECT CODE: - BPES/ VAC -206****PRACTICAL TITLE - *PROJECT****Max. Marks=100****Time: 3Hrs.****Internally Evaluated /Internal Assessment = 100 Marks**

The project report will be prepared for the subjects which are in the first semester or second semester. On only one subject.

EVALUATION/ ASSESSMENT METHODS

Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, and their ability to review, design, conduct research and write reports. A variety of assessment methods can be used in assessment: overview, project work, research reports, viva-voce and practical skills.

**Example of Internal Assessment Marking (Max. Marks – 100) Project
/Interdisciplinary**

Project Report	- 50 Marks
Presentation before submission	-15 Marks
Viva after submission	- 30 Marks
Attendance	- 05 Marks

II SEMESTER (BPES, I YEAR)**SEMESTER –II****VALUE ADDITION COURSE (VAC)****PAPER -7****SUBJECT CODE: - BPES/ VAC -207****PRACTICAL TITLE - **INTERNSHIP (2 WEEKS)****Max. Marks=100****Time: 3Hrs.****(Internally Evaluated /Internal Assessment = 100 Marks)**

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

Criteria for evaluating Internship Programme:

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

- 1) Gym and Health Club management.
- 2) Aerobics/Mass Demonstration.
- 3) Training of Lifeguard for water sports.
- 4) Sports Management/Journalism.
- 5) Teaching Physical Education in Schools/Institutions/Centers.

A student is required to bring a certificate on the letter head of the Institute from the Head of the Organization. Specifying that he/she has imparted instruction/training/teaching in that organization w.e.f to and

his/, her work has been excellent/very good/good/satisfactory/poor (The administrator may tick any one of the five alternatives).

Example of Internal Assessment Marking (Max. Marks – 100)

Internship/Industry Exposure

Planning (Engagement of students with various activities)	- 50 Marks
Intern Diary	- 10 Marks
Case Study	- 20 Marks
Community Service	- 15 Marks
Attendance	- 05 Marks

III SEMESTER (BPES, II YEAR)**CORE COURSES (CC)****SEMESTER –III****PAPER -1****SUBJECT CODE: - BPES/ CC -301****SUBJECT TITLE - HEALTH EDUCATION****Max. Marks=100****Time: 3Hrs.****Theory = 70 Marks + Internal Assessment = 30 Marks****Objective: -**

To acquaint the students with basic aspects of Health, Nutrition, First Aid and rehabilitation.

Learning Outcome:

- 1) The student will be able to identify and synthesize the factors that influence health
- 2) The student will be able to recognize the health-related challenges in the current time and be able to apply the preventive measures.
- 3) The student will be able to identify the role of peers, community and media in health promotion and protection.
- 4) The student will be able to demonstrate expertise in the above-stated domains in a school setup.
- 5) The student will be able to value the knowledge and skills required to preserve community health and well-being.

THEORY SYLLABUS**Unit – I****Health Education and Services**

- 1) Concept, Dimensions, Spectrum and determinants of Health
- 2) Health Education and Principles of Health Education
- 3) Nature and Scope of Health Education in Physical Education
- 4) Health Services in India

Unit – II**Global Health Issues**

- 1) Communicable, Non-Communicable disease and their prevention

- 2) Malnutrition, Food Adulteration, Environmental Pollution and Sanitation, Population and their management.
- 3) Physical Activity and Nutrition, Overweight and Obesity, Mental Health
- 4) Prime causes of death: cardiovascular disease, chronic respiratory disease Diabetes, Mental Disorders, Nutritional Deficiencies and their prevention through physical activity.

Unit – III

Health Education in Schools

- 1) Need and scope of health education in schools
- 2) Preventing alcohol, tobacco and other drugs abuses in schools
- 3) Personal Health and Wellness: Healthy eating, Mental and Emotional Health, and Violence prevention
- 4) Physical activity, Safety, First Aid and Emergency procedures

Unit – IV

Health Supervision and Evaluation in Schools

- 1) Health Instruction and Health Supervision
- 2) Assessing personal and peers health risk-taking
- 3) Analyzing the influence of family, peers, culture and media on health behavior
- 4) Consumer Health and Comprehensive Health Education

SUGGESTED READINGS:

- 1) Agrawal, K.C. (2001). Environmental biology. Bikaner: Nidhi publishers Ltd.
- 2) Bensley, R. J. and Fisher, J. B (2009). Community Health Education Methods. Massachusetts: Jones and Bartlett Publishers.
- 3) Edward, J. T. (2006). Health and Disease, New Delhi: Sports Publication.
- 4) Anspaugh, D. J. and Ezell, G. (2003). Teaching today's Health. USA: Allyn& Bacon.
- 5) McKenzie, J. F. and Smeltzer, J. L (2001). Planning, Implementing, and Evaluating Health Promotion Programs: A Primer, USA: Allyn& Bacon.

III SEMESTER (BPES, II YEAR)

CORE COURSES (CC)

SEMESTER –III

PAPER -2

COURSE CODE: - BPES/ CC -302

SUBJECT TITLE- MANAGEMENT OF PHYSICAL EDUCATION & SPORTS

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Objectives:

- 1) The objective of this course is to enable learners to understand the importance of Human resources and their effective management in organisations.
- 2) The objective of the course is to familiarize the learner with extant and emerging management theories and practices for reflective and holistic thinking on management principles and practices.

Learning Outcomes

- 1) The student would understand the importance of management of Physical Education.
- 2) He shall gain knowledge regarding management of Physical Education and Sports at different level.
- 3) He will be able to organize various Physical Education program.
- 4) He would know about various schemes and policies of State & Central Government.

THEORY SYLLABUS

UNIT-I.

Management and Organizational Structure:

- 1) Meaning and Definition of the Terms – Administration and Management.

- 2) Elements/Phases of Management (Planning; Organizing; staffing; Directing and Coordination; Supervision and Control/Evaluation; Re-adjustments and Improvement/Follow-up)
- 3) Importance/Significance of the Subject- Management in Physical Education and Sports.
- 4) Principles of Management.
- 5) Schemes of Organization- Meaning.
- 6) Procedure for Working-out an effective Scheme of Organization.
- 7) Organizational Structure of Physical Education in Schools.

UNIT-II.

Facilities and types of equipment:

- 1) The Need for Out-door Facilities.
- 2) Selection/Types of Surfaces.
- 3) Guidelines/Principles for the Lay-out of Out-door Facilities.
- 4) Care and Maintenance of Out-door Facilities.
- 5) Gymnasium: The need, Location, Dimensions, Sample Floor Plans and Construction.
- 6) Swimming Pool: The Need, Construction, Maintenance and Supervision.
- 7) The Need for Sports Equipments and their Types.
- 8) Procedure for the Purchase of Sports Equipments.
- 9) Principles to be followed for the Purchase.

UNIT-III.

Intramurals and Extramurals

- 1) Meaning and Values of Intramural Programme.
- 2) Sample Rules to be followed for Intramurals.
- 3) Rewards and Incentives for Intramural Winners.
- 4) Meaning and Educational Outcome of Extramurals.
- 5) Evil Practices in Extramurals and limitations on participation.
- 6) Sport Tour Management (Physical Education Teacher as Manager of the Team).

UNIT-IV.

Staff Management, Class Management and Office Management

- 1) Head of the Institute/Department and his role in imbuing the spirit of discipline among his Staff and Students.
- 2) Staff Co-operation and its significance.
- 3) Involvement/Development of Voluntary Services of other Teachers for Physical Education Programmes.
- 4) Teacher's preparation before Class (Lesson Plan, markings of the courts, necessary equipment, suitable uniform).
- 5) Students' preparation.
- 6) Handling and controlling the Class.
- 7) Attendance System.
- 8) The need for Office, its location and set-up.
- 9) Office function and practices.

SUGGESTED READINGS:

- 1) Allen, L.A. Management and Organization, Mc-Graw Hill Book Company, Inc., London, 1958.
- 2) Bucher, C.H. Administration of Physical Education and Athletic Programmes, The C.V. Mosby Company, London, 1983.
- 3) Dr. S. Dheer & Radhika Kamal, Organisation and Administration of Physical Education, Friends, Publication (India), 2002.
- 4) Griffin, Fundamentals of Management (IV Edition), Houghton Mifflin Company, Boston, New York, 2006.
- 5) Huges, W.L. et. al. Administrative of Physical Education, The Ronald Press, Company, New York, 1962.
- 6) Jackquelyn Cuneed & M. Joy Sidwell, Sports Management Field Experiences, 1994, Fitson Information Technology; Inc.
- 7) Joseph P.M. Organization of Physical Education, The Old Students Association, IPE, Candiwali, Bombay 1963.
- 8) Joy T. Desensi & Danny Roserrberg, Ethics and Morality in Sorts Management. Fitness.
- 9) Larry Horine, Administration of Physical Education and Sports, Wm.C. Brown

- Publishers, 1991 (IInd Edition)
- 10) Maheshwari, B. Management by Objectives, Tabe Mc. Graw Hill Publishing Company Ltd., New Delhi, 1982.
 - 11) Newman, W.D. Administrative Action, Prentice Hall I.C., New Jersey, 1963.
 - 12) P.Gerg Compert, Directory of Undergraduate Programms is Sports Management, Fitness Information Technology 2005.
 - 13) Rechard M. Hodgetts, Management-Theory, Process & practice (IV Edition, Harcourt Brace Jovanovich, Publishers-1985
 - 14) Rober L. Mathis & John H. Jackson Human Resource Management (Ninth Edition) South Western College Publishing,2000.
 - 15) Venderzwaq, H.J. Sports Management in Schools and Colleges, McMillan Publishing Company, New York, 1935.
 - 16) Voltmar, B.P. et. al. The Organization and Administration of Physical Education., Prentice Hall Inc., New Jersey, 1979.
 - 17) Zeigler, E.M. and Dewie, G.W. Management Competency Development in Sports and Physical Education, Lea and Febiger, Philadelphia, 1983.

III SEMESTER (BPES, II YEAR)
CORE COURSES (CC)
SEMESTER –III
PAPER -3
SUBJECT CODE: - BPES/ CC -303

PRACTICAL TITLE - COMBATIVE SPORTS (SELECT ANY ONE)

PRACTICAL - JUDO/ TAEKWONDO/ KARATE

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Objective: -

The Students will acquire knowledge and understanding of a specific sport in which an individual wishes to excel.

Learning Outcome:-

The student will attain knowledge, understanding, interpreting and analyzing proficiency in a game of one's choice Common syllabus all Combative sports **JUDO/ TAEKWONDO/ KARATE (SELECT ANY ONE)** .

*List of Games/Sports **JUDO/ TAEKWONDO/ KARATE (SELECT ANY ONE)**

Common syllabus all Combative sports

- 1) History and Development of the game at International and National level.
- 2) Dimensions and marking of playing area.
- 3) Basic requirements/ equipment of the game.
- 4) Fundamental skills of the game.
- 5) Skill tests, scoring and arrangement of the skill tests.
- 6) National and international organisations / federations of the game.
- 7) Rules and their interpretations of the game.
- 8) Team selection and coaching in that game.
- 9) Officiating & Referee / Umpire /scorer for self-employment.
- 10) Officiating of Judo/ Taekwondo/ Karate - Any One (Try for certification from concerned district/state/national federation for self-employment)

III SEMESTER (BPES, II YEAR)
SEMESTER –III
SKILL ENHANCEMENT COURSE (SEC)
PAPER -4
SUBJECT CODE: - BPES/ SEC -304

PRACTICAL TITLE- INSTRUMENTATION –III, HEALTH EDUCATION & MANAGEMENT

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Objectives: -

- 1) To acquaint the students with basic aspects of Health, Nutrition, First Aid and rehabilitation.
- 2) To acquaint students with knowledge of management and planning of Sports Competitions & Tournaments.

Learning Outcome: -

- 1) The student will be able to recognize the health-related challenges in the current time and be able to apply the preventive measures.
- 2) The student learns to plan, organize & execute sports events.

PRACTICAL SYLLABUS HEALTH EDUCATION: -

UNIT-I

- 1) Dimensions, Spectrum and determinants of Health
- 2) Working out an effective scheme of organization.
- 3) Contemporary health problems of college youth.

UNIT-II

- 1) Calculation of overweight and obesity along with Demonstration.
- 2) Physical activity, Safety, First Aid and Emergency procedures
- 3) Preventing alcohol, tobacco and other drugs abuses in schools
- 4) Demonstration and practice of First Aid Management of Snake, Insect and Dog Bites.

PRACTICAL SYLLABUS MANAGEMENT

UNIT- III

- 1) Storing, store keeping.
- 2) Care, maintenance, repairs and disposal of equipment.
- 3) Demonstration and practice of Intramural and Extramural Programme

UNIT-IV

- 1) Realistic approach to purchases, and procedures.
- 2) Staffing in Physical Education & Sports
- 3) Attendance System.
- 4) The need for Office, its location and set-up

III SEMESTER (BPES, II YEAR)**SEMESTER –III****SKILL ENHANCEMENT COURSE (SEC)****PAPER -5****SUBJECT CODE: - BPES/ SEC -305****SUBJECT TITLE- HEALTH AWARENESS & GENERAL FITNESS****Max. Marks=100****Time: 3Hrs.****Theory = 70 Marks + Internal Assessment = 30 Marks****Objective: -**

Students will be educated with the knowledge and importance of Exercise Prescription with the help of Physical Exercises and Sports activities in systematic and scientific procedure.

Learning Outcome: -

Students learn various ways, means and methods to exercise prescription the better fitness and lead a healthy life style.

THEORY SYLLABUS**UNIT-I.****Basics of Nutrition**

- 1) Role of nutrition in fitness
- 2) Nutritional guidelines for health and fitness
- 3) Nutritional supplements

UNIT II.

- 1) Health benefits of exercise, Exercise as proactive care, prevention of heart diseases, osteoporosis, diabetes, hypertension, obesity etc.
- 2) The necessity of Exercise Prescription for sedentary population and sportsperson, self-responsibilities and behaviour change stages for exercise regularity.

UNIT-III

Meaning and definition of Exercise and Physical Activity, the difference between Exercise and Physical Activity, types of exercises, exercise, lifestyle and physical fitness, exercise and health, health benefits of exercise and exercise recommendations for health

UNIT- IV

- 1) Health benefits of exercise, Exercise as proactive care, prevention of heart diseases, osteoporosis, diabetes, hypertension, obesity etc.
- 2) The necessity of Exercise Prescription for sedentary population and sportsperson, self-responsibilities and behaviour change stages for exercise regularity.

SUGGESTED READINGS:

- 1) American college of sports medicine (2005). ACSM's Health-Related Physical Fitness Assessment Manual. London, Lippincott.
- 2) Corbin C.B, G.J. Welk, W.R. Corbin and K.A. Welk (2008). Fitness & Wellness Concepts.
- 3) Corbin, C.B. & Others, (2006) Concepts of Fitness And Wellness, Boston, McGraw Hill.
- 4) Edward A. Taub, F. Murad and Oliphant D. (2007). The Wellness Solution.
- 5) Kennedy, Carol, A. & Yoke, M.M. (2008) Methods of Group Exercise Instruction N.Y. Human Kinetics. Lang, Annette , Morning Strength Workouts, U.S. Human kinetic, 2007
- 6) Robin, J. (2005). The Great Physicians Rx for Health & Wellness: Seen Keys to Unlocking Your Health Potential. Nelson Books, Thomson Nelson Publishers, Nashville, Tennessee, USA.
- 7) 12. Tomkinson, G.R. & Olds, T.S. (ED.), Pediatric Fitness, London Karger, 2007.
- 8) 14. Uppal and Gautam. (2008). Health and Physical Education, Friends Publication,
- 9) Wardlaw and Insel MG, Insel PM (2004). Perspectives in Nutrition. Sixth Edition, McGraw Hill.
- 10) Srilakshmi B (2012). Nutrition Science. 4th Revised Edition, New Age International Publishers.
- 11) Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd.

III SEMESTER (BPES, II YEAR)

SEMESTER –III

SKILL ENHANCEMENT COURSE (SEC)

PAPER -6

SUBJECT CODE: - BPES/ SEC -306

SUBJECT TITLE- PHYSICAL GROWTH & DEVELOPMENT

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Objective: -

Students will be educated with the knowledge and importance of physical growth & development

Learning Outcome: -

Students learn various factors affecting the physical growth & development.

THEORY SYLLABUS

Unit-I

- 1) Introduction-Meaning and definition of growth, development,
- 2) The difference between the growth and development,
- 3) Factors affecting growth and development.
- 4) Stages of growth & development: -pre-natal and post-natal growth and development.

Unit-II

Domains of Human Development

- 1) Physical Development (Organized as motor development and posture and large movements)
- 2) Cognitive (mental) Development

- 3) Psycho-social Development
- 4) The relationship between Physical Development of the brain and intellectual ability.

Unit-III

- 1) Adolescent growth & development. Distance and Velocity Curves.
- 2) Tissues and Organ Growth Curves
- 3) Changes in Body Size and Structure
- 4) Secondary Sexual Characteristics
- 5) Wet Dreams

Unit-IV

- 1) Introduction to Motor Development and body physique.
- 2) How do you help with baby's motor skills?
- 3) Types of Motor Skills: - Gross and Finer Motor Skills

SUGGESTED READINGS:

- 1) Day J AP (1986). Perspectives in Kianthropometry. The 1984 Olympic Scientific Congress
- 2) Proceedings. Volume I. Human Kinetics Publisher. Champaign. Illinois. USA.
- 3) Gallahue DL and JC Ozmun (1998). Understanding Motor Development- Infants, Children,
- 4) Adolescents and Adults McGraw Hill Company Boston. USA.
- 5) Gallahue DL (1993). Developmental Physical Education for Today's Children WCB. Brown & Benchmark. Dubuque Indiana. USA.
- 6) Harrison GA, JS Weiner JM Tanner and NA Barnicot (1984) Human Biology Clarendon Press. Oxford. London.
- 7) ICMR (1989). Growth and Physical Development of Indian Infants and Children. Indian Council of Medical Research. New Delhi.
- 8) Kansal DK (2008). Textbook of Applied Measurement Evaluation and Sports Selection. Sports and Spiritual Science Publications. New Delhi.

III SEMESTER (BPES, II YEAR)

SEMESTER –III

ABILITY ENHANCEMENT COURSE (AECC)

PAPER -7

SUBJECT CODE: - BPES/ AECC -307

SUBJECT TITLE- MODERN INDIAN LANGUAGE (MIL)

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

****Nota bene-**

The course material on **Modern Indian Language (MIL)** will be provided by the Department of Shri Dev Suman Uttarakhand University.

III SEMESTER (BPES, II YEAR)**SEMESTER –III****VALUE ADDITION COURSE (VAC)****PAPER -8****SUBJECT CODE: - BPES/ VAC -308****SUBJECT TITLE - OLYMPISM****Max. Marks=100****Time: 3Hrs.****Theory = 70 Marks + Internal Assessment = 30 Marks****Objective:**

To impart the knowledge about the Olympism its functions through the various international sports Federation, National committees and IOC commissions.

Learning Outcome:

Students will learn the deep knowledge about ancient and modern Olympics, administration, Organisation of Olympics Games and functions of IOC.

THEORY SYLLABUS:**UNIT-I. THE OLYMPIC MOVEMENT**

- 1) What is Olympism?
- 2) Concept of Olympics movement, the ancient Olympic games and the Modern Olympic Games and its movement.
- 3) Fundamental Principles of Olympism
- 4) Aims and symbols of the Olympic movement.
- 5) The International Olympic Committee (IOC).

UNIT-II. STRUCTURE OF THE OLYMPIC MOVEMENT

- 1) The National Olympic Committee (NOC).
- 2) The International Sports Federations (IFs).

- 3) The National Sports Federations (NFs).
- 4) Volunteerism and Olympics games.

UNIT-II. THE OLYMPIC GAMES

- 1) Organization of Olympics games.
- 2) The international bid process for selecting sites/cities for the games.
- 3) Participation in Olympic Games.
- 4) Women and sports.

UNIT-IV. IOC PROGRAMMES

- 1) Olympic Charter
- 2) Olympic Museum, Olympic academy and Olympic solidarity program.
- 3) Paralympics games and concept of Sports for all.
- 4) Culture, Olympism, winning, participation and universality of the games.
- 5) Drug abuse and doping

SUGGESTED READINGS:

- 1) Carto, J.E.L. And Calif, S.D. (1984). Medicine & Sport Science: Physical Structure of Olympic Athletes. London: Karger.
- 2) Cliw, Gifford, (2004). Summer Olympic.
- 3) Daw, Anderson. (2008). the Story of the Olympics.
- 4) Kumar, Pardeep. (2008). Historical Development of Track & Field. Friends Publication. New Delhi.
- 5) Maranirs David, Rome 1960: The Olympics that changed the world, 2008.
- 6) Osborne, Manpope, Ancient Greece and the Olympic, 2004.
- 7) Oxlade, Chris. Olympic, 1999.
- 8) Perrottet, tony, The Naked Olympics: the true story of the Ancient Games, 2004.
- 9) Toropove, Brandon. The Olympic for Beginners, 2008.
- 10) Wallechineley, Davi, the Complete Book of the Olympic, 1992.

Website:-

<https://olympics.com/ioc/faq/olympism-and-the-olympic-movement/what-is-olympism>

IV SEMESTER (BPES, II YEAR)**CORE COURSES (CC)****SEMESTER –IV****PAPER -1****SUBJECT CODE: - BPES/ CC -401****SUBJECT TITLE- OFFICIATING AND COACHING****Max. Marks=100****Time: 3Hrs.****Theory = 70 Marks + Internal Assessment = 30 Marks****Objectives:**

To develop a healthy spirit of competition and sportsmanship in the students. As well as assisting sports organizations in conducting official work, coaching and competitions properly.

Learning outcomes

- 1) The pass out would be oriented with the rule's regulations of the chosen game.
- 2) The pass out would be able to lay-out and mark the dimensions of the play court.
- 3) Students would be able to organize the concerned sports event and officiate in it.
- 4) Students would be oriented in the art of coaching the sports team.
- 5) Students shall also be able to organize and officiate in Competitions

THEORY SYLLABUS**UNIT-I**

- 1) Definition, Meaning and Importance of Officiating, Principles of Officiating, Qualities of good Officials.
- 2) Duties of Officials: - Pre-game, During Game, Post Game,
- 3) Measures for Improving the Standard of Officials, Relation of Officials with Managements, Players, Coaches and Spectators

UNIT-II

- 1) Officials: Officials required for conducting Athletics Meet and other Games and their Duties and Responsibilities, Equipment Required, Dress Code
- 2) Rules of conducting Track and Field (Running, Jumping and Throwing) Events
- 3) Rules of different Games and Dimensions of Play fields: Badminton, Basketball, Cricket, Football, Handball, Hockey, Kabaddi, Kho-Kho, Volleyball

UNIT-III

- 1) Method of Drawing Fixtures in the following types of Tournaments and Competitions: Knock - out, League, Combination.
- 2) Score Sheets Preparation: Track & Field Events, Tie-breaking in Jumping and Throwing Events, Results and their Maintenance.
- 3) Coach: - Characteristics of a Good Coach, Relationship of a Coach and Athlete, Educational and Professional Qualities of a Good Coach.

UNIT-IV

- 1) Meaning of Coach and Coaching, Principles of Coaching, Qualities and Qualifications of a good coach.
- 2) Coaching Aids and Devices, Preparation of Coaching lessons, Safety in Games and Sports, Difference between Teaching and Coaching.
- 3) Evaluation in Coaching, Features of good Evaluation, Various Methods of Appraisal, Importance of Coach and Player in Evaluation.

SUGGESTED READINGS:

- 1) Brar. T.S. "Officiating Techniques in Track and Field" Gwalior Bhargava Press, 2002.
- 2) Billie J. Jones, L. Janetb Wells: Guide to Effective Coaching Principles and Practice,
- 3) Library of Congress Cataloging in Publication Data (Main entry under Title), Printed in the USA, Copyright-1982.
- 4) Desouza A.J. "Track Geography and Fields Sides" Chennai. DBAC Sports Envision. 1999
- 5) H.R.H. Princess Anne: Coach Education, Preparation for a Profession, British Library Cataloging in Publication Data, 1986.
- 6) John Li. Bann: Scientific Principles of Coaching, 1972 by Prentice-Hall, INC. Englewood Cliffe, New Jerse
- 7) Jack H. Lulewellgn, Judy A. Blucker: Psychology of Coaching, Theory and Application, Surjeet Publication
- 8) Leonard, Richard: The Administration Side of Coaching," West Virginia University, 2005.
- 9) Rawat, Ashok Kumar: Coaching in Sports" Sports Publication, New Delhi, 2009.

IV SEMESTER (BPES, II YEAR)**CORE COURSES (CC)****SEMESTER –IV****PAPER -2****SUBJECT CODE: - BPES/ CC -402****SUBJECT TITLE- TEST, MEASUREMENT & EVALUATION IN PHYSICAL EDUCATION****Max. Marks=100****Time: 3Hrs.****Theory = 70 Marks + Internal Assessment = 30 Marks****Objective: -**

Students will acquire the knowledge (theoretical and practical) and importance of Test Measurement & Evaluation in Physical Education and Sports

Learning outcomes:

- 1) The students will be able to recognize and relate the concept of test, measurement and evaluation in the context of Physical Education.
- 2) The students will be able to construct and conduct the physical fitness and sports skill test.
- 3) The students will be able to implement the criteria of test selection.

The syllabus would orient the students in the art of applications of test, measurement and evaluation in physical and sports activities with simultaneous development of practical competency in conducting physical fitness and sports skill tests.

THEORY SYLLABUS**UNIT-I****Introduction to Test & Measurement & Evaluation**

- 1) Meaning of Test, Measurement & Evaluation in Physical Education.
- 2) Importance of Test, Measurement & Evaluation in Physical Education.
- 3) Criteria of selecting an appropriate test.
- 4) Type and classification of test

UNIT-II

Construction and Administration of Test

- 1) Administration of testing programme.
- 2) Construction of Physical Fitness / Efficiency Test
- 3) General types of sports skill test items
- 4) Construction of sports skill test

UNIT-III

Physical Fitness Tests

- 1) Youth Physical Fitness Test.
- 2) Tuttle Pulse Ratio Test
- 3) Newton Motor Ability Test
- 4) Phillips JCR Test

UNIT-IV

Sports Skill Tests

- 1) Lockhart and McPherson Badminton test
- 2) Johnson Basketball test
- 3) McDonald soccer test
- 4) S.A.I Hockey test

SUGGESTED READINGS:

- 1) Bangsbo, J. (1994). *Fitness training in football: A scientific approach*. Bagsvaerd, Denmark: Ho+Storm.
- 2) Barron, H. M., & Mchee, R. (1997). *A practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
- 3) Barron, H.M. & Mchee, R. (1997). *A Practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
- 4) Kansal, D.K. (1996). *Test and measurement in sports and physical education*. New Delhi: D.V.S. Publications.

IV SEMESTER (BPES, II YEAR)

CORE COURSES (CC)

SEMESTER –IV

PAPER -3

SUBJECT CODE: - BPES/ CC -403

SUBJECT TITEL- BASICS OF SPORTS TRAINING

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Objective: -

To acquaint students with the knowledge of training principles and their application in enhancing the sports performance

Learning Outcome:-

The Students will be able to apply training principles in developing various exercise programme and improving sports performances.

THEORY SYLLABUS

UNIT - I

Introduction

- 1) Meaning and Definitions of terms: Sports Training, Coaching, Conditioning, Training Load, Adapted.
- 2) Aim and Tasks of Sports Training.
- 3) Principles of Sports Training.

UNIT - II

Training Load

- 1) Types of Training Load.
- 2) Features / Factors of Training Load.

- 3) Phases and means of Recovery

Over Load

- 1) Meaning of over load.
- 2) Causes of Symptoms of over load.
- 3) Tracking of over load.

UNIT- III

Strength

- 1) Concept and types of Strength.
- 2) Methods of strength training.

Endurance

- 1) Concept and types of endurance.
- 2) Methods of endurance training.

Speed

Concept and Classification of Speed.

- 1) Methods of developing speed abilities: Reaction speed, Speed of
- 2) Movement speed, Acceleration speed, Sprinting speed /Locomotion Speed, Speed endurance.

UNIT - IV

Technical Training

- 1) Definition of terms: Technique and Skill.
- 2) Process of Skill Learning.

Planning

- 1) Principles of Planning.
- 2) Types of Training Plan.

Periodization

- 1) Meaning of Periodization.
- 2) Aim and Contents of Periods.
- 3) Types of Periodization.

SUGGESTED READINGS:

- 1) Dick W. Frank, Sports Training Principles 4th ed. (London : A & C Black Ltd.), 2002.
- 2) Eane, D. Principles of Sports Training (Berlin : Sport Veulag), 1982.
- 3) Matveyev, L.P. Fundamentals of Sports Training (Moscow : Progress Publishers), 1977.
- 4) Singh, Hardayal, Science of Sports Training (New Delhi : DVS Publications), 1991.
- 5) Tudor B. Bompa & Mihai C. Carera, Periodization Training for Sports, Human Kinetics, 2005 (2nd Edition).
- 6) Uppal, A.K. Principles of Sports Training (Delhi : Friends Publication) 2001.
- 7) Yograj Thani, Sports Training, Sports Publication - 2003.
- 8) Baechle T R & Earle R W (2000). Essentials of strength training and conditioning. Human Kinetics. USA.
- 9) Bompa. T.O. (1994). Theory and Methods of Training-A Key to Athletic Performance (3rd Ed.). Kandwall Hunt Publication Co.
- 10) Bompa. T.O. and G. Gregory Hett. (2009) Periodization: Theory and Methodology of Training
- 11) Newton H (2006). Explosive lifting for sports. Human Kinetics. US

IV SEMESTER (BPES, II YEAR)
CORE COURSES (CC)
SEMESTER –IV
PAPER -4
SUBJECT CODE: - BPES/ CC -404
PRACTICAL TITLE - RHYTHMIC ACTIVITIES (SELECT ANY ONE ACTIVITIES)
PRACTICAL - YOGA/GYMNASTICS /AEROBICS
Max. Marks=100 **Time: 3Hrs.**
Theory = 70 Marks + Internal Assessment = 30 Marks

Objective:

The students will acquire knowledge and understanding of a specific sport in which an individual wishes to excel.

Learning outcomes:-

- 1) The student attains knowledge, understanding, interpreting, and analyzing proficiency in a game of one's choice.
- 2) Understand the Basic Concepts of Yoga/Gymnastics /Aerobics.
- 3) Apply the Principles of Yoga/Gymnastics /Aerobics to Live a Healthy and Active Lifestyle.
- 4) Promote the Awareness of Health Through Yoga/Gymnastics /Aerobics.
- 5) Analyses the Techniques and Body Posture to Bring Out Healthy Change.

PRACTICAL SYLLABUS GYMNASTICS

Unit- I. History of game, Federations and Competitions.

Unit- II. Rules and their interpretation.

Unit- III. Fundamental and Advance skills.

- a. Basic skills and techniques of the Artistic Gymnastics,
- b. Trampoline, parko and rhythmic.

Unit- IV. Equipment's and their specification and maintenance.

- a. Layout and maintenance of playfields
- b. Officiating of Aerobics (Try for certification from concerned district/state/national federation for self-employment)

OR

PRACTICAL SYLLABUS AEROBICS

Unit- I.

- 1) Introduction of Aerobics.
- 2) Aerobics activities without music and equipment.

Unit- II.

- 1) Aerobics for fitness and health.
- 2) Aerobics for mass demonstration.

Unit- III.

- 1) Aerobics with equipment and music.
- 2) Judging and scoring in aerobics.

Unit- IV.

- 1) Coaching, officiating and starting careers in aerobics.
- 2) Skill Practice of the Aerobics.
- 3) officiating of Aerobics (Try for certification from concerned district/state/national federation for self-employment)

OR

PRACTICAL SYLLABUS YOGA

Unit- I.

Surya Namaskar: Technique and benefits.

Unit- II.

Asanas - Types, Techniques, sequencing, and benefits.

Unit- III.

Pranayama- Types, Techniques and benefits.

Unit- IV.

- 1) Meditation: Meaning, techniques and benefits of meditation.
- 2) Officiating of yoga (Try for certification from concerned district/state/national federation for self-employment)

IV SEMESTER (BPES, II YEAR)**SEMESTER –IV****SKILL ENHANCEMENT COURSE (SEC)
PAPER -5****SUBJECT CODE: - BPES/ SEC -405****SUBJECT TITIAL- ADVENTURE SPORTS (SELECT ANY ONE)****Max. Marks=100****Time: 3Hrs.****Theory = 70 Marks + Internal Assessment = 30 Marks****Objective: -**

It Objective to develop an understanding of adventure sports, their classification, new trends in adventure sports, training institutes, governing bodies and scope in adventure sports.

Learning Outcome: -

After completing this course, the students will be able to

- 1) Understand the concept of adventure sports and their types.
- 2) Understand the historical development of adventure sports.
- 3) distinguish between adventure and other sports
- 4) Realization of fear and its role, classify and identify the Training and its Institutes, Federations and Associations. Rules, Protocols, Standards and guidelines in adventure sports, recognize and distinguish the functional operations of national and international federations.

THEORY SYLLABUS-**Unit – I**

- 1) Introduction of Adventure Sports
- 2) History of Adventure Sports
- 3) Types of Adventure Sports

Unit – II

- 1) Adventure Sports at global level
- 2) Scope of Adventure Sports in India
- 3) Need and Importance of Adventure Sports

Unit – III

- 1) Role of Indian government in promotion of Adventure Sports
- 2) Role of SAI in promotion of Adventure Sports
- 3) Role of Associations and Federations in promotion of Adventure Sports
- 4) Role of Uttarakhand Government for promoting Adventure Sports
- 5) Role of Local Bodies for promoting Adventure Sports

Unit – IV

- 1) Equipments required for adventure sports
- 2) Precautions during adventure sports
- 3) First aid required for adventure sports
- 4) Rehabilitation required for adventure sports

SUGGESTED READINGS:

- 1) Dougherty NJ et al (2002) Sport, Physical Activity and the Law. Sagamore Pub. Champaign. IL.
- 2) Driskell JA and Wolinsky I (2002). Nutritional Assessment of Athletes. CRC Press. Boca Raton. Fla.
- 3) Greenberg JS Diutriman GB and Oakes BM (2004). Physical Fitness and Wellness: Changing the mway you ok, feel and perform. Human Kinetics. Champaign. IL.
- 4) Hoeger WW & Hoeger S (2007). Fitness & Wellness. Thomson Wadsworth

IV SEMESTER (BPES, II YEAR)
SEMESTER –IV
SKILL ENHANCEMENT COURSE (SEC)
PAPER -6
COURSE CODE: - BPES/ SEC -406

SUBJECT TITLE- BASIC COMPUTER APPLICATION (ICT) (SELECT ANY ONE)
Max. Marks=100 **Time: 3Hrs.**

Theory = 70 Marks + Internal Assessment = 30 Marks

Objective: - To provide knowledge of computer application in games & sports.

Learning Outcome: - Students will learn to apply knowledge of computer research in Physical Education.

THEORY SYLLABUS

Unit-I

Introduction to Computer

- 1) Information and communication technology (ICT).
- 2) Application of Computers in Physical Education
- 3) Components of computer, input and output device
- 4) Application software used in Physical Education and sports

Unit-II

Word Processing

- 1) Getting started with Microsoft Word
- 2) Creating, saving and opening a document
- 3) Formatting Editing features drawing table.
- 4) Page Setup, Paragraph Alignment, Spelling and Grammar Check, Printing Option, Inserting Page Number, Graph and Footnote.

Unit-III

Spreadsheet Program

- 1) Getting started with Microsoft Excel
- 2) Creating, saving and opening spreadsheet
- 3) Creating formulas
- 4) Format and editing features for charting data.

Unit-IV

Presentation Software

- 1) Getting started with Microsoft Power Point
- 2) Creating, saving and opening a ppt. file
- 3) Format and editing features slide show, design, inserting slide number
- 4) Enhancing of Picture, Graph, Table
- 5) Finalizing of a presentations

SUGGESTED READINGS:

- 1) Irtegov, D. (2004). Operating system fundamentals. Firewall Media.
- 2) Frye, C. & Lambert, J.(2015). Microsoft Office 2016 Step by Step, Microsoft Press.
- 3) Milke, M.(2007). Absolute beginner's guide to computer basics. Pearson Education Asia.
- 4) Sinha, P. K. & Sinha, P. (2004).Computer fundamentals. 4th edition, BPB Publication.

IV SEMESTER (BPES, II YEAR)
SEMESTER –IV
VALUE ADDITION COURSE (VAC)
PAPER -7
SUBJECT CODE: - BPES/ VAC -407
PRACTICAL TITLE -*PROJECT (INTER DISCIPLINARY)
(Internally Evaluated /Internal Assessment = 100 Marks)

Nota bene-

- Project reports will be prepared for the third to fourth semester subjects. Two subjects were used for the study. In preparing a project report.
- (Of, relating to, or involving two or more academic disciplines that are usually regarded as separate.
- Those different subjects have to be studied together to make a project. This will be a project of Intensive study.)

EVALUATION/ ASSESSMENT METHODS

- Students will be assessed on their understanding of disciplinary knowledge, their ability to express their knowledge accurately and aesthetically, and their ability to review, design, conduct research and write reports. A variety of assessment methods can be used in assessment: overview, project work, research reports, viva-voce and practical skills.

Example of Internal Assessment Marking (Max. Marks – 100) Project
/Interdisciplinary

Project Report	- 50 Marks
Presentation before submission	-15 Marks
Viva after submission	- 30 Marks
Attendance	- 05 Marks

IV SEMESTER (BPES, II YEAR)
SEMESTER –IV
VALUE ADDITION COURSE (VAC)
PAPER -8
SUBJECT CODE: - - BPES/ VAC -408

PRACTICAL TITLE: **INTERNSHIP (2 WEEKS)

(Internally Evaluated /Internal Assessment = 100 Marks)

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

Criteria for evaluating Internship Programme:

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

- 1) Gym and Health Club management.
- 2) Aerobics/Mass Demonstration.
- 3) Training of Lifeguard for water sports.
- 4) Sports Management/Journalism.
- 5) Teaching Physical Education in Schools/Institutions/Centers.

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

Example of Internal Assessment Marking (Max. Marks – 100)
Internship/Industry Exposure

Planning (Engagement of students with various activities)	- 50 Marks
Intern Diary	- 10 Marks
Case Study	- 20 Marks
Community Service	- 15 Marks
Attendance	- 05 Marks

V SEMESTER (BPES, III YEAR)

SEMESTER –V

SKILL ENHANCEMENT COURSE (SEC)

PAPER -1

SUBJECT CODE: - BPES/ SEC -501

(SELECT ANY ONE PAPER)

SUBJECT TITLE – GYMNASIUM OPERATIONS AND FITNESS MANAGEMENT

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Objective: - To provide knowledge of Gym, its management and operation.

Learning Outcome: - Students will learn to apply knowledge of gym operation and management.

THEORY SYLLABUS

UNIT – I

GYM-OPERATION:

1. Location and Establishment of the gym (Publicity, policy, reception, information, Registration, offer of program),
2. Procurement, placement & maintenance of gym Equipment, Marketing, clientage, Enrolments, record keeping, social activities,
3. Public Relations, Individualized/group grooming program, basic concepts of financial management,
4. Gym-instructor – qualification, qualities, pay-roll Performance – evaluation

UNIT– II

ESTABLISHMENT AND MANAGEMENT OF FITNESS CENTRE.

- 1) Principles of starting a fitness center-environment, location, policy, offer of programmes, record keeping, and public relation.
- 2) Facilities of fitness centre.
- 3) Types of membership in fitness centers.
- 4) Safety aspects in a fitness centre.
- 5) Qualification and qualities of a fitness trainer.

UNIT – III

EXERCISES FOR FITNESS & DESIGNING OF THE PROGRAMME

- 1) Means of fitness development.
- 2) Aerobic and anaerobic exercise.
- 3) Calisthenics exercise and swiss ball exercise.
- 4) Free weight Vs Machine
- 5) Calculate target heart rate zones for various aerobic exercise intensities.
- 6) Concept of designing different fitness training programme and formalities prior to conduct of fitness program for different age groups & sex (children and adults)

UNIT – IV

NUTRITION, WEIGHT MANAGEMENT, EVALUATION AND EXERCISES

SCHEDULES:

- 1) Nutrition-Meaning and Importance
- 2) Calorie requirements and daily energy expenditure.
- 3) BMI
- 4) Obesity and its hazards.
- 5) Dieting versus exercise for weight control.

MEASUREMENT OF FITNESS COMPONENTS,

- 1) Flexibility (Sit and Reach Test, Hip Bend and Toe Touch),
- 2) Strength (Sit-Ups, Leg-Raise for Minimal Strength),
- 3) Cardiovascular Endurance (One-mile run, Physical Efficiency test, Harvard steptest)
- 4) Exercise schedules – Aerobics, Fitness and Weight Management, Yoga (Any Five Asanas)

SUGGESTED READINGS

- 1) David K. Miller & T. Earl Allen, Fitness, A life time commitment, Surjeet Publication Delhi 1989.
- 2) Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. 35 Bedford row, London 1998
- 3) Dr. A.K. Uppal, Physical Fitness, Friends Publications (India), 1992.
- 4) Elizabeth & Ken Day, Sports fitness for women, B.T. Batsford Ltd, London, 1986.
- 5) Emily R. Foster, Karyn Hartiger & Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.
- 6) Fahey D. Thomas, Weight Training Basis, A complete Guide for Men and Women, published by the Mcgraw- Hill Companies New York 2005
- 7) Lawrence, Debbie, Exercise to Music. A & C Black Publishers Ltd. 37, Sohe Square, London 1999
- 8) Robert Malt. 90-day fitness plan, D.K. publishing, Inc. 95, Madison Avenue, New York 2001
- 9) Warner W.K. Oeger & Sharon A. Hoeger, Fitness and Wellness, Morton Publishing Company, 10) 1990.
- 11) Alexenderia, Virginia, (1994) "The Gym Workout" Published by Time Life Books.
- 12) Carol Kennedy Armbruster. Mary M. Yoke "Methods of Group Exercise Instruction", 2009
- 13) Sheela Kumari, Fitness, Aerobics & Gym Operations, New Delhi, Khel Sahitya Kendra, 2009.
- 14) Sunil Bharihoke, The Gym, 2002.
- 15) Time life books, Gym workout, London times life books, 2004
- 16) Time life books, staying flexible, London, time life books, 2005
- 17) Time life books, super firm tough workouts, London times life books, 2005
- 18) Wayne L. Westcott, Thomas R. Bachle, "Strength Training", 2007

V SEMESTER (BPES, III YEAR)**SEMESTER –V****SKILL ENHANCEMENT COURSE (SEC)****PAPER -2****SUBJECT CODE: - BPES/ SEC -502****(SELECT ANY ONE PAPER)****SUBJECT TITLE- PERSONALITY DEVELOPMENT****Max. Marks=100****Time: 3Hrs.****Theory = 70 Marks + Internal Assessment = 30 Marks****Objective:**

To impart the knowledge about the personality of the individuals and factors responsible for the development of personality.

Learning Outcome:

Students will learn different components and importance of personality. Such core knowledge and skill help to create a strong foundation for developing personality.

THEORY SYLLABUS:**UNIT-I**

- 1) Introduction to Personality & holistic Personality, Meaning and Definition of Personality & holistic Personality.
- 2) Freud's concept of personality.
- 3) Defence Mechanisms. Components of holistic Personality (Physical, Emotional, Social, Temporal-Mental, Occupational, Vital, Environmental and Spiritual).
- 4) A holistic personality is represented by the car and its four wheels.

UNIT-II

- 1) Physical Personality: Introduction, Meaning, Definition and Components of Physical

Personality.

- 2) Physical Personality Principles of developing, controlling and maintaining Physical personality. Theoretical background Measurement of personality. Understanding physical growth and development. The pattern of physical growth and development of different body tissues.
- 3) Switching on the favorable genes and switching off the unfavorable and undesired genes.

UNIT-III

- 1) Personality and Wellness: Introduction to wellness, the relation of wellness and personality. Components of wellness, health, physical fitness, behaviour, behaviour change method, understanding self-responsibility for one's wellness. Personality and Physical Fitness: Introduction, Components of Physical Fitness, Role of Physical Fitness in Physical Personality Development

UNIT-IV

- 1) Mental Personality: Introduction, Meaning and Definition of Mental Personality. Type A, B and C personality characteristics. Somatotype and Personality Traits: Introduction to Somatotype and Mental Personality Traits.
- 2) Spiritual Personality Development: Introduction, Meaning and Definition of Spiritual Personality. Quick fix and long term foundation of Spiritual Personality Development.
- 3) Heredity and Environment: Introduction to Heredity and Environment in relation to personality development.

SUGGESTED BOOKS

- 1) Kansal, D.K. (2010). Holistic Personality Development. Sports and Spiritual Science Publications, New Delhi
- 2) Bernard N. (2001). Turn off the Fat Genes. Harmony Books, New York. U.S.A.
- 3) Callohan L. (2002). The Fitness Factor. The Lyons Press. Guilford. Connecticut. U.S.A.
- 4) Covey SR (2004). The 8th Habit. Franklin Covey Co., Running Press Book Publishers. Philadelphia.
- 5) Pennsylvania. U.S.A.

V SEMESTER (BPES, III YEAR)
SEMESTER –V
DISCIPLINE SPECIFIC ELECTIVES (DSE)
PAPER -3
SUBJECT CODE: - BPES/DSE -503
(SELECT ANY ONE PAPER)
SUBJECT TITLE- BIOMECHANICS

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Course Objectives: -

- 1) To study kinetics and kinematics concepts for analyzing human movement.
- 2) To study about linear kinematics of human movement.
- 3) To study angular kinematics of human movement.
- 4) To provide the knowledge of linear and angular kinetics as applied to human movement.

Course Outcomes:

- 1) Students will be able to describe motion with precise, well-defined mechanical parameters.
- 2) Students will be able to quantify linear and angular characteristics of motion.
- 3) Improved understanding of quantitative relationships between angular and linear motion characteristics of a rotating body.
- 4) Students will be able to quantify the cause-and-effect relationship between force and linear and angular motion.
- 5) Improved understanding of the mechanics of the human body on water.

THEORY SYLLABUS

UNIT- I: - Introduction

- 1) Meaning, aim and objectives of Biomechanics in Physical Education and sports.
- 2) Scope – Need and Importance of Biomechanics.
- 3) Branches of biomechanics.
- 4) Historical development of Sports Biomechanics

UNIT-II Mechanical Concepts

Newton's Laws of Motion – and their application to sports activities

Fundamental concepts of the following terms –

- 1) Fluid resistance
- 2) Air resistance and Water Resistance
- 3) Spin
- 4) Impact
- 5) Elasticity & Rebound

UNIT-III: - Linear and Angular Kinematics

- 1) Types of motion, linear motion, and angular motion.
- 2) Speed, Velocity, Acceleration, Uniform Accelerated motion.
- 3) The relationship between linear and angular motion.
- 4) Freely falling bodies
- 5) Projectiles -Equation of projectiles stability,

UNIT -IV: - kinetics and mechanical principles

- 1) Mass, weight, force, pressure work, power energy.
- 2) Distance, Displacement (Calculating average distance and displacement)
- 3) Impulse, movement, fraction impact.
- 4) Equilibrium - Types of equilibrium.
- 5) Leverage -classes of lever - practical application.

SUGGESTED READINGS

- 1) Uppal, A. K. (2018). Kinesiology and Biomechanics. Friends Publications.
- 2) Anthony J. Blazeovich (2017). Sports Biomechanics: The Basics: Optimising Human Performance: Bloomsbury
- 3) Bartlett. (2007). Introduction to sports Biomechanics. Routledge Publishers, USA
- 4) Hay (1993) The Biomechanics of Sports technique. Prentice hall inc New Jersey
- 5) Blazeovich, A. (2007) Sports Biomechanics. A&C Black Publishers, USA
- 6) McGinnis, P. (2004) Biomechanics of sports & Exercise. Human Kinetics, USA
- 7) Oatis, C.A. (2008) Kinesiology 2nd Edition Lippincott, Williams & Wilkins, USA.

V SEMESTER (BPES, III YEAR)
SEMESTER –V
DISCIPLINE SPECIFIC ELECTIVES (DSE)
PAPER -4
SUBJECT CODE: - BPES/DSE -504
(SELECT ANY ONE PAPER)
SUBJECT TITLE - SPORTS JOURNALISM
Max. Marks=100 **Time: 3Hrs.**
Theory = 70 Marks + Internal Assessment = 30 Marks

Objective: -

To provide knowledge and understanding of the sports journalism and its application in the games & sports.

Learning Outcome:-

The students will learn to apply knowledge of sports journalism and research in sports and Physical Education.

THEORY SYLLABUS

UNIT-I. INTRODUCTION TO SPORTS JOURNALISM

- 1) Meaning and Definition of Journalism
- 2) Nature, Scope and Changing Trends of Journalism in sports.
- 3) Historical development & role of print and electronic media in sports promotion.
- 4) Sources of Sports journalism and sports bodies and their Rule & Regulation.
- 5) Journalism and sports education

UNIT-II ORGANIZATIONAL AND PRESENTATION SKILLS FOR MEDIA

- 1) Organizational set-up of a newspaper- printing, process sequences of operations in the printing of a Newspaper/journals.
- 2) Sports Magazines, Sports page in major Newspapers and magazines.
- 3) Preparing report of an Annual Sports Meet for Publication in Newspaper.
- 4) Organization of Press Meet.
- 5) Editing and designing of Sports Journal
- 6) National and International Sports News Agencies.

UNIT-III Globalization and Sports Journalism

- 1) Sports scenario and the politics
- 2) Ethics and social responsibilities of a sports Journalist
- 3) Sports photo journalism
- 4) Qualities of effective Sports articles
- 5) Practical assignments to observe the matches and prepare report and news of the same.
- 6) Visit to News Paper office and TV Centre to know various departments and their working

UNIT-IV Branding in Sports

- 1) Advertising/ promotional practices in sports.
- 2) Public relations in sports, pre & post press release, conferences.
- 3) Sponsorship & capital inflow

SUGGESTED READINGS

- 1) Aamidor A (2003). Real Sports Reporting. Indiana University Press. Valparaiso. Indiana. U.S.A.
- 2) Ahuja, B.N (1988) Theory and Practice of Journalism. Surjeet Delhi.
- 3) Andrews P (2005). Sports Journalism: A Practical Introduction. Sage Publications Ltd. Delhi.
- 4) Boyle R (2006). Sports Journalism: Context and Issues. Sage Publications Ltd.
- 5) Kamath, M V (1980). Professional Journalism. K.S.K. New Delhi
- 6) Wilstein S. (2001)., Sports Writing Handbook. McGraw Hill.
- 7) Steen, Sports Journalism: A Multimedia Primer (Paperback). Routledge, London.
- 8) A, Aamidor.(2007.) Real Sports Reporting. Valparaiso Indian: Indian University Press.
- 9) Ahuja, B.N.(1988) Theory and Practice of Journalism. Delhi: Surjeet,.
- 10) Andrew, P.(2005) Sports Journalism: A Practical Introduction. Delhi: Sage,
- 11) Ahija B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi: Surjeet Publications
- 12) Ahija B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication
- 13) Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi. Haranand Publication

V SEMESTER (BPES, III YEAR)
CORE COURSES (CC)
SEMESTER –V
PAPER - 5
SUBJECT CODE: - BPES/CC -505

PRACTICAL TITLE: - INSTRUMENTATION –IV – BIOMECHANICS/ SPORTS JOURNALISM

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Learning objectives: -

- 1) To learn the application of theoretical aspects for improving sporting performance.
- 2) To study about kinetic and kinematics concepts for analyzing human movements
- 3) To shape future Sports Journalists for Print, Electronic, and Web Media.
- 4) To ensure that the students of the department have equal exposure to various sports as well as contemporary trends in various mass mediums.

Learning Outcomes: -

- 1) Students will be able to understand the concept of center of gravity, velocity, acceleration, momentum, force, mass, weight, resultant vector, pressure, work, power, energy etc.
- 2) To apply theoretical understanding and practical knowledge to specialized case studies
- 3) Students oriented in the basic art of mass communication and will be able to understand the reporting of sporting events through various media.

PRACTICAL SYLLABUS (A) BIOMECHANICS..... (35 Marks)

- 1) Determination of center of gravity of human body under resting and working conditions.
- 2) Manual calculations of various kinetic and kinematic parameters – distance, displacement, speed, velocity, acceleration, momentum, force, mass, weight, resultant vector, pressure, work, power, energy etc.
- 3) Goniometry – measurement of joint ROM / Elgon. A complete practical understanding of applied Sports Biomechanics
- 4) Leverage -classes of lever - practical application in sports.
- 5) Equilibrium- use in sports.

PRACTICAL SYLLABUS (B) - SPORTS JOURNALISM..... (35 Marks)

- 1) Writing and editing reports on Sports events / current affairs on sports.
- 2) Design a Sports page.
- 3) Sports Photography
- 4) Basic knowledge of Computer for print journalism; Handling Page Making Software and Photo Editing Software.
- 5) Preparing a PPT presentation on Sports News.
- 6) Visit the News Paper office and TV Centre to know various departments and their working.

V SEMESTER (BPES, III YEAR)**SEMESTER –V****DISCIPLINE SPECIFIC ELECTIVES (DSE)****PAPER -6****SUBJECT CODE: - BPES/DSE -506****(SELECT ANY ONE PRACTICAL)****PRACTICAL TITLE: - KHO-KHO/KABADDI****Max. Marks=100****Time: 3Hrs.****Theory = 70 Marks + Internal Assessment = 30 Marks****Learning objectives: -**

The Students will acquire knowledge and understanding of a specific sport in which an individual wishes to excel.

Learning Outcomes: -

The student will attain knowledge, understanding, interpreting and analyzing proficiency in a game of one's choice.

PRACTICAL SYLLABUS - KHO-KHO

UNIT-I

Foundation & Rules

- 1) Historical development in India and World Level
- 2) Rule of Kabaddi Game and their interpretation
- 3) Latest changes of rules & their impact on the game
- 4) Record/Statistics and awards of the game
- 5) Main tournament of kabaddi organized at national and international level
- 6) Qualifying system of major national and international tournaments.

UNIT-II

Officiating

- 1) Play area dimension and marking
- 2) Equipment specification
- 3) Qualities & qualification of an official
- 4) Mechanics of officiating
- 5) Score sheet: use and interpretation
- 6) Organization of competition and fixtures.

UNIT-III

- 1) Fundamental skills and drills.
- 2) Practical application of different Defensive and Offensive Techniques, Tactics patterns applicable to game.
- 3) Tactical Training-patterns applicable to game.

UNIT-IV

- 1) General and Specific warming-up routines. Specially preparing, basis and
- 2) Supplementary exercise.
- 3) Training means the development of different components of physical and motor fitness – Strength, Speed, Endurance, Flexibility coordinative abilities

OR

PRACTICAL TITLE: - KABADDI

PRACTICAL SYLLABUS KABADDI

UNIT-I

Foundation & Rules

- 1) Historical development in India and World Level
- 2) Rule of Kabaddi Game and their interpretation
- 3) Latest changes of rules & their impact on the game
- 4) Record/Statistics and awards of the game
- 5) Main tournament of kabaddi organized at national and international level
- 6) Qualifying system of major national and international tournaments.

UNIT-II

Officiating

- 1) Play area dimension and marking
- 2) Equipment specification
- 3) Qualities & qualification of an official
- 4) Mechanics of officiating
- 5) Score sheet: use and interpretation
- 6) Organization of competition and fixtures.

UNIT-III

- 1) Fundamental skills and drills.
- 2) Practical application of different Defensive and Offensive Techniques, Tactics patterns applicable to game.
- 3) Tactical Training-patterns applicable to game.

UNIT-IV

- 1) General and Specific warming-up routines. Specially preparing, basis and
- 2) Supplementary exercise.
- 3) Training means the development of different components of physical and motor fitness
– Strength, Speed, Endurance, Flexibility coordinative abilities.

V SEMESTER (BPES, III YEAR)

SEMESTER –V

DISCIPLINE SPECIFIC ELECTIVES (DSE)

PAPER -7

SUBJECT CODE: - BPES/DSE -507

(SELECT ANY ONE PRACTICAL)

PRACTICAL TITLE: - CRICKET/ HANDBALL

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Learning objectives:-

The Students will acquire knowledge and understanding of a specific sport in which an individual wishes to excel.

Learning Outcomes:-

The student will attain knowledge, understanding, interpreting and analyzing proficiency in a game of one's choice.

PRACTICAL TITLE: - CRICKET

PRACTICAL SYLLABUS CRICKET

UNIT-I

Foundation & Rules

- 1) Historical development in India and World Level
- 2) Rule of Kabaddi Game and their interpretation
- 3) Latest changes of rules & their impact on the game
- 4) Record/Statistics and awards of the game
- 5) Main tournament of kabaddi organized at national and international level

- 6) Qualifying system of major national and international tournaments.

UNIT-II

Officiating

- 1) Play area dimension and marking
- 2) Equipment specification
- 3) Qualities & qualification of an official
- 4) Mechanics of officiating
- 5) Score sheet: use and interpretation
- 6) Organization of competition and fixtures.

UNIT-III

- 1) Fundamental skills and drills.
- 2) Practical application of different Defensive and Offensive Techniques, Tactics pattern applicable to game.
- 3) Tactical Training-patterns applicable to game.

UNIT-IV

1. General and Specific warming-up routines. Specially preparing, basis and
2. Supplementary exercise.
3. Training means the development of different components of physical and motor fitness – Strength, Speed, Endurance, Flexibility coordinative abilities

OR

PRACTICAL TITLE: - HANDBALL

PRACTICAL SYLLABUS HANDBALL

UNIT-I

Foundation & Rules

- 1) Historical development in India and World Level
- 2) Rule of Kabaddi Game and their interpretation
- 3) Latest changes of rules & their impact on the game
- 4) Record/Statistics and awards of the game

- 5) Main tournament of kabaddi organized at national and international level
- 6) Qualifying system of major national and international tournaments.

UNIT-II

Officiating

- 1) Play area dimension and marking
- 2) Equipment specification
- 3) Qualities & qualification of an official
- 4) Mechanics of officiating
- 5) Score sheet: use and interpretation
- 6) Organization of competition and fixtures.

UNIT-III

- 1) Fundamental skills and drills.
- 2) Practical application of different Defensive and Offensive Techniques, Tactics pattern applicable to game.
- 3) Tactical Training-patterns applicable to game.

UNIT-IV

- 1) General and Specific warming–up routines. Specially preparing, basis and
- 2) Supplementary exercise.
- 3) Training means the development of different components of physical and motor fitness
– Strength, Speed, Endurance, Flexibility coordinative abilities

V SEMESTER (BPES, III YEAR)
CORE COURSES (GE)
SEMESTER –V
GENERIC ELECTIVE (GE)
PAPER -8
SUBJECT CODE: - BPES/GE -508
(SELECT ANY ONE PAPER)
SUBJECT TITLE: - SOCIAL SCIENCES

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Nota bene-

The course material on Generic Elective will be provided by Shri Dev Suman Uttarakhand University.

- 1) Generic Elective (Opt any one) (GE-1) (Subjects to have opted from other departments)
- 2) *Opt any one From Social sciences
- 3) **Students shall choose any one subject from the list of Generic Elective Subjects offered by the University.

VI SEMESTER (BPES, III YEAR)
SEMESTER –VI
SKILL ENHANCEMENT COURSE (SEC)
PAPER - 1
SUBJECT CODE: - BPES/SEC -601
(SELECT ANY ONE PAPER)
SUBJECT TITLE: - SPORTS NUTRITION
Max. Marks=100 **Time: 3Hrs.**
Theory = 70 Marks + Internal Assessment = 30 Marks

Objective: -

To acquaint student with the knowledge of basic nutrition and nutrition in Sports & Exercise and other related aspects important to sports persons.

Learning outcomes:

- 1) Will develop skills to establish daily caloric requirement and to design the diet plan.
- 2) Will acquaint student with principles of sports nutrition. Will orient the student to the role of food on Physical performance.
- 3) Would make the student understand and prepare weight management plans.

THEORY SYLLABUS

UNIT-I. Introduction to Sports Nutrition

- 1) Meaning and Definition of Sports Nutrition
- 2) Basic components of Nutrition
- 3) Factor to consider for developing nutrition plan
- 4) Balance diet and its components, Nutritional deficiencies.
- 5) Understanding of malnutrition and nutritional supplements.

UNIT-II. Nutrients: Ingestion to energy metabolism

- 1) Carbohydrates, Protein, Fat – Meaning, classification and its function
- 2) Role of carbohydrates, Fat and protein during exercise
- 3) Vitamins, Minerals, Water – Meaning, classification and its function
- 4) Role of hydration during exercise. Importance of hydration of athletes and sports performance
- 5) Establishing daily caloric requirement and expenditure

UNIT-III. Supplements, sports-specific and injury diet.

- 1) Knowledge on different sports and dietary supplements.
- 2) Practical application of supplements in athlete's dietary routine.
- 3) Diet recommendation specific to each sport- running, team sports and weight category sports.
- 4) Diet recommendation to speed up injury and recovery.
- 5) Brief on anti-inflammatory diet.

UNIT-IV. Eating disorder in sports and vegan and vegetarian.

- 1) Knowledge of different types of eating disorder.
- 2) How it affects athlete's physical, mental and sport performance.
- 3) Knowledge on current food trends- vegan, glute free and lactose free diet.

SUGGESTED BOOKS

- 1) Antoni, J. et al, Editors (2008). Essentials of Sports Nutrition and Supplements. Humana Press, USA.
- 2) Benardot, D. (2005). Advanced Sports Nutrition. Human Kinetics, USA.
- 3) Brown Judith E (2002). Nutrition Now. Canada Pub. Peter Marshal
- 4) Caliendo Mang Alica (1981). Nutrition and Preventive Health Care McMillan Publication Co.
- 5) Clark, N. (2008). Sports Nutrition. 4th Ed. Human Kinetics, USA.
- 6) Eberle, S.G. (2007). Endurance Sports Nutrition. Human Kinetics, USA.
- 7) Finic HH et al (2006), Practical Applications in Sports Nutrition J & B Publisher, USA.
- 8) Lal PR (2009) Handbook of Sports Nutrition, Friends Publication.
- 9) McArdle, W.d. & Katch, V.L. (2008). Sports and Exercise Nutrition. 3rd Ed. Lippincott Williams and Wilkins, USA.
- 10) Meyer, D.E.L. (2006). Vegetarian Sports Nutrition. Human Kinetics Publishers, USA.
- 11) Whitney E. and Rolfes S.R. (2005). Understanding Nutrition. Thomson Wadsworth. Belmont. California. U.S.A.
- 12) Michael J. Gibney (2002) – Human Nutrition, Atlantic publication, New Delhi.
- 13) Martin Estwood (2005) – Principle of human nutrition, Atlantic publication, New Delhi.

VI SEMESTER (BPES, III YEAR)

SEMESTER –VI

SKILL ENHANCEMENT COURSE (SEC)

PAPER - 2

SUBJECT CODE: - BPES/SEC -602

(SELECT ANY ONE PAPER)

SUBJECT TITLE: - MASS MEDIA

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Objectives of the Course:

On completion of the course the student should be able to:

- 1) Understand the importance, functions & scope of communication and media.
- 2) Describe the growth and development of communication and media.
- 3) Understand the periodic changes in the media

Learning outcomes: -

- 1) The students will be oriented in the basic art of mass communication and reporting of sports events through various mediums.
- 2) They will be able to identify the importance of Folk Media along with modern Mass Media.
- 3) Knowledge about the receivers of the Mass communication i.e. reader, viewer, listener and user.

THEORY SYLLABUS

UNIT- I, Communication & Media

- 1) Communication & Media: Definition, meaning & concept.
- 2) Different types of communication: Verbal and written
- 3) Scope and Process of Communication
- 4) Mass Communication: Concept & Characteristics

UNIT-II, History of Mass Media

- 1) Mass Media: Meaning & Concept
- 2) Introduction to Indian Press
- 3) Brief account of the origin and development of newspaper and magazine in India
- 4) History of the development of electronic media in India: Radio & TV

UNIT-III, Mass media & Mass Culture

- 1) Role, objectives functions & achievements of Mass Media
- 2) Relation between Mass Media and Mass Culture and their development.
- 3) Media as fourth pillar of democracy
- 4) Mass Media in Rural Urban divide.

UNIT-IV, Media, Market and Technology

- 1) Changing trends of Mass Communication under the pro
- 2) Private and Public Media
- 3) Technology in the development of Media
- 4) Media and Market: Nature, Relation & Expansion

SUGGESTED READINGS

- 1) Kumar, Kewal J, Mass Communication in India, Jaico Books, New Delhi.
- 2) J.S. Yadava & Pradeep Mathur, (2008.), Issues in Mass Communication: The Basic Concepts, Kanishka Publishers, Delhi,
- 3) Shymali Bhattacharjee., (2005), Media and Mass Communication: An Introduction, Kanishka Publishers, Delhi,

VI SEMESTER (BPES, III YEAR)**SEMESTER –VI****DISCIPLINE SPECIFIC ELECTIVES (DSE)****PAPER - 3****SUBJECT CODE: - BPES/ DSE -603****(SELECT ANY ONE PAPER)****SUBJECT TITLE: - EXERCISE PRESCRIPTION****Max. Marks=100****Time: 3Hrs.****Theory = 70 Marks + Internal Assessment = 30 Marks****Objective: -**

Students will be educated with the knowledge and importance of Exercise Prescription with the help of Physical Exercises and Sports activities in systematic and scientific procedure.

Learning Outcome:

Students learn various ways, means and methods to exercise prescription the better fitness and lead a healthy life style.

THEORY SYLLABUS:**Unit I**

Meaning and definition of Exercise and Physical Activity, difference between Exercise and Physical Activity, types of exercises, exercise, lifestyle and physical fitness, exercise and health, health benefits of exercise and exercise recommendations for health.

Unit II

Basis for exercise prescription for general population, background of exercise prescription in regard to interest, attitude, habits and physical capability, exercise for sportsperson, their fitness, wellness and competition.

Unit III

Health benefits of exercise, Exercise as proactive care, prevention of heart diseases, osteoporosis, diabetes, hypertension, obesity etc. Necessity of Exercise Prescription for sedentary population and sportsperson, self-responsibilities and behaviour change stages for exercise regularity.

UNIT IV

Steps for exercise prescription, Stress test, and physical fitness test, understanding the acronyms FITT (Frequency, intensity, time), type (mode of exercise) and GO SIR (Progression-Gradual increase, overload, specificity, individualization, recovery and regularity).

SUGGESTED READINGS

- 1) American college of sports medicine (2005). ACSM's Health-Related Physical Fitness Assessment Manual. London, Lippincott.
- 2) Anspaugh, D. J. & Others (2003), Wellness. Boston: McGraw Hills.
- 3) Corbin C.B, G.J. Welk, W.R. Corbin and K.A. Welk (2008). Fitness & Wellness Concepts.
- 4) Corbin, C.B. & Others, (2006) Concepts of Fitness And Wellness, Boston, McGraw Hill.
- 5) Edward A. Taub, F. Murad and Oliphant D. (2007). The Wellness Solution.
- 6) Hoeger, W.K. And Hoeger S.A, (2006) Principles And Labs For Physical Fitness And Wellness, Australia: Thomson,
- 7) Kennedy, Carol, A. & Yoke, M.M. (2008) Methods of Group Exercise Instruction N.Y. HumanKinetics.
- 8) Lang, Annette , Morning Strength Workouts, U.S. Human kinetic, 2007
- 9) Robin, J. (2005). The Great Physicians Rx for Health & Wellness: Seen Keys to Unlocking Your
- 10) Health Potential. Nelson Books, Thomson Nelson Publishers, Nashville, Tennessee, USA.
- 11) Savard, M. and C. Svec (2005). The body Shape Solution to Weight Loss and Wellness. Atria Books, Sydney, Australia.
- 12) Taub, E.A., F. Murad and D. Oliphant (2007). The Wellness Solution based on Nobel Prize Science.
- 13) World Almanac Library Publishers, Milwaukee, Wisconsin, USA.
- 14) Tomkinson, G.R. & Olds, T.S. (ED.), Pediatric Fitness, London Karger, 2007.
- 15) Trudeau, K. (2007). The Weight – Loss Cure. Alliance Publishing Group, Inc., Elk

VI SEMESTER (BPES, III YEAR)
SEMESTER –VI
DISCIPLINE SPECIFIC ELECTIVES (DSE)
PAPER - 4
SUBJECT CODE: - BPES/ DSE -604
(SELECT ANY ONE PAPER)
SUBJECT TITLE: - FIRST AID AND SAFETY EDUCATION

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Objectives of the Course: -

To make the students aware of the safety measures to be adopted at home, school and playground.

Learning outcomes: -

- 1) Understand the basics concepts of safety education.
- 2) To make students understand the safety measures to be adopted at home, school and playground.
- 3) Understand the concept of First Aid. Understand the aim and objectives, needs.
- 4) Understand the Signs, symptoms and immediate Management of Sprain, Strain, Dislocations/Subluxation, Fracture.
- 5) Understand the Signs, symptoms and immediate Management of Snake, Insect and Dog Bite.
- 6) Understand the Immediate Management of Electric Shock, burn injuries.
- 7) Practically learn the CPR.

THEORY SYLLABUS

UNIT-1:

First Aid

- 1) Meaning and definition of First Aid.
- 2) Aims and objectives of First Aid.
- 3) Need and Importance of First Aid
- 4) Role and responsibilities of First Aider

UNIT-II:**Disaster Management**

1. Basic steps in management- Role of Ice, Dressing and bandages, pressure points.
2. Immediate Management of Electric Shock, burn injuries.
3. Standard Safety practice drills
4. Traffic
5. Fire evacuation Earthquake

UNIT-III:**Immediate First Aid Management of Common Sports Injury**

- 1) Immediate First Aid Management
- 2) Wound and bleeding
- 3) Common Musculoskeletal Injuries and Transportation.
- 4) Sprain, Strain, Dislocations/Subluxation and Fractures.

UNIT IV:**Community Hazards and its Management**

- 1) Common Precautions, Signs, symptoms and immediate Management
- 2) Snake Bite Insect Bite
- 3) Dog Bite
- 4) Concept of CPR
- 5) First Aid management for water drowning case
- 6) Introduction to Hazard Management

SUGGESTED READINGS

- 1) Firstaid manual. (1982). London: St. Andrews Ambulance Association, The British Red Cross
- 2) Society. Houglum, P. A. (2016). Therapeutic exercise. For musculoskeletal injuries. Champaign, IL: Human Kinetics.
- 3) Worich, W.W.(1975) Safety education: Man, his machines, and his environment. Englewood Cliffs, NJ: Prentice-Hall.

VI SEMESTER (BPES, III YEAR)
SEMESTER –VI
DISCIPLINE SPECIFIC ELECTIVES (DSE)
PAPER - 5
SUBJECT CODE: - BPES/ DSE -605
(SELECT ANY ONE TEAM GAME)
PRACTICAL TITLE: - TEAM GAME (FOOTBALL/ VOLLEYBALL)

Nota Bene: - Practical- Common Syllabus of Team Game Football and Volleyball.

Objective: -

The Students will acquire knowledge and understanding of a specific sport in which an individual wishes to excel.

Learning Outcome:-

The student will attain knowledge, understanding, interpreting, and analyzing proficiency in a game of one's choice.

Unit-I

- 1) Historical Development and Modern Trends (National and International Level)
- 2) Organisational Structure (State, National and International Level)
- 3) Playfield Technology – Marking and Construction of the playfields and Safety Measures.

Unit-II

- 1) Rules of the game/sport.
- 2) Duties and Responsibilities of Officials.
- 3) Score sheet and Record Keeping
- 4) Planning, organizing and reporting a competition

Unit-III

- 1) Basic skills and techniques of the Sports/Game.
- 2) Drills for the perfection of Skills/Technique

Unit-IV

- 1) Introduction to Physical and Motor Fitness components related to sport: Strength, Speed, Endurance,
- 2) Coordinative Abilities and Flexibility.

VI SEMESTER (BPES, III YEAR)
SEMESTER –VI
DISCIPLINE SPECIFIC ELECTIVES (DSE)
PAPER - 6
SUBJECT CODE: - BPES/ DSE -606
(SELECT ANY ONE GAME)
PRACTICAL TITLE: - SHOOTING/ ARCHERY
Max. Marks=100 **Time: 3Hrs.**
Theory = 70 Marks + Internal Assessment = 30 Marks

Objective:-

The Students will acquire knowledge and understanding of a specific sport in which an individual wishes to excel.

Learning Outcome:-

The student will attain knowledge, understanding, interpreting, and analyzing proficiency in a game of one's choice.

PRACTICAL SYLLABUS SHOOTING

SHOOTING: -

- 1) Basic stance, grip, holding rifle/ Pistol, aiming target
- 2) Safety Guidelines related to rifle/ Pistol shooting
- 3) Rules and their interpretations and duties of officials'
- 4) Range Operation Rules.
- 5) Targets and Scoring.
- 6) Safety Guidelines related to shooting Range (group safety. Individual safety. Equipment safety. Field safety, competition safety, range etiquette,
- 7) field of play setup- target rounds

OR

PRACTICAL: - ARCHERY

PRACTICAL SYLLABUS ARCHERY

ARCHERY FUNDAMENTAL SKILLS

- 1) Stance
- 2) Nocking the Arrow
- 3) Set
- 4) Set-up
- 5) Draw and Load
- 6) Anchor
- 7) Transfer and Hold
- 8) Aim and Expand
- 9) Release and Follow Through
- 10) Feedback
- 11) Range Operation Rules.
- 12) Targets and Scoring
- 13) Safety Guidelines related to Archery range (group safety. Individual safety.
Equipment safety. Field safety, competition safety, range etiquette,
- 14) field of play setup- target rounds)

VI SEMESTER (BPES, III YEAR)
SEMESTER –VI
VALUE ADDITION COURSE (VAC)

PAPER -7

COURSE CODE: - BPES/ VAC -607

PRACTICAL TITLE - **INTERNSHIP (3 WEEKS)

Max. Marks=100

Time: 3Hrs.

(EXTERNALLY EVALUATED / = 100 Marks)

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

Criteria for evaluating Internship Programme:

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

- 1) Gym and Health Club management.
- 2) Aerobics/Mass Demonstration.
- 3) Training of Lifeguard for water sports.
- 4) Sports Management/Journalism.
- 5) Teaching Physical Education in Schools/Institutions/Centers.

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

Example of Internal Assessment Marking (Max. Marks – 100)
Internship/Industry Exposure

Planning (Engagement of students with various activities)	- 50 Marks
Intern Diary	- 10 Marks
Case Study	- 20 Marks
Community Service	- 15 Marks
Attendance	- 05 Marks

VI SEMESTER (BPES, III YEAR)

SEMESTER –VI

GENERIC ELECTIVE (GE)

PAPER - 8

SUBJECT CODE: - BPES/ GE -608

(SELECT ANY ONE PAPER)

SUBJECT TITLE: - SOCIAL SCIENCE

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Nota bene-

The course material on Generic Elective will be provided by the Shri Dev Suman Uttarakhand University.

- 1) **Generic Elective (Opt any one) GE-2** (Students may continue the same subject from previous course or he/she may change the course of GE in each semester)
- 2) Opt any one From Social sciences
- 3) Students shall choose any one subject from the list of Generic Elective Subjects offered by the University.

VII SEMESTER (BPES, IV YEAR)
SEMESTER –VII
SKILL ENHANCEMENT COURSE (SEC)
PAPER - 1
SUBJECT CODE: - BPES/ SEC -701
(SELECT ANY ONE PAPER)
SUBJECT TITLE: - EDUCATIONAL PSYCHOLOGY

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Objective:

To understand the applications of psychology in the area of education.

Learning Outcomes:-

After completion of the course students will be able to:

- 1) Analyze the role of Motivation in the teaching-learning process.
- 2) Apply Method of Educational Psychology in teaching and learning environment.
- 3) Identify different Cognitive Abilities and processes of learners

THEORY SYLLABUS

UNIT-I

- 1) Introduction to Educational Psychology
- 2) Meaning, definition and scope of Educational Psychology.
- 3) Relevance and Contribution of Educational Psychology to Teaching and Learning Process.
- 4) Importance of Educational Psychology with Special Reference to Physical Education & Sports.
- 5) Methods of Educational Psychology (Introspection, Observation, Imitation)

UNIT-II

- 1) Developmental Psychology
- 2) Heredity and Environment – Definition, Meaning and Importance.

- 3) Definition and Meaning of Growth and Development.
- 4) Stages of development of the adolescent period
- 5) Role of Physical Activities of Sports in solving the problems of adolescents.
- 6) Individual Difference: Individual styles of learning and thinking, Multiple Intelligence, Gifted and Talented Students

UNIT-III

- 1) Learning Processes
- 2) Definition and Meaning of Learning.
- 3) Theories of Learning and their Implication in Teaching.
- 4) Trial & Error Learning
- 5) Conditioned Repose Theory
- 6) Laws of Learning, Transfer of Learning and Training.
- 7) Learning Curve- Plateau in learning and how to overcome

UNIT-IV

- 1) Personality, Motivation and Emotion:
- 2) Definition and Meaning of Personality.
- 3) Meaning of Need, Drive and Motive. Definition and Meaning of Motivation, Types of motivation.
- 4) Definitions and Meaning of Emotion.
- 5) Types of Emotion- Positive and Negative.

SUGGESTED READINGS

- 1) Anshel, M. H. (2003). Sport psychology: From theory to practice (4th Ed.). San Francisco: Benjamin-Cummings.
- 2) Charles, C. and Baller, Warner R (1961), The psychology of Human Growth and developments, Holt, Rinchart and Winston, USA
- 3) Deccode, John and Craford William (1988) The Psychology of learning and instruction: Educational Psychology (2nd Ed), Prentice Hall of India, New Delhi.
- 4) Drowatzky , John N. (1975), Motor Learning: Principles and Practices, Burgess Pub. Co, USA

- 5) Frandsen Ander N. (1961), Educational Psychology, McGraw Hill Book Company, Tokyo.
- 6) Gabband Carl P. (1992) Lifelong motor development, McGraw Hill Publishers, USA
- 7) Hurlock, Elizabeth B (1978), Child growth and development, McGraw Hill Publishers, USA
- 8) Hurlock, Elizabeth B (1984) Characteristic of Senescence Developmental Psychology a life-span approach. McGraw-Hill .
- 9) Kakkar, SB (2009), Educational Psychology (7th print), PHI Learning Pvt Ltd, New Delhi.
- 10) Mangal S.K. (2007) Essentials of Educational Psychology, PHI Learning Pvt Ltd, New delhi (3rd Print)
- 11) Oxendine Joseph B. (1984), Psychology of motor learning (2nd Edition), Prentice Hall, USA
- 12) Schmidt, Richard A., Wrisberg, Craig A (2008). Motor Learning and Performance: A Situation-Based Learning Approach, Human Kinetics, USA
- 13) Skinner, Charles E (2009), Educational Psychology (4th Ed), PHI Learning Pvt Ltd, New Delhi
- 14) Talyizina Nina, (1981) The Psychology of Learning, Progress Publishers, Muscow.
- 15) Travens, Robert M.W. (1973), Educational Psychology: A scientific foundation for educational practice, The warelliar Company, New York

VII SEMESTER (BPES, IV YEAR)
SEMESTER –VII
SKILL ENHANCEMENT COURSE (SEC)

PAPER -2

(SELECT ANY ONE PAPER)

SUBJECT CODE: - BPES/ SEC -702

SUBJECT TITLE: - POSTURE AND ATHLETE CARE

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Objective:

To impart the knowledge about the various physical postures, athletic care and first aid in case of Sports injuries and rehabilitation.

Learning Outcome:

Students will learn the science of physical posture, athletic care and first aid in case of sports injuries and rehabilitation. Such core knowledge and skill help to create a strong foundation to correct different postures, athletic care and first aid, especially persons with specialized need.

THEORY SYLLABUS:

UNIT-I: Postures

- 1) Posture – Concept, Significance and Benefits, characteristics & Effect
- 2) Static postural assessments
- 3) Movement assessments
- 4) Bad Posture- Sitting, Standing, Walking, Lying down), Effects of Bad Posture on the Body.
- 5) Postural Deformities – Types and Causes of Kyphosis, Scoliosis, Lordosis, Knock Knees, Bow Legs, Flat
- 6) Foot and respective corrective exercises.
- 7) Illnesses due to Improper Posture- Back Pain, Neck Pain and Corrective Exercises.

UNIT-II: Athletic Care

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

- 2) General Principles of Prevention of Injuries
- 3) Common Sports Injuries (Strain and Muscle and Ligament Sprain, Frozen Shoulder, Lower Back Strain,
 - a. Tennis and Golfer's Elbow, Runner's Knee, Shin Pain, Blister, Concussion, Abrasion, Laceration,
 - b. Haematoma, Fracture, Dislocation)

UNIT-III: First Aid, Ergogenic Aids and Rehabilitation

1. Sports Injuries and First Aid (P.R.I.C.E.)
2. Rehabilitation - Aim and Objective, Recovery (Ice bath, Contrast Bath, Hot Fomentation)
3. Management of Injuries (Strain and Muscle and Ligament Sprain, Frozen Shoulder, Lower Back Strain,
 - a. Tennis and Golfer's Elbow, Runner's Knee, Shin Pain, Blister, Concussion, Abrasion, Laceration,
 - b. Haematoma, Fracture, Dislocation)

UNIT-IV: Therapeutic Modalities and Rehabilitation

- 1) Therapeutic Modalities (Therapeutic Ultrasound, Interferential Therapy Unit, T.E.N.S., Infrared Lamp, Wax Bath, Short Wave Diathermy)
- 2) Muscle Strengthening through Active and Passive Exercise.
- 3) Therapeutic value with Yogasanas for rehabilitation and strengthening of the muscles

SUGGESTED READINGS

- 1) **ACSM's Guidelines for Exercise Testing and Prescription** (2001), American College of Sports Medicine, New York, U.S.A.
- 2) Anspaugh, D.J., G. Ezell and K.N. Goodman (2006) **Teaching Today Health**, Mosby Publishers, Chicago (USA)
- 3) Beotra, Alka (2001-02) **Drug Education Handbook on Drug Abuse in Sports**, Applied Nutrition Sciences, Mumbai.
- 4) Donatelle, R.J. and Ketcham P. (2007), **Access to Health**, Benjamin Cummings, and Boston, USA.

- 5) Fahey, T.D., M.P. Insel and W.T. Rath (2006), **Fit & Well: Core Concepts and Labs in Physical Fitness**, McGraw Hill, New York.
- 6) Flyod, P.A., S.E. Mimms and C. Yelding (2003) **Personal Health: Perspectives and Lifestyles**, Thomson, Wadsworth, Belmont, California, USA.
- 7) Hoeger, W K and S.A. Hoeger (2004). **Principles and Labs for Fitness and Wellness**, Thomson Wadsworth, California, USA.
- 8) Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema, (2008), **Fitness, Aerobics and Gym Operations**, Khel Sahitya, New Delhi.
- 9) Jain, J. (2004) **Khel Dawaon Ka** (New Delhi: Delhi University Press).
- 10) Pande, P. K. (1987) **Outline of Sports Medicine** (New Delhi: Jaypee Brothers).
- 11) Roy, Steven and Richard, Irvin (1983) **Sports Medicine**, Benjamin Cummings, Boston, USA.
- 12) Schindler, J.A. (2003) **How to Live 365 Days a Year** (Boston: Running Press).

VII SEMESTER (BPES, IV YEAR)

SEMESTER –VII

DISCIPLINE SPECIFIC ELECTIVES (DSE)

PAPER - 3

SUBJECT CODE: - BPES/ DSE -703

(SELECT ANY ONE PAPER)

SUBJECT TITLE: - RESEARCH PROCESS IN PHYSICAL EDUCATION

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

LEARNING OBJECTIVE:

- 1) Learning research methodology and importance of research in Physical education and sports
- 2) Formulating a research problem, review of related literature, and drafting the research problem and its ethical considerations
- 3) To develop skills in writing proposals, designing research and report writing.

LEARNING OUTCOMES

- 1) To define research and describe the research process and research methods.
- 2) To understand the research context within the area of physical Education and sports.
- 3) To understand the processes and requirements for conducting successful research in physical education and sports.
- 4) Understand and apply basic research methods.
- 5) Students use print and electronic library resources effectively and appropriately

THEORY SYLLABUS

UNIT-1,

INTRODUCTION:

Research Methodology: A review of the Fundamentals

- 1) Meaning of Research
- 2) Definitions of Research
- 3) Objectives of Research

- 4) Motivation in Research
- 5) General Characteristics of Research
- 6) Criteria of Good Research
- 7) Types of Research

The Research Problem

- 1) Scientific Thinking
- 2) What is a Research Problem
- 3) Selecting the Problem
- 4) Sources of the Problem
- 5) Defining a Problem
- 6) Statement of a Problem
- 7) Delimiting a Problem
- 8) Evaluation of a Problem

UNIT-II

The Review of Literature

- 1) Meaning of Review of Literature
- 2) Need of Review of Literature
- 3) Objectives of Review of Literature
- 4) Sources of Literature
- 5) The Functions of Literature
- 6) How to Conduct the Review of Literature
- 7) Some Hints for the Review of Literature
- 8) Precautions in Library Use 9. Reporting the Review of Literature

The Research Hypotheses

- 1) Meaning of Hypothesis
- 2) Definitions of Hypothesis
- 3) Nature of Hypothesis
- 4) Functions of Hypothesis
- 5) Importance of Hypothesis
- 6) Kinds of Hypothesis
- 7) Characteristics of a Good Hypothesis
- 8) Variables in a Hypothesis

- 9) Formulating a Hypothesis
- 10) Testing the Hypothesis

UNIT-III,

The Research Approach

- 1) The Philosophical Background
- 2) The Qualitative Approach
- 3) The Quantitative Approach
- 4) The Mixed-Methods Approach
- 5) Criteria for Selecting a Research Approach

The Research Strategies

- 1) What are the Research Strategies?
- 2) Which Strategy to Choose?
- 3) Case Studies
- 4) Experiments
- 5) Ethnography
- 6) Phenomenology
- 7) Ground Theory (GT)
- 8) Action Research
- 9) Mixed-methods
- 10) Longitudinal

UNIT-IV

Data Collection Methods

- 1) Questionnaires
- 2) Interviews
- 3) Focus Groups
- 4) Observation

Interpretation and Report Writing

- 1) Meaning and Technique of interpretation
- 2) Precautions in interpretation
- 3) Significance of report writing

- 4) Different steps in writing a report
- 5) Layout of a Research report. Types of
- 6) Mechanics of writing a research report
- 7) Precautions for writing a research report
- 8) Conclusion., Plagiarism

SUGGESTED READINGS:

- 1) Best W. John, (1981) Research in Education. Prentice Hall of India Private Limited, New Delhi.
- 2) Bose N.M., (2005) Research Methodology. Sher Niwas Publication, Jaipur, India.
- 3) Gay R.L., Airasian Peter, (1996) Educational Research, Merrill, Prentice Hall.
- 4) Clark H. David, Clarke Harrison H, (1970) Research Process in Physical Education Recreation and Health, Prentice Hall Inc. Englewood Cliffs, New Jersey.
- 5) Silverman David, (2000) Doing Qualitative Research, (Sage Publication, New Delhi 1. Cohen, L. Lawrence, M., & Morrison, K. (2005). Research Methods in Education (5th edition). Oxford: Oxford University Press
- 6) Kothari, C. R. (1980). Research Methodology: Research and techniques, New Delhi: New Age International Publishers
- 7) Kothari, C.R. (2008)– Research Methodology Methods & Techniques, New Age international Publishers, Reprint
- 8) Clarke, David H. Clarke, Harrison H. Research Process in Physical Education, New Jersey: Prentice Hall Inc. 1984
- 9) 4. Jerry R. Thomas, Jack K. Nelson and Stephen J. Silverman., Research Methods in Physical Activity (5th Ed), New York: Human Kinetics. 2005
- 10) 5. Chris Gratton and Ian Jones., Research Methods for Sports Studies, London: Routledge, Taylor & Francis Group, 2004.
- 11) John W. Best and James V. Kahn., Research in Education (9th Ed.), New Delhi: Prentice Hall of India Pvt. 2006.
- 12) Robertson. E Gordon D et al. Research Methods in Biomechanics. New York: Human Kinetics. 2004.

VII SEMESTER (BPES, IV YEAR)
SEMESTER –VII
DISCIPLINE SPECIFIC ELECTIVES (DSE)
PAPER - 4
SUBJECT CODE: - BPES/ DSE -704
(SELECT ANY ONE PAPER)
SUBJECT TITLE: - METHODS IN PHYSICAL EDUCATION

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Objective: -

To acquaint students with theoretical & practical knowledge of methods of teaching, coaching & officiating in Physical Education & Sports.

Learning Outcome:-

Students will understand the use of various methods in teaching & coaching in the field of physical education & sports. They will also learn the officiating in various sports events.

THEORY SYLLABUS

UNIT-I

Introduction

- 1) Definitions and Functions of Education.
- 2) Types of Education- Formal, informal and non-formal education
- 3) Principles of teaching and their application in Physical Education.
- 4) Teaching Procedures: Whole Method, Whole-Part-Whole Method, Part-Whole Method and Stage-Whole Method. Teaching Techniques:
- 5) Teaching Techniques in Physical Education: Lecture Method, Command Method, and Demonstration method, Imitation Method, Project Method, Discussion Method and Simulation Method.

UNIT-II

Presentation Techniques

- 1) Preparation - Personal and Technical Preparation.
- 2) Commands - Their types and uses
- 3) Formations - Their types and situations for using different formations.

Tournaments-Meaning, Types, merits & Demerits of:

- 1) Knockout or elimination Tournaments.
- 2) League or Round-Robin tournaments.
- 3) Combination Tournament.

- 4) Challenge Tournament-Ladder, Pyramid and Cob-web.

UNIT-III

Lesson Planning

- 1) Meaning and objectives of lesson plan.
- 2) Types of lesson plan-General & Specific Lesson Plan and Coaching
- 3) Lesson
- 4) Steps of lesson plan.
- 5) Values of lessons plan.
- 6) Principles of Lesson plan.
- 7) Classification of lesson plan-Knowledge, Skill.

UNIT-IV

Track Marking

- 1) Marking of 200 Meters track
- 2) Marking of 400 Meters track
- 3) Stagger marking for 200 meters and 400 meters run
- 4) Curve Marking- 800 meters run

Field Marking

- 1) Sector Marking for Throws - Shot Put, Javelin, Discuss.
- 2) Marking for Jumps - High Jump and Long Jump.

Marking of Play Ground: Football, Hockey, Volleyball, Basketball, Badminton, Kabaddi, Kho-Kho, Handball and Cricket.

SUGGESTED READINGS

- 1) Dhananjay S. & Seema K.,; Lesson Planning Teaching Method and Class Management in Physical Education; Khel Sahitya Kendra, India-2009.
- 2) Gupta B.N., Methods of Physical Education; (Alfa Publication, New Delhi, 2008).
- 3) Jain D., Manual of Playing Field (Khel Sahitya Kendra, New Delhi, 2010).
- 4) Kamlesh M.L; Methods in Physical Education; (Friends Publication, New Delhi, 2005).
- 5) Kochhar S.K.; Methods and Techniques of Teaching (Sterling Publishers, New Delhi, 2010).
- 6) Passija M, Methods of Physical Education; (Sports Publication: New Delhi, 2004).
- 7) Sharma O.P; Playground Construction and Dimension Manual; (Khel Sahitya Kendra, New Delhi, 2000).
- 8) Vanaik Anil, Kahlon D.S.; Methods in Physical Education (Friends Publication, New Delhi, 2005).
- 9) Walia JS; Principles and Methods of Education (Plant Publishers Jalandhar City-2003)

VII SEMESTER (BPES, IV YEAR)
SEMESTER –VII
DISCIPLINE SPECIFIC ELECTIVES (DSE)
PAPER - 5
SUBJECT CODE: - BPES/ DSE -705
PRACTICAL TITLE: - ORGANIZATION OF INTRAMURAL
(EXPERIENTIAL LEARNING- LEARNING BY DOING))
Max. Marks=100 **Time: 3Hrs.**
Theory = 70 Marks + Internal Assessment = 30 Marks
INTRAMURAL

The intramural is a regular feature of the department. The purpose of the intramural is to provide an opportunity for the students to inculcate the spirit of sportsmanship, competitiveness, and group cohesiveness by organizing various intramural competitions in different games and sports. The Intramural also gives the opportunity of participation in competition and conduction of competitions to those who did not get the chance to participate and conduct. This opportunity develops a professional attitude in the students, other than these, this also develops affinity between students, working together and an act of competing with each other.

The Motto of our Intramural is

“START STRONG, STAY STRONG, FINISH STRONG”

VII SEMESTER (BPES, IV YEAR)
SEMESTER –VII
DISCIPLINE SPECIFIC ELECTIVES (DSE)
PAPER - 6
SUBJECT CODE: - BPES/ DSE -706
(SELECT ANY ONE GAME)
PRACTICAL TITLE: - WEIGHT TRAINING/ POWER LIFTING/ WEIGHT
LIFTING

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Nota bene: -

- 1) Select one of these Game that you want to follow.
- 2) Common syllabus all games

Objective: -

The Students will acquire knowledge and understanding of a specific sport in which an individual wishes to excel.

Learning Outcome:-

The student will attain knowledge, understanding, interpreting, and analyzing proficiency in a game of one's choice.

Unit- I. History of game, Federations and Competitions.

Unit- II. Rules and their interpretation.

Unit- III. Fundamental and Advance skills.

Unit- IV. Equipment's and their specification and maintenance.

- Layout and maintenance of playfields

VII SEMESTER (BPES, IV YEAR)**SEMESTER –VII****VALUE ADDITION COURSE (VAC)****PAPER - 7****COURSE CODE: - BPES/ VAC -707****COURSE TITLE: - DISSERTATION ON MAJOR****Max. Marks=100****Time: 3Hrs.****EVALUATION BY THE EXTERNAL EXAMINER- 100 Max. Marks****Learning Objectives:**

To enable the students to develop skills and competencies for conducting rigorous, theoretically correct, and practically relevant research in Bachelor of Physical Education and Sports (BPES).

Learning Outcome:

By completing the Bachelor's Dissertation, students will demonstrate their academic ability, i.e., their ability to think critically, write according to academic standards, and conduct independent research that is critical, methodical, and systematic.

- 1) Candidate should have Research Project (Dissertation) for BPES-VII Semester and should have completed D.R.C., (Departmental Research Committee).
- 2) The candidate selected for Research Project (Dissertation) will have to submit his/her dissertation at least one week before the commencement of the BPES-VII Semester Examination.
- 3) The candidate has to face Viva-Voce conducted by the DRC "Departmental Research Committee".
- 4) The dissertation will be assessed by an external examiner.
- 5) Comprehensive Viva-voce examination will be taken by an external examiner along with the BPES-VII Semester Practical's.

Structure of the Dissertation:

- 1) Title Page
- 2) Certificate
- 3) Abstract (200-250 words)
- 4) Acknowledgements
- 5) Table of Contents
- 6) List of Figures, Tables, Illustrations,
 - Chapter 1: Introduction
 - Chapter 2: Review of Literature
 - Chapter 3: Methods
 - Chapter 4: Results and Discussion
 - Chapter 5: Summary and Conclusion
 - ❖ References

The detail would be given from the Department

**VII SEMESTER (BPES, IV YEAR)
SEMESTER –VII
GENERIC ELECTIVE (GE)
PAPER - 8
SUBJECT CODE: - BPES/ GE -708
(SELECT ANY ONE PAPER)**

SUBJECT TITLE: - SOCIAL SCIENCES

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Generic Elective (Opt any one)

Nota bene-

- 1) The course material on Generic Elective will be provided by the Department of **Social sciences** Shri Dev Suman Uttarakhand University.
- 2) **(Students may continue the same subject from the previous course or he/she may change the course of GE each semester)**
- 3) **Opt any one From Social sciences**
- 4) Opt any one from the list of Generic Electives as devised by other departments of the University.
- 5) Students shall choose any one subject from the list of Generic Elective Subjects offered by the University.

VIII SEMESTER (BPES, IV YEAR)
SEMESTER –VIII
SKILL ENHANCEMENT COURSE (SEC)
(SELECT ANY ONE PAPER)
PAPER - 1
SUBJECT CODE: - BPES/ SEC -801
SUBJECT TITLE: - SPORTS PSYCHOLOGY
Max. Marks=100 **Time: 3Hrs.**
Theory = 70 Marks + Internal Assessment = 30 Marks

Objective: -

The student is provided with the knowledge of psychological aspects which determining/impact sports performance.

Learning outcomes:

- 1) The study would orient the student in basic concepts of psychology.
- 2) The student would be oriented in identifying factors determining one's overall personality.
- 3) He would understand various laws of learning and their relevance in teaching learning process.
- 4) The study would orient him in getting through with the psychology of sports person.

THEORY SYLLABUS

UNIT-I.

Introduction of Sports Psychology:

- 1) Meaning and nature of Sports Psychology.
- 2) Historical Evolution of Sports Psychology
- 3) Relevance of Sports Psychology in Physical Education and coaching.
- 4) Psychological factors affecting sports performances.
- 5) How can mental training help athletes?
- 6) Myths around sports psychology.

UNIT-II.

Sport Aggression, Stress and coping

- 1) Aggression in Sports – (Meaning, Definition and Types of Aggression)
- 2) Violence in Sport, Management of Aggression
- 3) Emotional States and their Effect on Performance

Stress and coping

- 1) Definition, Nature, and causes/sources of Stress.
- 2) Theories of Stress, Psychological appraisal and the experience of stress, Physiology of Stress.
- 3) Coping with stress: Types of coping strategies.
- 4) Management of Stress

UNIT III:

Problem Athletes, Recovering Strategies and psychological demands-life in a Bio-bubble

- 1) Problems and issues working with Individual and Team Sports
- 2) Athletes' Burn-out and Drop-out Problems and issues
- 3) Psychological Rehabilitation of Injured Athletes
- 4) Drug Abuse and Rehabilitation

Psychological demands-life in a Bio-Bubble-

- 1) How has the pandemic impacted athlete mental health?
- 2) What is Bio-Bubble fatigue?

UNIT IV:

Basics of counseling Skills:

- 1) Meaning and Definition of Guidance and Counseling
- 2) Basic skills in counseling
- 3) Characteristics of a counselor
- 4) Importance of counseling in sports
- 5) Recognizing and Assisting Athletes with Eating Disorders (Anorexia, Bulimia, Binge-eating disorder)
- 6) Counseling Athletes with Nutritional Concerns
- 7) Counseling Athletes with Catastrophic Injury and Illness

SUGGESTED READINGS

- 1) Alison and Robinson. (2018), *Excelling in Sport Psychology: Planning, Preparing and Executing Applied*
- 2) Work, Sean Fitzpatrick Taylor, Jim, (2018), *Assessment in Applied Sport Psychology, Human kinetics 3.*
- 3) Coumbe-Lilley, (2018), *Complex Cases in Sport Psychology*, Routledge
- 4) Richard M. Suinn, (2002) *Psychology in Sports, Methods & Application*, Surjeet Publication, Kolhapur Road, Kamla Nagar, New Delhi-07
- 5) Gladding, S. T. (2012). *Counseling: A comprehensive profession*. New Delhi: Pearson
- 6) Joyce, P., & Sills, C. (2014). *Skills in gestalt counseling & psychotherapy*. Los Angeles: Sage
- 7) Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases (5th Ed)*. Brooks/ Cole Cengage Learning
- 8) Taylor, S. E. (2011). *Health psychology*. New Delhi, India: Tata McGraw-Hill.
- 9) Weinman, J., Johnston, M., & Molloy, G. (2006). *Health psychology*. London: Sage Publications.
- 10) Kamlesh, M.L. (2011) *Psychology in Physical Education and Sport*, 3rd ed. Metropolitan Book Co. Pvt. Ltd Delhi
- 11) Gill, Diana L (2008) *Psychological Dynamics of Sport & Exercise*, 3rd ed. Human Kinetics Publishers, Inc Champaign IL.
- 12) Horn, Thelma (2008) *Advances in Sport Psychology* Human Kinetics Publishers, Inc Champaign IL.
- 13) Martens, Rainer (2014) *Coaching Guide to Sport Psychology*, 10th Ed. Human Kinetics Publishers, Inc Champaign IL.

VIII SEMESTER (BPES, IV YEAR)

SEMESTER –VIII

SKILL ENHANCEMENT COURSE (SEC)

PAPER - 2

COURSE CODE: - BPES/ SEC -802

(SELECT ANY ONE PAPER)

COURSE TITLE: - PSYCHOLOGY OF WOMEN AND SPECIAL POPULATION

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

LEARNING OBJECTIVES:

- 1) Understanding Gender Role in sports.
- 2) Understanding issues of female athletes
- 3) Understanding different categories of Athletic population

LEARNING OUTCOMES: -

- 1) Understanding the concept of gender roles and Gender-Inequality.
- 2) Understanding Gender Concepts How Gender Stereotypes Interact with Behavior in Sport and Team Building
- 3) Understanding key issues and theoretical concepts related to the psychology of women and gender, particularly in relation to the play context.
- 4) To develop and support high-risk athletes, physically challenged, injured athletes and athletes with physical disabilities from a psychological perspective.

THEORY SYLLABUS

UNIT I: Gender Role

- 1) Meaning and Definition of Gender
- 2) Sex Differences and their importance
- 3) Socialization Process in Girls and Boys.
- 4) Gender-Inequity and Gender Expectation in Sport.

UNIT II: Female Athletes and Sport

- 1) Female Athletes Triad: Problems caused by extreme exercise
- 2) Problems by high performance female athletes (Societal, Dietary, Menstrual, Emotional, Osteoporosis)
- 3) Psycho physiological Issues

UNIT II: Female Athletes and Role Play

- 1) Role Conflict and Female Athletes
- 2) Gender Role Expectations
- 3) Gender Stereotypes (Past and Present),
- 4) Expectation from Family, Friends and others

UNIT IV: Sport and Special Populations

- 1) Minority & High-risk Athletes
- 2) Elite Athlete
- 3) Physically Challenged and Injured Athletes
- 4) Psychological Perspective on Athletes with Physical Disabilities

SUGGESTED READINGS

- 1) Nideffer, Robert M. (1987) Athlete's Guide to Mental Training, 2nd ed. Human Kinetics Publishers, Inc Champaign IL.
- 2) Papaioannou, A.G and Hackfort, Dieter (2014) Routledge Companion to Sport and Exercise Psychology. Routledge, Taylor & Francis Group, London and New york.
- 3) Vealey, Robin.S (2005) Coaching for the Inner Edge Morgantown, WV: Fitness Information Technology.
- 4) Williams, Jean M.(2014) Vikki Krane Applied Sport Psychology, Personal Growth in Peak Performance, 7th Ed. WM.C.Brown Publishers.
- 5) Weinberg, R.S & Gould, Daniel (2015) Foundations of Sport and Exercise Psychology, 6th Ed. Human Kinetics Publishers, Inc Champaign IL.

VIII SEMESTER (BPES, IV YEAR)
SEMESTER –VIII
DISCIPLINE SPECIFIC ELECTIVES (DSE)
PAPER - 3
SUBJECT CODE: - BPES/ DSE -803
(SELECT ANY ONE PAPER)

SUBJECT TITLE: - STATISTICS IN PHYSICAL EDUCATION

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Course objectives:

- 1) To completely describe a data set, using appropriate descriptive statistics.
- 2) Students shall know how to organize, manage, and present data.
- 3) Show ability to explore and organize data for analysis.

Course Learning Outcome

After completing this course, the students will be able to

- 1) Know the fundamentals in statistics.
- 2) Know how to organize, manage, and present data.
- 3) Use and apply a wide variety of specific statistical methods.
- 4) Construct of tables and graphs.
- 5) Understand statistical models used in physical education and sports.

THEORY SYLLABUS

UNIT – I. Introduction

- 1) Meaning and Definition of Statistics. Function, need and importance of Statistics.
- 2) Types of Statistics. Meaning of the terms, Population, Sample, Data, and Types of data.
- 3) Variables: Discrete, Continuous. Parametric and non-parametric statistics

Graphical Representations

Graphical representation in Statistics; Line diagram, Bar diagram, Histogram, Frequency Polygon, Ogive Curve.

UNIT II –Measures of Central Tendency

- 1) Meaning, uses and formulation of frequency table.
- 2) Meaning, advantages of Measures of central tendency – mean, median and mode -
Grouped data and
- 3) Ungrouped data.

UNIT – III – Measures of Variability

Meaning, Purpose, Calculation and advances of Range, Quartile, Deviation, Mean Deviation, Standard Deviation – Grouped data and ungrouped data.

UNIT – IV – Normal Curve

Normal Curve. Meaning of probability – Principles of normal curve – Properties of normal curve. Divergence from normality – Skewness and Kurtosis

SUGGESTED READINGS

- 1) Best J.W (1971) research in Education, new jersey: Prentice Hall, Inc
- 2) Clark D.H (1999) Research Problem in Physical Education 2nd edition, Eaglewood Cliffs, Prentice Hall, Inc.
- 3) Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities. Illonosis; Human Kinetics;
- 4) Kamlesh, M.L. (1999) Research Methodology in Physical Education and Sports. New Delhi.
- 5) Rothstain, A (1985) Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc.
- 6) Sivaramakrishnan S (2006) Statistics for Physical Education, Delhi; Friends Publication
- 7) Thiurumalaisamy (1998), Statistics in Physical Education, Karaikkudi, Senthilkumar Publications.

VIII SEMESTER (BPES, IV YEAR)
SEMESTER –VIII
DISCIPLINE SPECIFIC ELECTIVES (DSE)
PAPER - 4
SUBJECT CODE: - BPES/ DSE -804
(SELECT ANY ONE PAPER)
SUBJECT TITLE: - EDUCATIONAL TECHNOLOGY

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Course Objectives: -

- 1) Develop an understanding of the concept, nature, scope, and importance of Educational Technology.
- 2) Distinguish between communication and instruction in order to design a sound instructional system.
- 3) Create awareness about models of teaching and teaching-learning aids in Educational Technology.
- 4) Obtain the total perspective of the role of techniques in educational practice.
- 5) Acquaint with emerging trends in Educational Technology.
- 6) reflect upon the application of educational technology, as a whole, in the field of education
- 7) To understand the basic concepts of teaching, learning process, and evaluation.
- 8) To realize the importance of Educational Technology in making the teaching-learning process more effective.

Course Learning Outcomes: -

On the successful completion of the course, students will be able to:

- 1) Know the basic concepts of the teaching-learning process and evaluation.
- 2) Analyze conventional & modern methods of teaching
- 3) Analyze the importance of educational technology.
- 4) Understand the concepts of test and measurement in education.
- 5) Understand the fundamentals of the psychology of learning.

THEORY SYLLABUS

UNIT-I

Introduction to Educational Technology

- 1) Definition, Objective of Education Technology
- 2) Importance of Education Technology
- 3) An outline of Teaching method used then and now
- 4) 1.5 Use of sensory organ in the process of learning and remembering

Communication:

- 1) Types of Communication
- 2) Communication Cycle
- 3) Communication in the Class room

UNIT-II

Teaching Aids

- 1) Importance of Teaching Aids
- 2) Criteria for selecting Teaching Aids
- 3) Broad classification of Teaching Aids
 - Audio Aids
 - Visual Aids
 - Audio-Visual Aids

Advantages and Suggestions for effective use of selected teaching

Aids:

- 1) Verbal
- 2) Chock Board
- 3) Charts
- 4) Models
- 5) Slide Projector
- 6) Over Head Projector
- 7) Motion Picture
- 8) Self-Experiment and Projects.

UNIT-III

New Teaching Techniques and Innovations – I

- 1) Art of questioning and answering
- 2) Purpose of Questioning
- 3) Classification of Questioning
- 4) Techniques of asking questions

Programmed Learning

- 1) Concept of Programmed learning
- 2) Fundamental Principles of Programmed learning
- 3) Steps involved in preparation of Programme

Team Teaching

- 1) Meaning
- 2) Guiding principles of Team Teaching
- 3) Advantage of Team Teaching.

UNIT-IV

New Teaching Techniques and Innovations – II

- 1) Micro Teaching
- 2) Concept and Features of Micro Teaching
- 3) Steps in Micro Teaching
- 4) Principles of Micro Teaching
- 5) Limitation of Micro Teaching

Simulation Teaching

- 1) Meaning of Simulation
- 2) Steps in Simulation
- 3) Advantages of Simulation
- 4) Limitations of Simulation

Teaching Machines

- 1) Meaning of teaching machines
- 2) Values of teaching machines
- 3) Machine verses Teacher

SUGGESTED READINGS

- 1) Amita Bhardwaj, "New Media of Educational Planning". Sarup of Sons, New Delhi-2003
- 2) Bhatia and Bhatia. The Principles and Methods of Teaching (New Delhi : Doaba House), 1959.
- 3) D.D. Aggarwal," Educational Technology" Sarup of Sons, New Delhi -2004.
- 4) Jagannath Mohanty, "Educational Technology' Deep & Deep Publication. Pvt. Ltd. New Delhi.2003
- 5) K. Sampath, A. Pannirselvam and S. Santhanam. Introduction to Educational Technology (New Delhi: Sterling Publishers Pvt. Ltd.) : 1981.
- 6) Kochar, S.K. Methods and Techniques of Teaching (New Delhi, Jullandhar, Sterling Publishers Pvt. Ltd.), 1982
- 7) Kozman, Cassidy and Jackson. Methods in Physical Education (W.B. Saunders Company, Philadelphia and London), 1952.
- 8) Mohit Chakravarty,"Education in the 4 Century" KalpanPublication' Delhi2005.
- 9) Prof. Ramesh Chandra, Dittel Aneja,"Corporate Global Environment", Usha Books, Delhi 2004.
- 10) Prof. RameshChandra, Technology in the preparation of Teachers," Usha Books, Delhi 2004
- 11) Sarita, Monika Tomar,"Delhi, 2004
- 12) Singh, Ajmer and other. Modern Text Book of Physical Education, Health andSports, B.A. Part-I (Kalyani Publishers,Ludhiana)2000.
- 13) V.C. Pandey, Educational Technology" Usha Books Delhi -2005.
- 14) Walia, J.S. Principles and Methods of Education (Paul Publishers, Jullandhar), 1999.

VIII SEMESTER (BPES, IV YEAR)
SEMESTER –VIII
DISCIPLINE SPECIFIC ELECTIVES (DSE)
PAPER - 5
SUBJECT CODE: - BPES/ DSE -805

**PRACTICAL TITLE: - APPLICATION OF STATISTICS IN PHYSICAL EDUCATION
(BY USING OPEN-SOURCE SOFTWARE)**

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Practical- Application of statistics in Physical Education (by using open-source software)

Objective: -

The students will acquire knowledge and understanding of a by using open-source software in which an individual wishes to excel.

Learning Outcome: -

The student will attain knowledge, understanding, interpreting, and analyzing proficiency by using open-source software.

PRACTICAL SYLLABUS

Below is the list of 10 free and open-source statistical software.

Select Any one of the following open- source statistical software.

- 1) JASP
- 2) SOFA
- 3) GNU PSPP
- 4) SCI LABS
- 5) Jamovi
- 6) MacAnova

- 7) Past
- 8) Develve
- 9) Invivostat
- 10) IBM SPSS

****EXAMPLE OF IBM SPSS SOFTWARE.**

Introduction of SPSS

(i) Introduction of SPSS Statistics Environment

- a. Entering Data into the data editor
- b. The variable View
- c. Missing values
- d. Importing data
- e. SPSS viewer
- f. Exporting SPSS output
- g. Syntax Editor
- h. Saving Files
- i. Retrieving a File

(ii) Introduction of Non-parametric Model

- a. General Procedure of Non parametric tests in SPSS
- b. Comparing two independent conditions
- c. Comparing two related conditions

(iii) Hands on Practice

(iv) Data Analysis in SPSS

- a. Descriptive Statistics
- b. Compare Means

SUGGESTED READING:

1. Andy Field (2013), Discovering Statistics Using IBM SPSS STATISTICS, Sage Publication ISBN978-1-4462-4917
2. Verma J.P. (2013). Data Analysis in Management with SPSS Software Springer

VIII SEMESTER (BPES, IV YEAR)

SEMESTER –VIII

DISCIPLINE SPECIFIC ELECTIVES (DSE)

PAPER - 6

SUBJECT CODE: - BPES/ DSE -806

PRACTICAL TITLE: - FUNDAMENTALS OF GYM OPERATION.

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Objective: - To provide knowledge of the Gym, its management, and operations.

Learning Outcomes: - Students will learn to apply knowledge of gym operation and management.

PRACTICALS SYLLABUS

1. Calculating BMI
2. Flexibility Test (Sit and reach test, hip bend and toe touch)
3. Strength Test (Bend knee sit ups, leg raise for minimal strength)
4. Cardiovascular endurance test (Harvard step test, cooper 12/9 min. run)
5. Self-evaluation- (Personal health and wellbeing)
6. Any five Asanas
7. Aerobic schedule
8. Weight management

VIII SEMESTER (BPES, IV YEAR)

SEMESTER –VIII

GENERIC ELECTIVE (GE)

PAPER - 7

COURSE CODE: - BPES/GE -807

(SELECT ANY ONE PAPER)

COURSE TITLE: - SOCIAL SCIENCES

Max. Marks=100

Time: 3Hrs.

Theory = 70 Marks + Internal Assessment = 30 Marks

Generic Elective (Opt any one)

Nota bene-

- 1) The course material on Generic Elective will be provided by the Department of **Social sciences** Shri Dev Suman Uttarakhand University.
- 2) **(Students may continue the same subject from the previous course or he/she may change the course of GE each semester)**
- 3) **Opt any one From Social sciences**
- 4) Opt any one from the list of Generic Electives as devised by other departments of the University.
- 5) Students shall choose any one subject from the list of Generic Elective Subjects offered by the University.

VIII SEMESTER (BPES, IV YEAR)**SEMESTER –VIII****VALUE ADDITION COURSE (VAC)****PAPER - 8****SUBJECT CODE: - BPES/VAC -808****PRACTICAL TITLE: - GROUP PROJECT/ INTERNSHIP (INDUSTRY EXPOSURE)****Max. Marks=100****Time: 3Hrs.****(EXTERNALLY EVALUATED / = 100 Marks)**

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

Criteria for evaluating Internship Programme:

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

- 1) Gym and Health Club management.
- 2) Aerobics/Mass Demonstration.
- 3) Training of Lifeguard for water sports.
- 4) Sports Management/Journalism.
- 5) Teaching Physical Education in Schools/Institutions/Centers.

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

Example of Internal Assessment Marking (Max. Marks – 100)**Internship/Industry Exposure**

Planning (Engagement of students with various activities)	- 50 Marks
Intern Diary	- 10 Marks
Case Study	- 20 Marks
Community Service	- 15 Marks
Attendance	- 05 Marks