

REVIEWED REGULATION

GULBARGA  UNIVERSITY

KALABURAGI

Bachelor of Physical Education
U.G.Course

Syllabus of B.P.Ed.under
(Semester System)



R. B.P.Ed.6. 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 in a week.

R. B.P.Ed.7. Working days:

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

R. B.P.Ed 8. Credits:

The term 'Credit' refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half / two hours of practical work/field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a B.P.Ed. Programme is 90 credits and for each semester 20 credits.

Provision of Bonus Credits Maximum 06 Credits in each Semester		
Sr. No.	Special Credits for Extra Co-curricular Activities	Credit
1	Sports Achievement at Stale level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation International level Competition	4
2	Inter Uni. Participation (Any one game)	2
3	Inter College Participation	1
4	National Cadet Corps / National Service Scheme	2
5	Blood donation / Cleanliness drive / Community services /	2
6	Mountaineering – Basic Camp, Advance Camp / Adventure Activities	2
7	Organization / Officiating – State / National level in any game	2
8	News Reposting / Article Writing / book writing / progress report writing	1
9	Research Project	4

Students can earn maximum 06 Bonus credits in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution / Department. This Bonus credit will be used only to compensate loss of credits in academic activities.

R. B.P.Ed. 9. Examinations:

- i. There shall be examinations at the end of each semester, 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.

GULBARGA UNIVERSITY, KALABURAGI

REGULATIONS OF BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.) TWO YEARS DEGREE COURSE

UNDER CBCS SCHEME 2017-18 onwards

PREAMBLE:

Bachelor of Physical Education (B. P. Ed.) two years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of physical education in classes VI to X and for conducting physical education and sports activities in classes XI and XII.

B. P. Ed. programme shall be 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.

VISION:

- Inspire the human spirit by fruitful achievements in academic and research through Physical Education and Sports Sciences to develop knowledge, personality and attitude conducive to lifelong learning.
- To prepare quality physical education teachers to promote physical education and sports in the society to bring fitness, health and wellness for the quality of life.
- To empower the youth force for the promotion and development of physical education and sports from grass root level.

MISSION:

- Build a sound mind in a sound body.
- Achieve academic and research excellence in physical education and sports sciences.
- Achieve fitness, health and wellness for the quality of life.
- Empower the youth force for a strong and healthy nation.
- Promote idealism, realism, pragmatism, naturalism and existentialism.
- Inculcate discipline, values, humanism and patriotism.

OBJECTIVES:

1. To enable teacher to understand the nature, purpose and philosophy of physical education.
2. To prepare teachers of physical education with broader educational and scientific perspective.
3. To develop potentialities and skills to organize physical education programmes and activities.
4. To empower them to inspire students to actively participate in the physical education, sports and yogasanas.
5. To enable teacher to develop personality, character, willpower, democratic values and positive attitude.



6. To make teachers capable of imparting basic knowledge about health, hygiene and nutrition.
7. To cultivate the spirit of sportsmanship, impartiality, mental and physical alertness, scientific temper and optimism.
8. To develop knowledge and skills for the utilization of information and technology (ICT) in the advanced teaching of physical education.

R.B.P.Ed. 1. Eligibility:

Intake, Eligibility and Admission Procedure as per the NCTE norms and standards

R. B.P.Ed. 2. Duration:

The B.P.Ed programme shall be of a duration of two academic years, that is, four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

R. B.P.Ed. 3. The CBCS System:

All Programmes shall run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students, to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

R. B.P.Ed 4. Course:

The term course usually referred to, as 'papers' is a component of a 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/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

R. B.P.Ed. 5. Courses of Programme:

The B.P.Ed. Programme consists of a number of courses, the term 'Course' applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of courses suggested for the B.P.Ed. Programme.

Theory:

Core Course:

Elective Course:

Practicum:

Teaching Practices:



- ii. A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, 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 a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

R. B.P.Ed 10. Pattern of Question Papers:

Question Papers shall have seven questions corresponding to four units of each theory Course and write any five questions.

B.P.Ed.: Format of Question Paper for 4 Units.

Each question paper shall have seven questions. The pattern will be as follows:

Question No.	Description	Marks
1	Answer in detail (Long Question)	17.5
	Or Answer in detail (Long Question)	
2	(Form Unit 1) Answer in detail (Long Question)	17.5
	Or Answer in detail (Long Question)	
3	(Form Unit 2) Answer in detail (Long Question)	17.5
	Or Answer in detail (Long Question)	
4	(Form Unit 3) Write short notes: any two out of four	17.5
	(Form Unit 4)	
5	M.C.Q. Type Questions (10 out of 12 Que.)	10
	(3 Questions. from each unit)	
	Total	80

R. B.P.Ed. 11. Evaluation:

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

One Test	5 Marks
Seminar / Quiz	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	20 Marks

R. B.P.Ed.19. Revision of Syllabi:

1. Syllabi of every course should be revised according to the NCTE.
2. Revised Syllabi of each semester should be implemented in a sequential way.
3. In courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council.
4. All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.
5. During every revision, up to twenty percent of the syllabi of each course should be changed so as to ensure the appearance of the students. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.
6. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

SEMESTER – I						
Part A : Theoretical Course						
Course Code	Title of the Paper	Total Hours	Credit	Internal Marks	External Marks	Total Marks
CC- 101	History of Physical Education	4	4	20	80	100
CC102	Methods of Teaching and Technology	4	4	20	80	100
CC103	Anatomy, Physiology and Kinesiology	4	4	20	80	100
Elective Course (Any One)						
EC-101	Olympic Movement	4	4	20	80	100
EC-102	Officiating and Coaching	4	4	20	80	100
Part-B Practical Course						
PC-101	Track Events	6	4	20	80	100
PC-102	Gymnastics & Swimming	6	4	20	80	100
PC-103	Indigenous Sports, Kabaddi, Malkhamb, Lezium and March past	6	4	20	80	100
PC-104	Mass Demonstration Activities, Dumbles, Wands, Hoop, Umbrella	6	4	20	80	100
Total		40	32	160	640	800

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

2. Picnic shall be organized by the Institution during the first semester

NOTE: University constitute six members committee among one chairman and external member from professional college B.P.Ed./M.P.Ed. for the above assessment for each semester evaluation.

Attendance shall be taken as a component of continuous assessment, although the students should have minimum 85% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 20:80. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

R. B.P.Ed. 12. Minimum Passing Standard:

The minimum passing standard for CIA (Continuous Internal Assessment) and External Examinations shall be 40%, i.e. 08 marks out of 20 marks and 32 marks out of 80 marks respectively for theory courses. The minimum passing for both CIA & external examination shall be 50%, i.e. 10 marks out of 20 and 40 marks out of 80 marks for the practical courses.

R. B.P.Ed 13. Grading:

Once the marks of the CIA (Continues Internal Assessment) and SEA (Semester End Assessment) for each of the courses are available, both (CIA and SEA) will be added. The marks thus obtained for each of the courses will then be graded as per details provided in R. B.P.Ed. 17 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:

$$SGPA = \frac{\sum C_i G_i}{\sum C_i}$$

$$CGPA = \frac{\sum SGPA_j}{N}$$

Where C_i is the Credit earned for the course is in any semester; G_i is the Grade point obtained by the student for the course i and n number of courses obtained in that semester;

$SGPA_j$ is SGPA of semester j and N number of semester. Thus CGPA is average of SGPA of all the semesters starting from the first semester to the current semester.

R. B.P.Ed. 14. 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

Cumulative Grade Point Average (CGPA) = $19.4/3 = 6.466667$

CGPA = 6.66875, Grade = A, Class = First Class

SEMESTER-4

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
CC-401	4	83	A+	8.3	33.2
CC-402	4	76	A+	7.6	30.4
CC-403	4	59	B+	5.9	23.6
EC-401/EC-402	4	81	A+	8.1	32.4
PC-401	4	49	C	4.9	19.6
PC-402	4	78	A+	7.8	31.2
TP-401	4	81	A+	8.1	32.4
TP-402	4	75	A+	7.5	30
	32				232.8

SGPA Sem. IV = 7.275

At the end of Semester-4

Total SGPA for all the four semesters = 26.675

Cumulative Grade Point Average (CGPA) = $26.675 / 4 = 6.66875$

CGPA = 6.66875, Grade = A, Class = First Class

Note:

- (1) SGPA is calculated only if the candidate passes in all the courses i.e. get minimum C grade in all the courses.
- (2) CGPA is calculated only when the candidate passes in all the courses of all the 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:

(a) Marks of each Semester End Assessment And

(b) Marks of each Semester Continuous Internal Assessment for each course. The final Class for B.P.Ed. Degree shall be awarded on the basis of last CGPA (grade) from all the one to four semester examinations.

R. B.P.Ed.18. Grievance Redressal Committee:

The college/department shall form a Grievance Redressal Committee for each course in each college/department with the course teacher / Principal / Director and the HOD of the faculty as the members. This Committee shall solve all grievances of the students.

criterion. It is further provided that the candidate should have scored the First / Second Class separately in both the grand total and end Semester (External) examinations.

R. B.P.Ed.15. Award of the B.P.Ed. Degree:

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

R. B.P.Ed.16. 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, the 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 following table:

Percentage	Grade Point	Latter Grade	Description	Classification of final result
85 & above	8.5-10.0	O	Outstanding	First class with Distinction
70-84.99	7.0-8.49	A ⁺	Excellent	
60-69.99	6.0-6.99	A	Very Good	First Class
55-59.99	5.5-5.99	B+	Good	Higher Second Class
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	AB	Absent	Absent

$$PC-102 \ 72 = 70 + 2 \div 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$$

$$PC-103 \ 66 = 60 + 6 \div 6.0 + 6 \times (0.99 / 9.99) = 6.0 + 6 \times 0.1 = 6.0 + 0.6 = 6.6$$

$$PC - 104 \ 72 = 70 + 2 \div 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$$

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

$$= 203.6 / 32 = 6.3625$$

SGPA Sem. I = 6.3625

At the end of

Semester-1 Total

SGPA = 6.3625

Cumulative Grade Point Average (CGPA) = 6.3625/1 = 6.3625

SEMESTER-2 : CGPA = 6.66875, Grade = A, Class = First Class

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
CC-201	4	76	A+	7.6	30.4
CC-202	4	64	A	6.4	25.6
CC-203	4	59	B+	5.9	23.6
EC-201/EC-202	4	80	A+	8	32
PC-201	4	49	C	4.9	19.6
PC-202	4	64	A	6.4	25.6
PC-203	4	55	B+	5.5	22
TP - 201	4	72	A+	7.2	28.8
	32				207.6

SGPA Sem. II = 6.4875

At the end of Semester-2

Total SGPA for two Semesters = 12.85

Cumulative Grade Point Average (CGPA) = 12.85/2 =

6.425 CGPA = 6.66875, Grade = A, Class = First Class

SEMESTER-3

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
CC-301	4	64	A	6.4	25.6
CC-302	4	64	A	6.4	25.6
CC-303	4	59	B+	5.9	23.6
EC-301/EC-302	4	81	A+	8.1	32.4
PC-301	4	49	C	4.9	19.6
PC-302	4	64	A	6.4	25.6
PC-303	4	68	A	6.8	27.2
TP - 301	4	75	A+	7.5	30
	32				209.6

SGPA Sem. III = 6.55

At the end of Semester-3

Total SGPA for three Semesters = 19.4

R. B.P.Ed.17. Grade Point Calculation

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

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

$$= \frac{\sum \text{Grade Point} \times \text{Credit}}{\sum \text{Credit}}$$

Example – I

Marks obtained by Student in course CC101 = 65/100

Percentage of marks = 65 %

Grade from the conversion table is = A

$$\text{Grade Point} = 6.0 + 5 \left(\frac{0.99}{9.99} \right)$$

$$= 6.0 + 5 \times 0.1$$

$$= 6.0 +$$

$$0.5$$

$$= 6.5$$

The Course Credits = 04

$$\text{Credits Grade Point (CGP)} = 6.5 \times 04 = 26$$

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

SEMESTER 1:

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
CC-101	4	65	A	6.5	26
CC-102	4	60	A	6	24
CC-103	4	62	A	6.2	24.8
EC-101/EC-102	4	57	B+	5.7	22.8
PC-101	4	55	B+	5.5	22
PC-102	4	72	A+	7.2	28.8
PC-103	4	66	A	6.6	26.4
PC - 104	4	72	A+	7.2	28.8
	32				203.6

Examples: Conversion of marks into grade points

$$\text{CC-101 } 65 = 60 + 5 = 6.0 + 5 \times \left(\frac{0.99}{9.99} \right) = 6.0 + 5 \times 0.1 = 6.0 + 0.5 =$$

$$6.5 \text{ CC-102 } 60 = 6.0$$

$$\text{CC-103 } 62 = 60 + 2 = 6.0 + 2 \times \left(\frac{0.99}{9.99} \right) = 6.0 + 2 \times 0.1 = 6.0 + 0.2 = 6.2$$

$$\text{EC-101/EC-102 } 57 = 55 + 2 = 5.5 + 2 \times \left(\frac{0.49}{4.99} \right) = 5.5 + 2 \times 0.1 = 5.5 + 0.2 = 5.7$$

$$\text{PC-101 } 55 = 5.5$$

SEMESTER-II						
PART A : THEORETICAL COURSE						
Course Code	Title of the Paper	Total Hours	Credit	Internal Marks	External Marks	Total Marks
CC-201	Foundation of Physical Education	4	4	20	80	100
CC-202	Recreation and Camping	4	4	20	80	100
CC-203	Health Education	4	4	20	80	100
Elective Course (Any One)						
EC-201	Fitness and Wellness	4	4	20	80	100
EC-202	Sports Nutrition and weight Management					
Part-B Practical Course						
PC-201	Field Events	6	4	20	80	100
PC-202	Yoga, Aerobics and Kho-Kho	6	4	20	80	100
PC-203	Badminton, Table-Tennis & Ball-Badminton	6	4	20	80	100
Part-C Teaching Practices						
TP-201	Teaching practices (02 lessons classroom 04 general lesson 04 special lesson)	6	4	20	80	100
Total		40	32	160	640	800

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

2. One week leadership and Recreation camp shall be organized by the institution during second semester.

SEMESTER - III						
Part A : Theoretical Course :						
Course Code	Title of the Paper	Total Hours	Credit	Internal Marks	External Marks	Total Marks
CC-301	Sports Training	4	4	20	80	100
CC-302	Organization and Administration	4	4	20	80	100
CC-303	Basic Statistics, Computer and Research Project	4	4	20	80	100
Elective Course (Any One)						
EC-301	Sports Medicine and Physiotherapy	4	4	20	80	100
EC-302	Curriculum Design					
Part-B Practical Course						
PC-301	Volleyball, Basketball	6	4	20	80	100
PC-302	Combative Sports : Martial Art, Karate, Judo, Taekwondo, Wrestling (Any two of these)	6	4	20	80	100
PC-303	Football, Hockey, Handball (Any two of these)	6	4	20	80	100
Part-C Teaching Practices						
TP-301	Teaching Practice Teaching Lesson plans Racket Sports/Team Games for indigenous sports (out of 10 lessons 05 inter and 05 external at practicing school)	6	4	20	80	100
Total		40	32	160	640	800

Semester- IV				
THEORY (400)				
Course Code	Title of the Paper	Internal Marks	External Marks	Total Marks
CC- 401	School Management and Environment studies	20	80	100
CC-402	Sports Injuries, First Aid and Cure	20	80	100
CC-403	Sports Management	20	80	100
EC-401	Theory of Sports and Games	20	80	100
EC-402	Yoga Education			
PRACTICAL (200)				
PC-401	Softball, Cricket (Any one)	20	80	100
PC-402	Flag hoisting, Folk Dance, Action Song, Minor Games and Table card	20	80	100
TEACHING PRACTICES (200)				
TP-401	Coaching lesson plan (02 for Athletics, 05 lesson games)	20	80	100
TP-402	Games Specialization : One for Games, 05 lesson for formal activities	20	80	100
	Total	160	640	800
	Grand Total	640	2560	3200

Note 1. : Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course.

2. Education tour shall be organized the institution during the third semester.

SEMESTER – IV						
PART A : THEORETICAL COURSE :						
Course Code	Title of the Paper	Total Hours	Credit	Internal Marks	External Marks	Total Marks
CC- 401	School Management and Environment studies	4	4	20	80	100
CC-402	Sports Injuries, First Aid and Cure	4	4	20	80	100
CC-403	Sports Management	4	4	20	80	100
Elective Course (Any One)						
EC-401	Theory of Sports and Games	4	4	20	80	100
EC-402	Yoga Education					
Part-B Practical Course						
PC-401	Softball, Cricket (Any one)	6	4	20	80	100
PC-402	Flag hoisting, Folk Dance, Action Song, Minor Games, Table card.	6	4	20	80	100
Part-C Teaching Practices						
TP-401	Coaching lesson plan (02 for Athletics 05 lesson games)	6	4	20	80	100
TP-402	04 lesson for formal activities	6	4	20	80	100
Total		40	32	160	640	800
Grand Total		160	128	640	2560	3200

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

SCHEME OF EXAMINATION:

SEMESTER-I				
Paper	Title of the Paper	Internal Marks	External Marks	Total Marks
THEORY (400)				
CC- 101	History of Physical Education	20	80	100
CC102	Methods of Teaching and Technology	20	80	100
CC103	Anatomy, Physiology and Kinesiology	20	80	100
EC-101	Olympic Movement	20	80	100
EC-102	Officiating and Coaching			
PRACTICAL (400)				
PC-101	Track Events	20	80	100
PC-102	Gymnastics, Swimming	20	80	100
PC-103	Indigenous Sports Kabaddi, Malkhamb, Lezium, March past	20	80	100
PC-104	Mass Demonstration Activities : Dumbles, Wands Hoops and Umbrella	20	80	100
Total		160	640	800

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

Semester-II				
Paper	Title of the Paper	Internal Marks	External Marks	Total Marks
THEORY (400)				
CC- 201	Foundation of Physical Education	20	80	100
CC-202	Organization and Administration	20	80	100
CC-203	Health Education	20	80	100
EC-201	Fitness and Wellness	20	80	100
EC-202	Sports Nutrition Management	20	80	100
PRACTICAL (300)				
PC-201	Field Events	20	80	100
PC-202	Yoga, Aerobics and Kho-Kho	20	80	100
PC-203	Badminton, Table-Tennis & Ball-Badminton	20	80	100
Teaching Practices (100)				
TP-201	Teaching practices (02 lessons classroom, 04 general lessons 04 special lesson)	20	80	100
Total		160	640	800

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

Semester-III				
Theory (400)				
Course Code	Title of the Paper	Internal Marks	External Marks	Total Marks
CC- 301	Training Methods	20	80	100
CC-302	Organization and Administration	20	80	100
CC-303	Basic statistics, Computer and Research Project	20	80	100
EC-301	Sports Medicine and Physiotherapy	20	80	100
EC-302	Curriculum Design	20	80	100
PRACTICAL (300)				
PC-301	Volleyball and Basketball	20	80	100
PC-302	Combative Sports : Martial Art, Karate, Judo, Taekwondo, Wrestling (Any two of these)	20	80	100
PC-303	Football, Hockey and Handbal (Any two of these)	20	80	100
TEACHING PRACTICES (100)				
TP-301	Teaching Practice : Teaching Lesson plans Racket Sports/Team Games for indigenous sports (out of 10 lessons 05 inter and 05 external at practicing school)	20	80	100
Total		160	640	800

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

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Choice Based Credit System (CBCS)
(Semester wise) from the academic year
2017-18 onwards



CC 102: METHODS OF TEACHING AND TECHNOLOGY

Objectives:

- To acquire the knowledge and experience of teaching methods and principles in physical education.
 - To gain the theoretical experience of lesson plans.
 - To make the students to understand about the various competitions and marking systems of 200 mtr. and 400 mtr. track.
- I Meaning of the terms 'Teaching' and 'Method'. Factors influencing methods: availability of time and materials, situations and scientific principles. Methods of Teaching:- Verbal, Lecture, Explanation, Command, Demonstration, Whole, Part, Whole-Part-Whole, Progressive, Observation, At will, Set drill. Limitation and Dramatization; teaching aids: types and uses.
- II Teaching strategies-Presentation technique, Class Management, General and Specific, Orientation, Verbal explanation, Demonstration, Discussion, Supervision, Evaluation and teaching aids, class formation, values, types of class formation. Intramural, extramural and teaching aids.
- III Lesson Plan - Need for lesson plan, Aim and Objectives of lesson Plan, Principles of lesson plan, types of lesson plans, aim and objectives of different parts of lesson plan and preparation of general, particular and class room lesson plan for micro teaching.
- IV Classification, Evaluation and types of competition
Need for classification of students in Physical Education, factors influencing classification, Mc Cloy's Classification, Nelson and Cozen's classification, SAI classification, types of competition, knockout, league, and combination tournaments methods of drawing fixtures merits and demerits of knockout and league tournaments. Method of marking, track and field events, characteristics of standard track, types of track, method of marking, 200 & 400 mtr. Track.

References :

1. Kamalesh M.L. Scientific Art of teaching Physical Education New Delhi: Metropolitan, 1994.
2. Joseph P.M. Organization and Administration in Physical Education. Gwalior
3. Basavaraj Vastrad. Methods of Physical Education & Test & Measurement. Bagalkot: Karnataka
4. K.G.Nadgir. Methods of physical Education. Dharwad: Karnataka
5. Kamlesh-Sangral. Methods in Physical Education. Prakash Brothers: Ludhinaya 07.
6. N.S.Patil, : Methods of Physical Education & Test & Measurement.
7. Lakshmeshwar Appu Prakashan. Lakshmeshwar. Vishwanath.M.J, Athletics Spardheya Niyamagalu, Shimoga : U.S.Publication, 1977.
8. Kochar.S.K Methods and Techniques of teaching, New Delhi : Sterling Publishers Pvt. Ltd., 1995.
9. Passi.B.K. (Ed), Becoming better teacher : Micro teaching approach sahitya Mudranalaya, Ahmedabad.
10. Thirunaryan C and S.Harihara Sharma. Methods in Physical Education Karaikudi: C.T. and SH 1989.

GULBARGA UNIVERSITY, KALABURAGI

SYLLABUS OF B.P.Ed. TWO YEARS COURSE CBCS SCHEME

FIRST SEMESTER

CC 101: HISTORY OF PHYSICAL EDUCATION

Objectives:

- To acquire the knowledge of Origin and History of Physical Education
- To gain the theoretical experience of Olympic, Asian, Commonwealth and National School games etc.
- To make the students to understand the importance and role of various Awards in Sports and to gain the knowledge of various institutions of physical education.

I Physical Education in Ancient Greece, Sparta, Athens, Origin and Development of Ancient and Modern Olympics and Historical Perspective of Physical Education Rome, Germany, USA, England, Japan, USSR, Denmark and Swiden

II Pre & Post Independence Era in India (history)
Y.M.C.A., S.N.I.P.E.S., N.S.N.I.S., S.A.I., S.A.K.
Physical Education in British period, Kothari Commission, National Policy on Education (1986)

III a) Teachers training institutions in physical education, b) N. F.C,
c) N. D.S d) N.C.C , e) N.C.T.E, e) S.G.F.I
f) Physical Education Vedic, Early Hindu Period, Later Hindu Period

IV Asian Games, Commonwealth Games, National School Games Federation, All India Inter-University sports Board, National Sports Federation, Rejeevgandhi, Khel Ratna award, Arjun award, Ekalaya Award, Dronacharya award.,World, championship in various games (Davis cup, Thomas cup, Test matches.

REFERENCE :

1. Kamlesh, M L. Principles and History of Physical Education. Baroda: Friends Publications 1994.
2. C.Tirunaryanan, S.Haricharan, An Analytical History of Physical Education.
3. Sataynesan R.C. A Hand book of Principles and History of Physical Education.
4. Barrow Harold M., "Man and Movements principles of Physical Education" 1978.
5. Krishna Murthy V. and Paramesara Ram, N., "Educational Dimensions of Physical Education", 2nd Revised edition, Print Indir, New Delhi 1990.
6. Singh Ajmer et.al., "Essentials of Physical Education", Kalyani Publishers Ludhiana second revised Addition 2008.
7. Perinbaraj, Bevinson.S and others. History of Physical Education. Tamilnadu:Vinsi Publication, 2002.
8. Deshpande, S.H (2004) Physical Education in Ancient India. Amravti : Degree College of Physical Education (Maharashtra)
9. G.G.Kori- History of Physical Education, Bagalkot
10. K.G.Nadgir, History of Physical Education, Dharwad





CC 103 : ANATOMY, PHYSIOLOGY AND KINESIOLOGY

Objectives:

- To acquire the knowledge and experience of Anatomy and Physiology of Humana Body.
- To gain the theoretical experience of skeletal system, structure and kinesiological aspects of human body.
- To make the students to understand the importance and functions of vital organs of the human body.

- I Meaning of anatomy, physiology and kinesiology. Need the study of anatomy, physiology and kinesiology. Role of kinesiology in physical education. Structure and functions of cell; concepts of tissue, organs and systems. Types of fundamental movements; concepts of axes, planes, levers.
- II Fundamental structural and functional concepts of skeletal system, muscular system, and nervous system. Types of muscles of human body and their functions. Major skeletal muscles, types of skeletal muscle contractions. Motor units and reflex arc. Effect of exercise on muscular system. Bone and types of bones. Joints and classification of joints.
- III Fundamental structural and functional concepts of circulatory, respiratory and digestive systems. Effect of exercise on cardio-respiratory system and digestive system. The Endocrine glands- Pituitary Thyroid, Parathyroid, Adrenal, Islets of Langerhan's, Sex glands and Pancreas. Functions of endocrine glands.
- IV Structure and functions of special sense organs of human body-eye, ear and skin. Structure and functions of kidney. Clinical and applied anatomy.

References:

1. Antomy, A Catherine. Structure and function of the body. Saint Louis : The C.V.Mosby Company, 1972.
2. Anatomy , Physiology and Health Education. Published by Sahitya Publishers, Author.N.Murugesh.
3. Vandar, Arthur J. and Others. Human Physiology : The Mechanics of body function. New Delhi : Tata Mc.Graw Hill Publishing Company Ltd., 1975.
4. Wells, Katherine F. and Kathryan Lutgens. Kinesiology : Scientific Basis of Human Motion. 6th Edition, Philadelphia : W.B.Saunders Company, 1976,
5. Anatomy and Physiology by Poonam Bacchetti, Aruna Singh, Publisher : Vaya Education of India 2014 Edition.
6. Rasch, Philip J. and Roger.K, Burke, Kinesiology and Applied Anatomy 3rd Edition, Philadelphia : Lea and Febiger, 1968.
7. Sharma.R.D (1979) Health and Physical Education, Gupta Prakashan.
8. Anand Nadgir- Anatomy and Physiology- Dharwad
9. Dr.Hoshiyar Singh, Anatomy and Exercise Physiology-2013 Edition.
10. Gupta.A.P (2010) Anatomy and Physiology, Agra : Sumit Prakashan.



THIRD SEMESTER

CC-301 SPORTS TRAINING

Objectives:

- To acquire the knowledge of sports training.
- To gain the theoretical experience of various aspects and principles of sports training.
- To make the students to understand about the various components of sports training.

I Introduction to Sports Training

- Meaning and Definition of Sports Training
- Aim and Objective of Sports Training
- Principles of Sports Training
- System of Sports Training - Basic Performance, Good Performance and High Performance Training

II Training Components

- Strength - Mean and Methods of Strength Development
- Speed - Mean and Methods of Speed Development
- Endurance - Mean and Methods of Endurance Development
- Coordination - Mean and Methods of coordination Development
- Flexibility - Mean and Methods of Flexibility Development

III Training Process

- Training Load- Definition and Types of Training Load
- Principles of Intensity and Volume of stimulus
- Technical Training - Meaning and Methods of Technique Training
- Tactical Training - Meaning and Methods of Tactical Training

IV Training programming and planning

- Periodization - Meaning and types of Periodization
- Aim and Content of Periods - Preparatory, Competition, Transitional etc.
- Planning - Training session
- Talent Identification and Development

Reference:

- Dick, W. F. (1980). *Sports training principles*. London: Lepus Books.
- Harre, D. (1982). *Principles of sports training*. Berlin: Sporulated.
- Jensen, R. C. & Fisher, A.G. (1979). *Scientific basis of athletic conditioning*. Philadelphia:
- Lea and Fibiger, 2nd Edn.
- Matvyew, L.P. (1981). *Fundamental of sports training*. Moscow: Progress Publishers.
- Singh, H. (1984). *Sports training, general theory and methods*. Patials: NSNIS.
- Uppal, A.K., (1999). *Sports Training*. New Delhi: Friends Publication.

EC-101 OLYMPIC MOVEMENT (ELECTIVE)

Objectives :

- To acquire the knowledge of origin and history of Olympic movement.
- To gain the theoretical experience of modern Olympic games.
- To make the students to understand about the various types of Olympic games and its structure and functions.

I Origin of Olympic Movement

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

II Modern Olympic Games

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

III Different Olympic Games

- Para Olympic Games
- Summer Olympics
- Winter Olympics
- Youth Olympic Games

IV Committees of Olympic Games

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

Reference:

1. Osborne, M. P. (2004). *Magictree house fact tracker: ancient greece and the olympics: a nonfiction*
2. *companion to magic tree house: hour of the Olympics*. New York: Random House Books for
3. Young Readers.
4. Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001). *Olympic dreams: the*
5. *impact of mega-events on local politics*: Lynne Rienner



EC-202 SPORTS NUTRITION AND WEIGHT MANAGEMENT

Objectives:

- To acquire the knowledge of Sports Nutrition and Weight Management in Games and Sports.
- To gain the theoretical experience of various aspects in nutrition and weight management.
- To make the students to understand about the various nutritional foods.
-

I Introduction to Sports Nutrition

- Meaning and Definition of Sports Nutrition
- Basic Nutrition guidelines
- Role of nutrition in sports
- Factor to consider for developing nutrition plan

II Nutrients: Ingestion to energy metabolism

- Carbohydrates, Protein, Fat – Meaning, classification and its function
- Role of carbohydrates, Fat and protein during exercise
- Vitamins, Minerals, Water – Meaning, classification and its function
- Role of hydration during exercise, water balance, Nutrition – daily caloric requirement and expenditure.

III Nutrition and Weight Management

- Meaning of weight management Concept of weight management in modern era Factor affecting weight management and values of weight management
- Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction, Dieting versus exercise for weight control, Common Myths about Weight Loss
- Obesity – Definition, meaning and types of obesity,
- Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.

IV Steps of planning of Weight Management

- Nutrition – Daily calorie intake and expenditure, Determination of desirable body weight
- Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle
- Weight management program for sporty child, Role of diet and exercise in weight management, Design diet plan and exercise schedule for weight gain and loss

References:

- Bessesen, D. H. (2008). Update on obesity. *J ClinEndocrinolMetab.*93(6), 2027-2034.
- Butryn, M.L.,Phelan, S & Hill, J. O.(2007) Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity(Silver Spring)*. 15(12), 3091-3096.
- Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a Meta analysis. *ObstetGynecol*, 197(3), 223-228.
- DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. *N Engl J Med*,356(21), 2176-2183.
- Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional

102 - OFFICIATING AND COACHING

Objectives :

- To acquire the knowledge of Officiating and Coaching in games and sports.
- To gain the theoretical experience of organization and administration in sports and games.
- To make the students to understand about the importance and mechanical aspects of officiating and coaching.

I Meaning of Teaching, Training and Coaching-Brief introduction to coaching. Principles of coaching. Qualities of a coach. Job of coach-Setting the environment for teaching-learning practice sessions-feed back improvement.

II Training Methods:

Aims, objectives and principles, principles of training methods.

Types of training, weight training, circuit training, interval training, fartlek training, warm up and warm down, training plan, micro, macro-messo. Selection and placement of players-tryouts, mastery over skills, game qualities, Zeal-desire to excel, role of the player-team work Strategies of techniques of observation, analysis of sports skills-Analyzing individual skill performance, analyzing team performance.

III Sports Officiating : Officiating as an Art. The primary Job as an official/player, public relations, basic philosophy of officiating.

General principles of officiating-qualities and qualification of an official.- Duties of officials-suggestions to improve the standard of officiating.

IV Officiating Mechanics, Positioning, movement and control. System of fficiating: Diagonal system-trail and lead system-parallel system.

Administration and interpretation of rules in sports/games : knowledge of rules of game/sports- Principles of application of rules-formulation of the rules and interpretation of rules-Hand signals.

REFERENCE:

1. Philip A.and J.D.Wikerson. Teaching Team Sports, Champaign Illinois:Human Kinetics Books, 1998.
2. Bunn, John, W.The Art of Officiating. New Jersey: Printice Hall Innc.1974.
3. Bunn, John, W.Scientific principles of coaching. New Jersey: Prentice Hall Inc.1974.
4. Sharma P.D Officiating and Coaching.Jalhender: A.P.Publishers.
5. Lawther, John.D. Sports Psychology New Jersey:Printice Hall Inc.1970.
6. Clegg, R.and William A Thomson, Modern Sports Officiating, Iowa:WMC.Brown,Publishers.1970.
7. Billie, others, Guide to Effective Coaching : Principles and Practice : W.C.Brown Publishers, 1989.
8. Pate Russel R. et.al. Scientific Foundations of coaching. USA:CBS college publishing 1984.

EC-201 FITNESS AND WELLNESS

Objectives:

- To acquire the knowledge of Fitness and Wellness in Physical Education.
- To gain the theoretical experience of various aspects of fitness and wellness.
- To make the students to understand about the injuries and its recovery management.

I Concept of Physical Education and Fitness

- Definition, Aims and Objectives of Physical Education, fitness and Wellness
- Importance and Scope of fitness and wellness
- Modern concept of Physical fitness and Wellness
- Physical Education and its Relevance in Inter Disciplinary Context.

II Fitness, Wellness and Lifestyle

- Fitness - Types of Fitness and Components of Fitness
- Understanding of Wellness
- Modern Lifestyle and Hypo kinetic Diseases - Prevention and Management
- Physical Activity and Health Benefits

III Principles of Exercise Program

- Means of Fitness development - aerobic and anaerobic exercises
- Exercises and Heart rate Zones for various aerobic exercise intensities
- Concept of free weight Vs Machine, Sets and Repetition etc
- Concept of designing different fitness training program for different age group.

IV Safety Education and Fitness Promotion

- Health and Safety in Daily Life
- First Aid and Emergency Care
- Common Injuries and their Management
- Modern Life Style and Hypo-kinetic Disease -Prevention and Management

References:

- Difiore, J.(1998). *Complete guide to postnatal fitness*. London: A & C Black,.
- Giam, C.K & The, K.C. (1994). *Sport medicine exercise and fitness*. Singapore: P.G. Medical Book.
- Mcglynn, G., (1993). *Dynamics of fitness*. Madison: W.C.B Brown.
- Sharkey, B. J.(1990). *Physiology of fitness*, Human Kinetics Book.

SECOND SEMESTER

CC 201 - FOUNDATION OF PHYSICAL EDUCATION

Objectives:

- Develop an understanding and appreciation of importance of physical education and values of physical education.
- Develop an understanding of the Biological, psychological and sociological principles and philosophical and scientific perspective of physical education among the students.
- To make the students the importance of physical education as a profession, its leadership and social values in physical education.

I Meaning and Definition of Education and Physical Education Aims and Objectives of Physical Education. Relationship and Contribution of Physical Education to General Education. Philosophical concepts of physical education.

II BIOLOGICAL FOUNDATION OF PHYSICAL EDUCATION:

Meaning, definition and aims, Growth and Development-Effect of a Heredity and Environment

Difference between Male and Female: Structural, Functional, Psychological, Socio cultural, Body types and classification-Principles of use, disuse, and over use-Chronological, Physiological, and anatomical ages-Reciprocal innervations.

III SOCIOLOGICAL FOUNDATION OF PHYSICAL EDUCATION:

Social values and development of different traits and ideas-Group dynamics-Mechanics of adaptation of decision-influence of the group on the individual and vice-versa.

Competition and co-operation : Meaning; Social recognition, The process of socialization and physical education as a socializing agency, Sports as man's cultural heritage

IV PSYCHOLOGICAL FOUNDATION OF PHYSICAL EDUCATION:

Psychology as a science, it's meaning, its influence on Education and Physical Education, Theories of learning, laws of learning, types of learning and learning curve. Personality theories, Freud, Jung and Alder Personality traits, motivation-individual differences motives and theories of play.

REFERENCES:

1. William, J.F. The Principles of Physical Education. Meerut : College Book House,1994. et al.
2. Howell. Foundation of Physical Education. Baroda, Friends Publications 1994.
3. Kamlesh, M L. Principles and History of Physical Education, Ludhiana:Prakash Brothers.
4. Jain Deepak. Principles of Physical Education:Delhi: Khel Shahitya Kendra.
5. Barrow, Harold.M and Man and Movement : Principles of Physical Education. Second Edition; Philadelphia : Lea and Febiger, 1977.
6. Bookwalter, Carl E. and Harold J.Vanderzwaag. Foundation of Principles of Physical Education. Philadelphia : W.B.Saunders Company, 1969.
7. K.A.Sharma, Foundation of educational technology- theory, practice and research R.Lal publishing House, 2001.

CC 203: - HEALTH EDUCATION

Objectives :

- To acquire the knowledge and importance of Health Education in Schools.
- To gain the theoretical experience of various diseases and environmental aspects.
- To make the students to understand about the nutrition and its importance in the health development.

I Meaning Definitions, Need of Health Education of an individual World Health Organisation and its importance-National and State Level Health Organisation, Voluntary Health Organisation-Need of Health Personnel and facilities.

II SCHOOL HEALTH PROGRAMME :

School Health Service-Health Appraisal, Health Counseling and follow through Healthful school living, building, light-ventilation canteen and sanitation, instruction-Health attitudes and habits-Dental health, diet, posture activity-rest, recreation, characteristics of good health and maintenance of good health.

III ENVIRONMENTAL HEALTH:

Meaning, Scope and Importance of environmental Education, Natural resource and role of environmental, Protected drinking-water sewage-garbage and refusal disposal infection-common communicable diseases and their control-allergy-immunity communicable diseases-small pox-Malaria-Filarial-Cholera-Typhoid-T.B., Aids, Sexually transmitted diseases. Influenza, Tuberculosis.

IV NUTRITION AND HEALTH:

Element of good Nutrition-Constitution Balanced Diet-precautions for food handling, food poisoning-causes of overweight-effects of overweight, diet exercise-medicine and massage on weight reduction. Carbohydrates, proteins, fats, vitamins, minerals, salts and water.

References :

1. J.E, Park and K Park.Text Book of Preventive and Social Medicine. Jabalpur: Banasicals Bhanot Publishers. 1985.
2. J.E.Park, and K.Park. Text Book of Community Health for Nurses. Jabalpur: Asrani Publisher.1982.
3. Klander H.F., "School Health Eduction", The Mac Million Co., 1962.
4. Pande P.K. and Gango Padhyay S.R., "Health Education for School Children".
5. S.Dheer and Others, "Introduction to Health Education, AP Publishers 9, books Market Chowk Adda, Tande, Jalandhar 1989.
6. Sharma, R.C. Environmental Education metropolition Publishers, New Delhi 1981.

CC-202 RECREATION AND CAMPING

Objectives :

- To acquire the knowledge of Recreation and Camping in Physical Education.
- To gain the theoretical experience of various aspects of recreational activities in physical education.
- To make the students to understand about the importance of organization and administration of leadership and recreation camp.

I Meaning, aim and objective of recreation. importance of recreation administration, organization of recreation. Types of recreation, its scope and significance, development of recreational activities in India since 1947. Sports tourism as recreation.

III Need of Recreation

Factors responsible for the need of recreation, The growth of cities, changing home conditions, increase leisure time, specialization and automation in industry, population changes, Rising economy, technological development, etc.

III Recreational activities for different age group

Recreation of handicaps, facilities required for community recreation, industrial recreation, institutional recreation, family recreation and commercial recreation.

IV Camping

Importance and principles of camping, organization of camping, selection of camp layout, facilities required for camping, different types of camping, staff needed for camping, activities for the camping, picnic, Hiking, Professional leadership, voluntary leadership, training to leadership.

References:

1. George D. Butler, "Introduction of Community Recreation", Mc Graw Hills, 1969.
2. Zeigler F.F., "Philosophical Foundations for Physical Health and Recreation Education, Prentice Hill Inc. Eagle Wood Cliffs N.J. Prentice Hall, 1964.
3. Mayer and Bright Bill, "Recreation Administration," Englewood Cliffs N.J. Prentice Hall Inc. 1961.
4. K.R. Sthwarmath, "Grammena Kreedegalu. Kalburgi
5. L.W. Irwin. Curriculum in Health and Physical Education.
6. C.C. Curriculum designs in Physical Education
7. H.P. Adams and F.G. Dickey Basic Principles of Supervision.
8. Edward F. Voltmer and A.A. Eslinger. Organisation and Administration of Physical Education.

CC 302 : ORGANISATION AND ADMINISTRATION

Objectives:

- To acquire the knowledge of organization and administration in Physical Education.
- To gain the theoretical experience various principles of organization and administration.
- To make the students to understand about the role of physical education teacher in organization and administration at schools.

I Meaning and Definition of terms of Organisation and Administration Importance, objectives and guiding principles of Organisation and Administration.

II Organisation schemes of Physical Education and Sports in School, College, University-State and National Level Awards, Rewards, motivation, Press and Publicity.

III Play field-Location, Preparation, Layout and Maintenance of Gymnasium-swimming pool and other play grounds (Indoor and Outdoor). Equipment - Need and importance, list of equipments, criteria of selection, procedure of purchases, Care and maintenance.

IV Organisation and Administration of competitions in School-College and University level. Finance, Budget, Source of Income rules for the utilization of games fund or physical education fund, preparation of budgeting and accounting, maintenance of records. Office correspondence and reports, income, expenditure, Petty cash.

REFERENCES :

1. Knap, C. & Hagma. E.P. Teaching Methods for Physical Education, New York : Mc.Graw Hill book Co., Inc. 1958.
2. Kozman H.C., Cassidy R. & Jackson C. & Methods in Physical Education London : W.B.Saunders Co., 1960.
3. Tirunarayanan, C & Hariharan, S.Methods in Physical Education, Karaikudi : South India Press, 1969.
4. Organization and Administration
5. Sharms, Sita Ram. The Organisation and Administration of Games and Sports Jaipur:
6. Thomas, J.P. Organisation of Physical Education.
7. Broyles, F.J. & Rober, H.D. (1979) Administration of Sports, Athletic Programme : A Managerial Approach New York : Prentice hall Inc.
8. Voltmer, E.F & Esslinger, A.A (1979). The organization and administration of Physical Education. New York : Prentice Hall Inc.

EC-302 CURRICULUM DESIGN (Elective)

Objectives:

- To acquire the knowledge of curriculum design in Physical Education.
- To gain the theoretical experience of various aspects of curriculum designing in physical education.
- To make the students to understand about the importance of curriculum designing in physical education for the development of profession.

I Modern concept of the curriculum

- Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.
- Factors affecting curriculum - Social factors - Personnel qualifications - Climatic consideration - Equipment and facilities - Time suitability of hours.
- National and Professional policies, Research finding

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

- Focalization/Psychological/Philosophical
- Socialization
- Individualization
- Sequence and operation
- Steps in curriculum construction.
- Supervision-Definition, Meaning, Need, Importance and Techniques

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

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

IV Under-graduate preparation of professional preparation.

- Areas of Health education, Physical education and Recreation-Purpose-Kinds of Recreation
- Curriculum design-Experience of Education, Field and Laboratory.
- Teaching practice.
- Professional Competencies to be developed-Facilities and special resources for library, laboratory and other facilities.

Reference:

- Barrow, H. M. (1983). *Man and movement: principles of physical education*. Philadelphia:
- Lea and Febiger.
- Bucher, C. A. (1986). *Foundation of physical education*: St. Louis: The C. V. Mosby & Company.
- Cassidy, R. (1986). *Curriculum development in physical education*. New York: Harper & Company.
- Cowell, C.C. & Hazelton, H.W. (1965). *Curriculum designs in physical education*.

Objectives:

- To acquire the knowledge of Basic statistics and computer applications.
 - To gain the theoretical experience of various aspects of research project.
 - To make the students to understand the importance and practical applications of basic statistics, computer applications and research projects in physical education and sports.
- I Meaning and importance of statistics, scope, need in physical education and sports, parametric and non parametric statistics. Meaning of importance of computer and research.
- II Importance of Frequency, tabulation, tally bars and need for classification of data. Grouped and ungrouped data. Importance of Research. Meaning of research project, the scope, aim, importance of format of research project.
- III Importance of graphical representation, bar graphs, circle graphs, ogive curve, normal curve, frequency polygene. Meaning of percentiles, calculation of z score, mid point, importance of measures of central tendency, merit and demerits of measures of central tendency and application in physical education and sports.
- IV Meaning, need and importance of information and communication of technology, application of computers in physical education, operating system, Hardware and soft ware. Concept of an active window, icons, buttons and task bar.

REFERENCES:

1. Clarke, David.H. and Clarke and H.Harrison, Application of Measurement to Physical Education Englewood Cliffs, N.J : Prentice Hall Inc., 1987.
2. Carrett, hentry E and Woodworth R.S. Statistics in Psychology and Education. Bombay Vakil and Sons Ltd., 1981.
3. Gaur, Ajai S. and Sanjay S.Gaur, Statistical methods for practice and research : A Guide To Data analysis, New Delhi : Sage Publications, 2007.
4. Kaniji, Gopal K.One Hundred Statistical Tests. New Delhi : Safe Publications, 2006.
5. Mangal, S.K. Statistics in Psychology and Education, New Delhi-Prentice Hall of India Pvt.Ltd., 2006.
6. Rotastein, Amie L.Research Design and Statistics for Physical Education : Englewood Cliffs, New Jersey : Prentice Hall Inc, 1985.
7. Harald.M. Barrow, and Rose Mary Mg Ges, A Practical Approach to Measurement in Physical Education. Philadelphia: Lea and Febiger, 1979.
8. Barry.L.Jackson and Jack.K.Nelson, Practical Measurement for Evaluation in Physical Education. Delhi : Surjeeth Publications, 1982.
9. Rajarama.V. Principles of computer programming, New Delhi : Prentice Hill of India pvt.Ltd. 1985.



EC-301 SPORTS MEDICINE AND PHYSIOTHERAPY

Objectives:

- To acquire the knowledge of Sports Medicine and Physiotherapy.
- To gain the theoretical experience of various aspects of physiotherapy in sports.
- To make the students to understand about the importance of sports medicine and physiotherapy in sports and games.

I Sports Medicine:

- Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance.
- Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.
- Need and Importance of the study of sports injuries in the field of Physical Education
- Prevention of injuries in sports - Common sports injuries - Diagnosis -
- First Aid - Treatment - Laceration - Blisters - Contusion - Strain - Sprain - Fracture - Dislocation and Cramps - Bandages - Types of Bandages - trapping and supports.

II Physiotherapy

Definition - Guiding principles of physiotherapy, Importance of physiotherapy, Introduction and demonstration of treatments - Electrotherapy - infrared rays - Ultraviolet rays - short wave diathermy - ultrasonic rays.

III Hydrotherapy

- Introduction and demonstration of treatments of Cry therapy, Thermo therapy, Contrast Bath, Whirlpool Bath - Steam Bath - Sauna Bath - Hot Water Fomentation - Massage: History of Massage - Classification of Manipulation (Swedish System) physiological Effect of Massage.

IV Therapeutic Exercise:

- Definition and Scope - Principles of Therapeutic Exercise - Classification, Effects and uses of Therapeutic exercise - passive Movements (Relaxed, Forced and passive - stretching) - active movements (concentric, Eccentric and static) application of the therapeutic exercise: Free Mobility Exercise - Shoulder, Elbow - Wrist and Finger Joints- Hips, Knee, ankle and Foot joints - Trunk. Head and Neck exercises.

References:

- Christine, M. D., (1999). *Physiology of sports and exercise*. USA: Human Kinetics.
- Conley, M. (2000). *Bioenergetics of exercise training*. In T.R. Baechle, & R.W. Earle, (Eds.),
- *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.
- David, R. M. (2005). *Drugs in sports*, (4th Ed). Routledge Taylor and Francis Group.
- Hunter, M. D. (1979). *A dictionary for physical educators*. In H. M. Borrow & R. McGee, (Eds.), *A Practical approach to measurement in Physical Education* (pp. 573-74).
- Philadelphia: Lea & Febiger.



FOURTH SEMESTER

CC 401 : - SCHOOL MANAGEMENT AND ENVIRONMENT STUDIES

Objectives:

- To acquire the knowledge of School Management and Environmental studies in Physical Education.
- To gain the theoretical experience of various aspects of social management and environment.
- To make the students to understand about the various role of physical education teacher in social and environment of schools.

- I Meaning, Scope and importance of school management and modern management, educational management.
, school clusters, block resource centres and cluster resource centre, school mapping-need, factors and scope. Community for the school and school for the community, organization of village educational communities.
- III Management of time and resource, time management, time schedules, various activities of schools, weekly, monthly and yearly calendar of activities, preparation of daily, weekly, monthly and yearly plans for the individual and team games, materials and resources, school building, library, laboratory, hostel play grounds, books, physical facilities.
- III Role of teacher, administration work, administration, classification, maintenance, office and school records. Management of various co-curricular activities in school. School association, examination, evaluation, health instruction, health services in school. School administration, management, and supervision, monitoring.
- IV Definition, scope, need and importance of environmental studies, concept of environmental education, historical background of environmental education, celebration of various days in relation with environment, plastic recycling and probation of plastic bag/cover role of school in environmental conservation and sustainable development.

References:

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2. Voltmer, Edward F. and Esslinger Arthur. The organization and administration of physical education, Bombay : Times of India Press, 1964.
3. Thomas, J.P. Organization of Physical Education. Madras : Gnanodaya Press, 1967.
4. Myageri, C.V. test of educational management, vidyanidhi-prakashana, Gadag. 1993.
5. Dash, B.N. School, organization, administration and management, neel kamal publications, New Delhi-2003.
6. Sachdev, M.S. and New Approach to School Management, New Academic Publishing Co., Julandhar.
7. N.P.Rao, Education and Human resource Management, APH, Publication Corporation, New Delhi.
8. Agrawal, K.C. (2001) Environmental Biology, Bikaner : Nidhi Publishers Ltd..

GULBARGA UNIVERSITY, KALABURAGI**REGULATIONS OF BACHELOR OF PHYSICAL EDUCATION
(B.P.Ed.) TWO YEARS DEGREE COURSE****UNDER CBCS SCHEME 2017-18 onwards****PREAMBLE:**

Bachelor of Physical Education (B. P. Ed.) two years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of physical education in classes VI to X and for conducting physical education and sports activities in classes XI and XII.

B. P. Ed. programme shall be 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.

VISION:

- Inspire the human spirit by fruitful achievements in academic and research through Physical Education and Sports Sciences to develop knowledge, personality and attitude conducive to lifelong learning.
- To prepare quality physical education teachers to promote physical education and sports in the society to bring fitness, health and wellness for the quality of life.
- To empower the youth force for the promotion and development of physical education and sports from grass root level.

MISSION:

- Build a sound mind in a sound body.
- Achieve academic and research excellence in physical education and sports sciences.
- Achieve fitness, health and wellness for the quality of life.
- Empower the youth force for a strong and healthy nation.
- Promote idealism, realism, pragmatism, naturalism and existentialism.
- Inculcate discipline, values, humanism and patriotism.

OBJECTIVES:

1. To enable teacher to understand the nature, purpose and philosophy of physical education.
2. To prepare teachers of physical education with broader educational and scientific perspective.
3. To develop potentialities and skills to organize physical education programmes and activities.
4. To empower them to inspire students to actively participate in the physical education, sports and yogasanas.
5. To enable teacher to develop personality, character, willpower, democratic values and positive attitude.

CC 402: - SPORTS INJURIES, FIRST AID AND CURE

Objectives:

- To acquire the knowledge of various Sports injuries, First Aid and Cure.
 - To gain the theoretical experience of various aspects of sports injuries and its management.
 - To make the students to understand about the importance of first aid and rehabilitate in sports and games.
- I Importance of injuries, scope, need and care of prevention. Sports Injuries, and its types injuries..
- II Common sports injuries, sprain, strain, fracture, dislocations, abrasion, contusion, bruise, blisters, corn, Athletes foot, elbow, shoulder, knee, ankle, preventive measures for common sports injuries, treatment for common sports injuries and causes for sports injuries, surface sports equipments scientific coaching.
- III Meaning, aim and objective of first aid, first aid box and its articles, types of bandages and splinters, qualities and functions of first aider. Principles of first aid, causes of sports injuries, first aid for the common sports injuries, concept of RICE.
- IV Emergency treatment of common accidents, drowning, burning, snake bite, dog bite, unconsciousness, sunstroke, shock. Rehabilitory exercises for sports injuries, rehabilitation procedures of sport injuries, cold therapy, heat therapy, hydrotherapy, exercise therapy, massage and mud therapy.

REFERENCES:

1. Anatomy of Sports Injuries: Your Illustrated Guide to Prevention, Diagnosis and Treatment Paperback - 1 Dec 2012, by Brad Walker javascript:void(0) (Author).
2. The BMA Guide to Sport Injuries Paperback - 1 Nov 2010 by DK (Author)
3. Muscle Energy Techniques: A Practical Handbook for Physical herapists Paperback - 30 Nov 2011 by John Gibbons javascript:void(0) (Author), Amanda Williams (Illustrator)
4. The Anatomy of Stretching: Your Illustrated Guide to Flexibility and Injury Rehabilitation Paperback -30 Jan 2011 by Brad Walker javascript:void(0) (Author)
5. Sports Injuries: Third Edition: Their Prevention and Treatment Paperback - 7 Nov 2000 by Lars Peterson javascript:void(0) (Author), Per Afh Renstrom (Author)
1. Sports Injuries: Diagnosis and Management Hardcover - 27 Jul 2004 by Christopher M Norris MSc CAc MCSP SRP (Author)



EC-402 YOGA EDUCATION

Objectives:

- To acquire the knowledge of Yoga Education.
- To gain the theoretical experience of various asanas of yoga.
- To make the students to understand about the importance of research in yoga.

I: Introduction

- Meaning and Definition of Yoga
- Aims and Objectives of Yoga
- Yoga in Early Upanisads
- The Yoga Sutra: General Consideration
- Need and Importance of Yoga in Physical Education and Sports

II: Foundation of Yoga

- The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi
- Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

III Asanas

- Effect of Asanas and Pranayama on various system of the body
- Classification of asanas with special reference to physical education and sports
- Influences of relaxative, meditative posture on various system of the body
- Types of Bandhas and mudras
- Type of kriyas

IV Yoga Education

- Basic, applied and action research in Yoga
- Difference between yogic practices and physical exercises
- Yoga education centers in India and abroad
- Competitions in Yogasanas

References:

- Brown, F. Y. (2000). *How to use yoga*. Delhi: Sports Publication.
- Gharote, M. L. & Ganguly, H. (1988). *Teaching methods for yogic practices*. Lonawala:
- Kaixydamoe.
- Rajjan, S. M. (1985). *Yoga strengthening of relaxation for sports man*. New Delhi: Allied Publishers.
- Shankar, G. (1998). *Holistic approach of yoga*. New Delhi: Aditya Publishers.
- Shekar, K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.

CC-403 SPORTS MANAGEMENT

Objectives:

- To acquire the knowledge of Sports Management in Physical Education.
- To gain the theoretical experience of various aspects of social management in school.
- To make the students to understand about the importance of managerial skills in sports.

I

- Nature and Concept of Sports Management.
- Progressive concept of Sports management.
- The purpose and scope of Sports Management.
- Essential skills of Sports Management.
- Qualities and competencies required for the Sports Manager.
- Event Management in physical education and sports.

II

- Meaning and Definition of leadership
- Leadership style and method.
- Elements of leadership.
- Forms of Leadership and Autocratic Laissez-faire and Democratic Benevolent Dictator
- Qualities of administrative leader.
- Preparation of administrative leader.
- Leadership and Organizational performance.

III

- Sports Management in Schools, colleges and Universities.
- Factors affecting planning
- Planning a school or college sports programme.
- Directing of school or college sports programme.
- Controlling a school, college and university sports programme.
- Developing performance standard
- Establishing a reporting system
- Evaluation
- The reward/punishment system

IV

- Financial management in Physical Education & sports in schools, Colleges and Universities.
- Budget - Importance, Criteria of good budget,
- Steps of Budget making
- Principles of budgeting

REFERENCES:

- Ashton, D. (1968). *Administration of physical education for women*. New York: The Ronald Press Co.
- Bucher, C.A. *Administration of physical education and athletic programme*. 7th Edition, St. Louis: The C.V. Mosby Co.
- Daughtrey, G. & Woods, J.B. (1976). *Physical education and intramural programmes, organisation and administration*. Philadelphia U.S.A. : W.B. Saunders Co.
- Earl, F. Z, & Gary, W. B. (1963). *Management competency development in sports and physical education*. Philadelphia: W. Lea and Febiger.

EC-401 THEORY OF SPORTS AND GAMES

Objectives:

- To acquire the knowledge of Sports and Games.
- To gain the theoretical experience of various aspects of sports and games.
- To make the students to understand about the importance of physical fitness and scientific principles in sports and games.

I: General Introduction of specialized games and sports-

- Athletics, Badminton, Basketball, Cricket,
- Football, Gymnastic, Hockey, Handball,
- Kabaddi, Kho-Kho, Tennis, Volleyball and Yoga
- History and development of the Game and Sports
- Ground preparation, dimensions and marking
- Standard equipment and their specifications
- Ethics of sports and sportsmanship

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

- Motion - Types of motion and Displacement, Speed, Velocity, Acceleration, Distance and Newton's Law of motions.
- Force - Friction, Centripetal and Centrifugal force, Principles of force.
- Equilibrium and its types
- Lever and its types
- Sports Training - Aims, Principles and characteristics.
- Training load - Components, Principles of load, Over Load (causes and symptoms).

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

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

IV Conditioning exercises and warming up.

- Concept of Conditioning and warming up.
- Role of weight training in games and sports.
- Teaching of fundamental skill & their mastery (technique, tactic and different phases of skill acquisition).
- Recreational and Lead up games
- Strategy - Offence and defense, Principles of offence and defense.

References:

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

6. To make teachers capable of imparting basic knowledge about health, hygiene and nutrition.
7. To cultivate the spirit of sportsmanship, impartiality, mental and physical alertness, scientific temper and optimism.
8. To develop knowledge and skills for the utilization of information and technology (ICT) in the advanced teaching of physical education.

R.B.P.Ed. 1. Eligibility:

Intake, Eligibility and Admission Procedure as per the NCTE norms and standards

R. B.P.Ed. 2. Duration:

The B.P.Ed programme shall be of a duration of two academic years, that is, four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

R. B.P.Ed. 3. The CBCS System:

All Programmes shall run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students, to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

R. B.P.Ed 4. Course:

The term course usually referred to, as 'papers' is a component of a 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/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

R. B.P.Ed. 5. Courses of Programme:

The B.P.Ed. Programme consists of a number of courses, the term 'Course' applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of courses suggested for the B.P.Ed. Programme.

Theory:

Core Course:

Elective Course:

Practicum:

Teaching Practices:

R. B.P.Ed.17. Grade Point Calculation

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

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

$$= \frac{\sum}{\sum}$$

Example – I

Marks obtained by Student in course CC101 = 65/100

Percentage of marks = 65 %

Grade from the conversion table is = A

Grade Point = 6.0 + 5 (0.99/9.99)

= 6.0 + 5x0.1

= 6.0+

0.5

=6.5

The Course Credits = 04

Credits Grade Point (CGP) = 6.5 × 04 = 26

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

SEMESTER 1:

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
CC-101	4	65	A	6.5	26
CC-102	4	60	A	6	24
CC-103	4	62	A	6.2	24.8
EC-101/EC-102	4	57	B+	5.7	22.8
PC-101	4	55	B+	5.5	22
PC-102	4	72	A+	7.2	28.8
PC-103	4	66	A	6.6	26.4
PC - 104	4	72	A+	7.2	28.8
	32				203.6

Examples: Conversion of marks into grade points

CC-101 65 = 60 + 5 = 6.0 + 5 × (0.99 / 9.99) = 6.0 + 5 × 0.1 = 6.0 + 0.5 =

6.5 CC-102 60 = 6.0

CC-103 62 = 60 + 2 = 6.0 + 2 × (0.99/9.99) = 6.0 + 2 × 0.1 = 6.0 + 0.2 = 6.2

EC-101/EC-102 57 = 55 + 2 = 5.5 + 2 × (0.49 / 4.99) = 5.5 + 2 × 0.1 = 5.5 + 0.2 = 5.7

PC-101 55 = 5.5

R. B.P.Ed.6. 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 in a week.

R. B.P.Ed.7. Working days:

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

R. B.P.Ed 8. Credits:

The term 'Credit' refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half / two hours of practical work/field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a B.P.Ed. Programme is 90 credits and for each semester 20 credits.

Provision of Bonus Credits Maximum 06 Credits in each Semester		
Sr. No.	Special Credits for Extra Co-curricular Activities	Credit
1	Sports Achievement at Stale level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation International level Competition	4
2	Inter Uni. Participation (Any one game)	2
3	Inter College Participation	1
4	National Cadet Corps / National Service Scheme	2
5	Blood donation / Cleanliness drive / Community services /	2
6	Mountaineering – Basic Camp, Advance Camp / Adventure Activities	2
7	Organization / Officiating – State / National level in any game	2
8	News Reposting / Article Writing / book writing / progress report writing	1
9	Research Project	4

Students can earn maximum 06 Bonus credits in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution / Department. This Bonus credit will be used only to compensate loss of credits in academic activities.

R. B.P.Ed. 9. Examinations:

- i. There shall be examinations at the end of each semester, 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.

criterion. It is further provided that the candidate should have scored the First / Second Class separately in both the grand total and end Semester (External) examinations.

R. B.P.Ed.15. Award of the B.P.Ed. Degree:

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

R. B.P.Ed.16. 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, the 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 following table:

Percentage	Grade	Latter	Description	Classification of final result
	Point	Grade		
85 & above	8.5-10.0	O	Outstanding	First class with Distinction
70-84.99	7.0-8.49	A ⁺	Excellent	
60-69.99	6.0-6.99	A	Very Good	First Class
55-59.99	5.5-5.99	B+	Good	Higher Second Class
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	AB	Absent	Absent

- ii. A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, 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 a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

R. B.P.Ed 10. Pattern of Question Papers:

Question Papers shall have seven questions corresponding to four units of each theory Course and write any five questions.

B.P.Ed.: Format of Question Paper for 4 Units.

Each question paper shall have seven questions. The pattern will be as follows:

Question No.	Description	Marks
1	Answer in detail (Long Question)	17.5
	Or	
	Answer in detail (Long Question)	
2	(Form Unit 1)	17.5
	Answer in detail (Long Question)	
	Or	
3	Answer in detail (Long Question)	17.5
	Or	
	Answer in detail (Long Question)	
4	(Form Unit 2)	17.5
	Answer in detail (Long Question)	
	Or	
5	Answer in detail (Long Question)	17.5
	(Form Unit 3)	
	Write short notes: any two out of four	
6	(Form Unit 4)	17.5
	M.C.Q. Type Questions (10 out of 12 Que.)	
	(3 Questions. from each unit)	
7	Total	80

R. B.P.Ed. 11. Evaluation:

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

One Test	5 Marks
Seminar / Quiz	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	20 Marks

$$PC-102 \ 72 = 70 + 2 = 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$$

$$PC-103 \ 66 = 60 + 6 = 6.0 + 6 \times (0.99 / 9.99) = 6.0 + 6 \times 0.1 = 6.0 + 0.6 = 6.6$$

$$PC-104 \ 72 = 70 + 2 = 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$$

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

$$= 203.6 / 32 = 6.3625$$

$$SGPA \text{ Sem. I} = 6.3625$$

At the end of

Semester-1 Total

$$SGPA = 6.3625$$

$$\text{Cumulative Grade Point Average (CGPA)} = 6.3625/1 = 6.3625$$

SEMESTER-2 : CGPA = 6.66875, Grade = A, Class = First Class

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
CC-201	4	76	A+	7.6	30.4
CC-202	4	64	A	6.4	25.6
CC-203	4	59	B+	5.9	23.6
EC-201/EC-202	4	80	A+	8	32
PC-201	4	49	C	4.9	19.6
PC-202	4	64	A	6.4	25.6
PC-203	4	55	B+	5.5	22
TP - 201	4	72	A+	7.2	28.8
	32				207.6

$$SGPA \text{ Sem. II} = 6.4875$$

At the end of Semester-2

$$\text{Total SGPA for two Semesters} = 12.85$$

$$\text{Cumulative Grade Point Average (CGPA)} = 12.85/2 =$$

$$6.425 \text{ CGPA} = 6.66875, \text{ Grade} = \text{A}, \text{ Class} = \text{First Class}$$

SEMESTER-3

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
CC-301	4	64	A	6.4	25.6
CC-302	4	64	A	6.4	25.6
CC-303	4	59	B+	5.9	23.6
EC-301/EC-302	4	81	A+	8.1	32.4
PC-301	4	49	C	4.9	19.6
PC-302	4	64	A	6.4	25.6
PC-303	4	68	A	6.8	27.2
TP - 301	4	75	A+	7.5	30
	32				209.6

$$SGPA \text{ Sem. III} = 6.55$$

At the end of Semester-3

$$\text{Total SGPA for three Semesters} = 19.4$$

SEMESTER-II						
PART A : THEORETICAL COURSE						
Course Code	Title of the Paper	Total Hours	Credit	Internal Marks	External Marks	Total Marks
CC- 201	Foundation of Physical Education	4	4	20	80	100
CC-202	Recreation and Camping	4	4	20	80	100
CC-203	Health Education	4	4	20	80	100
Elective Course (Any One)						
EC-201	Fitness and Wellness	4	4	20	80	100
EC-202	Sports Nutrition and weight Management					
Part-B Practical Course						
PC-201	Field Events	6	4	20	80	100
PC-202	Yoga, Aerobics and Kho-Kho	6	4	20	80	100
PC-203	Badminton, Table-Tennis & Ball-Badminton	6	4	20	80	100
Part-C Teaching Practices						
TP-201	Teaching practices (02 lessons classroom 04 general lesson 04 special lesson)	6	4	20	80	100
Total		40	32	160	640	800

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

2. One week leadership and Recreation camp shall be organized by the institution during second semester.

SEMESTER – III						
Part A : Theoretical Course :						
Course Code	Title of the Paper	Total Hours	Credit	Internal Marks	External Marks	Total Marks
CC- 301	Sports Training	4	4	20	80	100
CC-302	Organization and Administration	4	4	20	80	100
CC-303	Basic Statistics, Computer and Research Project	4	4	20	80	100
Elective Course (Any One)						
EC-301	Sports Medicine and Physiotherapy	4	4	20	80	100
EC-302	Curriculum Design					
Part-B Practical Course						
PC-301	Volleyball, Basketball	6	4	20	80	100
PC-302	Combative Sports : Martial Art, Karate, Judo, Taekwondo, Wrestling (Any two of these)	6	4	20	80	100
PC-303	Football, Hockey, Handball (Any two of these)	6	4	20	80	100
Part-C Teaching Practices						
TP-301	Teaching Practice Teaching Lesson plans Racket Sports/Team Games for indigenous sports (out of 10 lessons 05 inter and 05 external at practicing school)	6	4	20	80	100
Total		40	32	160	640	800

Cumulative Grade Point Average (CGPA) = $19.4/3 = 6.466667$

CGPA = 6.66875, Grade = A, Class = First Class

SEMESTER-4

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
CC-401	4	83	A+	8.3	33.2
CC-402	4	76	A+	7.6	30.4
CC-403	4	59	B+	5.9	23.6
EC-401/EC-402	4	81	A+	8.1	32.4
PC-401	4	49	C	4.9	19.6
PC-402	4	78	A+	7.8	31.2
TP-401	4	81	A+	8.1	32.4
TP-402	4	75	A+	7.5	30
	32				232.8

SGPA Sem. IV = 7.275

At the end of Semester-4

Total SGPA for all the four semesters = 26.675

Cumulative Grade Point Average (CGPA) = $26.675 / 4 = 6.66875$

CGPA = 6.66875, Grade = A, Class = First Class

Note:

(1) SGPA is calculated only if the candidate passes in all the courses i.e. get minimum C grade in all the courses.

(2) CGPA is calculated only when the candidate passes in all the courses of all the 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:

(a) Marks of each Semester End Assessment And

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

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

R. B.P.Ed.18. Grievance Redressal Committee:

The college/department shall form a Grievance Redressal Committee for each course in each college/department with the course teacher / Principal / Director and the HOD of the faculty as the members. This Committee shall solve all grievances of the students.

R. B.P.Ed.19. Revision of Syllabi:

1. Syllabi of every course should be revised according to the NCTE.
2. Revised Syllabi of each semester should be implemented in a sequential way.
3. In courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council.
4. All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.
5. During every revision, up to twenty percent of the syllabi of each course should be changed so as to ensure the appearance of the students. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.
6. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

SEMESTER – I						
Part A : Theoretical Course						
Course Code	Title of the Paper	Total Hours	Credit	Internal Marks	External Marks	Total Marks
CC- 101	History of Physical Education	4	4	20 / 4	80 / 32	100
CC102	Methods of Teaching and Technology	4	4	20	80	100
CC103	Anatomy, Physiology and Kinesiology	4	4	20	80	100
Elective Course (Any One)						
EC-101	Olympic Movement	4	4	20	80	100
EC-102	Officiating and Coaching					
Part-B Practical Course						
PC-101	Track Events	6	4	20 / 10	80 / 40	100
PC-102	Gymnastics & Swimming	6	4	20	80	100
PC-103	Indigenous Sports, Kabaddi, Malkhamb, Lezium and March past	6	4	20	80	100
PC-104	Mass Demonstration Activities, Dumbles, Wands, Hoop, Umbrella	6	4	20	80	100
Total		40	32	160	640	800

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

2. Picnic shall be organized by the Institution during the first semester

Note 1. : Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course.

2. Education tour shall be organized the institution during the third semester.

SEMESTER – IV						
PART A : THEORETICAL COURSE :						
Course Code	Title of the Paper	Total Hours	Credit	Internal Marks	External Marks	Total Marks
CC- 401	School Management and Environment studies	4	4	20	80	100
CC-402	Sports Injuries, First Aid and Cure	4	4	20	80	100
CC-403	Sports Management	4	4	20	80	100
Elective Course (Any One)						
EC-401	Theory of Sports and Games	4	4	20	80	100
EC-402	Yoga Education					
Part-B Practical Course						
PC-401	Softball, Cricket (Any one)	6	4	20	80	100
PC-402	Flag hoisting, Folk Dance, Action Song, Minor Games, Table card.	6	4	20	80	100
Part-C Teaching Practices						
TP-401	Coaching lesson plan (02 for Athletics 05 lesson games)	6	4	20	80	100
TP-402	04 lesson for formal activities	6	4	20	80	100
Total		40	32	160	640	800
Grand Total		160	128	640	2560	3200

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

SCHEME OF EXAMINATION:

SEMESTER-I				
Paper	Title of the Paper	Internal Marks	External Marks	Total Marks
THEORY (400)				
CC- 101	History of Physical Education	20	80	100
CC102	Methods of Teaching and Technology	20	80	100
CC103	Anatomy, Physiology and Kinesiology	20	80	100
EC-101	Olympic Movement	20	80	100
EC-102	Officiating and Coaching			
PRACTICAL (400)				
PC-101	Track Events	20	80	100
PC-102	Gymnastics, Swimming	20	80	100
PC-103	Indigenous Sports Kabaddi, Malkhamb, Lezium, March past	20	80	100
PC-104	Mass Demonstration Activities : Dumbles, Wands Hoops and Umbrella	20	80	100
Total		160	640	800

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

Semester- IV				
THEORY (400)				
Course Code	Title of the Paper	Internal Marks	External Marks	Total Marks
CC- 401	School Management and Environment studies	20	80	100
CC-402	Sports Injuries, First Aid and Cure	20	80	100
CC-403	Sports Management	20	80	100
EC-401	Theory of Sports and Games	20	80	100
EC-402	Yoga Education			
PRACTICAL (200)				
PC-401	Softball, Cricket (Any one)	20	80	100
PC-402	Flag hoisting, Folk Dance, Action Song, Minor Games and Table card	20	80	100
TEACHING PRACTICES (200)				
TP-401	Coaching lesson plan (02 for Athletics, 05 lesson games)	20	80	100
TP-402	Games Specialization : One for Games, 05 lesson for formal activities	20	80	100
	Total	160	640	800
	Grand Total	640	2560	3200

Semester-II				
Paper	Title of the Paper	Internal Marks	External Marks	Total Marks
THEORY (400)				
CC- 201	Foundation of Physical Education	20	80	100
CC-202	Organization and Administration	20	80	100
CC-203	Health Education	20	80	100
EC-201	Fitness and Wellness	20	80	100
EC-202	Sports Nutrition Management	20	80	100
PRACTICAL (300)				
PC-201	Field Events	20	80	100
PC-202	Yoga, Aerobics and Kho-Kho	20	80	100
PC-203	Badminton, Table-Tennis & Ball-Badminton	20	80	100
Teaching Practices (100)				
TP-201	Teaching practices (02 lessons classroom, 04 general lessons 04 special lesson)	20	80	100
Total		160	640	800

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

Semester-III				
Theory (400)				
Course Code	Title of the Paper	Internal Marks	External Marks	Total Marks
CC- 301	Training Methods	20	80	100
CC-302	Organization and Administration	20	80	100
CC-303	Basic statistics, Computer and Research Project	20	80	100
EC-301	Sports Medicine and Physiotherapy	20	80	100
EC-302	Curriculum Design			
PRACTICAL (300)				
PC-301	Volleyball and Basketball	20	80	100
PC-302	Combative Sports : Martial Art, Karate, Judo, Taekwondo, Wrestling (Any two of these)	20	80	100
PC-303	Football, Hockey and Handbal (Any two of these)	20	80	100
TEACHING PRACTICES (100)				
TP-301	Teaching Practice : Teaching Lesson plans Racket Sports/Team Games for indigenous sports (out of 10 lessons 05 inter and 05 external at practicing school)	20	80	100
Total		160	640	800

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