

Allahabad State University

Allahabad

Syllabus of
Physical Education

Proposed by:

NCTE

B.P.Ed Two Year Four Semester

Prepared by:

Board of Study Members

Minutes of the meeting in Board of Studies in Physical Education in Conference Room,
Vice Chancellor's office, Allahabad State University on 11th June 2017, at 11:00 am.

Members Present

Prof. Sushma Chitlyal (External Member)
Prof. B.B. Singh (External Member)
Prof. Archana Chahal (External Member)
Prof. S.K. Gautam (External Member)
Dr. Ishi Naryan Upadhyay (Internal Member)
Dr. H.K. Pachauri (Internal Member)
Dr. S.D. Manrya (Convener)

In the First Meeting of Board of Studies in Physical Education for the year 2017, the Convener welcomed all the members of the Board of Studies.

Agenda 1: To finalize the Syllabus of B.P.Ed, M.P.Ed, Professional Courses and BA/BSc and MA/MSc in Physical Education (non-Professional Courses).

Resolution 1: The members discussed the Syllabus of B.P.Ed and M.P.Ed as prescribed by NCTE curriculum framework 2014. The Board Members resolved that the Syllabus be approved with minor modifications as per the administrative feasibility of Allahabad State University, Allahabad. The modifications discussed were:

- I. Distribution of marks for theory and practical both will be 60% external evaluation and 40% internal evaluation.
- II. The Syllabus on B.Sc. (Agriculture) First Semester was also discussed and was resolved that:
 - a. Copy of Syllabus of B.A. in Physical Education which is already received in Allahabad State University, Allahabad, be approved with minor modifications.
 - b. The committee members unanimously resolved that Prof. Archana Chahal be authorized to prepare draft syllabus of M.A./M.Sc. in Physical Education, which will be circulated among the board members and after incorporating their suggestions (if any) shall be treated as approved.
 - c. The committee members resolved that Dr. Pawan Kumar Pachauri be authorized to prepare draft syllabus of B.Sc. (Ag.) Physical Education (First Semester), which will be circulated among the board members and after incorporating their suggestions (if any) shall be treated as approved.

The meeting ended with thanks to Chair/Convener.


(Prof. Sushma Chitlyal)
External Member


(Prof. B.B. Singh)
External Member


(Prof. Archana Chahal)
External Member


(Prof. S.K. Gautam)
External Member


(Dr. Ishi Naryan Upadhyay)
Internal Member


(Dr. H.K. Pachauri)
Internal Member


(Dr. S.D. Manrya)
Convener

Syllabus Prescribed for B.P.Ed. (Two Year Course) (Effective from Winter- 2015 for Semester-I Examination)

CURRICULUM FRAMEWORK for B.P.Ed. Post U.G. DEGRRE PROGRAMME

Preamble:

Brief Background of Physical Education:

Physical education makes a unique and important contribution to the balanced development of people and communities by providing learning programmes focused on movement. It encourages student engagement in movement experiences that promotes and supports the development of physical skills, social skills, the acceptance of challenge, teamwork, optimism, acceptance of diversity and decision making. The purpose is to create a national culture that supports physically active lifestyles so that one day, all Indians will be physically active. To accomplish this ultimate goal/purpose, the Physical Education curriculum calls for improvement in the quantity and quality of physical education for students from preprimary to XIIth grade through significant policy initiatives.

In short physical education can be conceptualized as to:

- ❖ make a unique contribution to balanced development and living;
- ❖ movement being essential to be a human;
- ❖ learning focused on movement and students need to be engaged in it;
- ❖ a medium for developing skills across diverse areas of endeavor;
- ❖ fostering a pedagogy based around critical thought and action;

Conceptualizing Physical Education in India

The NCTE has set out with the intention of developing a new teaching/learning paradigm for physical education. The Curriculum attempts to:

- define learning outcomes for physical education which encourages a holistic approach based on a socio-ecological perspective;
- promote greater integration and balance between the social and physical sciences;
- contextualise physical education with a set of attitudes and values that signify the importance of movement as a valued human practice;
- centralize and acknowledge that the individual, in his /her search for personal meaning, once educated in health and physical education, would be able to make positive contributions to the enhancement of society;
- Promote the learning of new skills;
- Enhance, extend, inform and critique the deliberate use of exercise, play, sport and other forms of physical activity within and individual and societal context;

Physical Education Model

Physical education is a formal content area of study in schools, and it encompasses assessment according to standards and benchmarks. The curriculum-based physical education program describes the potential of high-quality physical education in developing children into active adults. This model would provide the only opportunity for all school-age children to access health-enhancing physical activities.

The suggested curriculum model for physical education programs includes movement education, which emphasizes the importance of fundamental motor skills competence as a prerequisite for engagement in physical activity throughout the life span; sport education, which emphasize helping students become skillful players in lifetime sports of their choosing; and fitness education, which impart physical fitness concept to students, including the profit and scientific values of exercise, with the target of developing and maintaining individual fitness and positive lifestyle change. The emergence of a technology-focused physical education curriculum offers further motivational opportunities for students to engage in lifelong physical activities.

Teacher Preparation

Teaching physical education to children effectively and safely requires specific knowledge about children and their physical/mental development, body composition (anatomy) and functions (physiology and biomechanics), and motor skills development and acquisition.

In addition, teaching physical education requires substantial knowledge and skill in pedagogy (the science and art of teaching).

Excellence in teaching Physical education and health

Teaching physical education and, to a certain extent, health education is different from teaching other school subjects in several key ways.

First, the curriculum is different. In Physical education, the focus is on learning skills and attitudes more than learning content. In particular the opportunity to teach important lessons about character, teamwork, courage, self-respect, perseverance, and so forth, is available in every lesson. In health, the curriculum concerns issues that are more fundamental to the well-being of students- fitness, diet, self-concept, disease prevention than most topics in other classroom subjects.

Second, student's intrinsic motivation for some tricky management issues regarding monitoring and guiding large number of students. The teacher may be in participating maybe either stronger or much weaker than in core academic subjects.

Third, physical education presents physical contact with students more than in other instructional situations.

GOAL OF THE B. P. Ed. PROGRAMME

To prepare professionally fit teachers of Physical Education and Academic subjects who are capable of responding to the changing needs of the modern Indian society with the challenges and opportunities available therein. i.e. Bachelor of Physical Education (B.P.Ed.) two years (Four Semesters based on Credit System programme is a professional programme meant for preparing teachers of physical education in Std. VI to X and for conducting physical education and sports activities in Std. XI-XII.

OBJECTIVES OF THE B. P. Ed. PROGRAMME

1. To enable the trainee-learners to understand the nature, purpose and philosophy of education and physical education at the secondary stage.
2. To prepare teachers of Physical Education with broader educational perspective.
3. To develop personnel, Professionals and Social competencies required in teaching profession of physical education.
4. To develop potential for planning and organizing Physical Education programmes and other play-activities.
5. To empower trainee-learners to inspire their students to actively participate in Physical and Yogic Exercises, Games and Sports.
6. To enable teachers to develop personality, character, will power, democratic values and positives attitude towards life among their students through Physical Education.
7. To make teachers capable of imparting basic knowledge about health, hygiene, nutrition and physical fitness.
8. To develop skills and competencies to organize school and community games and sports.
9. To cultivate the spirit of sportsmanship, mental and physical alertness, scientific temper and optimism.
10. To promote mental health, power of self-decision and self-control, correct judgment and action, emotional stability, respect for other and acceptance of the authority and rules.
11. To promote appreciation and interest for indigenous games, sports and yogic practices among trainee-learner.
12. To create awareness about health and hygiene in the community.

SYLLABUS PRESCRIBED FOR B.P.ED Two Year Programme (Four Semester) Based on Credit System (CS)

Theory Courses (Part I) : BPed CC-101

HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION

Credit			Teaching Hours		
Lectures	Practical/Internship	Total	Lectures	Practical/Internship	Total
4	-	4	68	-	68

Objectives of the Course:

To gain the knowledge of physical education.

To understand the historical perspectives of physical education in India.

To understand the various isms to become familiar with Indian philosophy. To equip with the ideas of Fitness Promotion.

COURSE CONTENTS

Unit – I Introduction:

1. Physical Education: Meaning, Definition and Scope.
2. Physical Education: Aims and Objective
3. Importance of Physical Education in present era.
4. Physical Education as an Art and Science.
5. Relationship of Physical Education with Gender Education

Unit-II Historical Perspectives of Physical Education in India:

1. Indus Valley Civilization Period. (3250 BC – 2500 BC)
2. Vedic Period (2500 BC – 600 BC)
3. Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)
4. Medieval Period (1000 AD – 1757 AD)
5. British Period (Before 1947)
6. Physical Education in India (After 1947)
7. Contributions of Y.M.C.A; Akhadas and Vyayamshalas

Unit-III Principles of Physical Education:

A) *Biological* -

- a) Growth and development
- b) Age and gender characteristics
- c) Body Types
- d) Anthropometric differences

B) *Psychological* -

- a) Learning types, learning curve
- b) Laws and principles of learning
- c) Attitude, interest, cognition, emotions and sentiments

C) *Sociological* -

- a) Society and culture
- b) Social acceptance and recognition
- c) Leadership
- d) Social integration and cohesiveness

Unit-IV Foundation of Physical Education

1. Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism.
2. Philosophical Foundation as an Indian Culture.
3. Fitness and wellness movement in the contemporary perspectives.
4. Sports for all and its role in the maintenance and promotion of fitness.

TEACHING LEARNING STRATEGIES -

The class shall be taught by using lectures, seminars, educational videos, charts and assignment method.

The teacher shall cover the ways to think innovatively liberally using thinking techniques.

ACTIVITIES -

Lectures/Library Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/ Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

ASSESSMENT RUBRICS -

Classroom Test, Project Work, Assignments, Presentations

References/Suggested Readings:

Adams, William. C. Foundation of Physical Education Exercises and Sports Sciences. Philadelphia: Lea and Febigor, 1991.

- Bhatia, K. K., & Narang, C. L. Philosophical & Sociological Bases of Education. Ludhiana: Prakash Bros., 1984.
- Bokil, V. P. Foundation of Education, Pune: Pune University, 1970.
- Bucher, C. A. & West, D. A. Foundations of physical education & sports. st. Louis: Times mirror Mosby college publishing, 10th ed., 1987.
- Dash, B. N. Principles of Education. Hyderabad: Neelkamal publication, 2003.
- Deshpande, S. H. (2014), Physical Education in Ancient India. Amravati: Degree college of Physical education.
- Kamlesh M. L., Physical Education facts and foundations., Haryana: P. B. Publication (Pvt.), 1988.
- Kamlesh M. L., Principles and History of Physical Education and Sports., Delhi: Friends Publication (India) New, 2004.
- Kamlesh, M. L., Sociological Foundation of Physical Education., Delhi: Metropolitan Book co. Pvt. Ltd., 2002.
- Mohan, V. M. (1969), Principles of physical education., Delhi: Metropolitan Book Depo.
- Pandey, R. S., Philosophical & Sociological Foundation of Education., Agra: Vinod Pustak Mandir, 1991.
- Wellman and Cowell., Philosophy and Principles of Physical Education., Amravati: Suyog Prakashan,
- William, J. F. (1964), The principles of physical education., Philadelphia: W. B. Saunders Co.

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Semester I

Theory Courses (Part I) : BPEd CC-102

ANATOMY AND PHYSIOLOGY

Credit			Teaching Hours		
Lectures	Practical/Internship	Total	Lectures	Practical/Internship	Total
3	1	4	48	32	80

Objectives of the Course:

- To gain the knowledge of Organization of the human body and its regulation. To understand the support and movement of systems of the body.
- To understand the human body and its function.
 - To understand and analyze the structural aspect of systems of the body.
 - To understand the concept of fundamental of human body organs.
 - To understand and analyze the functional aspects of Human body.
 - To understand the integration and control system.

COURSE CONTENTS

Unit – 1 Introduction:

1. Brief Introduction of Anatomy, Physiology and Exercise Physiology.
2. Need and Importance of Anatomy & Physiology in the field of physical education.
3. Cell: Structure, Function & Histology of Tissue (Epithelial, Connective, muscular, nervous).
4. Blood-Constituent, Functions and Blood Groups.

Unit – II Muscular-Skeletal, Cardiovascular and Respiratory Systems:

1. *Bones*: Classification, Structure and function.
2. *Joints*: Types / Basic movements at Joint
3. *The Muscular System*: Types, structure and function of the Muscles.
4. *The Circulatory System*: Structure of Heart, Properties of Heart muscles, Blood Circulation, cardiac cycle, Blood-Pressure, Lymph & Lymphatic circulation, Cardiac output.
5. *The Respiratory System*: Structure of Lung, Exchange of Gases in the lungs, Respiration Mechanism, Lung Capacity, Tidal Volume.

Unit – III Nervous System, Renal Excretory System and Endocrine Glands:

1. *The Nervous System* (Central & Peripheral): Structure and Functions of Automatic Nervous System, Nerve Control Activities (Neuromuscular Junction, Transmission of nerve Impulses).

2. *The Digestive System: Structure & Function Digestive Organs; Absorption & Assimilation of food Metabolism (Metabolic Rate and Body Temperature Regulation).*
3. *The Excretory System: Structure and Function of Kidney and Skin.*
4. *Endocrine/Ductless Glands-Classification and functions of hormones (Pituitary, pineal, Thyroid, Parathyroid, Adrenal, Pancreas & Sex).*

Unit – IV Integration and control systems for better performance:

1. Sensory System: Structure and functions of Eye and Ear.
2. Role of Oxygen during Physical exercise/Training: Oxygen Debt, Second Wind & Vital Capacity
3. Warming up, Conditioning Exercises and Fatigue.
4. Effect of Exercise and Training on Cardiovascular, Respiratory and Muscular system.

TEACHING LEARNING STRATEGIES -

The class shall be taught by using lectures, seminars, educational videos, charts and assignment method.

The teacher shall cover the ways to think innovatively liberally using thinking techniques. **ACTIVITIES -**

Lectures/Library Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/ Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

ASSESSMENT RUBRICS -

Classroom Test, Project Work, Assignments, Presentations

References/Suggested Readings:

Christine, M. D., *Physiology of Sports and Exercise*. USA: Human Kinetics, 1999.

Conley, M. *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, 2000.

David, R. M. *Drugs in Sports*, Routledge Taylor and Francis Group, 4th ed., 2005.

Gupta, M. and M. C Gupta. *Body and Anatomical Science*. Delhi: Swarna Printing Press, 1980.

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

Hunter, M. *dictionary for physical educators*. In H. M. Borrow & R. McGee, (ed), *A Practical approach to measurement in Physical Education*, (pp. 573-74). Philadelphia: Lea & Febiger.

Karpovich, P. V. (n.d.). *Physiology of Muscular Activity*. London: W. B. Saunders Co.

Lamb, G. S. *Essentials of Exercise Physiology*. Delhi: Surjeet Publication, 1982.

Marief, Elaine N. *Human Anatomy and Physiology* Cal: The Benjamin Cumming, 3rd ed., 1984.

Moorthy, & A. M. *Anatomy, Physiology and Health Education*. Karaikudi: Malayalam Publications, 2014.

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

Pearce, E. C. *Anatomy and Physiology for Nurses*. London: Faber & Faber Ltd., 1962.

Seeley, & Tate *Anatomy & Physiology*. St. Louis: Mosby, 1992.

Sharma, R. D. *Health and Physical Education*, Gupta Prakashan, 1979.

Singh, S. *Anatomy and Physiology and Health Education*. Ropar: Jeet Publications 1979.

Tortora, G. J. *Introduction to Human Body*. California: Addison Wesley, 4th ed. 1996.

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Semester I
Theory Courses (Part I) : BPed CC-103

MANAGEMENT OF PHYSICAL EDUCATION AND SPORTS & GAMES

Credit			Teaching Hours		
Lectures	Practical/Internship	Total	Lectures	Practical/Internship	Total
4	-	4	68	-	68

Objectives of the Course:

- To understand the concept and to equip with the essential skills of sports management.
- To understand the qualities and to equip with competencies required for the sports manager. To gain the knowledge of the basic concept of planning.
- To gain the knowledge of the concept of leadership and it's known forms. To understand the Organization and Administration of Sports Programs.
- To let be familiar with the Preparation of the financial proposals for physical education & sports in Schools/Colleges/Universities.
- To be equipped with the skill of Organization, designing and evaluating the sports events.

COURSE CONTENTS

Unit – I Introduction

1. Nature and Concept of Sports Management.
2. Progressive concept of Sports management.
3. The purpose and scope of Sports Management.
4. Essential skills of Sports Management.
5. Qualities and competencies required for the Sports Manager.
6. Event Management in physical education and sports.

Unit- II Leadership

1. Leadership: Meaning, Definition, and The Elements.
2. Leadership: style and methods.
3. Forms of Leadership: Autocratic, Laissez-faire, Democratic, and Benevolent Dictator
4. Qualities of administrative leader.
5. Preparation of administrative leader.
6. Leadership and Organizational performance.

Unit-III Programme Management

1. Sports Management in Schools, Colleges & Universities and Factors affecting Programme Management.
2. Planning and Directing the School/College Sports Programme.
Time-Table Management: Importance and Factor affecting Time-Table, Preparation of Time-Table, Principles for preparing Time-Table.
3. Organization of Sports Competition & Games Tournaments; Designing and Evaluating the Event -
 - a. Athletics Meet, Extramural and Intramural.
 - b. Fixing the Preliminary and Final Hits of Track and field events
 - c. Fixtures of Tournaments: Advantage & Disadvantage of Knock out, League/Round Robin , Combination and Challenge Tournament.
4. Controlling the sports programme for -
 - a. Developing performance standard of a school, college and university
 - b. Establishing a reporting system of a school, college and university
 - c. Evaluation of a school, college and university
 - d. The reward/punishment system in a school, college and university

Unit-IV Budgetary Provisions, Purchase of Equipment, Audit Management and Records & Registers.

1. SWOT analysis
2. Preparation of the Financial Proposal for Physical Education & Sports in Schools/ Colleges/ Universities.
3. *Budget Drafting*: Importance and Criteria of good Budget, Steps of Budget making, Principles of Budgeting
Purchase of Equipments and Materials: Need, Importance, Purchase, Care and Maintenance.
4. Audit Management of any sports schemes, sports schools, sports colleges, sports department, clubs etc.
Records and Registers: Type of Record and Registers, Maintenance of attendance register stock register etc.

TEACHING LEARNING STRATEGIES -

The class shall be taught by using lectures, seminars, educational videos, charts and assignment method.

The teacher shall cover the ways to think innovatively liberally using thinking techniques. **ACTIVITIES -**

Lectures/Library Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/ Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

ASSESSMENT RUBRICS -

Classroom Test, Project Work, Assignments, Presentations

References/Suggested Readings:

- Broyles, F. J. & H. D. Rober (1979). Administration of sports. Athletic programme: A Managerial Approach. New York: Prentice hall Inc.
- Bucher, C. A. (1983). Administration of Physical Education and Athletic programme. St. Louis: The C.V. Mosby Co. London
- Bucher, C. A.. Management of Physical Educational and Sports. USA: Mc Garw Hill Co., 12th ed. 2002.
- Chakraborti, S. (2007). Sports Management. New Delhi: Friends Publication.
- Earl, F. Z, & Gary, W. B. (1963). Management competency development in sports and physical education. Philadelphia: W. Lea and Febiger.
- Govindrajulu, N. (2005). Management of Physical Education and Sports Programme. New Delhi: Friends Publication.
- Horin, Lory. Administration of Physical Education and Sports Programme, Philadelphia: Sounders College publication, 1985.
- Kamlesh, M. L. Management Concept of Physical Education and Sports, Delhi: Metropolitan Book Depot.
- Kozman, H. C., R. Cassidy, C. Jackson. Methods in Physical Education. London: 1960.
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- Roy, S. S. (2002). Sports Management. New Delhi: Friends publication.
- Voltmer, E. F. & A. A. Esslinger (1979). The organization and administration of Physical Education. New York: Prentice Hall Inc.
- Zeigler, E. F., G.W. Bowie. Management Competency Development in Sports and Physical Education. Philadelphia: 1983.

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Semester I
Theory Courses (Part I) : BPed EC-101
SPORTS SOCIOLOGY AND ENVIRONMENTAL STUDIES

Credit			Teaching Hours		
Lectures	Practical/Internship	Total	Lectures	Practical/Internship	Total
3	0	4	68	0	68

ESSENCE OF THE COURSE

Objectives of the Course:

- To understand the Sociological aspects of human behavior in relation to physical education and sports.
- To understand the socialization through Physical Education.
- To gain knowledge of the culture and its effect on life style of people.
- To be equipped with knowledge of the Environmental studies in promotion of nation's development.

COURSE CONTENTS

Unit – I SOCIOLOGICAL FOUNDATION

- a. Meaning, Nature and Scope of Sociology in the field of Physical Education and Sports
- b. Orthodoxy, Customs, Traditions and Physical Education
- c. Factors affecting Social change through Physical Education.
- d. Festivals and Physical Education.
- e. Social Group Life: Social conglomeration and social group, Primary group and Remote group.

Unit – II ROLE OF TEACHING IN SOCIETY

- a. *Professional ethics*: Ethics and values related to sports, Sportsman Spirit.
- b. Role of teachers in changing society through Physical Education and Sports.
- c. *Culture*: Features, Importance and Effect of culture on people life-style.
- d. Relationship of Culture with Sports.
- e. *Different methods of study*: Observation/Inspection, Questionnaire, and Interview.

Unit – III BASIC OF ENVIRONMENTAL STUDIES:

- a. Meaning, Scope, Need and Importance of Environmental Studies.
- b. Celebration of various days in relation with environment.
- c. Role of school environmental conservation and sustainable development.
- d. Social issues and the Environment.
- e. Meaning of occupational hazards and its Measures

Unit-IV Natural Resources and related Environmental issues:

- a. Resources of Water, Food and Land.
- b. *Control Measures*: Meaning/Definition and Effects of Air Pollution, Water Pollution, Noise Pollution, Thermal Pollution.
- c. Management of Environment.
- d. Governmental policies regarding Environmental management.
- e. Back ground and Role of Pollution Control Board.

References/Suggested Readings:

For Sports Sociology –

- Ball D. W. & Loy, J. W. (1975). *Sports and social order; Contribution to the sociology of sports*. London: Addison Wesley Publishing Co., Inc.
- Bhatia, K. K. & Narang, C. L., Philosophical & Sociological Bases of Education., Ludhiana: Prakash Bros., 1984.
- Kamlesh, M. L., Sociological Foundation of Physical Education., Delhi: Metropolitan Book co. Pvt. Ltd., 2002
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*., Philadelphia: Lea & Febiger.
- William F. O. & Meyer, (1979). A handbook of sociology., New Delhi: Eurasia Publishing House Pvt. Ltd.

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For Environmental Studies –

Agrawal, K. C. (2001), *Environmental Biology*, Bikaner: Nidhi publishers Ltd.

Odum, E. P. (1971), *Fundamental of Ecology*. U.S.A.: W. B. Saunders Co.

Semester I
Theory Courses (Part I) : BPEd EC-102
OLYMPIC MOVEMENT

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
4	-	4	68	-	68

Objectives of the Course:

- To understand the philosophy and to gain knowledge of early history of Olympic Movements.
- To gain the knowledge of Olympic Ideals, Code, Ethics, protocol etc.
- To gain the knowledge of different Olympic Games and committees.
 - To understand the Classification and identification of the Olympic values and to apply the same to the society.
- To understand the concept the Olympics in organizing various sports activities.
 - To become familiar with and to Recognize distinguished functional operations of national and international Olympic Federations.

COURSE CONTENTS

Unit – I Origin of Olympic Movement:

1. Philosophy of Olympic Movement.
2. Early history of Olympic Movement.
3. Significant stages in the development of the modern Olympic Movement.
4. Educational and cultural values of Olympic Movement.

Unit – II Modern Olympic Games

1. Significance of Olympic Ideals, Olympic Rings, Olympic Flag.
2. Olympic Protocol for member countries.
3. Olympic Code of Ethics.
4. Olympism in action.
5. Sports for All.

Unit – III Different Olympic Games

1. Para Olympic Games.
2. Summer Olympics.
3. Winter Olympics.
4. Youth Olympic Games.

Unit – IV Committees of Olympic Games

1. International Olympic Committee - Structure and Functions.
2. National Olympic committees and their role in Olympic Movement.
3. Olympic Commissions and their functions.
4. Olympic medal winners of India.

References/Suggested Readings:

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

Semester – I
PART – II: PRACTICUM COURSE

PC-101 : TRACK AND FIELD

Note: The following Table (meant for Credits and Teaching hours), Essence of the Course, Objectives and general content course is to be applicable for each Practicum course (Event, Game/Sports).

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
1	1	2	16	32	48

ESSENCE OF THE COURSE:

This course will enable students to understand the basic Skills, Strategies, Tactics and the way to improve Performance.

It aims to develop understanding about the Rules and Regulations; Dimensions of the field; Thickness of the Lines; Equipment; Duties of the Officials: before, during & after the match: Duty of Coach and Captain; Different types of Signals; basic Skills and Techniques; Associations and Federations of games and sports.

Thereon the practicum course is to be run with the following Objectives –

Objectives:

- To understand the importance of Running in Competitive Sports & Games and general in life.
- To develop the concept of the Games and Sports skill.
- To develop the concept of Weight Lifting Sports skill and its value in general life.
- To analyze & interpret the skills.
- To appraise the rule & regulation.
- To demonstrate and assess various techniques of starts and finish.
- To demonstrate and assess various technique.
- To interpret the rules and regulations in real game situation.
- To officiate a match in real game situation.

General Course Contents:

Historical development of the Game/Sport at National & International levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Note: *Final External Examination shall have to hold for any three events (i.e. only one opted from each Track event) from the following events (PEC-101).*

Total 70 Marks shall have to calculate as addition of obtained marks credited for opted skill from any of three events with a max. of 45 marks.

Course Contents:

A) Running Event:

1. **Starting techniques:** Standing start, Crouch start and its variations, Proper use of Starting blocks.
2. **Finishing Techniques:** Run, Through, Forward lunging, Shoulder Shrug
3. Ground Marking, Rules and Officiating

B) Relays: Fundamental Skills

1. Various patterns of Baton Exchange
2. Understanding of Relay Zones
3. Ground Marking
4. Interpretation of Rules and Officiating.

C) Hurdles:

1. **Fundamental Skills:** Starting, Clearance and Landing Techniques.
2. Types of Hurdles:
3. Ground marking and Officiating

Teaching Learning Strategies:

The class will be taught by using lectures, demonstration, explanation, videos, learning by doing, Whole-Part-Whole method, Lead-ups games and Presentations method.

Activities:

Lectures/ Demonstration/ Explanation/ Field Work/ Outreach Activities/Vocational Training/ Viva/ Learning by doing/ Lead-up Games/ Minor Games/ Dummy Practice etc.

ASSESSMENT RUBRICS

Skill Test, Project File, Officiating, Viva etc.

Semester – I
PART – II: PRACTICUM COURSE

PEC - 102 : INDOOR & WATER SPORTS

Note: Final External Examination shall have to hold for any one Sports (PEC-102) i.e. Any one Sports may opt amongst Floor Gymnastic/Weight Lifting/Swimming for 70 marks to be examines by external examiner.

PEC - 102 : Floor Gymnastics

Course Contents:

Floor Exercise

1. **Roles on Floor:** Forward & Backward Roll from the following - *a.* Knee down position, *b.* Sitting position, *c.* Straddle position, *d.* Standing position and *e.* Dive & Roll.
2. **Balances:** *a.* 'V' Balance; *b.* 'Frog' balance; *c.* 'Aeroplane' balance; *d.* 'T' balance; *e.* Head stand; *f.* Hand stand, and *g.* Back Bend.
3. **Others:** Leg Split; Bridge; Dancing Steps; Jump-leaps, Scissors leap and Cartwheel.

Semester – I
PART – II: PRACTICUM COURSE

PEC - 102 : Weight Lifting

Course Contents:

Teaching Fundamental Skills:

1. Techniques of Lift: Clean and Jerk; Snatch;
2. Power Lifting: Dead Lift and other style of the events
3. Knowledge of weight groups meant for the particular event.
4. Rules and Regulation of Weight Lifting Competition.
5. Records of the competition at various levels.

SEMESTER – I
PART – II: PRACTICUM COURSE

PEC - 102 : Swimming

Course Contents:

A] Fundamental Skills:

1. Entry into the pool.
 2. Developing water balance and confidence.
 3. Water fear removing drills.
 4. Floating: Mushroom and Jelly fish etc.
 5. Gliding with and without kickboard.
 6. Introduction of various Strokes i.e. Free style, Back style, Breast stroke, & Butter fly (with Body Position, Leg Kick, Arm pull, Breathing and Co ordination; Start and Turns of the concerned Strokes).
 7. Introduction of Various Strokes: (Water Treading and Simple Jumping; Starts and turns of concerned strokes).
 8. Rules & their interpretations during Competitive swimming:
 - a.* Officials and their Duties; *b.* Pool specifications;
 - c.* Seeding (heats and finals); *d.* Rules & Regulation of the Races.
- B] Match Officiating:** Basic of Officiating, Required Officials, Types of Officials, Duties of different Officials.

Semester – I
PART – II: PRACTICUM COURSE

PEC – 103 : INDIGENOUS SPORTS

Note: *Final External Examination shall have to hold for any two Indigenous sports (PEC-103) i.e. One from Kabaddi or Kho-Kho and other from Malakhamb or Rope Malakhamb. Total 70 Marks shall have to calculate as average obtained marks credited for each opted sports with a max. of 70 marks.*

PEC – 103 : Kabaddi**Course Contents:****I - Fundamental Skills for Raider:**

A] **Skills in Raid:** Basic Requisite (speed, cant, dodging, hand movements and foot work, Eye sight);

- i. Touching with hand;
- ii. Various kicks (Mule, Side, Slide, Round & Back etc.);
- iii. Crossing of Baulk-Line, Crossing of Bonus-Line,
- iv. Luring the opponent to catch, Pursuing,
- v. Fake Movements.

B] Advance skills for Raider:

- i. Bringing the antis in to particular position;
- ii. Escaping from various holds;
- iii. Techniques of escaping from Chain-formation;
- iv. Combined formations in offence and defense (Jump over the antis, Dragging the antis by force, pushing the antis, turning & twisting to release form the ankle hold, breaking the cordon).

II - Fundamental Skills for Anti-Raiders:

A] **Skills of Holding the Raider:** Basic requisites with combination (role of specific position and flexible movements of antis, covering and chain formation);

- i. Individual hold (Catching from particular position);
- ii. Holding in Chains (Catching formations);
- iii. Different types of Catches [(Wrist, Trunk/Waist, Thigh (single or both) & Ankle holds);
- iv. Luring the raider to take particular position so as to facilitate catching for individual or chain formation;
- v. Various Chain-formations & Techniques.

B] Teaching of Fundamentals

C] Ground Marking;

D] Rules and Regulation and their interpretations;

E] **Match Officiating:** Basic of Officiating, Required Officials, Types of Officials, Duties of different Officials.

PEC – 103 : Kho-Kho**Course Contents:**

Fundamental Skills: General skills of the game (Running, Chasing, Dodging/Faking etc.)

A] **Skills in chasing/Attacking:** Correct Kho, Moving on the lanes, Pursuing the Runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving (on lanes, at pole), Judgment in giving Kho, Rectification of Foul.

B] **Skills in Running/Defense:** Zigzag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back (Fakes/Feint on the pole, Fake-legs, Body-Arm etc); Combination of different skills.

C] Teaching of Fundamentals

D] Ground Marking;

E] Rules and Regulation and their interpretations;

F] **Match Officiating:** Basic of Officiating, Required Officials, Types of Officials, Duties of different Officials.

PEC – 103 : Malakhamb**Course Contents:**

- A] **Fundamental Skills:** Salami, Hold, Sadhi udi, Bagal udi, Dashrang udi, Bagli udi, Vel udi, dora, Phirki, Padmasana, T-Balance, Pataka, and Landing. Sui
- B] Teaching of Fundamentals
- C] Malakhamb Placing with its other arrangements, Understanding the proper area and safety measures for practicing and during competitions;
- D] Rules and Regulation and their interpretations;
- E] **Officiating the Competition:** Basic of Officiating, Required Officials, Types of Officials, Duties of different Officials.

PEC – 103 : Cane/Rope Malakhamb**Course Contents:**

- A] **Fundamental Exercises:** Salami, Padmasana Chadh, Katibandh1-2, Sadhi adi, Rikeb pakad, Rikeb pag ni adhi, Kamar adhi, Nakki kas adhi, Urubandh tedhi, Sadhi bagli, Do hati bagli, Kamarbandh bagli, nakki kas bagli, Dashrang, Hanuman pakad, Gurupakad, various padmasana, Landing.
- B] Teaching of Fundamentals
- C] To tie the Rope Malakhamb with its knotting arrangements, Understanding the proper area and safety measures for practicing and during competitions;
- D] Rules and Regulation and their interpretations;
- E] **Officiating the Competition:** Basic of Officiating, Required Officials, Types of Officials, Duties of different Officials.

Semester – I**PART – II: PRACTICUM COURSE****PEC - 104 : MASS DEMONSTRATION ACTIVITIES**

Note: The following Table (meant for Credits and Teaching hours) and Objectives is to be applicable for each Practicum course (i.e. all Rhythmic Demonstrative activities).

Credit			Teaching Hours		
Lecture/Tutorials	Practical/Internship	Total	Lecture/Tutorials	Practical/Internship	Total
1	1	2	16	32	48

Objectives:

- To develop the concept of the activities along with its rhythm.
- To understand the type of activities and its grace to perform in group.
- To get the idea of playing the activities on rhythm.
- To learn the demonstrate activities and thereon acquire the skill of teaching such activities for the group on certain rhythm.
- To innovate the new ideas of demonstrative activities.

Course Contents:

Teaching & Learning Contents: a. Grip of the Apparatus (if any), b. Attention with or without apparatus/ Light apparatus, c. Stand – at – ease with or without apparatus/ light apparatus; d. Exercise on verbal command, drum or music rhythm, and whistle in (Two, Four, Eight and Sixteen) count.

PEC – 104 : Activities with or without Apparatus/Light apparatus

- A] **Name of activities without apparatus** - P.T. Exercises: Seating, Standing, Jumping Exercise, Moving & Combination of above all. (Sixteen Count Exercises - 8 Tables).
Name of Activities with light apparatus: Dumbbells, Indian Clubs, Ring drill, Umbrella, Wands (Sixteen Count Exercises – 4 Tables).
- B] **Name of activities with other apparatus:** Lathi (Sidhi & Ulati Bail; Sidhi & Ulati Bail Chal; Salami; Do Rukh; Aage & Pichhe Farlang; Bagal war; Jangwar; Beliya Chamukhi etc.).
Lazium: Ghati Lazium (Aath Aawaz, Baithak aawaz, Aage Paon, Aage kadam, Do pher aawaz, Chau pher aawaz, Kadamtal, Pavitra, Uchhak pavitra, Kadam pavitra).
Hindustani Lazium (Char Aawaz, Ek Jagah, Aanti Lagaav, Pavitra, Do Rukha, Chau Rukha, Chau rukha baithak, Momiya).

C] **Marching:** Ek Line Bun, Teen Line Bun; Dahine Saj; Sawdhan, Vishram; Dahine mud, Baye mud, Pichhe mud; Kadamtal; Khuli Line Chal and Nikat Line Chal; Tham..

March Fast: Dahine, Baye & Pichhe mud; Khuli Line & Nikat Line Chal; Kadam Tal; Aage badh; Samne Salute; Dahine Dekha; Samne Dekha; Tham. *Slow March:* Dhire chal; Tham.

D] **Dance:** Flock Dances (Lok Nritya) –Tipri, Bhangada, Kathak, Kuchipudi, Odici or any other recognized Indian Classical dance.

Note: *Mass Demonstration activities are to be practiced & examined in a group (12-15 trainee-learners). The examinee shall choice any two activities from A] i.e. one Exercises from without apparatus & one from with light apparatus; From rest i.e. B], C], & D] one activity shall have to attend for the final external examination.*

PEC – 104 : BAND

Bass Drum; Side Drum; Flute & Beguile.

Note: *The Band is to be practiced and examined in a group of 3-5 trainee-learners, and shall have perform for National Anthem, Saluting, March Fast, Mass Demonstrative activities. The external examination will be held for any three of these.*

PEC – 104 : AEROBICS (Rhythmic Aerobics)

Course Contents: Low impact Aerobics, High impact Aerobics, Aerobics kick boxing,

Postures – Warm up and cool down

THR Zone – Being successful in exercise and adaptation to aerobic workout.

- Rhythmical exercise with two, four, eight, sixteen and thirty two counts.
- Basic Turns, Jumps, Leaps on special music.
- Choreography with Music.

Note: *Aerobics is to be practiced and examined in a group of 15 to 20 trainee-learners.*

Appendix-I

B.P.Ed. (Two year)

SEMESTER – I

PART II - PRACTICUM COURSE

SCHEME (FORMAT TABLE OF MARKING) OF PRACTICAL EXAMINATION

Note: *The Score sheet &/ Record sheet (wherever possible) can also be used from Old Syllabus meant for B.P.Ed. One Year Post U.G. degree course. An institute/College may also develop the New type of Score sheet &/Record sheet and shall submit the same to the Board of Physical Education, SGB Amravati University for its approval.*

PC-101 Track & Field (Running Events)

(Events: 1. Sprints, Middle & Long distance running; 2. Hurdles, and 3. Relays)

Internal – 30 Marks

Table No. 1-A₁

Roll No.	Events	Performance During due course of the semester (10 Marks)	Event Style Demonstration (15 M)	Attendance during due course of the semester (05 Marks)	Total (30 M)

Table No. 1- A₂

Roll No.	Events	Performance During the semester (10 Marks)	Event Style Demonstration (15 M)	Attendance during due course of the semester 05 Marks	Total 30 Marks	Average of the 3 events (30 M)
	1.					
	2.					
	3.					

External – 70 Marks

PC-102 (B) Swimming
Internal – 30 Marks

Table No. 4-A

Roll No.	Demonstration of any two strokes		Attendance & work done (related with the Swimming) due in course of the semester (10 M)	Total (30 M)
	Stroke-1 (10 M)	Stroke-2 (10 M)		

External – 70 Marks

Table No. 4-B

Roll No.	Record Book (10 M)	Viva on Officiating and Rules (20 M)	Style/Skill Demonstration (Any four)				Performance		Total (70M)
			Skill ₁ (5 M)	Skill ₂ (5 M)	Skill ₃ (5 M)	Skill ₄ (5 M)	50/100 M (10 M)	200/400M (10 M)	

PC-102 (C) Weight Lifting
Internal – 30 Marks

Table No. 5-A

Roll No.	Work done to understand and learn the styles of lifting the weight		Attendance & Special work done related with the weight Lifting due in course of the semester. (10 M)	Total (30 M)
	Lift Style - I (10 M)	Lift Style - I (10 M)		

External – 70 Marks

Table No. 5-B

Roll No.	Record Book (10 M)	Viva on Officiating and Rules (20 M)	Style/Lift Demonstration Any two		Performance with weight plates as per wt. group		Performance & Skill Demo. Obtained Marks Max. 40	Total (70M)
			Lift Style - I (10 M)	Lift Style - I (10 M)	Clean and Jerk (10 M)	Snatch Or Dead Lift (10)		

PC - 103 (A) Kabaddi / Kho-Kho (Indigenous Game)

Internal – 30 Marks

Table No. 6-A

Roll No.	Playing Efficiency of the I.G. in due course of the semester (10 M)	The Court Marking and its Maintenance (10 M)	Attendance & work done (related with the opted I.G.) due in course of the semester (10 M)	Total (30M)

External – 70 Marks

Table No. 6-B

Roll No.	Record Book (10M)	Viva on Rules & Regulation (20M)	Demonstration of skills				Performance & Skill Demonstration Obtained Marks Max. 40	Total (70M)
			Raider skills/ Chaser Skills		Anti Rider Skills/ Runner Skills			
			Skill-1 (10M)	Skill-2 (10M)	Skill-1 (10M)	Skill-2 (10M)		

PC - 103 (B) Malakhamb/ Rope Malakhamb (Indigenous Sports)

Internal – 30 Marks

Table No. 7-A

Roll No.	Efficiency of Demonstration of any Four Skills					Attendance & work done (related with the Malakhamb) due in course of the semester (10 M)	Total (30 M)
	Skill 1 (5 M)	Skill 2 (5 M)	Skill 3 (5 M)	Skill - 4 (5 M)	Total Marks Out of 20		

External – 70 Marks

Table No. 7-B

Roll No.	Record Book (10 M)	Viva on Officiating and Rules (20 M)	Skill Demonstrations				Competitive Demonstration Obtained Marks Max. 10	Total (70M)
			Skill-1 (10 M)	Skill-2 (10 M)	Skill-3 (10 M)	Obtained Marks Max. 30		

PC - 103 Indigenous Sports (Kabaddi/Kho-Kho and Malakhamb/Rope Malakhamb)**Internal – 30 Marks**

Table No. 8-A

Roll No.	Internal Marks of Kabaddi/Kho-Kho Max. 30	Internal Marks of Malakhamb/ Rope Malakhamb Max. 30	Average Internal Marks for PC-103 Total Max. 30

External – 70 Marks

Table No. 8-B

Roll No.	External Marks of Kabaddi/Kho-Kho Max. 70	External Marks of Malakhamb/ Rope Malakhamb Max. 70	Average External Marks for PC-103 Total Max. 70

PC - 104 Mass Demonstration Activities, Band and Aerobics**(A) Mass Demonstration****Internal – 15 Marks**Table No. 9-A₁

Roll No.	Efficiency of Demonstrating various Mass P.T. Activities in due course of the semester (10 M)	Attendance & work done for the Mass Demonstration activities due in course of the semester (05 M)	Total (15 M)

External – 40 MarksTable No. 9-A₂

Roll No.	Mass/Group Demonstration Activities				Total (40M)
	Ex-1 with & without Apparatus (5 + 5 Marks)	Ex-2 Lazium & Lathi (5 + 5 Marks)	Ex-3 Marching (10 Marks)	Ex-4 Dance (10 Marks)	

(B) Band**Internal – 07 Marks**Table No. 9-B₁

Roll No.	Efficiency of Playing various Rhythmic Instruments in due course of the semester (04 M)	Attendance & work done/innovation of various Rhythmic Instruments due in course of the semester (03 M)	Total (07 M)

External – 10 MarksTable No. 9-B₂

Roll No.	Side Drum (04M)	Drum (03M)	Flute (03M)	Total (10 M)

PC-104 (C) Aerobics**Internal – 08 Marks**Table No. 9-C₁

Roll No.	Efficiency of Executing Aerobics in due course of the semester (04 M)	Attendance & work done/innovation of various Rhythmic Apparatus due in course of the semester (04 M)	Total (08 M)

External – 20 Marks

Table No. 9-C₂

Roll No.	Demonstration of skills						Total (20M)
	with Equipment (2 Exercises)		Without Equipment (5 Exercises)				
	Ex-1 (05M)	Ex-2 (05M)	Ex-1(2M)	Ex-2(2M)	Ex-3(2M)	Ex-1(2M)	

PC-104 Mass Demonstration Activities, Band and Aerobics

Internal – 20 Marks

Table No. 9-D₁

Roll No.	Mass Demonstration 15 Marks	Band 07 Marks	Aerobics 08 Marks	Total (30 M)

External – 70 Marks

Table No. 9-D₂

Roll No.	Mass Demonstration 40 Marks	Band 10 Marks	Aerobics 20 Marks	Total (70 M)

Syllabus prescribed for B.P.Ed. Semester-II

(Effective from Summer-2016 Exam.

Semester II

Theory Courses (Part I) : BPEd CC-201

YOGA EDUCATION

Credit			Teaching Hours		
Lecture	Practical/Internship	Total	Lecture	Practical/Internship	Total
3	1	4	48	32	80

Objectives of the Course:

To understand and to be equipped with the Concepts of Yogic practices and Asana.

To be Equipped with the knowledge of Upanisadas and importance in one's life.

To be Equipped with the knowledge of Yoga sutra, Astang Yoga and Hatayoga.

To become familiar Classify and Identify the Yogic practices' and Adana's values and apply the same to the society.

COURSE CONTENTS**Unit –I Introduction to Yoga and its concepts.**

1. Meaning, Aim & Objectives of Yoga And Historical Background. & of Yoga.
2. Yoga in early Upanisadas.
3. Concept, Need and Importance of Yoga in Physical Education.
4. Yoga Education Centers in India and abroad.
5. Difference between Yogic Practices and Physical Exercises.

Unit –II Foundation of Yoga/General consideration of Yoga

1. The Yoga Sutra:
2. *Astanga Yoga*: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana & Samadhi
3. *Yoga in the Bhagavadgita*: 1) Dhyana Yoga 2) Karma Yoga 3) Bhakti Yoga 4) Raj Yoga
4. *Hathayogic Texts*: Hatapradipika and Gherand Samhita

Unit –III Principles, Mechanism and Effects

1. *Aim, Objectives and Principles of Asana*, Shatkriyas, Bandhas and Mudras.
2. Mechanism and Effects of *Asanas* on various system of the body.
3. Mechanism and Effects of *Shatkriyas* on various system of the body.
4. Mechanism and Effects of *Bandhas & Mudras* describe in Hathayogic Texts.
5. *Pranayama*: Mechanism and its effects on various system of the body and on mind.

Unit –IV Application of Yoga:

1. Yogic therapies and modern concept of Yoga.
2. Competitions in Yogasanas at various levels.
3. *Meditation*: Meaning, types and principles of Meditation.
4. Yoga for prevention, cure and Rehabilitation.
5. Yoga for Stress Management.

References/Suggested Readings:

- Gharote, M. L. *Hathapradipika*, Lonavala: Yoga Institute.
 Jayadeo, singh, *Shiva Sutra*, Delhi: Motilal Banarasidas publication.
 Karabelkar, P. V., *Kaivalyadhama-Patanjala Yoga Sutra*, Lonavala: