NSSR's
College of Physical Education, Beed

B.P.Ed. Semester I, II, III, IV
Part A : Theoretical Course

LEARNING OUTCOMES

Year : 2021 - 2025

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD.

CIRCULAR NO.SU/INTERDISCIPLINARY STUDIES /B. P. Ed. /18/2019

It is hereby inform to all concerned that, on recommendation of the Dean, Faculty of Interdisciplinary Studies, the Academic Council at its meeting held on **01st October, 2019** has **accepted the minor changes in the Curriculum of B. P. Ed. Two Years Degree Course Ist to IVth semester under Choice Based Credit & Grading System** as per the Norms given by the NCTE under the Faculty of Interdisciplinary Studies. The curriculum of minor changes shall be applicable from the **Academic year 2019-20 and onwards** as appended herewith

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

University Campus,
Aurangabad-431 004.
REF. NO. SU/B. P. Ed./ 2019/4649-56

Date:- 11-11-2019.

★★★

Deputy Registrar,
Syllabus Section.

Copy forwarded with compliments to:-

1] The Head, Physical Education Department,
Dr. Babasaheb Ambedkar Marathwada University.
2] The Principals, affiliated concerned colleges,
Dr. Babasaheb Ambedkar Marathwada University.

Copy to :-

1] The Controller of Examinations, Dr. Babasaheb Ambedkar Marathwada University, Aurabgabad.
2] The In-Charge, E-Suvidha Kendra, [Professional Unit], Rajarshi Shahu Maharaj Pariksha Bhavan, Dr. Babasaheb Ambedkar Marathwada University,
3] The Section Officer, [Professional Unit], Examinations,
4] The Programmer [Computer Unit-1] Examinations,
5] The Programmer [Computer Unit-2] Examinations,
6] The Record Keeper, Dr. Babasaheb Ambedkar Marathwada University, Aurabgabad.

-=**=-

JK*/11112019/-*

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD.

Revised Syllabus of

B.P.Ed. Two Year

Degree Course

Semester- I to IV

Under Choice Based Credit & Greding System

[Effective Form the Academic Year – 2019-2020 & Onwards]

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY, AURANGABAD

CURRICULUM FRAMEWORK: TWO-YEAR B.P.ED. PROGRAMME **(Revised in 2019)**
With effect from 2019-20

Guidelines of Regulations and Syllabus Structure for B. P. Ed. Two Years Programme (Four

(Semesters) (CBCS)

(If the University or affiliating body is following choice based credit system, (CBCS) as approved and Circulated by the UGC, the credit hours given in the following curriculum framework need to be considered along with the hours of teaching mentioned for each paper/ activity / course) (If the University or affiliating body is yet to adopt CBCS, only the hours of teaching mentioned for each paper/ activity / course will be considered, the credit in teaching hours may be ignored)

Preamble:

Bachelor of Physical Education (B. P. Ed.) two years (Four Semesters Choice Based Credit System) program is a professional program 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. program 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 program comprises of compulsory and optional theory as well as practical courses and compulsory school internship.

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

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

All Program 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 program. 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 Program:

The B. P. Ed. Program consists of a number of courses, the term 'Course' applied to indicate a logical part of subject matter of the program 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. Program.

Theory; Core Course; Elective Course; Practicum; Teaching Practices

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 (five or six days 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 program 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. Program 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 State Level competition (Medal Winner) Sports Achievement National Level Competition (Medal Winner) Sports participation International Level Competition	1 2 4
2	Inter University Participation (any one game)	2
3	Inter College Participation (any one game)	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 two games	2
8	News Reporting / 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, for first semester in the month of November /December: for second semester in the month of May / June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in November /December or May / June.

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 Condonation:

Student must have 75% of attendance in each course for appearing the examination. Students who have 74% to 65% of attendance shall apply for condonation in the prescribed form with the prescribed fee. Students who have 64% to 50% of attendance shall apply for condonation in prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination.

R. B. P. Ed. 11. Pattern of Question Papers:

Question Papers shall have five questions corresponding to four units of each theory course **for 100 marks and three questions corresponding to two units of each theory course of 50 marks.**

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

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

Question no.	description	marks
1 (From Unit I)	Answer in detail (Long Question) Or Answer in detail (Long Question)	15
2 (From Unit II)	Answer in detail (Long Question) Or Answer in detail (Long Question)	15
3 (From Unit III)	Answer in detail (Long Question) Or Answer in detail (Long Question)	15
4 (From Unit IV)	Answer in detail (Long Question) Or Answer in detail (Long Question)	15
5	M. C. Q. Type Question (10 Question) (Approx. 2 to 3 Questions from each unit)	20
	Total	80

Paper pattern for 50 marks theory course

Question no.	description	marks
1 (From Unit I)	Answer in detail (Long Question) Or Answer in detail (Long Question)	15
2 (From Unit II)	Answer in detail (Long Question) Or Answer in detail (Long Question)	15
5	M. C. Q. Type Question (5 Question) (Approx. 2 to 3 Questions from each unit)	10
	Total	40

R. B. P. Ed. 12. 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	05 marks
Seminar / Quiz	05 Marks
Assignments	05 Marks
Attendance	05 Marks
Total	**20 Marks**

Internal assessment for theory course of 50 marks

One test	**03 marks**
Seminar / Quiz	**02 Marks**
Assignments	**03 Marks**
Attendance	**02 Marks**
Total	**10 Marks**

Attendance shall be taken as a component of continuous assessment, although the students should have minimum 75% 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. **And internal assessment for end semester examination for 50 marks is 10:40.** 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. 13. 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 **(4 marks out of 10 marks) and 32 marks out of 80 marks (16 marks out of 40 marks)** respectively for theory courses. **The minimum passing for both CIA & external examination shall be 50%, i.e. 12.5 marks out of 25 and 25 marks out of 50 marks for the practical courses. For lessons 20 marks out of 40 and 10 marks out of 20 marks for internship program.**

R. B. P. Ed 14. 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 semesters indicated by Cumulative Grade Point Average (CGPA).

R. B. P. Ed. 15. Classification of Final Results:

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

R. B. P. Ed.16. 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 program prescribed above.

R. B.P.Ed.17. Letter Grades and Grade Points:

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:

Sr. No.	Equivalent Percentage	Grade Points	Grade	Grade description
1	90.00-100	9.00-10	O	Outstanding
2	80.00-89.99	8.00-8.99	A++	Excellent
3	70.00-79.99	7.00-7.99	A+	Exceptional
4	60.00-69.99	6.00-6.99	A	Very Good
5	55.00-59.99	5.50-5.99	B+	Good
6	50.00-54.99	5.00-5.49	B	Fair
7	45.00-49.99	4.50-4.99	C+	Average
8	40.01-44.99	4.01-4.49	C	Below Average
9	40	4.00	D	Pass
10	<40	0.00	F	Fail

R. B.P.Ed.18. Grade Point Calculation

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

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 Code	Credit	Marks out of 100 (%)	grade	Grade point	Credit X grade point
CC-101	4	65	A	6.5	26
CC-102	4	60	A	6.0	24
CC-103	**2**	**62**	**A**	**6.2**	**24.8**
EC-101	**2**	**57**	**B+**	**5.7**	**22.8**
PC-101	4	55	B+	5.5	22
PC-102	4	72	A+	7.2	28.8
TP-101	**4**	**66**	**A**	**6.6**	**26.4**
	24				**203.6**

Examples: Conversion of marks into grade points

CC-101 65 = 60 + 5 = 6.0 + 5 x (0.99 / 9.99) = 6.0 + 5 x 0.1 = 6.0 + 0.5 = 6.5
CC-102 60 = 6.0
CC-103 62 = 60 + 2 =6.0 + 2 x (0.99/9.99) = 6.0 + 2 x 0.1 = 6.0 + 0.2 = 6.2
EC-101/EC-102 57 = 55 + 2 = 5.5 + 2 x (0.49 / 4.99) = 5.5 + 2 x 0.1 = 5.5 + 0.2 = 5.7
PC-101 55 = 5.5
PC-102 72 = 70 + 2 = 7.0+ 2 x (1.49 /14.99) = 7.0 + 2 x 0.1 = 7.0 +0.2 = 7.2
PC-103 66 = 60 + 6 = 6.0 + 6 x (0.99 / 9.99) = 6.0 + 6 x 0.1 = 6.0 + 0.6 = 6.6
PC – 104 72 = 70 + 2 = 7.0+ 2 x (1.49 /14.99) = 7.0 + 2 x 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

CGPA = 6.3625, Grade = A, Class = First Class

Semester - 2

Courses Code	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
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
	24				**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

R. B. P. Ed. 20. 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 who have studied the old (unrevised) syllabi without any difficulties in the examinations of 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 /week	credit	Internal marks	External marks	Total marks
Core course						
CC – 101	**History & foundation of physical education and youth welfare policies**	**4**	**4**	**20**	**80**	**100**
CC – 102	**Anatomy and physiology**	**4**	**4**	**20**	**80**	**100**
CC – 103	**Methodology of teaching physical education**	**2**	**2**	**10**	**40**	**50**
Elective Course (Anyone)						
EC - 101	**Methodology in teaching school subject Marathi/Hindi/English /mathematics/ Science/Geography/History (Choose any one)**	**2**	**2**	**10**	**40**	**50**
Part B:Practical course						
PC-101	**1.Drill and March and Flag hoisting**	**3**		**25**	**25**	**50**
	2. Mass physical activity (Mass P.T. /Dumbells /flag/wands etc.	**3**	**4**	**25**	**25**	**50**
	3. Lezium (Ghati or Badoda)	**3**		**25**	**25**	**50**
PC-102	**1.Gymnastics (FX/PB/HB/BB) any two**	**3**		**25**	**25**	**50**
	2. Track and Field (Running events)	**3**		**25**	**25**	**50**
	3. Kabaddi	**3**	**4**	**25**	**25**	**50**
Part C: Teaching Practice						
TP-101	**Teaching practices of School subjects: 05**	**03**		**25**	**50**	**100**
	A. Academic lessons 05 nos.)	**03**	**4**	**25**	**marks**	
	B. Physical education classroom teaching (05 nos.)					
Total		**36**	**24**	**260**	**440**	**700**

Note: Total number of hours required to earn 04 credits for each theory course are 52 to 60 hours per semester whereas 90 to 110 hours for each practicum course.

(C) – Compulsory

(E) – Elective

NSSR's
College of Physical Education, Beed

Semester 1
Part A : Theoretical Course

Paper :- CC 101 History & foundation of physical education and youth welfare policies

Learning Outcomes

After successfully completing this course, the student will be able to:

1. Understand & differentiate the concept of Philosophy and philosophy of physical education
2. Choose the physical education as a remedial tool to inculcate values and ethics
3. Get acquainted with historical development and its impact on nature of physical education in India and abroad
4. Acquaint with historical perspective as an influence on physical education, Abroad and in India.
5. Identify the students with different Issues, challenges and opportunities in Physical education & sport

Paper :- CC 102 Anatomy and physiology

After successfully completing this course, the student will be able to:

1. Understand the basic structure and function of the human body and demonstrate its knowledge for the development of skills and fitness
2. Demonstrate knowledge and understanding of the effect of exercise on the different systems
3. Classify types of joints and explain the structure and function of human joints
4. Identify and differentiate various movements of the body and demonstrate knowledge of the importance of appropriate movements during exercise and sports.
5. Recognize the need of different energy systems of the human body for its efficient performance during exercise and sports.
6. Demonstrate the ability to use the concepts of Anatomy and Physiology in the field of Fitness and Sports.

Paper :- CC 103 Methodology of teaching physical education.

After successfully completing this course, the student will be able to:

1. Acquire instructional skills, managerial skills and behavioral skills necessary for effective teaching
2. Deliver a high quality Physical Education to a diverse group of young learners
3. Develop and create a positive and caring learning environment
4. Demonstrate understanding of the fundamental content of Physical Education and be able to analyze & develop the content
5. Utilize the creative energy to link the school PE program to opportunities for children and youth outside of the school
6. Design & develop curriculum plan, unit plan and well-structured lesson plan that addresses contextual description
7. Optimize & facilitate learning by choosing and employing appropriate teaching styles, models, strategies

Paper :- Marathi Methodology of teaching physical education.

After successfully completing this course, the student will be able to:

1 विद्यार्थी मातृभाषेच्या सद्यस्थर्थतीची माहिती करून घेतो ि शिक्षक म्िणून ततच्या संर्धनासाठी विविर् उपक्रम राबवितो.

2 विद्यार्थी मातृभाषेच्या उद्हिष्ांचा ि मूलभूत कौिल्याचा विकास करतो.

3 विद्यार्थी मातृभाषेच्या पाठ्यपुथतक/आिाय समजाि्ून घेतो ि अध्ययन-अध्यापनाचे तनयोजन करतो.

4 विद्यार्थी आिाययुक्त अध्यापन पद्र्ती प्रत्यक्षात ि्ापरतो.

1. Understand the present dates of the mother tongue and participate in and develop programs for its conservation
2. Student develops objectives and fundamental skills of mother tongue
3. Demonstrate understanding of the content in the textbook and plan effective learning experiences
4. Implement content cum methodology approach effectively

Paper :- Hindi Methodology of teaching physical education.

After successfully completing this course, the student will be able to:

१. हिन्दी शिक्षण मे विभिन्न शिक्षण विधीयोंका उपयोग करता है

२. छात्र हिंन्दी विषय की पाठ योजना और वार्षिक योजना बनाता है

३. हिन्दी मे पाठ्यक्रमका विश्लेषण करणे मे सक्षम है

४. माध्यमिक स्तर पर हिन्दी पढाने के उद्देशोको समझेंते है

Paper :- English Methodology of teaching physical education.

After successfully completing this course, the student will be able to:

1. Relate basic understanding of the scope of English Subject to current situation in school system.
2. Present the subject matter in the proper perspective.
3. Use teaching methods learnt in their teaching practice
4. Identify individual differences in students and recommend different methods and ways for teaching.
5. Plan and design their lesson plans based on the learnt

Paper :- Mathematics Methodology of teaching physical education.

After successfully completing this course, the student will be able to:

1. Select teaching methods based on topic and students' understanding.
2. Prepare teaching aids and use them during teaching.
3. Outline different Curricular and co- curricular activities related to teaching mathematics.
4. Design enrichment program for gifted and below average students.
5. Design lesson plans for teaching content related to algebra and geometry.
6. Implementation of content cum methodology in teaching of Mathematics method.

Paper :- Science Methodology of teaching physical education.

After successfully completing this course, the student will be able to:

1. Understand the objectives of teaching Science.
2. Analyze the Syllabus in Science at school level
3. Use various methods and techniques of teaching Science effectively.
4. Develop adequate skills for the preparation of use of suitable teaching aids.
5. Organize co-curricular activities in Science.
6. Prepare and use appropriate tools of evaluation and assessment in science

Paper :- Geography Methodology of teaching physical education.

After successfully completing this course, the student will be able to:

1. Understand the aims & objectives of teaching Geography at the primary, secondary and higher secondary level.
2. Relate the geography control on human life.
3. Differentiate & proficiency in using various methods of teaching Geography.
4. Develop adequate skill in preparation & use of educational aids in teaching Geography.
5. Correlate Geography with other school subjects.
6. Plan for unit , lesson ,year plan & evaluation in geography
7. Construct content of Geography

Paper :- History Methodology of teaching physical education.

After successfully completing this course, the student will be able to:

1. Describe the basic understanding of the scope of History.
2. Express the subject matter in the proper perspective.
3. Demonstrate a realistic approach to teaching History.
4. Demonstrate the spirit of National integration and international understanding.
5. Judge a broader and progressive outlook.

(TP)- Teaching practices

References for All Games and Sports:

1. Sharirik Shikshan Hastapustika, Balbharti, Pune
2. NCERT Physical Education books 9th to 12th standard

Semester II

Part A: Theoretical course						
Course code	Title of the paper	Total hours /week	credit	Internal marks	External marks	Total marks
Core course						
CC – 201	**Principles of education and psychology**	**4**	**4**	**20**	**80**	**100**
CC – 202	**Organization, administration and sports management**	**4**	**4**	**20**	**80**	**100**
CC – 203	**Sports training**	**4**	**4**	**20**	**80**	**100**
Part B:Practical course						
PC-201	**1. Track and Field(Jumping Events)**	**4**		**25**	**25**	**50**
	2. Kho-Kho	**4**	**4**	**25**	**25**	**50**
PC-202	**1. Basketball**	**4**		**25**	**25**	**50**
	2. Football	**4**	**4**	**25**	**25**	**50**
PC-203	**1. Wrestling**	**4**		**25**	**25**	**50**
	2. Volleyball	**4**	**4**	**25**	**25**	**50**
Total		**36**	**24**	**210**	**390**	**600**

Note: Total number of hours required to earn 04 credits for each theory course are 52 to 60 hours per semester whereas 90 to 110 hours for each practicum course.

(C) – Compulsory

(E) – Elective

References for All Games and Sports:

3. Sharirik Shikshan Hastapustika, Balbharti, Pune
4. NCERT Physical Education books 9th to 12th standard

NSSR's
College of Physical Education, Beed

Semester 2
Part A : Theoretical Course

Learning Outcomes

Paper :- CC-201 :- Principles of education and psychology

After sucessfully completion of this course students will be able to

1. Define key terms such as education, psychology, learning, and development.
2. Explain the relationship between education and psychology.Identify various principles of educational psychology (e.g., readiness, motivation, reinforcement, transfer of learning).
3. Describe major theories of learning (e.g., behaviorism, constructivism, cognitivism).
4. Understand stages of human development and their educational implications.

Paper :- CC-202 :- Organization, Administration and sports management

After sucessfully completion of this course students will be able to :

1) Define Key ConceptsClearly define and differentiate between organization, administration, and sports management.
2) Understand the PrinciplesDescribe the fundamental principles of effective organization and administration in the context of sports and physical education.
3) Identify Roles and ResponsibilitiesIdentify the roles and responsibilities of administrators, managers, and coordinators in sports settings (schools, clubs, federations, etc.).
4) Apply Organizational SkillsDemonstrate the ability to plan, organize, and manage sports events, training programs, or physical education schedules.
5) Manage Resources EffectivelyAnalyze methods for the procurement, maintenance, and utilization of sports equipment and infrastructure.
6) Maintain RecordsUnderstand the importance of record keeping, and demonstrate knowledge of maintaining attendance, stock, and financial registers.
7) Develop Leadership and TeamworkExhibit leadership qualities and understand the dynamics of teamwork within administrative and management roles.
8) Evaluate Management PracticesCritically evaluate existing management practices and propose improvements for effective administration.
9) Ensure Legal and Ethical ComplianceUnderstand the legal, ethical, and safety issues related to sports management and administration.
10) Promote Organizational EfficiencyApply management techniques that promote efficiency, accountability, and transparency in sports organizations.

Paper :- CC-203 :- Sports training

1) Understanding Fundamental Concepts:
- Explain the meaning, principles, and objectives of sports training.
- Differentiate between various types of training (endurance, strength, flexibility, speed, coordination, etc.).
2) Scientific Application of Training Principles:
- Apply scientific principles such as overload, progression, specificity, and periodization in developing training plans.
- Understand physiological and psychological responses to training.
3) Planning and Designing Training Programs:
- Develop short-term and long-term training programs for athletes at different levels.
- Organize seasonal training cycles (macro, meso, micro cycles).
4) Monitoring and Evaluation:
- Use methods and tools to monitor an athlete's performance, progress, and recovery.
- Conduct fitness testing and analyze results to adjust training accordingly.Adaptation and

5) Recovery:
- Understand how the body adapts to physical load.
- Implement strategies for proper rest, recovery, and injury prevention.Skill Development and
6) Technique Training:
- Apply technical and tactical training methods suited to various sports.
- Improve motor learning and skill acquisition in athletes.
7) Psychological Preparation:
- Use mental training techniques such as visualization, goal setting, and concentration strategies.
8) Use of Modern Technology:
- Employ modern tools (e.g., wearable tech, video analysis, apps) to enhance training and performance tracking.
9) Ethics and Safety:
- Promote ethical behavior in training and competition.
- Ensure safety and well-being of athletes during training sessions.

Semester III

Part A: Theoretical course						
Course code	Title of the paper	Total hours /week	credit	Internal marks	External marks	Total marks
Core course						
CC – 301	**Yoga science and health education**	**4**	**4**	**20**	**80**	**100**
CC – 302	**Test measurement and evaluation in physical education**	**4**	**4**	**20**	**80**	**100**
CC – 303	**Kinesiology and Biomechanics**	**4**	**4**	**20**	**80**	**100**
Practical Course						
PC-301	**1.Yoga** **2. Mallakhamb/ lathikathi/ Dandbaithak (any one)** **3. Aerobics and zoomba**	**3** **3** **3**	**4**	**25** **25** **25**	**25** **25** **25**	**50** **50** **50**
PC-302	**1. Training methods** **2. Athletics(Throwing events)** **3. Handball/Softball/Netball/Baseball (any one)**	**3** **3** **3**	**4**	**25** **25** **25**	**25** **25** **25**	**50** **50** **50**
Part C: Teaching practices						
TP-301	**Teaching Practice:** **1. On field physical education lesson (5 micro and 5 on school)** **2. Internship (In school) Students should be deputed on school for minimum 30 days**	**3** **3**	**2** **2**	**40** **-**	**40** **20**	**80** **20**
Total		**36**	**24**	**250**	**450**	**700**

Note: Total number of hours required to earn 04 credits for each theory course are 52 to 60 hours per semester whereas 90 to 110 hours for each practicum course.

(C) – Compulsory

(E) – Elective

(TP)- Teaching practices

References for All Games and Sports:

1. Sharirik Shikshan Hastapustika, Balbharti, Pune
2. NCERT Physical Education books 9th to 12th standard

NSSR's
College of Physical Education, Beed

Semester 2
Part A : Theoretical Course

Learning Outcomes

Paper :- CC-301 :- Yoga Science and Health education

After sucessfully completion of this course students will be able to

1) Understanding the Concept of Yoga:
- Students will understand the meaning, origin, and evolution of yoga.
- Recognize the philosophical foundations of yoga (e.g., Patanjali Yoga Sutras, Bhagavad Gita).
2) Physical and Mental Benefits:
- Identify and explain the benefits of yoga for physical health, mental well-being, and emotional balance.
- Understand the role of yoga in stress reduction, concentration improvement, and emotional regulation.
3) Practical Skills in Yoga Techniques:
- Demonstrate proficiency in various asanas (postures), pranayama (breathing techniques), and dhyana (meditation).
- Perform yoga practices safely and with correct posture and technique.
4) Lifestyle and Discipline:
- Understand and adopt yogic principles like ahimsa (non-violence), satya (truthfulness), and brahmacharya (self-discipline) in daily life.
- Learn the importance of balanced diet, sleep, and self-discipline in a yogic lifestyle.
5) Anatomical and Physiological Awareness:
- Understand basic concepts of human anatomy and how yoga affects different body systems (respiratory, circulatory, musculoskeletal, etc.).
- Therapeutic Applications:Recognize the use of yoga in managing lifestyle diseases such as diabetes, hypertension, and obesity.
- Learn how yoga can be used for physical rehabilitation and mental health therapy.
6) Integration with Modern Life:Apply yoga principles to enhance focus, productivity, and emotional intelligence in everyday life.
- Develop a balanced approach to academics, work, and personal life using yoga practices.
7) Ethical and Spiritual Development:
- Develop a sense of inner peace, compassion, and mindfulness.
- Understand the concept of self-realization and spiritual growth through yoga.
8) Research and Critical Thinking:
- Evaluate scientific studies related to yoga's impact on health and wellness.
- Encourage inquiry and evidence-based understanding of yoga practices.
9) Promotion and Teaching of Yoga:
- Acquire basic skills in teaching yoga to peers or community members.
- Learn communication and instructional techniques for guiding yoga sessions.

Paper :- CC-302 :- Test measurement and evaluation in physical education.

After sucessfully completion of this course students will be able to

1) Understand Key Concepts:
- Define test, measurement, and evaluation in the context of physical education.
- Differentiate between these three terms and explain their interrelationship.
2) Recognize the Importance
- Explain the importance of test, measurement, and evaluation in planning and improving physical education programs.
- Understand the role of evaluation in assessing student performance, physical fitness, and skill acquisition.

3) Apply Appropriate Tools
- Identify and select suitable tests for measuring different components of physical fitness (e.g., endurance, strength, flexibility).
- Understand the criteria for a good test – validity, reliability, objectivity, and usability.
4) Conduct Physical Tests Accurately
- Demonstrate correct procedures for administering physical fitness and motor skill tests.
- Record and interpret test results accurately using standard methods.
5) Evaluate Performance and Progress
- Use measurement data to evaluate individual and group performance in physical education.
- Apply results to guide instruction, training programs, and performance improvement.
6) Analyze and Interpret Data
- Calculate basic statistical measures (mean, median, mode, standard deviation) for interpreting test results.
- Present and analyze data using charts, graphs, and tables.
7) Develop Assessment Plans
- Design simple evaluation frameworks for physical education activities.
- Prepare evaluation reports to communicate student or athlete performance effectively.
8) Ethical and Professional Considerations
- Understand the ethical issues in conducting tests and evaluations, such as fairness, confidentiality, and non-discrimination.

Paper :- CC-303 :- Kinesiology and Biomechanics

After sucessfully completion of this course students will be able to

1) Understand the Principles of Human Movement
- Describe how muscles, bones, and joints work together to produce movement.
- Explain the biomechanical and anatomical principles behind motion.
2) Apply Knowledge to Physical Activity
- Analyze different movements in sports and exercise using kinesiological principles.
- Identify correct and incorrect movement patterns to enhance performance and reduce injury risk.
3) Demonstrate Understanding of Body Mechanics
- Illustrate proper posture, lifting techniques, and movement mechanics in various physical tasks.
- Assess how forces act on the body during motion.
4) Integrate Concepts of Physiology and Biomechanics
- Explain how muscular, skeletal, and nervous systems interact during physical activity.
- Evaluate the physiological responses to exercise using kinesiological understanding.
5) Promote Injury Prevention and Rehabilitation
- Identify common movement-related injuries and propose preventive measures.
- Apply kinesiology knowledge in designing effective rehabilitation programs.
6) Use Movement Analysis Tools
- Utilize basic tools like goniometers, motion analysis software, or EMG to study human movement.
- Interpret data to support movement efficiency or diagnosis.
7) Understand the Role of Kinesiology in Health and Fitness
- Relate kinesiology to health promotion, ergonomics, athletic training, and physical therapy.
- Advocate for physical activity as a means to improve quality of life using evidence-based approaches.
8. Develop insight into the application of biomechanics in various sports.
9. Discuss applications of biomechanics in different situations.
10. Solve problems based on biomechanical concepts such as work, energy, power, torque, impulse etc.
11. Describe how biomechanical factors influence motion in sport and exercise.
12.Complete analyse of basic human movements like walking, running, pulling, pushing, catching, and throwing.

Paper :- TP101-TP-301 :- Teaching Practise, Academic Lessons, Physical Education, Classroom teaching, Internship (In School)

After sucessfully completion of this course students will be able to

After successfully completing this course, the student will be able to:

1. Acquire necessary instructional and managerial skills to deliver the subject knowledge
2. Design and execute the lesson plan
3. Prepare suitable teaching aids and use appropriate technology
4. Develop communication skills
5. Organize classroom, provide safe learning environment
6. Observe teaching and learning episodes and reflect of self-practices
7. Inculcate reading, writing, speaking skills for teaching.
8. Develop the understanding about the infrastructural and resources in a school.
9. Understand the functional aspects of school.
10. Build a strong foundation of knowledge in designing teaching and learning content of school subjects.
11. Focus on developing various skills of teaching and learning.
12. Critically observe all the aspects of the subject for teaching and learning.
13. Designs learning contents based on various teaching method.
14. Connect acquired knowledge and skills with practical situations in real school context.
15. Makes proper planning of the lesson
16. The lesson uses a variety of educational tools
17. Uses appropriate teaching methods according to the content of the lesson, according to the class and need

Course 405: School Internship

After successfully completing this course, the student will be able to:

1. Develops understanding on the workplace
2. Critically analyses the required skills and attitude for real life experience
3. Develops understanding of school activities and administration.
4. Understand the real life situations related to TL at school and develop strategies to bridge the gap in theory and reality
5. Enhance Maturity of dealing problems and Interpersonal Skills related to teaching and learning.
6. Analyses the curricular aspect of school programmes.
7. Develops the competencies in organising various types of teacher education activities.
8. Analyses the implication of co-curricular and extra-curricular activities.
9. Critically analyses to get an insight about the student-teacher relationship.
10. Develops the competencies in organising various types of activities.
11. Develops understanding of the overall working of school.

Semester IV

Part A: Theoretical course						
Course code	Title of the paper	Total hours /week	credit	Internal marks	External marks	Total marks
Core course						
CC – 401	**Research and statistics in physical education**	**4**	**4**	**20**	**80**	100
CC – 402	**Officiating and coaching**	**4**	**4**	**20**	**80**	100
Elective Course (Anyone)						
EC - 401	**(Any one of the following)** **1. Nutrition ,weight management and fitness and wellness** **2. Educational technology and computer application in physical education** **3. Sports medicine ,physiotherapy and rehabilitation** **4. Professional preparation and curriculum designing** **5. Environmental studies and Indian constitution and IPC**	**4**	**4**	**20**	**80**	**100**
Part B:Practical course						
PC-401	**1. Human pyramids/ Chess/ Shooting (any one)** **2. Racquets games (any one) Badminton /TT/ Lawn Tennis /Ball Badminton**	**4** **4**	**4**	**25** **25**	**25** **25**	**50** **50**
PC-402	**1. Multigym** **2. Combat sports(any one) Boxing/Judo/Martial arts/Fencing/Taekwondo**	**4** **4**	**4**	**25** **25**	**25** **25**	**50** **50**
PC-403	**1. Hockey** **2. Cricket**	**4** **4**	**4**	**25** **25**	**25** **25**	**50** **50**
Total		**36**	**24**	**210**	**390**	**600**

Note: Total number of hours required to earn 04 credits for each theory course are 52 to 60 hours per semester whereas 90 to 110 hours for each practicum course.

(C) – Compulsory

(E) – Elective

References for All Games and Sports:

1. Sharirik Shikshan Hastapustika, Balbharti, Pune
2. NCERT Physical Education books 9th to 12th standard

NSSR's
College of Physical Education, Beed

Semester 4
Part A : Theoretical Course

Learning Outcomes

Paper :- CC-401 :- Research and Statistics in physical education

After sucessfully completion of this course students will be able to

1. Have basic knowledge of Research in Physical Education, Fitness & Sports
2. Understand the fundamentals of research
3. Understand the formulation as a research problem & steps of developing it
4. Understand methodology & research procedure
5. Differentiate sampling techniques & data collection tools
6. Understand basic statistics & statistical techniques
7. Apply appropriate basic statistical tools and techniques and interpret
8. Recognize appropriate inferential statistical tool as per research method
9. Understand the methods of data processing data processing

Paper :- CC-402 :- Officiating and Coaching

After sucessfully completion of this course students will be able to

1) Understand the Roles and Responsibilities
- Explain the duties of a coach and an official in various sports contexts.
- Identify ethical responsibilities in officiating and coaching.
2) Demonstrate Knowledge of Rules and Regulations
- Interpret and apply official rules of selected sports.
- Make appropriate decisions during game situations using rulebooks and case studies.
3) Develop Officiating Skills
- Demonstrate signaling, timing, and decision-making skills as an official.
- Use appropriate communication and conflict-resolution strategies during competitions.
4) Apply Coaching Principles
- Plan and conduct effective training sessions.
- Use motivational strategies to enhance athlete performance.
5) Analyze Performance
- Evaluate athlete and team performance using observation and feedback tools.
- Identify strengths and areas for improvement in technique and strategy.
6) Demonstrate Leadership and Management Skills
- Organize tournaments and training programs.
- Coordinate with teams, staff, and officials efficiently.
7) Incorporate Safety and First Aid Principles
- Recognize potential risks during training and competition.
- Apply basic first aid and injury prevention techniques.
8) Use Technology and Tools in Coaching
- Utilize video analysis, fitness trackers, and other coaching aids.
- Maintain athlete progress reports and schedules digitally.

Paper :- EC-401 :- Sports medicine, Physiotherapy and rehabilitation.

After sucessfully completion of this course students will be able to

After successfully completing this course, the student will be able to:

1. Describe meaning of sports medicine and its application in physical education and sports.
2. Outline role of different stakeholders for best performance of sports person.
3. Understand the concept of drug abuse in performance enhancement
4. Classify different types of sports injuries and their basic treatment.
5. Prioritise use of modalities for treatment of sports injuries.
6. Explain CPR and basic first aids for bites, stings, burns and poisoning.

All Games activity learning outcomes

Cognitive (Knowledge-Based) Outcomes
1. Understanding Rules and Strategies
- Learns and applies the rules, regulations, and strategies of various sports.
2. Knowledge of Health and Fitness
- Understands the benefits of physical activity for health, fitness, and mental well-being.
3. Tactical Thinking
- Develops problem-solving and decision-making skills in game situations.

Psychomotor (Skill-Based) Outcomes
1. Skill Development
- Demonstrates improvement in fundamental and advanced motor skills (e.g., running, throwing, catching, dribbling).
2. Coordination and Balance
- Enhances body coordination, agility, speed, and balance through structured movement activities.
3. Sport-Specific Techniques
- Masters techniques required for specific sports (e.g., serving in volleyball, shooting in basketball).

Affective (Attitude and Behavior-Based) Outcomes
1. Teamwork and Cooperation
- Works effectively as part of a team, showing respect and collaboration with teammates.
2. Leadership and Responsibility
- Demonstrates leadership, takes initiative, and assumes responsibility in group settings.
3. Self-Discipline and Sportsmanship
- Shows self-control, fair play, and respect for opponents and officials.
4. Confidence and Motivation
- Gains self-esteem and motivation through goal-setting and personal achievement in sports.

Social and Emotional Outcomes
1. Communication Skills
- Improves verbal and non-verbal communication during gameplay.
2. Emotional Regulation
- Learns to manage emotions like frustration, excitement, and disappointment constructively.

Inclusion and Respect
Develops appreciation for diversity and inclusion in team activities.