

**BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
AURANGABAD.**



CIRCULAR NO./CURRI./Phy.Edu./B.P.E.S./Four Yr./47/2022.

It is hereby inform to all concerned that, on the recommendation of the Board of Studies & Faculty of Interdisciplinary Studies the Hon'ble Vice-Chancellor has **accepted curriculum of Bachelor of Physical Education Sports (Four Year, Course) [Semester - I & VIII] for under Choice Based Credit and Grading System** in his emergency powers under Section-12[7] of the Maharashtra Public Universities Act, 2016 on behalf of the Academic Council.

This is effective from the Academic Year 2022-2023 and Onwards. as appended herewith under the Faculty of Interdisciplinary Studies

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

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

University campus,
Aurangabad-431 004.
Ref. No. SU/B.P.E.S./Four year/ Curri./
2022/ **11819-30**

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**Deputy Registrar,
Academic Section
(Syllabus).**

Date: 21.11.2022

Copy forwarded with compliments to :-

- 1] **The Principals, affiliated concerned Physical Education Colleges, Dr. Babasaheb Ambedkar Marathwada University, Aurangabad**
- 2] **The Director, University Network & Information Centre, UNIC, with a request to upload this Circular on University Website.**
- 3] **Copy to :-**
The Director, Board of Examinations & Evaluation,
 - 1] **The Section Officer, [B.P.Ed. Unit] Examination Branch,**
 - 2] **The Section Officer, [Eligibility Unit],**
 - 3] **The Programmer [Computer Unit-1] Examinations,**
 - 4] **The Programmer [Computer Unit-2] Examinations,**
 - 5] **The In-charge, [E-Suvidha Kendra],**
 - 6] **The Public Relation Officer,**
 - 7] **The Record Keeper,**
 - 8] **Dr. Babasaheb Ambedkar Marathwada University, Aurangabad**

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**DR. BABASAHEB AMBEDKAR
MARATHWADA UNIVERSITY,
AURANGABAD.**



Revised Syllabus of

B.P.E.S.

First to Four Year

Under Choice Based Credit & Grading System

First to Eight Semester

[I to VIII]

[EFFECTIVE FROM 2022-2023 & PROGRESSIVELY]

**Dr. Babasaheb Ambedkar Marathwada University,
Aurangabad**



Department of Physical Education

**B.P.E.S. (4 Years Course) Choice Based Credit &
Grading System (4 Years Course)
Choice Based Credit & Grading System**

**MINUTES OF THE
BOARD OF STUDIES**

**To be held on
30.06.2022 at 11.00 AM**

Mahatma Jyotiba Fule Hall

Dr. C. P. Santambale

Siddiqui
(Dr. Siddiqui mohd Rahiq Ejaz)

SCHEME OF EXAMINATION FOR B.P.E.S. (4 Years Course) Choice Based Credit & Grading System (EIGHT SEMESTERS)
(2022-26)

B.P.E.S.-I Semester (July 2022 to November 2022)

PART-A: THEORY COURSE :

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

PART-B: ACTIVITY COURSE :

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

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SCHEME OF EXAMINATION FOR B.P.E.S. (4 Years Course) Choice Based Credit & Grading System (EIGHT SEMESTERS)
(2022-26)

B.P.E.S.-II Semester (December 2022 to April 2023)

PART-C THEORY COURSE :

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

PART-D ACTIVITY COURSE :

Activity Code	Activities	Formative Assessment	Summative Assessment	Minimum Pass Marks	Total Marks	Credits
B.P.E.S./II/B/01	Track & Field-II (Throwing Events)	50	50	50	100	3
B.P.E.S./II/B/02	Football	50	50	50	100	3
B.P.E.S./II/B/03	Kho-Kho	50	50	50	100	3
B.P.E.S./II/B/04	Sports Practice Programme	100	--	50	100	3
Total		250	150	—	400	12

[Signature]

SCHEME OF EXAMINATION FOR B.P.E.S. (4 Years Course) Choice Based Credit & Grading System (EIGHT SEMESTERS! (2022-26)

B.P.E.S.-III Semester (July 2023 to November 2023)

PART-A: THEORY COURSE :

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

PART-B: ACTIVITY COURSE :

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

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

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

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

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PART-A: THEORY COURSE
SCHEME OF EXAMINATION FOR B.P.E.S. (4 Years Course) Choice Based Credit & Grading System (EIGHT SEMESTERS)
(2022-26)

B.P.E.S.-IV Semester (December 2023 to April 2024)

PART -A : THEOORY COURSE :

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

PART-B: ACTIVITY COURSE:

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

PART-C: Teaching Ability-1 (Activity-II Teaching):

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

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

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SCHEME OF EXAMINATION FOR B.P.E.S. (4 Years Course) Choice Based Credit & Grading System (EIGHT SEMESTERS)
(2022-26)

B.P.E.S.-V Semester (July 2024 to November 2024)

PART-A: THEORY COURSE :

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

PART-B: ACTIVITY COURSE :

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

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

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

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SCHEME OF EXAMINATION FOR B.P.E.S. (4 Years Course) Choice Based Credit & Grading System (EIGHT SEMESTERS)
(2022-26)

B.P.E.S.-VI Semester (December 2024 to April 2025)

PART-A: THEORY COURSE :

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

PART-B: ACTIVITY COURSE :

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

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

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

PART-D: INTERNSHIP :

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

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SCHEME OF EXAMINATION FOR B.P.E.S. (4 Years Course) Choice Based Credit & Grading System (EIGHT SEMESTERS)
(2022-26)

B.P.E.S.-VII Semester (July 2024 to November 2025)

PART-A: THEORY COURSE:

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

PART-B: ACTIVITY COURSE :

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

PART-C: INTERNSHIP :

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

PART-D: Sports Specialization :

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

P. S. Sankar
(P.E.S. - Bangalore)

SCHEME OF EXAMINATION FOR B.P.E.S. (4 Years Course) Choice Based Credit & Grading System (EIGHT SEMESTERS)
(2022-26)

B.P.E.S.-VIII Semester (December 2025 to April 2026)

PART-A: THEORY COURSE :

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

PART-B: Sports Specialization :

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

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Table -9
MARKS DISTRIBUTION SUMMARY
(CATEGORY AND SEMESTER-WISE)

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

Table -10
Credit Distribution Summary
(CATEGORY AND SEMESTER-WISE)

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

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CURRICULUM PROGRAMME IMPLEMENTATION AND ASSESSMENT:

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

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

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

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

Part-A: Theory Courses (core and elective)

Part-B: Activity Courses

Part-C: Internship

Part-D: Sports Specialization

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

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

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

1. Discipline Specific Core Courses (DC)

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

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

2. Disciplinary Elective Course (DE)

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

3. Ability Enhancement Courses (AE)

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

4. Skill Enhancement Courses (SE)-

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



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

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

6. Generic Courses (GC)

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

7. Pedagogical Courses (PC)

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

8. Engagement with School and Community (ESC)

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

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

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

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

ASSESSMENT

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

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1. Theory Courses (Core and Elective)

The assessment rubrics for theory courses shall be as follow:

- Summative Assessment
- Internal Assessment (Formative)
 - Sessional Tests **Marks: 50**
 - Project Work/Assignments/Presentations **Marks: 50**
(Marks: 30)
 - Attendance **(Marks: 10)**
(Marks: 10)

2. Activity Courses

i. The assessment rubrics for activity courses (Games/ Sports) shall be as follow:

- Summative Assessment **Marks: 50**
(Skill Proficiency, Project File, Officiating ability and Viva-Voce)
- Internal Assessment **Marks: 50**
 - Skill Development **(Marks: 30)**
 - Interest and attitude **(Marks: 10)**
 - Attendance **(Marks: 10)**

ii. The assessment rubrics for Lab and Field testing shall be as follow:

- Summative Assessment **Marks: 50**
(Technical Preparation/Demonstration, Practical File and Viva-Voce)
- Internal Assessment **Marks: 50**
 - Technical Preparation/Demonstration **(Marks: 30)**
 - Interest and attitude **(Marks: 10)**
 - Attendance **(Marks: 10)**

3. Internship (school based field experience)

a. School Exposure **Marks: 100**

- Reflective diary **(Marks 25)**
- Presentation in Seminar **(Marks 25)**
- Report Presentation **(Marks 25)**
- Observations (Mentor & Supervisor) **(Marks 25)**

b. Exposure to Multicultural Context **Marks: 100**

- Observation ability **(Marks 25)**
- Preparation of comprehensive report based upon observation **(Marks 25)**
- Developing lessons on unit plan **(Marks 20)**

c. School Internship **Marks: 300**

- Development of lesson on unit plan **(Marks 25)**
- Lesson plan on Primary level Physical Education **(Marks 25)**
- Lesson plan on Upper Primary level Physical Education **(Marks 50)**
- Lesson plan on Secondary level Physical Education **(Marks 50)**
- Record of Participation in different school activities **(Marks 25)**

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- Case study & action research (Marks: 25)
- Student Achievement Assessment report (Marks: 25)
- Use of learning resources (Marks: 25)
- Overall assessment by Head/Principal of the School (Marks: 25)
- Presentation of reflection on Internship experiences (Post Internship) (Marks: 25)

d. Working with community

Marks: 100

- Participation (Marks 20)
- Involvement in Activities (Marks 40)
- Observation of their Practices (Marks 20)
- Reflection in the Institute (Marks 20)

4. Sports Specialization

The assessment rubrics for Sports Specialization shall be as follow:

- Summative Assessment (Skill Proficiency, Project File, Officiating ability and Viva-Voce) **Marks: 50**

- Internal Assessment **Marks: 50**
 - Development of Skills (Marks: 30)
 - Interest and attitude (Marks: 10)
 - Attendance (Marks: 10)

5. Attendance

The assessment rubrics for Attendance shall be as follow:

- 85% 02 Marks
- 86%- 90% 04 Marks
- 91 % - 93% 06 Marks
- 94 % - 95% 08 Marks
- 96 % and above 10 Marks

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PATTERN OF EXAMINATION (END SEMESTER AND INTERNAL ASSESSMENT)

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

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

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

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

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

2.3. For Sports Specialization theory papers having Max. Marks- 50 :

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

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

Scheme of Examination. Requirement for pass and Result

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

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



Awarding of grades

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

Conversion of marks into grades

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

Table-1
B.P.E.S. (4 Years Course) Choice Based Credit & Grading System Components
(Theory)

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

Table- 2
B.P.E.S. (4 Years Course) Choice Based Credit & Grading System Components
(Activity)

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

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

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

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

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For Example:

If credit course studied during first semester is 4 and the marks obtained by a student (Internal + External) is 82 out of 100. Then the letter grade equivalent will be A+ and equivalent grade point will be.

Hence credit point $4 \times 9 = 36$

Semester Grade Point Average (SGPA)

The SGPA is the ratio of sum of the product of the number of credit with the grade points scored by a student in all the courses taken by a student and the sum of the number of credit of all the courses undergone by a student in a semester.

i.e. $SGPA (S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$, where C_i is the number of credit of the i th course and G_i is the grade point scored by the student in the i th course.

Calculation of SGPA for a first semester of B.P.E.S. (4 Years Course) Choice Based Credit & Grading System course of a candidate is illustrated below:

Table -3

Courses	Credit (C_1)	Letter Grade	Grade Point (G_1)	Credit Point ($C_1 \times G_1$)
Paper 1	3	A+	9	27
Paper 2	3	A	8	18
Paper 3	3	B+	6	18
Paper 4	3	B+	6	12
Activity 1	3	0	10	30
Activity 2	3	A	8	24
Activity 3	3	A-	7	21
	$\sum C_1 = 21$			$\sum (C_1 \times G_1) = 155$

Here,

Total Credit for the semester = 21 Total Credit Points = 165 Therefore, $CGPA = 165/21 = 7.38$, which can be written as 7.38 after rounding off upto two decimal.

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Cumulative Grade Point Average (CGPA)

The CGPA is also calculated in the same manner taking into account all the courses under gone by a student in all the semesters of a programme i.e.

$$CGPA = \sum (C_i \times S_i) / \sum C_i$$

Where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

Calculation of CGPA for a B.P.E.S. (4 Years Course) Choice Based Credit & Grading System course of a candidate is illustrated below:

Table- 4

Semester	Semester Credit (C_i)	SGPA (S_i)	$C_i \times S_i$
I	27	7.17	164.91
II	24	7.25	152.25
III	30	7.05	169.2
IV	27	7.03	161.69
V	30	7.38	177.12
VI	29	7.42	163.24
VII	21	7.21	144.2
VIII	19	7.19	172.56
	$\sum C_i = 207$		$\sum (C_i \times S_i) = 1305.17$

There for, $CGPA = \sum (C_i \times S_i) / \sum C_i = 1305.17 / 207 = 6.31$ (Rounded to two decimal places)

Note: Suggestive syllabus for various courses of each semester are given along with the appendix.

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Table -13
MARKS DISTRIBUTION SUMMARY
(CATEGORY AND SEMESTER-WISE)

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

Table -14
CREDIT DISTRIBUTION SUMMARY
(CATEGORY AND SEMESTER-WISE)

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

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B.P.E.S.- I Semester
PAPER :INTRODUCTION AND DEVELOPMENT OF PHYSICAL EDUCATION
Subject Code : B.P.E.S./I/A/01
(July 2022 to November 2022)

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOMES

After completing this course, the students will be able to

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

COURSE CONTENT

UNIT-I: Introduction to Education

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

UNIT II: Introduction to Physical Education

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

UNIT III: Development of Physical Education in India

- Indus Valley Civilization Period.(3250BC-2500BC)
- Vedic Period(2500 BC-600BC)
- Early Hindu Period (600BC-320AD)
- Later Hindu Period (320AD-1000AD)
- British Period (Before1947)
- Physical Education in India (After1947)

UNIT IV: Development of Physical Education in Abroad

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



SUGGESTED READINGS:

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

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B.P.E.S.- I Semester
PAPER : ENGLISH
Subject Code : B.P.E.S./I/A/02
(July 2022 to November 2022)

OBJECTIVE :

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

LEARNING OUTCOME:

After completing this course, the learner will be :

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

UNIT-I VOCABULARY

- 1.1 Number, Gender, Synonyms, Antonyms
- 1.2 One word substitution
- 1.3 Common & sports Abbreviations
- 1.4 Foreign words & phrases commonly used in English

UNIT-II GRAMMER

- 2.1 Parts of Speech ; sentence construction
- 2.2 Kinds of sentences& their transformation
- 2.3 Verb forms& Tenses
- 2.4 Punctuation

UNIT-III CORRESPONDENCE & DESCRIPTIVE WRITING

- 3.1 Formal & Informal Letters ; note of invitations , reply
- 3.2 Application of leave, scholarship etc.
- 3.3 Paragraph & Essay writing
- 3.4 Comprehension & Summary writing

UNIT-IV TEXT

- 4.1 Where the Mind Is Without Fear- Rabindranath Tagore
- 4.2 Stopping By Woods On A Snowy Evening
- 4.3 My Vision of India — APJ Kalam
- 4.4 My Greatest Olympic Prize- Jesse Owens

PRACTICAL:

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



SUGGESTED READINGS:

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

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B.P.E.S.- I Semester
PAPER : INTRODUCTION TO HUMAN ANATOMY
Subject Code : B.P.E.S./FAJ03
(July 2022 to November 2022)

Unit-I MEANING OF ANATOMY

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

Unit-II ANATOMY OF BONES

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

Unit-III ANATOMY OF MUSCULAR AND CARDIO RESPIRATORY SYSTEM

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

Unit-IV DIGESTIVE AND ENDOCRINE AND NERVOUS SYSTEM

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

SUGGESTED READINGS

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

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B.P.E.S..- I Semester
PAPER :MOVEMENT EDUCATION
Subject Code : B.P.E.S./I/A/04
(July 2022 to November 2022)

ESSENCE OF THE COURSE

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

COURSE LEARNING OUTCOMES

After completing this course, the students will be able to

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

COURSE CONTENT

UNIT-I: Inirodution of Movement Education

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

UNIT II: Understanding Movement

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

UNIT III: Motor Skill Learning

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

UNIT IV: Learning and Teaching

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

SUGGESTED READINGS:

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



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