



THEORY IV SEMESTER

BPES401 T Health Education

Unit – I: Health Education and Services

1. **Concept, Dimensions, Spectrum, and Determinants of Health:**
 - Definition of **health** and **well-being**.
 - **Dimensions:** Physical, mental, social, and environmental aspects of health.
 - Determinants like **lifestyle, environment, genetics, and health services**.
2. **Health Education and Principles of Health Education:**
 - **Health education** as a process of empowering individuals to make informed decisions about their health.
 - **Principles:** Comprehensive approach, inclusivity, continuous process, and active participation.
3. **Nature and Scope of Health Education in Physical Education:**
 - Understanding the role of **physical education** in promoting **health education**.
 - Integrating health education with **sports** and **physical fitness** programs.
4. **Health Services in India:**
 - Overview of **health services** and infrastructure in India.
 - Key players in the **health sector:** Government, private organizations, NGOs.
 - Focus on **public health initiatives, health insurance, and access to healthcare**.

Unit – II: Global Health Issues

1. **Communicable and Non-Communicable Diseases and Their Prevention:**
 - Causes, prevention, and management of **communicable** diseases like **HIV, TB, and Malaria**.
 - Focus on **non-communicable diseases** like **cardiovascular diseases, cancer, and diabetes**.
2. **Malnutrition, Food Adulteration, Environmental Pollution and Sanitation, Population, and Their Management:**
 - Addressing the challenges of **malnutrition, food adulteration, and pollution**.
 - Strategies for **environmental sanitation** and **population management**.
3. **Physical Activity, Nutrition, Overweight and Obesity, Mental Health:**
 - The importance of **physical activity** and **nutrition** in maintaining a healthy lifestyle.
 - Preventing **overweight** and **obesity** through balanced diets and exercise.
 - Promoting **mental health** and **well-being**.



4. Prime Causes of Death and Their Prevention:

- **Cardiovascular diseases, chronic respiratory diseases, diabetes, and mental disorders.**
- The role of **physical activity** in prevention.

Unit – III: Health Education in Schools

1. Need and Scope of Health Education in Schools:

- The importance of incorporating **health education** into school curriculums.
- Key topics to be covered: **nutrition, physical fitness, mental health, and substance abuse.**

2. Preventing Alcohol, Tobacco, and Other Drug Abuses in Schools:

- Strategies for creating **awareness and prevention programs** to combat substance abuse.
- Addressing peer pressure and promoting healthy alternatives.

3. Personal Health and Wellness:

- Teaching students about **healthy eating, mental and emotional health, and violence prevention.**
- Promoting self-care practices in schools.

4. Physical Activity, Safety, First Aid, and Emergency Procedures:

- Encouraging regular **physical activity** to enhance overall health.
- Teaching **safety, first aid, and emergency procedures** for handling health-related incidents.

Unit – IV: Health Supervision and Evaluation in Schools

1. Health Instruction and Health Supervision:

- The role of **health instructors and supervisors** in schools.
- Monitoring the **health status** of students and providing guidance.

2. Assessing Personal and Peer Health Risk-Taking:

- Identifying and assessing **health risks** (e.g., risky behaviors, lack of exercise, unhealthy diets).
- Promoting healthy lifestyles among students.

3. Analyzing the Influence of Family, Peers, Culture, and Media on Health Behavior:

- Understanding how **family, peers, culture, and media** influence health choices.
- Encouraging students to make informed and independent health decisions.



4. Consumer Health and Comprehensive Health Education:

- Promoting **consumer health education**: making students aware of health products, services, and how to make informed health choices.
- A comprehensive approach to **health education** that includes **preventive measures**, **healthy living** practices, and **wellness**.

BPES402 T Test and Measurement

Unit – I: Introduction to Test & Measurement & Evaluation

1. Meaning of Test, Measurement & Evaluation in Physical Education:

- **Test**: Process of assessing a person's ability in physical tasks.
- **Measurement**: Assigning a number or value to the test results.
- **Evaluation**: Analysing and interpreting the results to make decisions about improvement.

2. Importance of Test, Measurement & Evaluation in Physical Education:

- Assessing the effectiveness of physical education programs.
- Tailoring exercise regimens based on test results.
- Ensuring **objective** and **fair** evaluation of athletes' performance.

3. Criteria of Selecting an Appropriate Test:

- **Reliability**: Consistency of results.
- **Validity**: Accuracy in measuring what it intends to measure.
- **Feasibility**: Practical application in the field.

4. Types and Classification of Tests:

- **Objective**: Speed, endurance, strength.
- **Subjective**: Skills, coordination, and technique in sports.

Unit – II: Construction and Administration of Test

1. Administration of Testing Programme:

- Procedures for **organizing** and **administering** physical tests in schools or sports events.
- Safety protocols during testing.

2. Construction of Physical Fitness/Efficiency Test:

- Developing a test to evaluate various aspects of fitness, such as cardiovascular endurance, strength, flexibility, and agility.



3. **General Types of Sports Skill Test Items:**

- Tests designed to assess **specific sports skills** (e.g., basketball dribbling, soccer passing, etc.).
- **Objective vs performance-based** tests.

4. **Construction of Sports Skill Test:**

- Designing sport-specific tests for **skills** such as shooting, dribbling, or running, depending on the sport.

Unit – III: Physical Fitness Tests

1. **Youth Physical Fitness Test:**

- Designed for assessing **cardiovascular endurance, strength, flexibility, and muscular endurance** in youth.

2. **Tuttle Pulse Ratio Test:**

- A method of evaluating the **cardiovascular fitness** by measuring the pulse recovery time after exertion.

3. **Newton Motor Ability Test:**

- A comprehensive test evaluating motor abilities, including **speed, agility, strength, and endurance**.

4. **Phillips JCR Test:**

- A test for evaluating the **coordination and reaction time** in athletes.

Unit – IV: Sports Skill Tests

1. **Lockhart and McPherson Badminton Test:**

- A test designed to evaluate **badminton skills**, such as **reaction time, footwork, and rallying skills**.

2. **Johnson Basketball Test:**

- A **basketball skill test** assessing proficiency in key areas such as dribbling, shooting, passing, and overall **game performance**.

3. **McDonald Soccer Test:**

- A test evaluating the key **skills** required for soccer, including **ball control, passing, dribbling, and shooting**.



4. SAI Hockey Test:

- A **hockey skill test** designed to assess important skills such as **dribbling, passing, and shooting**.

BPES403 T Adapted Physical Education

Unit – I: Introduction

1. Meaning, Definition, and Importance of Adapted Physical Education and Sports

- Understanding the **concept** and significance of **adapted physical education** and its role in enhancing the lives of people with disabilities.

2. Purpose, Aims, and Objectives of Adapted Physical Education and Sports

- Exploring the **goals** of providing equal opportunities for **physical activity** for people with disabilities.

3. Program Organization of Adapted Physical Education and Sports

- How to design, organize, and implement effective **adapted physical education programs**.

4. Organizations Addressing and Giving Opportunities to People with Disabilities

- Identifying national and international organizations like **Special Olympics, Para Olympics**, and their role in adapted sports.

5. Adapted Sports: Para Olympics and Other Opportunities

- Examining the **Para Olympics** and other opportunities for **athletes with disabilities**, including participation and inclusion.

Unit – II: Development of Individual Education Program (IEP)

1. The Student with a Disability

- Understanding the diverse needs and abilities of **students with disabilities**.

2. Components and Development of IEP

- Detailed exploration of the **Individual Education Program (IEP)** and how it is tailored to meet the needs of students with disabilities in physical education.

3. Principles of Adapted Physical Education and Sports

- **Principles** for creating **inclusive, accessible, and equitable** physical education programs for people with disabilities.



4. Role of Physical Education Teacher

- The **physical education teacher's role** in creating and implementing **adapted physical education** programs, as well as fostering inclusivity.

Unit – III: Developmental Considerations of an Individual

1. Motor Development

- Understanding how **motor skills** evolve in children and adults with disabilities and how to adapt activities to cater to their development.

2. Perceptual Motor Development

- Exploring the development of perceptual and motor skills in people with disabilities, focusing on how activities can improve **coordination** and **balance**.

3. Early Childhood and Adapted Physical Education

- The importance of **early intervention** and **adapted physical education** in shaping the **physical, cognitive, and social** development of young children with disabilities.

4. Teaching Style, Method, and Approach in Teaching Adapted Physical Education

- Exploring the various **teaching styles, methods, and approaches** that enhance learning for students with special needs in physical education.

Unit – IV: Individual with Unique Need and Activities

1. Behavioural and Special Learning Disability

- Understanding how **behavioural and learning disabilities** impact physical activity and how to adapt activities for such individuals.

2. Visual Impaired and Deafness

- Adapting physical education programs for students with **visual impairments and deafness**, focusing on communication methods and safety.

3. Health Impaired Students and Physical Education

- Tailoring physical activities for students with **health impairments** (e.g., asthma, heart conditions) to ensure safe participation.

4. HRPF and its Development for Individuals with Unique Needs

- Exploring the role of **Health-Related Physical Fitness (HRPF)** in the development of individuals with special needs and how it can be integrated into adapted physical education programs.



5. Role of Games and Sports in Adapted Physical Education

- The impact of **games** and **sports** in promoting **physical, social, and emotional** development in individuals with disabilities, and the role these activities play in **inclusion**.

BPES404 T Officiating and Coaching

Unit-I: Officiating and Coaching in Chosen Combative Sports-I

- **1.1** Dimensions, Layouts, and Marking of Fields for Chosen Combative Sports-I
- **1.2** Rules and Interpretations of Chosen Combative Sports-I
- **1.3** Qualification and Number of Officials in Chosen Combative Sports-I
- **1.4** Coaching in Chosen Combative Sports-I

Unit-II: Officiating and Coaching in Chosen Combative Sports-II

- **2.1** Dimensions, Layouts, and Marking of Fields for Chosen Combative Sports-II
- **2.2** Rules and Interpretations of Chosen Combative Sports-II
- **2.3** Qualification and Number of Officials in Chosen Combative Sports-II
- **2.4** Coaching in Chosen Combative Sports-II

Unit-III: Indigenous Activities

- **3.1** Indigenous Activities for Developing Motor Abilities
- **3.2** Markings for Indigenous Activities
- **3.3** Indigenous Activities for Special Occasions
- **3.4** Outcomes and Benefits of Indigenous Activities

Unit-IV: Gymnastics Activities

- **4.1** Introduction to Gymnastics
- **4.2** Various Gymnastic Activities and Their Equipment
- **4.3** Qualification, Duties of Officials, and Scoring in Gymnastics
- **4.4** Coaching and Training in Gymnastics



PRACTICAL

BPES405 P Combative Game (SGFI/AIU/IOA)

Unit-I: History and Development of the Game

- **1.1** History and Development of the Game at **International and National Level**
- **1.2** Key milestones in the growth of the game.

Unit-II: Dimensions, Marking, and Equipment

- **2.1** Dimensions and Marking of the Playing Area for the Game
- **2.2** Equipment Required for the Game

Unit-III: Fundamental Skills and Skill Tests

- **3.1** Fundamental Skills of the Game
- **3.2** Skill Tests, Scoring, and Arrangement of the Skill Tests

Unit-IV: Rules, Officiating, and Team Coaching

- **4.1** Rules and Interpretations of the Game
- **4.2** Officiating: Referee/Umpire/Scorer
- **4.3** Team Selection and Coaching Techniques

S406P Gymnastics (OR Swimming)

Gymnastics

1. History and Development of Gymnastics at International and National Level

- Explore the **origins** and **evolution** of **gymnastics**, its development in **national** and **international** arenas, and its significant milestones.

2. Various Forms/Types of Gymnastic Activities

- Learn the **different types** of gymnastics, including **artistic, rhythmic, acrobatic, and other forms** practiced worldwide.

3. Basic Requirements/Equipment for Gymnastics



- Identify the **basic equipment** needed for various types of gymnastics (e.g., **bars, vault, mat**, etc.) and the **facility requirements**.
- 4. Fundamental Skills/Movements in Gymnastics**
 - Develop an understanding of the **core movements** and **skills** (e.g., **balance, flexibility, strength, coordination**) required in gymnastics routines.
- 5. National and International Organizations/Federations of Gymnastics**
 - Study major **gymnastics organizations** and **federations**, such as the **FIG (International Gymnastics Federation)**, and their roles in global competitions.
- 6. Rules, Scoring, and Their Interpretations in Gymnastic Competitions**
 - Gain knowledge of the **rules, scoring systems, and judging criteria** used in **gymnastic competitions**, focusing on the **interpretation** of rules.
- 7. Team Selection and Coaching in Gymnastics**
 - Learn how to **select a gymnastics team**, focusing on **talent identification**, and understand **coaching techniques** for performance enhancement.
- 8. Officiating & Referee/Umpire/Scorer for Self-Employment**
 - Understand the roles of **officials** in **gymnastics** (e.g., **referee, umpire, scorer**) and develop the skills required for **self-employment** in officiating.

Swimming

- 1. History and Development of Swimming at International and National Level**
 - Study the **evolution** of **swimming**, its history in **Olympics**, and the development of **swimming techniques** worldwide.
- 2. Dimensions and Other Aspects of Swimming Pools**
 - Understand the **technical specifications** for **swimming pools** (e.g., **length, depth, temperature**) required for different types of **swimming events**.
- 3. Basic Swimming Skills/Styles**
 - Learn the **fundamental swimming styles** (e.g., **freestyle, backstroke, breaststroke, and butterfly**) and develop proficiency in each.
- 4. Swimming Tests, Scoring, and Arrangement of the Skill Tests**
 - Organize **skill tests** and understand how to **score** swimming performances in competitions, focusing on **timing, technique, and endurance**.



5. National and International Organizations/Federations of Swimming

- Study the role of governing bodies like **FINA (International Swimming Federation)** and **national federations** in managing competitions and setting rules.

6. Rules and Their Interpretations of Swimming Events and Competitions

- Learn the **rules** governing **swimming competitions**, including the **interpretation of starts, turns, and disqualifications**.

7. Team Selection and Coaching in Swimming

- Develop skills in **team selection, coaching** swimmers for improved performance, and understanding **training regimens**.

8. Officiating & Referee/Umpire/Scorer/Lifeguard Training for Self-Employment

- Gain proficiency in **officiating roles** in swimming (e.g., **referee, umpire, scorer**) and train as a **lifeguard** for **self-employment** opportunities.

Semester VI

PROJECT WORK

National Level Study (Semester-VI)

Unit-I: Introduction to National-Level Study

1. **Objective:** Understand the **importance** of conducting a study on **sports infrastructure** in universities/institutions.

- **Methods:** Introduction to survey methods and techniques for national-level studies.
- **Activities:** Review of the concept and need for better sports infrastructure in higher education institutions.

2. **Survey Design:** Learn to **design a survey** on sports facilities, including data collection tools and methodologies.

- **Methods:** **Questionnaire design, interviews, and fieldwork training.**
- **Activities:** Visit various universities/institutions for **data collection**.

Unit-II: Data Collection and Survey Execution



1. **Survey Execution:** Students will **conduct surveys** in selected universities/institutions across different states to assess the **sports infrastructure** available.
 - **Methods:** **Field visits, data collection, and documentation** of infrastructure availability such as playgrounds, gyms, sports equipment, and facilities.
 - **Activities:** Conduct interviews with university authorities, observe sports facilities, and document findings.
2. **Types of Data:** Focus on **quantitative and qualitative data** related to infrastructure, equipment, and usage in universities and institutions.
 - **Methods:** **Observation and interviews** with faculty, students, and administrators.
 - **Activities:** Survey universities across the country, collecting information on existing sports facilities.

Unit-III: Project Report Preparation

1. **Data Analysis:** Students will analyse the **survey data**, categorizing the availability of infrastructure in universities across the country.
 - **Methods:** **Statistical analysis and interpretation** of data.
 - **Activities:** Write a **project report** that includes analysis, findings, and recommendations.
2. **Project Report Structure:** Guide students in preparing a comprehensive project report that includes:
 - **Introduction to the Study**
 - **Methodology**
 - **Survey Findings**
 - **Recommendations**
 - **Conclusion**
 - **Activities:** Work on the **final draft** of the project report, ensuring it meets academic and practical standards.

Unit-IV: Viva-Voce and Presentation

1. **Viva-Voce:** Students will be assessed through a **viva-voce** on their **project findings** and the **methodologies** used in their survey.



- **Methods: Oral examination** focusing on the **research process**, findings, and implications of the study.
 - **Activities:** Preparation for the **viva-voce** by practicing presenting key points of the report.
2. **Presentation Skills:** Develop **presentation skills** for effectively communicating survey results in the viva.
- **Methods:** Training in **public speaking, defending findings**, and answering questions related to the project.

Assessment Criteria

- **Project Report (70 Marks):** Based on the **quality of data collection, analysis**, and the **clarity of the report**. Emphasis is on how well the findings are documented and the **recommendations** for improving sports infrastructure in universities/institutions.
- **Viva-Voce (30 Marks):** Assessed based on the student's ability to **defend the report** and explain the research methods, findings, and implications clearly and confidently.

Practical Component Overview

- **Fieldwork:** Students will visit various universities and institutions across the country to conduct surveys on the **availability of sports infrastructure**.
- **Survey Execution:** Data will be collected through **field visits, interviews**, and **questionnaires**.
- **Report Preparation:** Students will analyse the data and prepare a report documenting the findings, which will be the primary focus of the assessment.
- **Viva-Voce:** Students will present their findings and defend their reports in a viva-voce format.

OR

Lesson Plan – In which student will make total **20 Specific** lesson plan –

- **10 indoor and 10 outdoor at any school.**