

BARKATULLAH UNIVERSITY, BHOPAL (M.P.)

(Department of Physical Education and Sports)

DETAILED STRUCTURE OF SYLLABUS UNDER ORDINANCE 14 B

BACHELORS OF PHYSICAL EDUCATION AND SPORTS

B.P.E.S. Three Year Degree Course



SYLLABUS (Year - I)

Academic Year 2020-21

As per the Guidelines for Academic Programmes offered in Higher Education
Institutions/ Universities issued by UGC, New Delhi under
National Education Policy - 2020

BARKATULLAH UNIVERSITY, BHOPAL (M.P.)**(Department of Physical Education and Sports)****Bachelors of Physical Education and Sports (B.P.E.S.) Syllabus: Year – I****Subject: Principles and Foundation of Physical Education****PART A - INTRODUCTION**

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|------------------------------------|---------------------------------------|---|---------------------------|
| Programme: Degree | Class: B.P.E.S. | Year – I | Session: 2021-2022 |
| Subject: Physical Education | | | |
| 1 | Course Code | MAJ – 101 P1 | |
| 2 | Course Title | History, Principles and Foundation of Physical Education | |
| 3 | Course Type | Core Course Major | |
| 4 | Pre – requisite (if any) | To study this course a student must have passed 10+2. | |
| 5 | Course Learning Outcomes (CLO) | Upon completion of the course students should be able to <ul style="list-style-type: none">• Learn about the general introduction of Education and Physical Education.• Understand the various Philosophy of Physical Education.• To know about the social principles and relation with Physical Education.• To know about the renowned Physical Education and Sports Institutions and Awards in Sports. | |
| 6 | Credit value | 06 | |
| 7 | Total Marks | Max. Marks: 100 (Internal: 30, External: 70) | Min. Passing Marks:35 |

PART B – COURSE CONTENT**Total No. of lecture- 100 tutorials (in hours per week): 3 hours per week**

| Unit | Contents | Lectures |
|-------------|---|-----------------|
| I | 1. Education 1.1 Meaning and Definition of Education 1.2 Aims and Objectives of Education 1.3 Importance of Education 2. Physical Education 2.1 Meaning and Definition of Physical Education, 2.2 Definitions, Aims and objectives of Physical Education. | 20 |

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| | <p>2.3 Scope of Physical Education</p> <p>2.4 Misconception of Physical Education</p> <p>2.5 Need and importance of physical education in modern society</p> <p>3. Development of Physical Education in India</p> <p>3.1 Indus Valley Civilization Period. (3250 BC – 2500 BC)</p> <p>3.2 Vedic Period (2500 BC – 600 BC)</p> <p>3.3 Early Hindu Period (600 BC – 320 AD)</p> <p>3.4 Later Hindu Period (320 AD- 1757 AD)</p> <p>3.5 British Period (1757-1947)</p> <p>3.6 Contribution of Akhadas and Vyayamshals</p> <p>3.7 Y.M.C.A and its contributions.</p> <p>3.8 Physical Education in India (After 1947)</p> | |
| II | <p>2. Biological Principles of Physical Education.</p> <p>2.1 Heredity and Environments.</p> <p>2.2 Gender differences</p> <p>2.3 Chronological age, Anatomical age, Mental age</p> <p>2.4 Heredity and Environment</p> <p>2.5 Factors effecting heredity and environment</p> <p>2. Psychological principles, psycho-physical relationships.</p> | 20 |
| III | <p>1. Relation of Physical Education with Education, Health Education and Recreation Education</p> <p>2. Philosophy of Physical Education</p> <p>2.1 Idealism</p> <p>2.2 Pragmatism</p> <p>2.3 Naturalism</p> <p>3. Worldwide Development of Physical Education</p> <p>3.1 Physical Education in Sparta.</p> <p>3.2 Physical Education in Athens</p> <p>3.3 Physical Education in Ancient Rome</p> <p>3.4 Contribution of Leaders in the Growth of Physical Education</p> | 20 |
| IV | <p>1. Sociological Principles</p> <p>1.1 Role of society in human development.</p> <p>1.2 Building of social values through Physical Education.</p> <p>1.3 Relationship between family and sports participation</p> <p>1.4 Socialization: family, competitions, educational institutions, camps, tours and picnic.</p> <p>1. Ancient Olympic, Modern Olympic, Common wealth and Asian Games</p> <p>1.1 Ancient Olympic Games – Historical Background, its Significance</p> <p>1.1.1 Conduct of Ancient Olympic Games, Decline and termination of Ancient Olympic Games.</p> <p>1.2 Modern Olympic Games, Indian growth in modern Olympics Game</p> <p>1.3 International Olympic Committee (IOC)</p> | 20 |

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| | <p>1.4 Indian Olympic Association (IOA) 1.5 Common wealth Games – Historical Background 1.6 Asian Games – Historical Background</p> | |
| V | <p>1. Physical Education Institutes in India 1.1 Netaji Subhash National Institute of Sports 1.2 Sports Authority of India 1.3 YMCA 1.4 Lakshmbai National Institute of Physical Education</p> <p>2. Awards 2.1 Major Dhyanchand Khel Ratna Award 2.2 Arjun Award 2.3 Dronacharya Award</p> <p>3. Sports Associations, Schemes, Institutes and Awards in India 3.1 Sports Associations 3.1.1 Indian Olympic Association (IOA) – Objectives and Functions. 3.1.2 Sports Authority of India – Objectives and Functions 3.1.3 School Games Federation of India (SGFI)</p> <p>3.2 Scheme 3.2.1 Rajkumari Amrit Kaur Sports Coaching Scheme.</p> | 20 |

PART C - LEARNING RESOURCES

Text books, Reference Books, Other Resources

Suggested Readings

1. Khan, Eraj Ahmed. History of Physical Education. Patna. Scientific Book Company.
2. Rajgopalan K.A. Brief History of Physical Education in India. Delhi Army Publishers
3. Wakharkar, D.G. Manual of Physical Education. Bombay, Pearl Publishers Pvt Ltd.
4. Majumdar D.C. Encyclopedia of India Physical Culture Baroda Goods Companions, 1952.
5. Dr. M.L. Kamlesh, Foundation of Physical Education, Published by Metropolitan Book Co. Pvt. Ltd. New Delhi, 1997
6. Bucher, Charles A. & Wuest, Deborah A. Foundation of Physical Education and Sports. Mosby year book. 1991.
7. Brails ford Dennis Sports and Society, (London- Routledge and Kegan Paul 1969).
8. Craig Peter, Paul Beedie Sports Sociology Learning Matters Ltd. 2008
9. Dalaney Tim, Madigan Tim, The Sociology of Sports an Introduction. Macfarland company Inc. 2009.

PART D - ASSESSMENT AND EVALUATION

Suggested Progressive Evaluation Methods: Maximum Marks: 100

Continuous comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks

Internal Assessment:
Continuous
Comprehensive
Evaluation (CCE): 30

As per ordinance 14 B (16.2) the CCE will be conducted three tests of twenty marks of those two must be written tests and third test may be written or quiz test/ seminar/assignment for theoretical courses. The

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| | marks obtain in two tests out of three will be awarded to the student. Each student has to appear in at least two tests and semester examination, failing which the student will be awarded Ab grade in that course. |
| External Assessment: University Exam: 70 | The question paper of the external should preferably contains Short answer, long answer and objectives. |



BARKATULLAH UNIVERSITY, BHOPAL (M.P.)

(Department of Physical Education and Sports)

Bachelors of Physical Education and Sports (B.P.E.S.) Syllabus: Year – I

Subject: Anatomy and Physiology

| PART A - INTRODUCTION | | | |
|--|--|---|---------------------------|
| Programme: Degree | Class: B.P.E.S. | Year – I | Session: 2021-2022 |
| Subject: Physical Education | | | |
| 8 | Course Code | MAJ – 102 P2 | |
| 9 | Course Title | Anatomy and Physiology | |
| 10 | Course Type | Core Course- Major | |
| 11 | Pre – requisite (if any) | To study this course a student must have passed 10+2. | |
| 12 | Course Learning Outcomes (CLO) | Upon completion of the course students should be able to <ul style="list-style-type: none">• Learn about the human biology and living organism for the educational purpose.• To understand the structure and normal functioning of the various systems, organs of the human body.• To know about the role of different organs in fundamental movements and positions.• To know about the various conditions and training effect on various structures and functions of the body. | |
| 13 | Credit value | 06 | |
| 14 | Total Marks | Max. Marks: 100 (Internal: 30, External: 70) | Min. Passing Marks:35 |
| PART B – COURSE CONTENT | | | |
| Total No. of lecture- 100 tutorials (in hours per week): 3 hours per week | | | |
| Unit | Contents | | Lectures |
| I | 1. Introduction and Structural Organization of Human Body 1.1 Meaning and Concept of Anatomy & Physiology 1.2 Need and Importance of Anatomy in the Field of Physical Education and sports. 2. Classification of Anatomy 2.1 Regional Anatomy, Systemic Anatomy, Gross and Microscopic Anatomy, Normal Anatomical Position and its importance. | | 20 |

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| | <p>3. Levels of Organization of Human Body 3.1 Definition of Cell, Tissue, Organ and System 3.2 Microscopic Structures, Composition of cell 3.3 Essential Properties of living Organism 3.4 Introduction of various body systems</p> | |
| II | <p>1. Classifications, Structure of Tissues 1.1 Epithelial Tissue 1.2 Connective Tissue 1.3 Muscular Tissue 1.4 Nervous Tissue</p> <p>2. Skeleton system 2.1 Different Parts of Human Skeleton 2.2 Types of Bones 2.3 Gross and Microscopic Structure of Skeleton System</p> <p>3 Joints 3.1 Synovial Joint 3.1 Names of the Movements around Joints</p> | 20 |
| III | <p>1. Muscular System 1.1 Structure various types of Skeletal Muscles 1.2 Names of Major Muscles of Different parts of Body</p> <p>2. Respiratory System 2.1 Meaning and Definition of Respiration 2.2 Organizational Structure of Respiratory track 2.3 Structure of Lungs 2.4 Mechanism of Respiration</p> <p>3. Circulatory System 3.1 Anatomical position and gross structure of human heart 3.2 Composition and Functions of Blood 3.3 Cardiac Cycle, Blood Pressure and Cardiac Output 3.4 Mechanism of heart</p> | 20 |
| IV | <p>1. Digestive System 1.1 Parts of Digestive Track, structure and functions in brief 1.2 GI Track 1.3 Digestive Juice (Saliva, Bile Juice, Intestinal Juice, Pancreatic Juice etc.) 1.4 Functions of Liver</p> <p>2. Endocrine System</p> | 20 |

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| | <p>2.1 Name, Location and Functions of</p> <p>2.1.1 Pituitary Gland</p> <p>2.1.2 Thyroid Gland</p> <p>2.1.3 Parathyroid Gland</p> <p>2.1.4 Adrenal Gland</p> <p>2.1.5 Pancreas</p> <p>3. Excretory System</p> <p>3.1 Routes of excretion from human body</p> <p>3.2 Organs and Track of Urinary System</p> <p>3.3 Structure and Functions of Kidney</p> <p>3.4 Temperature Regulation</p> | |
| V | <p>1. Nervous System</p> <p>1.1 Classification of Nervous System</p> <p>1.2 Structure and functional division of Nervous System</p> <p>1.3 Brain and Spinal Cord</p> <p>2. Physiology of Exercise</p> <p>2.1 Physiological concept of Health and Fitness</p> <p>2.2 Effect of exercise on Cardiovascular System, Circulatory System and Muscular system</p> <p>2.3 Training, Conditioning, Warming Up (General & Specific), Colling down</p> <p>2.4 Oxygen Debt and Second Wind</p> <p>3. Exercise under different Environmental Conditions</p> <p>3.1 Exercise under Hot Conditions</p> <p>3.2 Exercise under Humid Conditions</p> <p>3.3 Exercise under Cold Conditions</p> <p>3.4 Altitude Training</p> | 20 |

PART C - LEARNING RESOURCES

Text books, Reference Books, Other Resources

Suggested Readings

1. Bourne, Geoffery H. The Structure and Function of Muscles: London: Academic Press (1973)
2. Chaurasia B.D. Human Anatomy Regional and Applied (CBS Publisher and Distributors, 1979)
3. James C. Clouch, Fundamental Human Anatomy (Lea & Febiger, Philadelphia, 1971)
4. Pears evelyr C. Anatomy and Pyhysiology for Nurses (London: Faber & Faber Ltd. 1929)
5. Perrot J.W. Anatomy for Students and Physical Education (London: Adward Arnold and C. 1967).
6. Waruida, Roger and Williams, Peter L. Grays Anatomy (London: Longmans Group Ltd. 1973).
7. Pears, E.C. Anatomy and Physiology for Nurses (Faber Ltd: London, 1962)
8. Edward L. Fox, Richard W. Bowers, Merle L. Foss, The Physiological Basis of Physical

Education and Athletics, (Wm. C. Brown Publishers Dubuque, Iowa, 1988)

9. C.C. Chatterjee, Human Physiology, (CBS Publishers and Distributors Pvt. Ltd., 2017)

PART D - ASSESSMENT AND EVALUATION

Suggested Progressive Evaluation Methods: Maximum Marks: 100

Continuous comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks

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| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 | As per ordinance 14 B (16.2) the CCE will be conducted three tests of twenty marks of those two must be written tests and third test may be written or quiz test/ seminar/assignment for theoretical courses. The marks obtain in two tests out of three will be awarded to the student. Each student has to appear in at least two tests and semester examination, failing which the student will be awarded Ab grade in that course. |
| External Assessment: University Exam: 70 | The question paper of the external should preferably contains Short answer, long answer and objectives. |
| Any remarks/ suggestions: | Assistance may be taken from zoology and life science department to visit their labs and may also be asked for guest lectures. |

BARKATULLAH UNIVERSITY, BHOPAL (M.P.)

(Department of Physical Education and Sports)

Bachelors of Physical Education and Sports (B.P.E.S.) Syllabus: Year – I**Subject: Methods in Physical Education****PART A - INTRODUCTION**

| | | | |
|------------------------------------|---------------------------------------|---|---------------------------|
| Programme: Degree | Class: B.P.E.S. | Year – I | Session: 2021-2022 |
| Subject: Physical Education | | | |
| 15 | Course Code | MIN – 103 P1 | |
| 16 | Course Title | Methods in Physical Education | |
| 17 | Course Type | Core Course - Minor | |
| 18 | Pre – requisite (if any) | To study this course a student must have passed 10+2. | |
| 19 | Course Learning Outcomes (CLO) | Upon completion of the course students should be able to <ul style="list-style-type: none">• To know about the various teaching methods, drill and tactics in Physical Education and sports.• To Develop the equalities of a good teacher for future prospects and teaching contexts.• To know about various drills, techniques and assets used in teaching for teaching.• To learn new innovations and technology used for better teaching. | |
| 20 | Credit value | 06 | |
| 21 | Total Marks | Max. Marks: 100 (Internal: 30, External: 70) | Min. Passing Marks:35 |

PART B – COURSE CONTENT**Total No. of lecture- 100 tutorials (in hours per week): 4 hours per week**

| Unit | Contents | Lectures |
|-------------|--|-----------------|
| I | 1. Education 1.1 Meaning and Definition of Education 1.2 Types of Education – Formal, Informal and Nonformal 1.3 Educative Process 1.4 Importance of Education 2. Definition and Meaning of Methods in Physical Education and | 20 |

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| | Sports | |
| II | 1. Teaching Techniques 1.1 Lecture Method 1.2 Demonstration Method 1.3 Command Method 1.4 Imitation Method 1.5 Project Method 1.6 Technical Methods 2. Teaching Procedures 2.1 Whole Method 2.2 Whole Part Method 2.3 Whole Part Whole Method 2.4 Part Whole Part Method | 20 |
| III | 1. Presentation Techniques 1.1 Planning and Preparation 1.2 Personal and Technical Preparation 1.3 Command, Instructions and Lecture – Types and its use in different situations. 2. Teaching Aids 2.1 Meaning and Importance 2.2 Criteria of selecting Teaching Aids 2.3 Audio Aids, Visual Aids, Audio Visual Aids, Verbal, Chalk Board, Charts, Model, Slide Projector, Motion Pictures etc. | 20 |
| IV | 1. Team Teaching 1.1 Meaning and Principles of Team Teaching 1.2 Advantages of Team Teaching 1.3 Difference between Teaching Technique and Teaching Aids. 2. Lesson Plan 2.1 Planning meaning and definition of Lesson Plan 2.2 Types and principles of lesson plan 2.3 General Lesson Plan 2.4 Specific Lesson Plan 2.5 Skill Lesson Plan | 20 |
| V | 1. Theory Teaching Plan 2. Teaching Innovations 2.1 Micro Teaching 2.2 Meaning, Types and Steps of micro teaching 2.3 Simulation Teaching meaning, types, and steps. 3. Role of Physical Education Teacher in school, college, and University programmes. | 20 |

PART C - LEARNING RESOURCES

Text books, Reference Books, Other Resources

Suggested Readings

1. Bhardwaj, A. (2003). New media of educational planning. New Delhi: Sarup of Sons.
2. Bhatia & Bhatia, (1959). The principles and methods of teaching. New Delhi: Doaba House.

3. Kochar, S.K. (1982). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.
4. Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). Introduction to educational technology. New Delhi: Sterling Publishers Pvt. Ltd.
5. Walia, J.S. (1999). Principles and methods of education Jullandhar: Paul Publishers.

PART D - ASSESSMENT AND EVALUATION

Suggested Progressive Evaluation Methods: Maximum Marks: 100

Continuous comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks

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|--|--|
| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 | As per ordinance 14 B (16.2) the CCE will be conducted three tests of twenty marks of those two must be written tests and third test may be written or quiz test/ seminar/assignment for theoretical courses. The marks obtain in two tests out of three will be awarded to the student. Each student has to appear in at least two tests and semester examination, failing which the student will be awarded Ab grade in that course. |
| External Assessment: University Exam: 70 | The question paper of the external should preferably contains Short answer, long answer and objectives. |
| Any remarks/ suggestions: | Practical application may be discussed during teaching practice practical sessions. |

BARKATULLAH UNIVERSITY, BHOPAL (M.P.)

(Department of Physical Education and Sports)

Bachelors of Physical Education and Sports (B.P.E.S.) Syllabus: Year – I

Subject: Fundamental of Computer and Information Technology

| PART A - INTRODUCTION | | | |
|--|--|---|---------------------------|
| Programme: Degree | Class: B.P.E.S. | Year – I | Session: 2021-2022 |
| Subject: Physical Education | | | |
| 22 | Course Code | MIN – 104 P2 | |
| 23 | Course Title | Fundamental of Computer and Information Technology | |
| 24 | Course Type | Core Course - Minor | |
| 25 | Pre – requisite (if any) | To study this course a student must have passed 10+2. | |
| 26 | Course Learning Outcomes (CLO) | Upon completion of the course students should be able to <ul style="list-style-type: none">• To upgrade the existing education system through the use of technology.• To learn Microsoft word, excel, ppt for preparing educational material and future benefits.• To find out the attest things in terms of study material, moderate education pattern and latest version of communication.• To learn about using internet, google, YouTube etc., for quality learning. | |
| 27 | Credit value | 04 | |
| 28 | Total Marks | Max Marks: 100 (Internal: 30, External: 70) | Min. Passing Marks:35 |
| PART B – COURSE CONTENT | | | |
| Total No. of lecture- 100 tutorials (in hours per week): 4 hours per week | | | |
| Unit | Contents | | Lectures |
| I | 1. Introduction to Computer 1.1 Meaning, need and importance of information and communication technology (ICT). 1.2 Application of Computers in Physical Education 1.3 Components of computer, input and output device | | 20 |

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| | 1.4 Application software used in Physical Education and sports | |
| | 2. Classification of Computer | |
| II | 1. MS Word 1.1 Introduction to MS Word 1.2 Creating, saving and opening a document 1.3 Formatting Editing features Drawing table 1.4 Age setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes 2. WWW (World Wide Web) 3. Google | 20 |
| III | 1. MS Excel 1.1 Introduction to MS Excel 1.2 Creating, saving and opening spreadsheet 1.3 Creating formulas 1.4 Format and editing features adjusting columns width and row height understanding charts. | 20 |
| IV | 1. MS Power Point 1.1 Introduction to MS PowerPoint 1.2 Creating, saving and opening a ppt. file 1.3 Format and editing features slide show, design, inserting slide number picture, graph, table 1.4 Preparation of Power point presentations | 20 |
| V | 1. Introduction to computer hardware and software 2. Use of various input and output devices 3. Use of window 4. Shortcut keys 5. Draw a diagram of various computer memory 6. Draw diagram of window accessories 7. Upload and download process 8. Mail account and management 9. Web search 10. Prepare information and host it to the web server | 20 |

PART C - LEARNING RESOURCES

Text books, Reference Books, Other Resources

Suggested Readings

1. "What is Computer Science?" (PDF). Boston University Department of Computer Science. Spring 2003.
2. "Word Net Search - 3.1". Wordnetweb.princeton.edu.2014
3. "Blaise Pascal". School of Mathematics and Statistics University of St Andrews, Scotland. 2008
4. "Science Museum - Introduction to Babbage". 2005
5. Anthony Hyman (1982). Charles Babbage, pioneer of the computer. 2001
6. "A Selection and Adaptation from Ada's Notes found in Ada, The Enchantress of Numbers," by Betty Alexandra Toole Ed.D. Strawberry Press, Mill Valley, CA". 2004
7. "In this sense Aiken needed IBM, whose technology included the use of punched cards, the accumulation of numerical data, and the transfer of numerical data from one register to another", Bernard Cohen, p.44 (2000)
8. Brian Randell, p. 187, 1975

9. The Association for Computing Machinery (ACM) was founded in 1947

PART D - ASSESSMENT AND EVALUATION

Suggested Progressive Evaluation Methods: Maximum Marks: 100

Continuous comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks

| | |
|--|--|
| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 | As per ordinance 14 B (16.2) the CCE will be conducted three tests of twenty marks of those two must be written tests and third test may be written or quiz test/ seminar/assignment for theoretical courses. The marks obtain in two tests out of three will be awarded to the student. Each student has to appear in at least two tests and semester examination, failing which the student will be awarded Ab grade in that course. |
| External Assessment: University Exam: 70 | The question paper of the external should preferably contains Short answer, long answer and objectives. |
| Any remarks/ suggestions: | Assistance may be taken from BUIT Computer Science Department for better learning |

BARKATULLAH UNIVERSITY, BHOPAL (M.P.)

(Department of Physical Education and Sports)

Bachelors of Physical Education and Sports (B.P.E.S.) Syllabus: Year - I**Subject: Cricket**

| PART A - INTRODUCTION | | | |
|---|--|---|---------------------------|
| Programme: Degree | Class: B.P.E.S. | Year - I | Session: 2021-2022 |
| Subject: Physical Education | | | |
| 1 | Course Code | GEC - 101 | |
| 2 | Course Title | Cricket | |
| 3 | Course Type | Generic Elective Course | |
| 4 | Pre – requisite (if any) | To study this course a student must have passed 10+2. | |
| 5 | Course Learning Outcomes (CLO) | Upon completion of the course students should be able to <ul style="list-style-type: none">• To learn about Cricket, its historical development and organizational facts.• To learn the marking and measurement of Cricket Field.• To learn about general rules and regulations and their updated interpretation.• To know about different events, competitions and Major Tournaments for future benefits. | |
| 6 | Credit value | 04 | |
| 7 | Total Marks | Max. Marks: 100 (Internal: 30, External: 70) | Min. Passing Marks: 35 |
| PART B – COURSE CONTENT | | | |
| Total No. of Activity Sessions - 72 Sessions (in hours per week): 4 hours per week | | | |
| Unit | Contents | | Sessions |
| I | 1. Introduction 1.1 Introduction of Cricket and Historical development of events with special reference to India 1.1 Organizational set up of Cricket at National level 1.3 International History of Cricket 1.4 Indian History of Cricket 1.5 Different format of cricket 1. Rules and regulation of Cricket, and their interpretations 2. Duties of Officials/ Umpires | | 14 |

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| | 3. Signals of Officials in Cricket | |
| II | 1. Lay out/ Measurement of the Cricket Field 1.1 Lay out of Cricket Field – Field, Pitch, Bat, Ball, Fielding Positions and Circles | 10 |
| III | 1. Rules and Regulations 1.1 General competition rules and regulation of 2. Scoring of Cricket with Scoresheet | 10 |
| IV | 1. Skills 1.1 Batting 1.1.1 Front foot defence 1.1.2 Back foot defence 1.1.3 Front foot drive 1.1.4 Front foot drive 1.1.5 Pull Shot & Hook Shot 1.1.6 Step Out Shot 1.2 Bowling 1.2.1 Medium pace (Out Swing, In Swing & Yorker Length) 1.2.2 Off spin 1.2.3 Leg spin 1.2.4 Doosra 1.3 Fielding 1.3.1 Various fielding positions 1.3.2 Attacking field 1.3.3 Defensive field 1.3.4 Wicket Keeping | 28 |
| V | 1. Tournaments and Competitions 1.1 Important competition at National and International level in Cricket. 1.2 Terminologies used in Cricket. 2. ICC & BCCI 2.1 Role and Responsibilities of ICC & BCCI 2.2 Organisational Structure of ICC & BCCI | 10 |

PART C - LEARNING RESOURCES

Text books, Reference Books, Other Resources

Suggested Readings

1. Aneja, O.P. How to Play Cricket, Prema prakashan, 2012.
2. Arora, Monika. Cricket Coaching Manual, Sports Publication, 2005.
3. Bharadwaj, Arun. Coaching Batting Skills, Royal Colour Cartons, 2008.
4. Kutty, Suresh. Fielding Drills in Cricket, Sports Publication, 2003.
5. Rachna. Play Better Cricket, Sports Publication, 2001.
6. Srivastava, A.K. How to Coach Bowling, Sports Publication, 2006.
7. Srivastava, Vijay Kumar. Analysis of Cricket Skills, Sports Publication, 2007.
8. Syal, Meenu. Teach Yourself Cricket, Prema Prakashan, 2004.

PART D - ASSESSMENT AND EVALUATION

Suggested Progressive Evaluation Methods: Maximum Marks: 100

Continuous comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks

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| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 | As per Ordinance 14 B (16.2) and Progressive evaluation will be considered as the internal assessment of the students. Activity Notebook will be examined. Particular Activity will also be assessed through various sports activities such as intramurals, sports events and extramural activities. |
| External Assessment: University Exam: 70 | End Term Examination for Activity will be conducted in the form of performance of skills, Activity Notebook and Viva-Voca of the particular event. |
| Any remarks/ suggestions: | Students may organise Cricket event with all administrative & technical support and assistance. |



BARKATULLAH UNIVERSITY, BHOPAL (M.P.)**(Department of Physical Education and Sports)****Bachelors of Physical Education and Sports (B.P.E.S.) Syllabus: Year - I****Subject: Hockey****PART A – INTRODUCTION**

| | | | |
|------------------------------------|---------------------------------------|--|---------------------------|
| Programme: Degree | Class: B.P.E.S. | Year - I | Session: 2021-2022 |
| Subject: Physical Education | | | |
| 1 | Course Code | GEC - 102 | |
| 2 | Course Title | Hockey | |
| 3 | Course Type | Generic Elective Course | |
| 4 | Pre – requisite (if any) | To study this course a student must have passed 10+2. | |
| 5 | Course Learning Outcomes (CLO) | Upon completion of the course students should be able to <ul style="list-style-type: none">• To learn about hockey, its historical development and organizational facts.• To learn the marking and measurement of various grounds.• To learn about general rules and regulations and their updated interpretation.• To know about different events, competitions and Major Tournaments for future benefits. | |
| 6 | Credit value | 04 | |
| 7 | Total Marks | Max. Marks: 100 (Internal: 30, External: 70) | Min. Passing Marks:35 |

PART B – COURSE CONTENT**Total No. of Activity Sessions - 72 Sessions (in hours per week): 3 hours per week**

| Unit | Contents | Sessions |
|-------------|--|-----------------|
| I | 1. Introduction and history of Hockey at national and international level 2. Important competition at National and International level. | 14 |
| II | 2. Fundamental Skills 2.1 Rolling the ball 2.2 Dribbling 2.3 Push | 14 |

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| | 2.4 Stopping 2.5 Hit 2.6 Flick 2.7 Scoop | |
| III | 3. Passing 3.1 Short pass 3.2 Long pass 3.3 Forward pass 3.4 Square pass 3.5 Triangle pass | 14 |
| IV | 4. Various drills and variations of skills 5. Lead up game related with skills | 14 |
| V | 6. Lay out of hockey field 7. Rules and regulation of field hockey | 16 |

PART C - LEARNING RESOURCES

Text books, Reference Books, Other Resources

References

1. D. Jain Hockey Skills & Rules Khel Sahitya Kendra, 2003.
2. Dilip K. Dureha, Mehrotra, Akhil. Teaching and Coaching Hockey. Janvani Prakashan (P) Ltd., 2003.
3. Durairaj, Techniques of Hockey.
4. P. Narang. Play and Learn Hockey. Khel Sahitya Kendra, 2003.

PART D - ASSESSMENT AND EVALUATION

Suggested Progressive Evaluation Methods: Maximum Marks: 100

Continuous comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks

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| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 | As per Ordinance 14 B (16.2) and Progressive evaluation will be considered as the internal assessment of the students. Activity Notebook will be examined. Particular Activity will also be assessed through various sports activities such as intramurals, sports events and extramural activities. |
| External Assessment: University Exam: 70 | End Term Examination for Activity will be conducted in the form of performance of skills, Activity Notebook and Viva-Voca of the particular event. |
| Any remarks/ suggestions: | Students may organise hockey tournament with all administrative and technical support and assistance. |

BARKATULLAH UNIVERSITY, BHOPAL (M.P.)**(Department of Physical Education and Sports)****Bachelors of Physical Education and Sports (B.P.E.S.) Syllabus: Year - I****Subject: Badminton****PART A – INTRODUCTION**

| | | | |
|------------------------------------|---------------------------------------|--|---------------------------|
| Programme: Degree | Class: B.P.E.S. | Year - I | Session: 2021-2022 |
| Subject: Physical Education | | | |
| 29 | Course Code | GEC - 303 | |
| 30 | Course Title | Badminton | |
| 31 | Course Type | Generic Elective Course | |
| 32 | Pre – requisite (if any) | To study this course a student must have passed 10+2. | |
| 33 | Course Learning Outcomes (CLO) | Upon completion of the course students should be able to <ul style="list-style-type: none"> • To learn about Badminton, its historical development and organizational facts. • To learn the marking and measurement of Badminton. • To learn about general rules and regulations and their updated interpretation. • To know about different events, competitions and Major Tournaments for future benefits. | |
| 34 | Credit value | 03 | |
| 35 | Total Marks | Max. Marks: 100 (Internal: 30, External: 70) | Min. Passing Marks:35 |

PART B – COURSE CONTENT**Total No. of Activity Sessions - 72 Sessions (in hours per week): 4 hours per week**

| Unit | Contents | Sessions |
|-------------|---|-----------------|
| I | 1. Introduction 1.1 Introduction of Badminton and Historical development of events with special reference to India. 1.2 Organizational set up of Badminton at National level 1.3 International History of Badminton 1.4 Indian History of Badminton 4. Rules and regulation of Badminton, and their interpretations 5. Duties of Officials 6. Signals of Officials in Badminton | 14 |

| | | |
|------------|---|-----------|
| II | 1. Lay out/ Measurement of the Badminton 1.1 Lay out of Badminton – Court, Racket, Shuttle Cock & Net | 14 |
| III | 1. Rules and Regulations 1.1 General competition rules and regulation of 2. Scoring of Badminton (Single, Doubles, and Mix Doubles) | 14 |
| IV | 1. Skills Grip, Stance Position Long Serve Short Serve Toss Forehead and Over Head Clearance Smash Drop Point System | 20 |
| V | 1. Tournaments and Competitions 1.3 Important competition at National and International level in Badminton 1.4 Terminologies used in Badminton | 10 |

PART C - LEARNING RESOURCES

Text books, Reference Books, Other Resources

Suggested Readings

Badminton

1. Downey, Jake "Tactics in Badminton Singles, book, (2007)
2. Grice Badminton Steps To Success 2nd Editin Human Kinetics, (2007)
3. Lenore C. Smith, Kenneth Davidson Badminton, Create Space Publisher.
4. Mark Golds Badminton Series – Skills of the Game The Crowood Press Ltd 2002.
5. Price Rob The Ultimate Guide to Weight Training for Badminton, Price World Enterprise. 2003.

PART D - ASSESSMENT AND EVALUATION

Suggested Progressive Evaluation Methods: Maximum Marks: 100

Continuous comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks

| | |
|--|--|
| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 | As per Ordinance 14 B (16.2) and Progressive evaluation will be considered as the internal assessment of the students. Activity Notebook will be examined. Particular Activity will also be assessed through various sports activities such as intramurals, sports events and extramural activities. |
| External Assessment: University Exam: 70 | End Term Examination for Activity will be conducted in the form of |

| | |
|----------------------------------|---|
| | performance of skills, Activity Notebook and Viva-Voca of the particular event. |
| Any remarks/ suggestions: | Students may organise Badminton event with all administrative and technical support and assistance. |



BARKATULLAH UNIVERSITY, BHOPAL (M.P.)

(Department of Physical Education and Sports)

Bachelors of Physical Education and Sports (B.P.E.S.) Syllabus: Year - I

Subject: Taekwondo

PART A – INTRODUCTION

| | | | |
|------------------------------------|---------------------------------------|---|---------------------------|
| Programme: Degree | Class: B.P.E.S. | Year - I | Session: 2021-2022 |
| Subject: Physical Education | | | |
| 1 | Course Code | GEC - 104 | |
| 2 | Course Title | Taekwondo | |
| 3 | Course Type | Generic Elective Course | |
| 4 | Pre – requisite (if any) | To study this course a student must have passed 10+2. | |
| 5 | Course Learning Outcomes (CLO) | Upon completion of the course students should be able to <ul style="list-style-type: none">• To learn about Taekwondo, its historical development and organizational facts.• To learn the marking and measurement of Taekwondo.• To learn about general rules and regulations and their updated interpretation.• To know about different events, competitions and Major Tournaments for future benefits. | |
| 6 | Credit value | 03 | |
| 7 | Total Marks | Max. Marks: 100 (Internal: 30, External: 70) | Min. Passing Marks:35 |

PART B – COURSE CONTENT

Total No. of Activity Sessions - 72 Sessions (in hours per week): 4 hours per week

| Unit | Contents | Sessions |
|-------------|--|-----------------|
| I | 1. Introduction 1.1 Introduction of Taekwondo and Historical development of events with special reference to India. 1.3 Organizational set up of Taekwondo at National level 1.3 International History of Taekwondo 1.4 Indian History of Taekwondo 2 Rules and regulation o Taekwondo, and their interpretations | 14 |

| | | |
|------------|---|-----------|
| | 3 Duties of Officials 4 Signals of Officials in Taekwondo | |
| II | 1. Lay out/ Measurement of the Taekwondo contest area 1.1 Contest Area of Taekwondo | 10 |
| III | 1. Rules and Regulations 1.1 General competition rules and regulation of 2. Scoring of Taekwondo | 10 |
| IV | 1. Skills 1.1 Taekwondo Player Stances – walking, extending walking, L stance, cat stance. Fundamental Skills – Sitting stance punch, single punch, double punch, triple punch. Punching Skill from sparring position – front-fist punch, rear fist punch, double punch, and four combination punch. Foot Techniques (Balgisul) – standing kick (soseochagi), 2 years Front kick (AP chagi), Arc kick (BandalChagi), Side kick, (YeopChagi), Turning kick (DollyoChagi), Back kick (Twit Chagi), Reverse turning kick (BandaedollyoChagi), Jump kick (TwimyoChagi). Poomsae (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jang, Yook Jang, Chil Jang, Pal Jang (Fundamental Movement – eye control, concentration of spirit, speed control, strength control, flexibility, balance, variety in techniques) Sparring (Kyorugi) – One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring. Board Breaking (Kyokpa) – eye control, balance, power control, speed, point of attack. Rules and their interpretations and duties of officials. | 28 |
| V | I. Tournaments and Competitions 1.5 Important competition at National and International level in Taekwondo 1.6 Terminologies used in Taekwondo 1.7 National and International body and organizations with Organizational structure. | 10 |

PART C - LEARNING RESOURCES

Text books, Reference Books, Other Resources

Suggested Readings
Taekwondo

PART D - ASSESSMENT AND EVALUATION

Suggested Progressive Evaluation Methods: Maximum Marks: 100
Continuous comprehensive Evaluation (CCE): 30 Marks University Exam (UE): 70 Marks

| | |
|--|--|
| Internal Assessment: Continuous Comprehensive Evaluation (CCE): 30 | As per Ordinance 14 B (16.2) and Progressive evaluation will be considered as the internal assessment of the students. Activity Notebook will be examined. Particular Activity will also be assessed through various sports activities such as intramurals, sports events and extramural activities. |
| External Assessment: University Exam: 70 | End Term Examination for Activity will be conducted in the form of performance of skills, Activity Notebook and Viva-Voca of the particular event. |
| Any remarks/ suggestions: | Students may organise Taekwondo event with all administrative and technical support and assistance. |



| भाग अ - परिचय | | |
|--|--|---------------|
| कार्यक्रम: प्रमाण पत्र | वर्ष: प्रथम वर्ष | सत्र: 2021-22 |
| पाठ्यक्रम का कोड | V1-PSY-DEVT | |
| पाठ्यक्रम का शीर्षक | व्यक्तित्व विकास | |
| पाठ्यक्रम का प्रकार : | व्यावसायिक | |
| पूर्वपिक्षा (Prerequisite) (यदि कोई हो) | सभी संकाय के विद्यार्थियों हेतु | |
| पाठ्यक्रम अध्ययन की परिलब्धियां (कोर्स लर्निंग आउटकम)(CLO) | <p>इस कोर्स का अध्ययन करने के बाद छात्र सक्षम हो जाएगा-</p> <ol style="list-style-type: none"> 1. सफल जीवन के लिए कौशल संवर्धन और असफलता को नियंत्रित करने में 2. लक्ष्य निर्धारण और स्टांट विश्लेषण की प्रक्रिया सीखने में 3. समय और तनाव प्रबंधन के महत्व को समझने में 4. रोजगार परकता के लिए मूल कौशल विकसित करने में 5. प्रभावी संचार कौशल विकसित करने में 6. व्यक्तित्व विकास में प्रौद्योगिकी की भूमिका को समझने में | |
| अपेक्षित रोजगार / करियर के अवसर | संबंधित जॉब प्रोफाइल में वृद्धि और मूल्यवर्धन | |
| क्रेडिट मान | 4 | |

भाग ब- पाठ्यक्रम की विषयवस्तु

व्याख्यानों की कुल संख्या + प्रैक्टिकल (प्रति सप्ताह घंटों में): व्याख्यान -1घंटे / प्रैक्टिकल अवधि 1प्रायोगिक घंटा

व्याख्यान/प्रैक्टिकल की कुल संख्या : L-30hrs/P-30hrs

| मॉड्यूल | विषय | घंटे |
|---------|--|------|
| I | <p>व्यक्तित्व, सफलता, और असफलताओं का सामना करना</p> <p>व्यक्तित्व की अवधारणा, सफलता क्या है? - सफलता प्राप्त करने में बाधाएं, सफलता के लिए जिम्मेदार कारक, प्रभावी आदतें विकसित करना.</p> <p>असफलता क्या है? - असफलताओं को प्रभावित करने वाले कारक, असफलताओं से सीखना, असफलताओं पर काबू पाना, विश्वास की शक्ति, विश्वास का अभ्यास, स्वॉटविश्लेषण और लक्ष्य-निर्धारण(स्पेसफिक, मापन योग्य, प्राप्ति योग्य, वास्तविक, समयबद्ध; SMART लक्ष्य)</p> | 10 |
| II | <p>समय और तनाव प्रबंधन और रोजगारपरकता-लब्धि</p> <p>एक संसाधन के रूप में समय, समय की बर्बादी के कारकों की पहचान, बेहतर समय प्रबंधन के लिए तकनीक, तनाव का परिचय, तनाव के कारण और प्रभाव, तनावप्रबंधन</p> <p>रिज्यूमे विलिंडिंग, ग्रुप डिस्कशन में भाग लेने की कला, साक्षात्कार-अक्सर पूछे जाने वाले प्रश्न, साक्षात्कार, अभ्यास सत्र</p> | 10 |
| III | <p>संचार कौशल और डिजिटल शिष्टाचार</p> <p>संचार कौशल: प्रभावी पठन/लेखन/श्रवणके कौशल, हार्ड स्किल्स और सॉफ्ट स्किल्स, मंच के डर पर काबू पाना, बॉडी लैंग्वेजकी भूमिका, पेशेवर प्रस्तुति की कला, प्रस्तुतियों में श्रव्य और दृश्य माध्यमोंका उपयोग, सामाजिक शिष्टाचार</p> <p>दिन-प्रतिदिन के प्रबंधन में सूचना और संचार प्रौद्योगिकी (आईसीटी) का उपयोग, सोशल मीडिया का प्रभावी उपयोग, ई-मेल शिष्टाचार, नेटिकेट, उपयोगी इलेक्ट्रॉनिक गैजेट और मोबाइल एप्लिकेशन</p> | 10 |

| प्रायोगिक पाठ्यक्रम | | |
|--|--|----|
| <ol style="list-style-type: none"> 1. स्वाँटविश्लेषण 2. लक्ष्य-निर्धारण (SMART लक्ष्य) 3. समय प्रबंधन 4. रिज्यूमे लेखन और मॉक साक्षात्कार सत्र 5. संचार कौशल 6. ई-मेल लेखन | | 30 |
| Project/ Field trip : | | |
| <ol style="list-style-type: none"> 1. किसी एक सफल व्यक्तित्व के जीवन से प्राप्त सीख के आधार पर एक रिपोर्ट प्रस्तुत करें। 2. व्यक्तित्व विकास प्रशिक्षण संस्थान का भ्रमण तथा वहाँ से प्राप्त जानकारी के आधार पर रिपोर्ट प्रस्तुत करें। | | |
| भाग स-अनुशंसित अध्ययन संसाधन | | |
| पाठ्यपुस्तकें, संदर्भपुस्तकें, अन्यसंसाधन | | |
| <ol style="list-style-type: none"> 1. अनुशंसित सहायक पुस्तकें / ग्रन्थ/ अन्य पाठ्य संसाधन/ पाठ्यसामग्री: <ol style="list-style-type: none"> 1. Andrews, Sudhir (1988). How to Succeed at Interviews. 21st (rep.) Tata McGraw-Hill, New Delhi. 2. Covey, Stephen. (1989). The 7 Habits of Highly Effective People. NY: Free Press 3. Hindle, Tim (2003). Reducing Stress. Essential Manager series. Dk Publishing. 4. Lucas, Stephen (2001). Art of Public Speaking. Tata - Mc-Graw Hill, New Delhi. 5. मार्टिन, स्वेट, "व्यक्तित्वकाविकास", आनंदपेपरबैक्स। 6. Petes S. J., Francis (2011). Soft Skills and Professional Communication. Tata McGraw-Hill Education, New Delhi 7. शर्मा, पी.के., (2014) "व्यक्तित्वविकास", भारतीची प्रकाशन। 8. Smith, B. (2004). Body Language. Rohan Book Company, Delhi. 2. अनुशंसित डिजिटल प्लेटफॉर्म / वेबलिंग <ol style="list-style-type: none"> 1. Basics of Communication: https://www.glowandlovelycareers.in/en/course-detail/niit-156/basics-of-communication 2. Social Etiquettes: https://www.glowandlovelycareers.in/en/course-detail/englishedge-904/social-etiquette 3. Self-Presentation: https://www.glowandlovelycareers.in/en/course-detail/niit-161/self-presentation | | |

| Part A Introduction | | |
|---|---|------------------------|
| Program: Certificate/Diploma/Degree | Year: First Year | Session:2021-22 |
| Course Code | VI-PSY-DEVT | |
| Course Title | PERSONALITY DEVELOPMENT | |
| Course Type | Vocational | |
| Pre-requisite (if any) | Open for all | |
| Course Learning outcomes (CLO) | After studying this course the Student will be able to <ul style="list-style-type: none"> • To cultivate skills for successful life and learn to handle failures • To learn the process of goal setting and SWOT analysis • To understand the importance of time and stress management • To develop core skills for employability • To develop effective communication skills • To realize the role of technology in personality development | |
| Expected Job Role / career opportunities | <ul style="list-style-type: none"> • Growth and value addition in the respective job profiles | |
| Credit Value | 4 | |

Part B-Content of the Course

Total No. of Lectures + Practical (in hours per week): **L-1 Hr / P-1 Lab Hr**

Total No. of Lectures/ Practical: **L-30hrs/P-30hrs**

| Module | Topics | No. of Hours |
|----------------------------|---|--------------|
| I | Personality, Success, and Facing Failures Concept of Personality. What is success? - Hurdles in achieving success, Factors responsible for success, developing effective habits. What is failure? - Factors affecting failures, learning from failures, overcoming failures, power of faith, practicing faith, SWOT analysis and Goal-Setting (Specific, Measurable, Achievable, Realistic, Time-bound- SMART goals) | 10 |
| II | Time and Stress Management and Employability Quotient Time as a Resource, Identifying Time Wasters, Techniques for better Time Management, Introduction to Stress, Causes and Effects of Stress, Managing Stress Resume building, The art of participating in Group Discussion, Interview-Frequently Asked Questions, Mock Interview Sessions | 10 |
| III | Communication Skills and Digital Etiquettes Communication Skills: Effective reading/writing/listening skills, Hard skills & soft skills, overcoming stage fear, role of body language, art of professional presentation, use of audio & visuals in presentations, social etiquettes Use of Information & Communication Technology (ICT) in day-to-day management, Effective use of social media, E-mail etiquette, Netiquette, Useful electronic gadgets and mobile applications | 10 |
| Practical | | |
| | 1. SWOT analysis 2. Goal-Setting (SMART goals) 3. Time Management 4. Resume writing and mock interview sessions 5. Communication skills 6. E-mail writing | 30 |
| Project/ Field trip | | |
| | 1. Submit a report based on your learning from the life of any one successful personality. 2. Visit to personality development training institute and submit its report. | |

Part C-Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

1. Andrews, Sudhir (1988). How to Succeed at Interviews. 21st (rep.) Tata McGraw-Hill, New Delhi.
2. Covey, Stephen. (1989). The 7 Habits of Highly Effective People. NY: Free Press
3. Hindle, Tim (2003). Reducing Stress. Essential Manager series. Dk Publishing.
4. Lucas, Stephen (2001). Art of Public Speaking. Tata - Mc-Graw Hill, New Delhi.
5. मॉडर्न, स्टेट, "व्यक्तित्व का विकास", आनंद पेपरबैक्स।
6. Petes S. J., Francis (2011). Soft Skills and Professional Communication. Tata McGraw-Hill Education, New Delhi
7. शर्मा, पी. के., (2014) "व्यक्तित्व विकास", भारतीश्री प्रकाशन।
8. Smith, B. (2004). Body Language. Rohan Book Company, Delhi.

Suggested equivalent online courses:

1. Basics of Communication: <https://www.glowandlovelycareers.in/en/course-detail/niit-156/basics-of-communication>
2. Social Etiquettes: <https://www.glowandlovelycareers.in/en/course-detail/englishedge-904/social-etiquette>
3. Self-Presentation: <https://www.glowandlovelycareers.in/en/course-detail/niit-161/self-presentation>

| भाग अ - परिचय | | |
|--|--|---------------|
| कार्यक्रम: प्रमाण पत्र | वर्ष: प्रथम वर्ष | सत्र: 2021-22 |
| पाठ्यक्रम का कोड | V1-PSY-DEVT | |
| पाठ्यक्रम का शीर्षक | व्यक्तित्व विकास | |
| पाठ्यक्रम का प्रकार : | व्यावसायिक | |
| पूर्वपिक्षा (Prerequisite) (यदि कोई हो) | सभी संकाय के विद्यार्थियों हेतु | |
| पाठ्यक्रम अध्ययन की परिलब्धियां (कोर्स लर्निंग आउटकम)(CLO) | <p>इस कोर्स का अध्ययन करने के बाद छात्र सक्षम हो जाएगा-</p> <ol style="list-style-type: none"> 1. सफल जीवन के लिए कौशल संवर्धन और असफलता को नियंत्रित करने में 2. लक्ष्य निर्धारण और स्टांट विश्लेषण की प्रक्रिया सीखने में 3. समय और तनाव प्रबंधन के महत्व को समझने में 4. रोजगार परकता के लिए मूल कौशल विकसित करने में 5. प्रभावी संचार कौशल विकसित करने में 6. व्यक्तित्व विकास में प्रौद्योगिकी की भूमिका को समझने में | |
| अपेक्षित रोजगार / करियर के अवसर | संबंधित जॉब प्रोफाइल में वृद्धि और मूल्यवर्धन | |
| क्रेडिट मान | 4 | |

भाग ब- पाठ्यक्रम की विषयवस्तु

व्याख्यानों की कुल संख्या + प्रैक्टिकल (प्रति सप्ताह घंटों में): व्याख्यान -1घंटे / प्रैक्टिकल अवधि 1प्रायोगिक घंटा

व्याख्यान/प्रैक्टिकल की कुल संख्या : L-30hrs/P-30hrs

| मॉड्यूल | विषय | घंटे |
|---------|--|------|
| I | <p>व्यक्तित्व, सफलता, और असफलताओं का सामना करना</p> <p>व्यक्तित्व की अवधारणा, सफलता क्या है? - सफलता प्राप्त करने में बाधाएं, सफलता के लिए जिम्मेदार कारक, प्रभावी आदतें विकसित करना.</p> <p>असफलता क्या है? - असफलताओं को प्रभावित करने वाले कारक, असफलताओं से सीखना, असफलताओं पर काबू पाना, विश्वास की शक्ति, विश्वास का अभ्यास, स्वॉटविश्लेषण और लक्ष्य-निर्धारण(स्पेसफिक, मापन योग्य, प्राप्ति योग्य, वास्तविक, समयबद्ध; SMART लक्ष्य)</p> | 10 |
| II | <p>समय और तनाव प्रबंधन और रोजगारपरकता-लब्धि</p> <p>एक संसाधन के रूप में समय, समय की बर्बादी के कारकों की पहचान, बेहतर समय प्रबंधन के लिए तकनीक, तनाव का परिचय, तनाव के कारण और प्रभाव, तनावप्रबंधन</p> <p>रिज्यूमे विलिंडिंग, ग्रुप डिस्कशन में भाग लेने की कला, साक्षात्कार-अक्सर पूछे जाने वाले प्रश्न, साक्षात्कार, अभ्यास सत्र</p> | 10 |
| III | <p>संचार कौशल और डिजिटल शिष्टाचार</p> <p>संचार कौशल: प्रभावी पठन/लेखन/श्रवणके कौशल, हार्ड स्किल्स और सॉफ्ट स्किल्स, मंच के डर पर काबू पाना, बॉडी लैंग्वेजकी भूमिका, पेशेवर प्रस्तुति की कला, प्रस्तुतियों में श्रव्य और दृश्य माध्यमोंका उपयोग, सामाजिक शिष्टाचार</p> <p>दिन-प्रतिदिन के प्रबंधन में सूचना और संचार प्रौद्योगिकी (आईसीटी) का उपयोग, सोशल मीडिया का प्रभावी उपयोग, ई-मेल शिष्टाचार, नेटिकेट, उपयोगी इलेक्ट्रॉनिक गैजेट और मोबाइल एप्लिकेशन</p> | 10 |

| प्रायोगिक पाठ्यक्रम | | |
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| <ol style="list-style-type: none"> 1. स्वाँटविश्लेषण 2. लक्ष्य-निर्धारण (SMART लक्ष्य) 3. समय प्रबंधन 4. रिज्यूमे लेखन और मॉक साक्षात्कार सत्र 5. संचार कौशल 6. ई-मेल लेखन | | 30 |
| Project/ Field trip : | | |
| <ol style="list-style-type: none"> 1. किसी एक सफल व्यक्तित्व के जीवन से प्राप्त सीख के आधार पर एक रिपोर्ट प्रस्तुत करें। 2. व्यक्तित्व विकास प्रशिक्षण संस्थान का भ्रमण तथा वहाँ से प्राप्त जानकारी के आधार पर रिपोर्ट प्रस्तुत करें। | | |
| भाग स-अनुशंसित अध्ययन संसाधन | | |
| पाठ्यपुस्तकें, संदर्भपुस्तकें, अन्यसंसाधन | | |
| <ol style="list-style-type: none"> 1. अनुशंसित सहायक पुस्तकें / ग्रन्थ/ अन्य पाठ्य संसाधन/ पाठ्यसामग्री: <ol style="list-style-type: none"> 1. Andrews, Sudhir (1988). How to Succeed at Interviews. 21st (rep.) Tata McGraw-Hill, New Delhi. 2. Covey, Stephen. (1989). The 7 Habits of Highly Effective People. NY: Free Press 3. Hindle, Tim (2003). Reducing Stress. Essential Manager series. Dk Publishing. 4. Lucas, Stephen (2001). Art of Public Speaking. Tata - Mc-Graw Hill, New Delhi. 5. मार्टिन, स्वेट, "व्यक्तित्वकाविकास", आनंदपेपरवैक्स। 6. Petes S. J., Francis (2011). Soft Skills and Professional Communication. Tata McGraw-Hill Education, New Delhi 7. शर्मा, पी.के., (2014) "व्यक्तित्वविकास", भारतीची प्रकाशन। 8. Smith, B. (2004). Body Language. Rohan Book Company, Delhi. 2. अनुशंसित डिजिटल प्लेटफॉर्म / वेबलिंग <ol style="list-style-type: none"> 1. Basics of Communication: https://www.glowandlovelycareers.in/en/course-detail/niit-156/basics-of-communication 2. Social Etiquettes: https://www.glowandlovelycareers.in/en/course-detail/englishedge-904/social-etiquette 3. Self-Presentation: https://www.glowandlovelycareers.in/en/course-detail/niit-161/self-presentation | | |

| Part A Introduction | | |
|---|---|------------------------|
| Program: Certificate/Diploma/Degree | Year: First Year | Session:2021-22 |
| Course Code | VI-PSY-DEVT | |
| Course Title | PERSONALITY DEVELOPMENT | |
| Course Type | Vocational | |
| Pre-requisite (if any) | Open for all | |
| Course Learning outcomes (CLO) | After studying this course the Student will be able to <ul style="list-style-type: none"> • To cultivate skills for successful life and learn to handle failures • To learn the process of goal setting and SWOT analysis • To understand the importance of time and stress management • To develop core skills for employability • To develop effective communication skills • To realize the role of technology in personality development | |
| Expected Job Role / career opportunities | <ul style="list-style-type: none"> • Growth and value addition in the respective job profiles | |
| Credit Value | 4 | |

Part B-Content of the Course

Total No. of Lectures + Practical (in hours per week): **L-1 Hr / P-1 Lab Hr**

Total No. of Lectures/ Practical: **L-30hrs/P-30hrs**

| Module | Topics | No. of Hours |
|----------------------------|---|--------------|
| I | Personality, Success, and Facing Failures Concept of Personality. What is success? - Hurdles in achieving success, Factors responsible for success, developing effective habits. What is failure? - Factors affecting failures, learning from failures, overcoming failures, power of faith, practicing faith, SWOT analysis and Goal-Setting (Specific, Measurable, Achievable, Realistic, Time-bound- SMART goals) | 10 |
| II | Time and Stress Management and Employability Quotient Time as a Resource, Identifying Time Wasters, Techniques for better Time Management, Introduction to Stress, Causes and Effects of Stress, Managing Stress Resume building, The art of participating in Group Discussion, Interview-Frequently Asked Questions, Mock Interview Sessions | 10 |
| III | Communication Skills and Digital Etiquettes Communication Skills: Effective reading/writing/listening skills, Hard skills & soft skills, overcoming stage fear, role of body language, art of professional presentation, use of audio & visuals in presentations, social etiquettes Use of Information & Communication Technology (ICT) in day-to-day management, Effective use of social media, E-mail etiquette, Netiquette, Useful electronic gadgets and mobile applications | 10 |
| Practical | | |
| | 1. SWOT analysis 2. Goal-Setting (SMART goals) 3. Time Management 4. Resume writing and mock interview sessions 5. Communication skills 6. E-mail writing | 30 |
| Project/ Field trip | | |
| | 1. Submit a report based on your learning from the life of any one successful personality. 2. Visit to personality development training institute and submit its report. | |

Part C-Learning Resources

Text Books, Reference Books, Other resources

Suggested Readings:

1. Andrews, Sudhir (1988). How to Succeed at Interviews. 21st (rep.) Tata McGraw-Hill, New Delhi.
2. Covey, Stephen. (1989). The 7 Habits of Highly Effective People. NY: Free Press
3. Hindle, Tim (2003). Reducing Stress. Essential Manager series. Dk Publishing.
4. Lucas, Stephen (2001). Art of Public Speaking. Tata - Mc-Graw Hill, New Delhi.
5. मॉडर्न, स्टेट, "व्यक्तित्व का विकास", आनंद पेपरबैक्स।
6. Petes S. J., Francis (2011). Soft Skills and Professional Communication. Tata McGraw-Hill Education, New Delhi
7. शर्मा, पी. के., (2014) "व्यक्तित्व विकास", भारतीश्री प्रकाशन।
8. Smith, B. (2004). Body Language. Rohan Book Company, Delhi.

Suggested equivalent online courses:

1. Basics of Communication: <https://www.glowandlovelycareers.in/en/course-detail/niit-156/basics-of-communication>
2. Social Etiquettes: <https://www.glowandlovelycareers.in/en/course-detail/englishedge-904/social-etiquette>
3. Self-Presentation: <https://www.glowandlovelycareers.in/en/course-detail/niit-161/self-presentation>