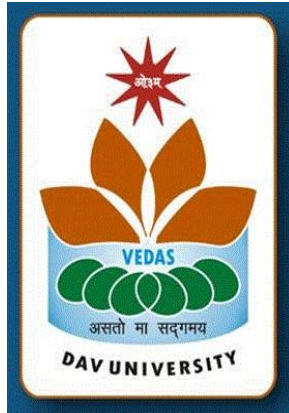


# DAV UNIVERSITY JALANDHAR



**Course Scheme & Syllabus  
For  
B.P.Ed  
(Program ID - 201)**

## Syllabi Applicable for Admissions in 2021 onwards

### SEMESTER – I

S.No	Paper Code	Course Title	L	T	P	Cr	INT. ASS.	MSE	ETE	TOTAL
<b>Core Courses</b>										
1	PHE	History, Principles and Foundation of Physical Education	4	0	0	4	25	25	50	100
2	PHE	Anatomy and Exercise Physiology	4	0	0	4	25	25	50	100
3	PHE	Health Education and Environmental Studies	4	0	0	4	25	25	50	100
<b>Core (Practical) Courses</b>										
4	PHE	Game Specialization- I	0	0	6	4				100
5	PHE	Drills & Callisthenics- I	0	0	3	2				50
<b>Elective Course(Any One)</b>										
6	PHE	Olympic Movement	4	0	0	4	25	25	50	100
7	PHE	Fundamentals of officiating and coaching	4	0	0	4	25	25	50	100
<b>Compulsory Foundation Course</b>										
8	ENG – 152A	English Literature and Communication Skills- V (Lab.)	0	0	2	1				25
			<b>19</b>	<b>0</b>	<b>11</b>	<b>23</b>				<b>575</b>

All Courses will be evaluated on the basis of 30% Internal Evaluation and 70% External Evaluation

**L: Lectures T: Tutorial P: Practical Cr: Credits**

**Evaluation:**

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

<u>One Test</u>	<u>10 Marks</u>
<u>Assignments / Lab Practical</u>	<u>10 Marks</u>
<u>Attendance</u>	<u>5 Marks</u>
<u>Total</u>	<u>25 Marks</u>

**SEMESTER – II**

S.No	Paper Code	Course Title	L	T	P	Cr	INT. ASS.	MSE	ETE	TOTAL
<b>Core Courses</b>										
1	PHE	Yoga Education	2	0	4	4	25	25	50	50
2	PHE	Educational Technology and Methods of Teaching in Physical Education	4	0	0	4	25	25	50	100
3	PHE	Organization and Administration in Physical Education	4	0	0	4	25	25	50	100
<b>Core (Practical) Courses</b>										
4	PHE	Game Specialization-II	0	0	6	4				100
5	PHE	Track & Field - I (Throwing Events)(Jumping events)	0	0	6	4				100
<b>Elective Course(Any One)</b>										
6	PHE	Contemporary Issues in Physical Education.,Fitness and wellness	4	0	0	4	25	25	50	100
7	PHE	Sports Nutrition and Weight Management	4	0	0	4	25	25	50	100
<b>Compulsory Foundation Course</b>										
8	ENG - 160 B	English Literature and Communication Skills- VI (Lab.)	0	0	2	1				25
			<b>14</b>	<b>0</b>	<b>18</b>	<b>21</b>				<b>575</b>

All Courses will be evaluated on the basis of 30% Internal Evaluation and 70% External Evaluation

**L: Lectures T: Tutorial P: Practical Cr: Credits**

**Evaluation:**

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

<u>One Test</u>	<u>10 Marks</u>
<u>Assignments / Lab Practical</u>	<u>10 Marks</u>
<u>Attendance</u>	<u>5 Marks</u>
<u>Total</u>	<u>25 Marks</u>

**SEMESTER-III**

S.No	Paper Code	Course Title	L	T	P	Cr	INT. ASS.	MSE	ETE	TOTAL
<b>Core Courses</b>										
1	PHE	Sports Training	4	0	0	4	25	25	50	100
2	PHE	Sports Psychology and Sociology	4	0	0	4	25	25	50	100
3	PHE	Research and Statistics in Physical Education	4	0	0	4	25	25	50	100
<b>Core (Practical) Courses</b>										
4	PHE	Track and Field – II (Jumping Events)	0	0	6	4				100
5	PHE	Game specialization-III	0	0	6	4				100
6	PHE	Community Service	0	0	4	2				50
<b>Elective Course(Any One)</b>										
7	PHE	Sports Medicine, Physiotherapy and Rehabilitation	4	0	0	4	25	25	50	100
8	PHE	Curriculum Design	4	0	0	4	25	25	50	100
			<b>16</b>	<b>0</b>	<b>12</b>	<b>24</b>				<b>650</b>

All

Courses will be evaluated on the basis of 30% Internal Evaluation and 70% External Evaluation

**L: Lectures T: Tutorial P: Practical Cr: Credits**

**Evaluation:**

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

<u>One Test</u>	<u>10 Marks</u>
<u>Assignments / Lab Practical</u>	<u>10 Marks</u>
<u>Attendance</u>	<u>5 Marks</u>
<u>Total</u>	<u>25 Marks</u>

**SEMESTER- IV**

S.No	Paper Code	Course Title	L	T	P	Cr	INT. ASS.	MSE	ETE	TOTAL
<b>Core Courses</b>										
1	PHE	Measurement and Evaluation in Physical Education	4	0	0	4	25	25	50	100
2	PHE	Kinesiology and Biomechanics	4	0	0	4	25	25	50	100
3	CSA 104	Computer Applications	1	0	2	2	25	25	50	100
4	PHE	Teaching Practice- Internship *	0	0	0	4	50	0	50	100
<b>Core (Practical) Courses</b>										
3	PHE	Track and field-III	0	0	6	4				100
4	PHE	Game specialization - IV	0	0	6	4				100
<b>Elective Course(Any One)</b>										
7	PHE	Theory of sports and games(Specifically sports and games specialization)	4	0	0	4	25	25	50	100
8	PHE	Sports Management	4	0	0	4	25	25	50	100
			<b>12</b>	<b>0</b>	<b>16</b>	<b>26</b>				<b>700</b>

All Courses will be evaluated on the basis of 30% Internal Evaluation and 70% External Evaluation

**L: Lectures T: Tutorial P: Practical Cr: Credits**

**\* Teaching Practice- Internship will be done 50% Internally and 50 % Externally.**

**Evaluation:**

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

<u>One Test</u>	<u>10 Marks</u>
<u>Assignments / Lab Practical</u>	<u>10 Marks</u>
<u>Attendance</u>	<u>5 Marks</u>
<u>Total</u>	<u>25 Marks</u>

**Game specialization – choose anyone of the following for every semester. No single game can be repeated. Every student shall opt for a different game in each semester.**

- |                        |                       |
|------------------------|-----------------------|
| <b>1. Basketball</b>   | <b>9. Hockey</b>      |
| <b>2. Kabbadi</b>      | <b>10. Judo</b>       |
| <b>3. Kho-kho</b>      | <b>11. Volleyball</b> |
| <b>4. Badminton</b>    | <b>12. Yoga</b>       |
| <b>5. Cricket</b>      | <b>13. Boxing</b>     |
| <b>6. Football</b>     | <b>14. Wrestling</b>  |
| <b>7. Handball</b>     |                       |
| <b>8. Table Tennis</b> |                       |

**Choose anyone of the following community services**

- 1) Drug Awareness**
- 2) Road safety awareness**
- 3) Awareness about female foeticide**
- 4) Awareness of Swachh Bharat Abhiyaan.**
- 5) Adult Education**

**NOTE: Provision of Bonus Credits Maximum 06 Credits in each Semester**

<b>Sr. No.</b>	<b>Special Credits forte Extra Co-curricular Activities</b>	<b>Credit</b>
<b>1</b>	<b>Sports Achievement at State level Competition (Medal Winner)</b>	<b>1</b>
	<b>Sports Achievement National level Competition (Medal Winner)</b>	<b>2</b>
	<b>Sports participation International level Competition</b>	<b>4</b>
<b>2</b>	<b>Inter Uni. Medal winners (Any one game)</b>	<b>2</b>
<b>3</b>	<b>Inter Uni. Participation (Any one game)</b>	<b>1</b>
<b>4</b>	<b>National Cadet Corps / National Service Scheme NCC/NSS Certificate C -3, NCC/NSS Certificate B -2, NCC/NSS Certificate A - 1</b>	<b>2</b>
<b>5</b>	<b>Blood donation / Cleanliness drive / Community services /</b>	<b>2</b>
<b>6</b>	<b>Mountaineering – Basic Camp, Advance Camp / Adventure Activities</b>	<b>2</b>
<b>8</b>	<b>News Reporting / Article Writing / book writing / progress report writing</b>	<b>1</b>

**Students can earn maximum 06 Bonus credits in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution / Department. This Bonus credit can be used instead of any academic course of same credit.**

**DETAILED SYLLABUS**  
**SEMESTER – I**

**Course Title:** HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION

L	T	P	Credits	Marks
4	0	0	4	100

**Paper Code:** PHE

**Learning outcomes:**

1. The pass out would be able to understand the physical education and relationship with general education.
2. He would be able to understand the biological basis of Physical education.
3. He would be able to comprehend the relationship between Philosophy and Physical Education.
4. He would be able to identify and relate with the History of Physical Education
5. He would know recent developments and academic foundation of Physical Education.

**UNIT – I**

**1.1 Introduction to Physical Education**

- 1.1.1 Meaning, Definition and Scope of Physical Education.
- 1.1.2 Aims and Objective of Physical Education.
- 1.1.3 Need & Importance of Physical Education in present era.
- 1.1.4 Misconceptions about Physical Education.
- 1.1.5 Relationship of Physical Education with General Education.
- 1.1.6 Physical Education as an Art and Science.
- 1.1.7 Principles of Physical Education.

**UNIT- II**

**2.1 Biological basis of Physical Education**

- 2.1.1 Growth and development, its principles.
- 2.1.2 Age and gender characteristics,
- 2.1.3 Body Types,
- 2.1.4 Anthropometric measurements.

**2.2 Psychological basis of Physical Education:**

- 2.2.1 Play and Play theories.

**2.3 Sociological basis of Physical Education,**

- 2.3.1 Socialization process,
- 2.3.2 Social nature of men and Physical Activity:
- 2.3.3 Society and culture,
- 2.3.4 Social acceptance and recognition,
- 2.3.5 Social integration and cohesiveness,
- 2.3.6 Sports as cultural heritage of mankind,
- 2.3.7 customs, traditions and sports,
- 2.3.8 Competition and cooperation.
- 2.3.9 Leadership.



## **2.4 Philosophical basis of Physical Education,**

2.4.1 Philosophies of Physical Education: Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism.

### **UNIT- III**

#### **3.1 Historical Development of Physical Education in India.**

3.1.1 Indus Valley Civilization Period. (3250 BC – 2500 BC)

3.1.2 Vedic Period (2500 BC – 600 BC)

3.1.3 Early Hindu Period (600 BC – 320 AD)

3.1.4 Later Hindu Period (320 AD – 1000 AD)

3.1.5 Medieval Period (1000 AD – 1757 AD)

3.1.6 British Period (Before 1947) Physical Education in India (After 1947)

#### **3.2. Contribution of various organizations and National policy for Physical education and sports.**

3.2.1 Contribution of Akhadas and Vyayamshalas .

3.2.2 Y.M.C.A. and its contributions.

3.2.3 National policy of Sports and Physical education.

### **UNIT-IV**

#### **4.1 Historical development and modern perspective of Physical Education and sports in the world.**

4.1.1 Ancient Greece, Rome, Contemporary Germany, Sweden, Denmark and Russia.

4.1.2 Modern perspectives: USA, UK and China.

#### **4.2 Career Avenues, National sports awards and sports awardees**

4.2.1 Arjun Award

4.2.2 Dronacharya award

4.2.3 Rajeev Gandhi Khel Ratna award

4.2.4 Maulana Abul Kalam Azad Trophy

4.2.5 Major tournaments and Competitions related to various sports/games.

#### **REFERENCES:**

- Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. MosbyCo. Deshpande,
- S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
- Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep.
- Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.

**Course Title: ANATOMY AND EXERCISE PHYSIOLOGY**

**Paper Code: PHE**

L	T	P	Credits	Marks
4	0	0	4	100

**Learning Outcomes:**

1. The student will be oriented with the basic structure and function of human body by identifying, comparing and relating different systems, organs and their functional and structural units.

2. Student will be able to adapt the art to apply the knowledge of anatomy and physiology in physical activity classes at school level.

3. Construct anatomy and physiology related pedagogical materials exploring their creative imaginations while working in group and using technology.

**UNIT-I**

**1.1 Brief Introduction of Anatomy and physiology in the field of Physical Education.**

- 1.1.2 Introduction of Cell and Tissue.
- 1.1.3 Axial and Appendicular Skeleton, gender differences.
- 1.1.4 Bone: definition, structure, types and functions.
- 1.1.5 Joints: types and movement.
- 1.1.6 Muscle: Structure, types and functions of muscles..
- 1.1.7 Sliding filament muscle contraction theory.

**UNIT-II**

**2.1 Brief Introduction of Anatomy and physiology of circulatory system**

- 2.1.1 Constituents of blood and their function.
- 2.1.2 Blood groups and blood transfusion,
- 2.1.3 Clotting of blood
- 2.1.4 Structure of heart and blood vessels.
- 2.1.5 Types of circulation, types of major blood vessels
- 2.1.6 Properties of the heart muscle,
- 2.1.7 Terminologies: cardiac cycle, cardiac output, blood pressure: diastolic, systolic. Athletic heart, Stroke Volume

**2.2 Brief Introduction of Anatomy and physiology of Respiratory system**

- 2.2.1 The Respiratory system: Types, organs, structure and mechanism of respiration.
- 2.2.2 Respiratory volumes,
- 2.2.3  $VO_2$  max., oxygen debt, second wind.
- 2.2.4 Internal & External Respiration

**UNIT-III**

**3.1 Brief Introduction of Anatomy and physiology of Digestive and Nervous system**

- 3.1.1 Digestive System: Organs and mechanism of Digestion,
- 3.1.2 Nerve control of Digestive system.
- 3.1.2 Nervous System and Parts of Nervous system,

### 3.1.3 Functional classification of nervous system.

## UNIT-IV

### 4.1 Diet

- 4.1.1 Balance diet and diet before, during and after competition.
- 4.1.2 Daily energy requirement regarding various nutrients.

### 4.2 Effect of exercise and training

- 4.2.1 Effect of exercise and training on cardiovascular system.
- 4.2.2 Effect of exercise and training on respiratory system.
- 4.2.2 Effect of exercise and training on muscular system.

### 4.3 Physiological concept of

- 4.3.1 Physical fitness,
- 4.3.2 Warming up,
- 4.3.3 Conditioning and
- 4.3.4 Fatigue.

### REFERENCES:

- Gupta, A. P. (2010). Anatomy and physiology. Agra: Sumit Prakashan.
- Gupta, M. and Gupta, M. C. (1980). Body and anatomical science. Delhi: Swaran Printing Press.
- Guyton, A.C. (1996). Textbook of Medical Physiology, 9th edition. Philadelphia: W.B. Saunders.
- Karpovich, P. V. (n.d.). Philosophy of muscular activity. London: W.B. Saunders Co.
- Lamb, G. S. (1982). Essentials of exercise physiology. Delhi: Surjeet Publication.
- Moorthy, A. M. (2014). Anatomy physiology and health education. Karaikudi: Madalayam Publications. Morehouse,
- L. E. & Miller, J. (1967). Physiology of exercise. St. Louis: The C.V. Mosby Co.
- Pearce, E. C. (1962). Anatomy and physiology for nurses. London: Faber & Faber Ltd.
- Sharma, R. D. (1979). Health and physical education, Gupta Prakashan.
- Singh, S. (1979). Anatomy of physiology and health education. Ropar: Jeet Publications

**Course Title: HEALTH EDUCATION AND ENVIRONMENTAL STUDIES**

**Paper Code: PHE**

L	T	P	Credits	Marks
4	0	0	4	100

**Learning Outcome:**

1. The student will be able to identify and synthesize the factors that influence health
2. The student will be able to recognize the health related challenges in current time and able to apply the preventive measures.
3. The student will be able to understand the importance of environmental education and sustainable development.
4. The student will be able to value the knowledge and skills required to preserve community health and well-being.

**UNIT – I**

**1.1 Health Education:**

- 1.1.1 Concept and Dimensions of Health.
- 1.1.2 Spectrum and Determinants of Health.
- 1.2.3 Definition of Health, Health Education, Health Instruction, Health Supervision.
- 1.1.4 Aim, objective and Principles of Health Education.
- 1.1.5 Health Service and guidance instruction in personal hygiene

**UNIT – II**

**2.1 Health Problems in India:**

- 2.1.1 Communicable and Non Communicable Diseases.
- 2.1.2 Obesity, Malnutrition, Adulteration in food,
- 2.1.3 Environmental sanitation, Explosive Population,
- 2.1.4 Personal and Environmental Hygiene for schools.

**2.2 Health services**

- 2.2.1 Objective of school health service, Role of health education in schools.
- 2.2.2 Health Services – Care of skin, Nails, Eye health service, Nutritional service,
- 2.2.3 Health appraisal, Health record, Healthful school environment,
- 2.2.4 First- aid and emergency care etc.

**UNIT – III**

**3.1 Environmental Education:**

- 3.1.1 Definition, Scope, Need and Importance of environmental studies.
- 3.1.2 Concept of environmental education,
- 3.1.3 Historical background of environmental education, Celebration of various days in relation with environment.
- 3.1.4 Plastic recycling & probation of plastic bag / cover.
- 3.1.5 Role of school in environmental conservation and sustainable development.

## **UNIT – IV**

### **4.1 Natural Resources and related environmental issues**

4.1.1 Water resources, food resources and Land resources.

4.1.2 Definition, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution.

4.1.3 Management of environment and Govt. policies.

4.1.4 Role of pollution control board.

### **REFERENCES:**

- Agrawal, K.C. (2001). Environmental biology. Bikaner: Nidhi publishers Ltd.
- Frank, H. & Walter, H., (1976). Turners school health education. Saint Louis: The C.V. Mosby Company.
- Nemir, A. (n.d.). The school health education. New York: Harber and Brothers.
- Odum, E.P. (1971). Fundamental of ecology. U.S.A.: W.B. Saunders Co.

**Course Title: GAME SPECIALIZATION – I**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
0	0	6	4	100

**Paper Code: PHE**

**Learning outcomes**

1. The pass out student will be aware of historical development and important tournaments at National and International level.
2. The student will be able to demonstrate fundamental skills of the game.
3. The pass out student will be able to apply gained knowledge for tactical and technical preparation for sports competition.
4. The student will be able to deliver his/her duties as an official to conduct a match.

**UNIT-I**

- 1.1 Historical Development of the sports at National and International level.
- 1.2 Important Tournament/Competition held at National and International level

**UNIT-II**

- 2.1 Fundamental Skills of the sport.
- 2.2 Warming Up–General, Specific, Cooling Down,
- 2.3 Physiological basis of warming up and cooling down.

**UNIT-III**

- 3.1 Tactical Preparation for sports.
- 3.2 Strategies and their Applications.
- 3.3 Importance of Psychological preparation and its methods.

**UNIT-III**

- 4.1 Sports Specific Skill Test.
- 4.2 Knowledge of rules and regulations.
- 4.3 Duties of official & conduct of official match.

**Practical:**

1. Draft preparation, supplementary to improve fundamental skills.
2. Sport Specific skill test.
3. Test for Motor components.
4. Filling up score sheets.
5. Officiating in competition.(rules and signals)

**Course Title: Drills & Callisthenics– I**

L	T	P	Credits	Marks
0	0	6	4	100

**Paper Code: PHE**

**Learning outcomes:**

1. The student will be able to follow and to give the commands for mass activity.
2. The student will be able to perform and demonstrate various free hand and light apparatus exercises.

### **UNIT-I**

#### **1.1 Free Hand Exercise (Calisthenics)**

- 1.1.1 Exercise on verbal command with drum and music

### **UNIT-II**

#### **2.1 Light Apparatus**

- 2.1.1 Exercise with dumbbells, lazium on verbal command.
- 2.1.2 Exercise with dumbbells, lazium with drum.
- 2.1.3 Mass P.T Exercises

### **UNIT-III**

#### **3.1 March Past**

- 3.1.1 Drum Beat, Side drum
- 3.1.2 Commands: Attention, Stand-at-Ease, Left turn, Right turn, About turn, March time, March, Eyes Right Flag hoisting, salute, eyes left

### **UNIT-IV**

#### **4.1 Dumbbells/ Wands/ Hoop/ Umbrella/ Tipri**

- 4.1.1 Apparatus/ Light apparatus Grip. Attention with apparatus/ Light apparatus . Stand – at – ease with apparatus/ light apparatus.
- 4.1.2 Exercise with verbal command,drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- 4.1.3 Standing Exercise o Jumping Exercise o Moving Exercise

Combination of above all

**Course Title: OLYMPIC MOVEMENT**

**Paper Code: PHE**

L	T	P	Credits	Marks
4	0	0	4	100

**Learning outcomes:**

1. The student will be aware about the origin, development, values and Philosophy of Olympic movement.
2. The student will be able to understand about different Olympic games, and to implement the knowledge to the sports community.
3. The student will be aware about the structure and function of national and International Olympic committees.

#### **UNIT – I**

##### **1.1 History of Olympic games**

- 1.1.1 Origin of Olympic Movement. Philosophy of Olympic movement.
- 1.1.2 The early history of the Olympic movement.
- 1.1.3 The significant stages in the development of the modern Olympic movement.
- 1.1.4 Educational and cultural values of Olympic movement

#### **UNIT – II**

##### **2.1 Modern Olympic Games and Olympic Protocol**

- 2.1.1 Modern Olympic Games
- 2.1.2 Significance of Olympic Ideals, Olympic Rings, Olympic Torch, Olympic Flag.
- 2.1.3 Olympic Protocol for member countries.
- 2.1.4 Olympic Code of Ethics. Olympism in action.
- 2.1.5 Sports for All

#### **UNIT – III**

##### **3.1 Different Olympic Games.**

- 3.1.1 Para Olympic Games.
- 3.1.2 Summer Olympics.
- 3.1.3 Winter Olympics.
- 3.1.4 Youth Olympic Games

#### **UNIT – IV**

##### **4.1 Committees of Olympic Games.**

- 4.1.1 International Olympic Committee - Structure and Functions.
- 4.1.2 National Olympic committees and their role in Olympic movement.
- 4.1.3 Olympic commission and their functions.
- 4.1.4 Olympic medal winners of India



## **REFERENCES:**

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

Course Title: FUNDAMENTALS OF OFFICIATING AND COACHING

L	T	P	Credits	Marks
4	0	0	4	100

Paper Code: PHE

Learning Outcomes:

1. The student will be able to understand the concepts of coaching, fitness, training load and recovery.
2. The student will be able to develop and implement the training program.
3. The student will be able to perform duties as a technical official in official matches of different games.

### UNIT-1

#### 1.1 Introduction to Coaching and training

- 1.1.1 Coaching:- Meaning & definition,
- 1.1.2 Coach:- Qualification, qualities, characteristics and responsibilities

#### 1.2 Sports training-

- 1.2.1 meaning, definition, aims, objectives of sports training
- 1.2.2 Characteristics and principles of sports training.
- 1.1.4 Warming up, Conditioning, Cooling down --- Meaning, benefits and significance.

#### 1.3 Fitness-

- 1.3.1 Meaning and components of physical fitness,
- 1.3.2 motor fitness and health related physical fitness.

#### 1.4 Load and Recovery:-

- 1.4.1 Meaning, factors-intensity & volume, judgment of load.
- 1.4.2 Over load:- Meaning and tackling over load.
- 1.4.3 Recovery:- Phases, means and factors affecting recovery

### UNIT-2

#### 2.1 Training methods:-

- 2.1.1 Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek/speed play and weight training).
- 2.1.2 Development of Techniques and Tactics.

#### 2.2 Psychological preparation of team and individual sports persons.

#### 2.3 Concept of different training periods:-

- 2.3.1 Periodization-Preparatory, Competition and Transition

periods and their aim and objectives.

2.3.2 Preparing coaching schedule – Yearly and Short term.

### **UNIT-3**

#### **3.1 Officiating-**

3.1.1 Meaning and principles.

3.1.2 Reasons for poor officiating and their remedies.

3.1.3 Duties of officials (Pre, during & post):- Athletics, Badminton, Basketball, Cricket, Football, Gymnastics, Handball, Hockey, Kabaddi, Kho-Kho and Volleyball.

#### **3.2 Marking of Track/Field/Court/ground: -**

3.2.1 Athletics,

3.2.2 Badminton, Basketball, Cricket, Football, Handball, Hockey, Kabaddi, Kho-Kho and Volleyball.

### **UNIT-4**

#### **4.1 Rules and their interpretations of events**

4.1.1 Athletics.

4.1.2 Larger area games:- Cricket, Football, Handball and Hockey. Rules and their interpretations of small area games:- Badminton, Basketball, Kabaddi, Kho-Kho and Volleyball.

#### **REFERENCES:**

- Bunn, J. W. (1968). The art of officiating sports. Englewood cliffs N.J. Prentice Hall.
- Bunn, J. W. (1972). Scientific principles of coaching. Englewood cliffs N. J. Prentice Hall.
- Dyson, G. H. (1963). The mechanics of athletics. London: University of London Press Ltd.
- Dyson, G. H. (1963). The mechanics of Athletics. London: University of London Press Ltd.
- Lawther, J.D. (1965). Psychology of coaching. New York: Pre. Hall.
- Singer, R. N. (1972). Coaching, athletic & psychology. New York: M.C. Graw Hill

**Course Title: English Literature  
and Communication Skills- V  
Course Code: ENG 152 B**

L	T	P	Credits
3	1	0	3

**Course Objective:**

- To enhance students' vocabulary and comprehensive skills through prescribed texts.
- To hone students' reading skill.
- To develop literary sensibility
- To polish students' grammar

**Learning Outcomes:**

Students will be able to improve their reading skill; they will have better vocabulary and grammar. They will also be able to critically respond to the literary texts.

## SEMESTER - II

**Course Title:** YOGA EDUCATION  
**Paper Code:** PHE

L	T	P	Credits	Marks
3	0	0	3	75

### **Learning outcomes:**

1. The student will be able to understand the concept of Yoga .
2. The student will be able to explore Astang Yoga.
3. The student will be able to know about effects of Yogic practices on human body and mind.
4. The student will be able to compare Yogic practices and physical exercises.

### **UNIT – I**

#### **1.1 Introduction of Yoga**

- 1.1.1 Meaning and Definition of Yoga
- 1.1.2 Aims and Objectives of Yoga, Yoga in Early Upanisads
- 1.1.3 The Yoga Sutra: General Consideration

#### **1.2 Need and Importance of Yoga in Physical Education and Sports**

### **UNIT – II**

#### **2.1 Foundation of Yoga:**

- 2.1.1 The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi
- 2.1.2 Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

### **UNIT - III**

#### **3.1 Asanas:**

- 3.1.1 Meaning, Definition and types of Asanas.
- 3.1.2 Effect of Asanas and Pranayama on various system of the body
- 3.1.3 Classification of asanas with special reference to physical education and sports
- 3.1.4 Influences of relaxative, meditative posture on various system of the body

#### **3.2 Bandhas, mudras and Kriyas**

- 3.2.1 Types, benefits and precautions of Bandhas and mudras,
- 3.2.2 Types, benefits and precautions of kriyas.

### **UNIT – IV**

#### **4.1 Yoga Education:**

- 4.1.1 Meaning of Yoga education
- 4.1.2 Basic, applied and action research in the field of Yoga
- 4.1.3 Yoga education centers in India and abroad, Competitions in Yoga.

#### **4.2 Difference between yogic practices and physical exercises**

Practicals :

**1.1 Surya Namaskar**

**1.2 Pranayama**

1.2.1 Nadi shodhan Pranayam

1.2.2 Bhastrika Pranayam

1.2.3 Bhramri Pranayam

1.2.4 Ujjai Pranayam

1.2.5 Kapalbhathi

**2.1 Corrective Asanas**

**2.2 Kriyas**

2.2.1 Jal neti

2.2.2 Sutra neti

2.2.3 Kunjal kriya

2.2.4 Sankh prakshalan

**3.1 Sitting poses**

**3.2 Standing poses**

**4.1 Lying poses**

4.1.1 Supine lying poses

4.1.2 Prone lying poses

**4.2 Inverted poses**

**REFERENCES:**

- Brown, F. Y.(2000). How to use yoga. Delhi:Sports Publication.
- Gharote, M. L. &Ganguly, H. (1988). Teaching methods for yogic practices.Lonawala: Kaixydahmoe.
- Rajjan, S. M. (1985). Yoga strentheningofrelexation for sports man. New Delhi:Allied Publishers.
- Shankar,G.(1998). Holistic approach of yoga. New Delhi:Aditya Publishers.
- Shekar,K. C. (2003). Yoga for health. Delhi: KhelSahitya Kendra.

**Course Title: EDUCATIONAL  
TECHNOLOGY AND METHODS OF  
TEACHING IN PHYSICAL  
EDUCATION  
Paper Code: PHE**

L	T	P	Credits	Marks
4	0	0	4	100

### **Learning outcome-**

1. The student will be oriented to various teaching methods and techniques.
2. The student would orient to deferent teaching aids.
3. The student will be able to plan teaching lessons for class room as well as outdoor activity.

### **UNIT – I**

#### **1.1 Introduction to Education and Education Technology-**

- 1.1.1 Meaning and Definitions of education and educational technology
- 1.1.2 Types of Education- Formal, Informal and Non- Formal education.
- 1.1.3 Educative Process, Importance of Devices and Methods of Teaching: Question answer, group discussion, library, laboratory method etc.

### **UNIT – II**

#### **2.1 Teaching Technique:**

- 2.1.1 Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, project method etc.
- 2.1.2 Teaching Procedure – Whole method, whole – part – whole method, part – whole method.
- 2.1.3 Presentation Technique – Personal and technical preparation, Command- Meaning, Types and its uses in different situations.

### **UNIT – III**

#### **3.1 Teaching Aids:**

- 3.1.1 – Meaning, Importance and criteria for selecting teaching aids.
- 3.1.2 Types of Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture

#### **3.2 Teaching Methods –**

- 3.2.1 Team Teaching-Meaning, Principles and advantage of team teaching.
- 3.2.2 Micro Teaching – Meaning, Types and steps of micro teaching.
- 3.2.3 Simulation Teaching - Meaning, Types and steps of simulation teaching

#### **3.2.4 Difference between Teaching Methods and Teaching Aid.**

#### **3.3 Lesson Planning and Teaching Innovations:**

- 3.3.1 Lesson Planning – Meaning, Type and principles of lesson plan.

- 3.3.2 General and specific lesson plan.  
3.5.

## **UNIT – IV**

### **4.1 Activities for 1-2 year age toddlers**

**4.1.1** Sensory exploration with sand, Cardboard box creativity, Playing with Balloons, Painting fireworks, Finger painting, Bare hand colouring on sheets.

### **4.2 Activities for 2-3 year age babies**

**4.2.1** Basic shapes work station, Finger painting festival lights, List of Sample and fun game, Colour car match painting, Printable number play dough, Lunch box ideas, Make a play dough teddy bear

### **4.3 Activities for 3-4 year age Child**

**4.3.1** Measurement length activity, Creative sand art activity, V is for vegetables letters activity, R is for ribbon letters activity.

### **4.4 Activities for 4-5 year age Child**

**4.4.1C** letter is for cotton cloud activity, mixing of colours, letter N activity of newspaper, Making „patterns and sporting, simple airplane craft.

### **4.5 Activities for 6-7 year age Child**

**4.5.1** Hide and seek, Tag, Duck Duck Goose, Hot Potato, Simon says, Jumping Jacks, Balance Beam, Keep the Balloon up.

### **4.6 Activities for 7-8 year age Child**

**4.6.1** Dragon tail/Snake bite, Spoon Balance, water balloon attack, Catch the ball)Major, Minor, lead-Up Games, Recreational Games, Relay games, Society Games for Adolescence, Adults and old ages (Dragon tail, Apple, orange Banana Game, Dodge Ball, Leg Cricket, Triangle Catch, Numbers and actions, Ladder Game, Pick and run, The hand game, Forming shape game, Toe tag, Knee tag, Team building activity game, Zip zap zop, Back to back game, Street and alleys game, Cone game, Mingle Mingle.

## **REFERENCES:**

- Bhardwaj, A. (2003). New media of educational planning. NewDelhi:Sarup of Sons.
- Bhatia,& Bhatia,(1959). The principles and methods of teaching. New Delhi: Doaba House.
- Kochar, S.K. (1982). Methods and techniques of teaching.New Delhi: Sterling Publishers Pvt. Ltd.



**Course Title:** ORGANIZATION AND ADMINISTRATION

L	T	P	Credits	Marks
4	0	0	4	100

**Paper Code:** PHE

**Learning outcomes:**

1. The student will be able to understand the concept of organization and administration.
2. The student will be able to adapt the various functions of organization and administration.
3. The student will be able to bear the responsibilities of office management.
4. The student will be able to bear the responsibilities of facilities and Time-Table management.

**UNIT – I**

- 1.1 Meaning and importance of Organization and Administration in physical education
- 1.2 Qualification and Responsibilities of Physical Education teacher and pupil leader.
- 1.3 Planning and their basic principles, Program planning: Meaning, Importance,
- 1.4 Principles of program planning in physical education.
- 1.5 Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.

**UNIT- II**

**2.1 Office Management,:**

**2.1.1** Meaning, definition, functions and kinds of office management

**2.2. Records and Registers:**

**2.2.1** Maintenance of attendance Register, stock register, cash register, physical efficiency record

**2.2.2** Medical examination Record.

**2.3 Budget:**

**2.3.1** Meaning, Importance of Budget making,

**2.3.2** Criteria of a good Budget, Sources of Income, Expenditure,

**2.3.3** Preparation of Budget.

**UNIT-III**

**3.1 Facilities, Management**

**3.1.1** : Types of facilities Infrastructure-indoor, out door.

**3.1.2** Care of school building, Gymnasium, swimming pool, Play fields, Play grounds,

**3.2 Equipment Managemen:**

**3.2.1** Need, importance, purchase of equipments.

**3.2.2** care and maintenance of equipments.

### **3.3 Time Table Management:**

3.3.1 Meaning, Need, Importance and Factor affecting time table.

## **UNIT-IV**

### **4.1 Tournaments:**

4.1.1 Organization and Importance of Tournament

4.1.2 Types of Tournament and its organization structure - Knock-out Tournaments (Single/Double Knock out), League or Round Robin Tournaments, Combination Tournament and challenge Tournament.

### **4.2 Organization structure of Athletic Meet.**

### **4.4 Sports Event Intramurals & Extramural Tournament planning**

## **REFERENCES:**

- Broyles, F. J. & Rober, H. D. (1979). Administration of sports, Athletic programme: A Managerial Approach. New York: Prentice hall Inc.
- Bucher, C. A. (1983). Administration of Physical Education and Athletic programme. St. Louis: The C.V. Mosby Co.
- Kozman, H.C. Cassidy, R. & Jackson, C. (1960). Methods in Physical Education. London: W.B. Saunders Co. Pandey, L.K. (1977). Methods in Physical Education. Delhi: Metropolitan Book Depo.
- Sharma, V.M. & Tiwari, R.H.: (1979). Teaching Methods in Physical Education. Amaravati: Shakti Publication.
- Thomas, J. P. (1967). Organization & administration of Physical Education. Madras: Gyanodayal Press.
- Tirunarayanan, C. & Hariharan, S. (1969). Methods in Physical Education. Karaikudi: South India Press. Voltmer,
- E. F. & Esslinger, A. A. (1979). The organization and administration of Physical Education. New York: Prentice Hall Inc.

**Course Title: GAME SPECIALIZATION II**

L	T	P	Credits	Marks
0	0	6	4	100

**Paper Code: PHE**

**Learning outcomes-**

1. The pass out student will be aware of historical development and important tournaments at National and International level.
2. The student will be able to demonstrate fundamental skills of the game/sports.
3. The pass out student will be able to apply gained knowledge for tactical and technical preparation for sports competition.
4. The student will be able to deliver his/her duties as an official to conduct a match/event.

**UNIT-I**

- 1.1 Historical Development of the sports at National and International level.
- 1.2 Important Tournament/Competition held at National and International level

**UNIT-II**

- 2.1 Fundamental Skills of the sport.
- 2.2 Warming Up–General, Specific, Cooling Down,
- 2.3 Physiological basis of warming up and cooling down.

**UNIT-III**

- 3.1 Tactical Preparation for sports. Strategies and their Applications.
- 3.2 Importance of Psychological preparation and its methods.

**UNIT-IV**

- 4.1 Sports Specific Skill Test.
- 4.2 Knowledge of rules and regulations.
- 4.3 Duties of official & conduct of official match.

**Practical:**

1. Draft preparation, supplementary to improve fundamental skills.
2. Sport Specific skill test.
3. Test for Motor components.
4. Filling up score sheets.
5. Officiating in competition.(rules and signals)

**Course Title: TRACK AND FIELD-I  
(RUNNING/THROWING EVENTS)  
PAPER CODE: PHE**

L	T	P	CREDITS	MARKS
0	0	8	4	100

#### **Learning outcomes-**

1. The pass out student will be aware of historical development and important tournaments of event at National and International level.
2. The student will be able to demonstrate fundamental skills of the game/sports event.
3. The pass out student will be able to apply gained knowledge for tactical and technical preparation for sports competition.
4. The student will be able to deliver his/her duties as an official to conduct a match/event.

### **UNIT-I**

1.1 Introduction of events, Brief History

**1.2 Rules and Regulations:**

(according to IAAF)

### **UNIT-II**

2.1 Equipment's required

2.2 Marking of the arena and

sector

### **UNIT-III**

**3.1 Conditioning:** Specific

exercises for conditioning

**3.2 Techniques:** Phases of the event / Different Stages of Teaching

## UNIT-IV

**4.1 Officiating:** Total number of officials required, Position of officials, Officiating signals,

**4.2** Preparation and filling of Score sheet.

### REFERENCES:

- Shrivastva A.K. How to Coach Discus Throw, Sports Publication,(2006), New Delhi.
- Thani Y R. Athletics, KhelSahitya Kendra (2005),New Delhi,(Hindi version).
- Balayan D. Play and Learn Throwing, KhelSahitya Kendra,(2005),New Delhi.
- SayalMeenu, Teach Yourself Running, PrernaPrakashan,(2005),Delhi.
- NarangPriyanka, Teach Yourself Jumping, PrernaPrakashan,(2004),Delhi

Shrivastva A.K. How to Coach Long jump, Sports Publication,(2006),New Delhi

**Course Title: CONTEMPORARY ISSUES  
IN PHYSICAL EDUCATION  
Paper Code: PHE**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
4	0	0	4	100

**Learning outcomes-**

1. The pass out will be able to understand the modern concepts of Physical education, physical fitness and wellness.
2. The pass out will be able to understand and to prevent life style diseases.
3. The pass out will be able to understand and compare aerobic, anaerobic exercise and weight training.
4. The pass out will be aware about safety measures and emergency care.

**UNIT – I**

- 1.1 Concept of Physical Education and Fitness.
- 1.2 Definition, Aims and Objectives of Physical Education, fitness and Wellness.
- 1.3 Importance and Scope of fitness and wellness.
- 1.4 Modern concept of Physical fitness and Wellness.
- 1.5 Physical Education and its Relevance in Inter Disciplinary Context.

**UNIT – II**

**2.1 Fitness, Wellness and Lifestyle –**

- 2.1.1 Types of Fitness and Components of Fitness Understanding of Wellness.
- 2.1.2 Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management.
- 2.1.3 Physical Activity and Health Benefits

**UNIT – III**

- 3.1 Principles of Exercise Program.
- 3.2 Means of Fitness development – aerobic and anaerobic exercises
- 3.3 Exercises and Heart rate Zones for various aerobic exercise intensities.
- 3.4 Concept of free weight Vs Machine, Sets and Repetition etc.
- 3.5 Concept of designing different fitness training program for different age group.

**UNIT – IV**

**4.1 Safety Education and Fitness Promotion.**

- 4.1.1 Health and Safety in Daily Life.
- 4.1.2 First Aid and Emergency Care. Common Injuries and their Management.
- 4.2 Application of Science to Physical Education and Sports.
- 4.3 Need of Sports law.
- 4.4 Fitness centers, Health club, Recreation club and Adventure sports, Commercialization of sports and sports media
- 4.5 Gender issues in sports.
- 4.6 Alternate career in sports

**REFERENCES:**

- Difiore, J.(1998). Complete guide to postnatal fitness. London:
- A & C Black,.Giam, C.K &The, K.C. (1994). Sport medicine exercise and fitness. Singapore: P.G. Medical Book.
- Mcglynn, G., (1993). Dynamics of fitness. Madison: W.C.B Brown.
- Sharkey, B. J.(1990). Physiology of fitness, Human Kinetics Book.

**Course Title: SPORTS NUTRITION AND WEIGHT MANAGEMENT**  
**Paper Code: PHE**

L	T	P	Credits	Marks
4	0	0	4	100

**Learning outcomes-**

1. The student will be able to understand the basics of sports nutrition and balance diet
2. The student will be able to role of nutrients in diet and their management.
3. The student will be able to control obesity, and weight management.

**UNIT – I**

- 1.1 Introduction to Sports Nutrition
- 1.2 Meaning and Definition of Sports Nutrition
- 1.3 Balanced Diet, Basic Nutrition guidelines
- 1.4 Role of nutrition in sports
- 1.5 Factors to consider for developing nutrition plan

**UNIT – II**

- 2.1 Nutrients: Ingestion to energy metabolism: Carbohydrates, Protein, Fat – Meaning, classification and its function,
- 2.2 Role of carbohydrates, Fat and protein during exercise,
- 2.3 Vitamins, Minerals, Water – Meaning, classification and its function,
- 2.4 Role of hydration during exercise, water balance,
- 2.5 Nutrition – daily caloric requirement and expenditure.

**UNIT – III**

- 3.1 Nutrition and Weight Management. Meaning of weight management
- 3.2 Concept of weight management in modern era
- 3.3 Factor affecting weight management and values of weight management.
- 3.4 Concept of BMI (Body mass index),
- 3.5 Myth of Spot reduction, dieting versus exercise for weight control, Common Myths about Weight Loss.
- 3.6 Obesity – Definition, meaning and types of obesity, Health Risks Associated with Obesity, Causes and Solutions for Overcoming Obesity.

**UNIT – IV**

- 4.1 Steps of planning of Weight Management. Nutrition – Daily calorie intake and expenditure, 4.2 Determination of desirable body weight.
- 4.3 Balanced diet for Indian School Children, maintaining a Healthy Lifestyle.
- 4.4 Weight management program for sporty child,
- 4.5 Role of diet and exercise in weight management, Design diet plan and exercise schedule for weight gain and loss

**REFERENCES:**

- Bessesen, D. H. (2008). Update on obesity. *J ClinEndocrinolMetab*.93(6), 2027-2034.
- Butryn, M.L., Phelan, S., & Hill, J. O.(2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity*(Silver Spring). 15(12), 3091- 3096.



- Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis. *Am J ObstetGynecol*, 197(3), 223-228.
- DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. *N Engl J Med*,356(21), 2176- 2183.
- Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. *JAMA*. 299(3), 316-323.

**Course Title: English Literature and Communication**

**Skills- VI (Lab.)**

**Course Code: ENG 160 B**

**Course Objective:**

- To improve fluency in speaking English.
- To promote interactive skills through Group Discussions and role plays.

**Learning Outcome:** Students will be able to speak in English confidently and fluently. In addition, they will develop a technical understanding of language learning software, which will further help them improve their communicative skills.

**Unit -1**

Practical Approach to Listening and Speaking

Listening: Throughout the course, listening will be a part of activities at every level and the focus will be to provide the learners with enough samples in order to encourage auditory understanding.

Speaking: Revision of RP symbols. The focus shall be on correct articulation/ production of speech sounds, stress and intonation.

□ English Conversations (Unit 21 to 50)

Prescribed Textbook:

A PRACTICAL COURSE IN SPOKEN ENGLISH By J. K. GANGAL (PHI Private Limited, 2012)

**Unit-2**

- Group Discussions
- Movie Clippings

**Instructions:**

1. Each student will prepare a scrap file on any of the topics given by class teacher. Student should be able to justify the contents of his/her Scrap file.Marks will be given for originality, creativity and presentation of thoughts.
2. In the end of semester, viva exam will be conducted. Spoken English will be the focus of exam.  
Examiner will ask questions related to scrap file and other general (non-technical) topics.
3. Acknowledge all the sources of information in your scrap file.
4. This paper includes only one evaluation in the end term examination. **References:**

## Books

1. Gangal, J. K. *A Practical Course in Spoken English*. India: Phi Private Limited, 2012.  
Kumar, Sanjay and PushpLata. *Communication Skills*. India: OUP, 2012.

## SEMESTER III

**Course Title: SPORTS TRAINING**

**Paper Code: PHE**

L	T	P	Credits	Marks
4	0	0	4	100

### **Learning outcomes-**

1. The learners will be able to identify the fundamental concepts, theories and principles of sports training related to sports performance.
2. The learners will be able to demonstrate the skills to train different fitness components and related planning.
3. The learners will be able to understand the organization to achieve high performance in sports.

### **UNIT – I**

#### **1.1 Introduction of sports Training**

- 1.1.1 Meaning and Definition of Sports Training.
- 1.1.2 Aim and Objective of Sports Training.
- 1.1.3 Principles of Sports Training. Load, Intensity, Density, Duration and frequency.

### **UNIT – II**

#### **2.1 Training Components**

- 2.1.1 Speed – Mean and Methods of Speed Development .
- 2.1.2 Strength – Mean and Methods of Strength Development.
- 2.1.3 Endurance - Mean and Methods of Endurance Development
- 2.1.4 Coordination – Mean and Methods of coordination Development.
- 2.1.5 Flexibility – Mean and Methods of Flexibility Development

### **UNIT – III**

#### **3.1 Training Process**

- 3.1.1 Training Load- Definition and Types of Training Load.
- 3.1.2 Principles of Intensity and Volume of stimulus.
- 3.1.3 Technical Training – Meaning and Methods of Technique Training.
- 3.1.4 Tactical Training – Meaning and Methods of Tactical Training. Strategy.

### **UNIT – IV**

#### **4.1 Training programming and planning**

- 4.1.1 Periodization – Meaning and types of Per iodization. Macro, meso and micro cycles of training
- 4.1.2 Aim and Content of Periods – Preparatory, Competition, Transitional etc.

4.1.3 Planning – Training session.

4.1.4 Talent Identification and Development

**REFERENCES:**

- Dick, W. F. (1980).Sports training principles.London: Lepus Books.
  - Harre, D.(1982).Principles of sports training.Berlin: Sporulated.
  - Jensen, R. C.& Fisher, A.G. (1979). Scientific basis of athletic conditioning. Philadelphia: Lea and Fibiger, 2ndEdn.
  - Matvyew, L.P. (1981).Fundamental of sports training. Moscow: Progress Publishers.
  - Singh, H. (1984).Sports training, general theory and methods.Patials: NSNIS.
- Uppal, A.K., (1999).Sports Training.New Delhi: Friends Publication.

**COURSE TITLE: SPORTS  
PSYCHOLOGY AND  
SOCIOLOGY**

**PAPER CODE: PHE**

L	T	P	Credits	Marks
4	0	0	4	100

**Learning outcomes:**

1. The study would orient the student in basic concepts of psychology.
2. The student would be oriented in identifying factors determining one's overall personality.
3. He would understand various laws of learning and their relevance in teaching learning process.
4. The study would orient him in getting through with the psychology and sociology of sports person.
5. The student will be to identify the relationship between sports and society.

**UNIT -I**

**1.1 Introduction:**

- 1.1.1 Meaning, Importance and scope of Educational and Sports Psychology.
- 1.1.2 General characteristics of Various Stages of growth and development.
- 1.1.3 Types and nature of individual differences; Factors responsible - Heredity and environment.
- 1.1.4 Psycho-sociological aspects of Human behavior in relation to physical education and sports.

**UNIT-II**

**2.1 Sports Psychology:**

- 2.1.1 Nature of learning, theories of learning,
- 2.1.2 Laws of learning, Plateau in Learning; & transfer of training.
- 2.1.3 Meaning and definition of personality, characteristics of personality, Dimension of personality, Personality and Sports performance.
- 2.1.4 Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance.
- 2.1.5 Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imaginary. Aggression and Sports,
- 2.1.6 Meaning and nature of anxiety, Kinds of anxiety.
- 2.1.7 Meaning and nature of stress; Types of stress, Anxiety, Stress, Arousal and their effects on sports performance

### UNIT-III

#### 3.1 Sports sociology

- 3.1.1 Meaning, nature and scope of sociology.
- 3.1.2 Definition of sports sociology and sports sociology as a discipline

3.1.3 Sports as a medium of socio-cultural change.

3.1.4 Effect of appearance sociability and specialization on sports participation.

3.1.5 Sports as social phenomenon and social institution.

3.1.6 Historical development of sports in different type of societies.

Types of Indian societies and development of sports. .

3.1.7 Sports as an element of society. Sports as an element of cultural development. Sports as an art , Sports as a science

### UNIT-IV

#### 4.1 Culture:

4.1.1 Meaning and Importance. Features of culture, Importance of culture. Effects of culture on people life style and vice versa.

4.1.2 Politics and sports, role of political institutions in sports and need of political skills to govern sports.

4.3 Role of media in shaping of sports. Economy and sports, role of the economy of the country in the development of sports and games.

4.4 Hooliganism in sports, violence in sports and its causes. Role of sports in the promotion of National Integration.

#### REFERENCES:

- Ball, D. W. & Loy, J. W. (1975). Sport and social order; Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc.
- Blair, J. & Simpson, R. (1962). Educational psychology, New York: McMillan Co. Cratty, B. J. (1968). Psychology and physical activity. Eaglewood Cliffs. Prentice Hall.
- Kamlesh, M.L. (1998). Psychology in physical education and sport. New Delhi: Metropolitan Book Co.
- Sharma S.R., "Sociological Foundation in Physical Education and Sports", Friends Publication New Delhi.
- Singh Kawaljeet, "Sociology of sports", Friends publication, New Delhi
- Singh Bhupinder, "Sports Sociology : An Indian Perspective", Friends Publication, New Delhi.
- Yobu. A, "Sociology of Sports", Friends Publication, New Delhi.

Singh Ajmer et.al, "Essentials of Physical Education", Kalyani Publishers Ludhiana, Second revised addition, 2008.

**COURSE TITLE: RESEARCH  
AND STATISTICS IN  
PHYSICAL EDUCATION**

**PAPER CODE: PHE**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
4	0	0	4	100

**Learning outcomes-**

1. The pass out will be able to understand the basics of research and its applications to physical education and sports.
2. The student would understand the basics of statistics and its application to research in Physical education.

**UNIT-I**

- 1.1 Introduction to Research. Definition of Research.
- 1.2 Need and importance of Research in Physical Education and Sports.
- 1.3 Scope of Research in Physical Education & Sports.
- 1.4 Classification of Research. Research Problem,
- 1.5 Meaning of the term, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations.

**UNIT-II**

- 2.1 Survey of Related Literature. Need for surveying related literature.
- 2.2 Literature Sources, Library Reading
- 2.3 Research Proposal, Meaning and Significance of Research Proposal. Preparation of Research proposal / project.
- 2.4 Research Report: A group project is to be undertaken by a small batch of students under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment programme evaluation, fitness status of the students, staff and other stakeholders etc. and submit the report to the institution.

**UNIT-III**

- 3.1 Basics of Statistical Analysis.
- 3.2 Statistics: Meaning, Definition, Nature and Importance.
- 3.3 Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables
- 3.4 Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram

**UNIT- IV**

4.1 Statistical Models in Physical Education and Sports.

4.2 Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data.

4.3 Measures of Variability: Meaning, importance, computing from group and ungroup data. Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data

**REFERENCES:**

- Best, J.W. (1963). Research in education. U.S.A.: Prentice Hall. Bompas,
- T. O. &Haff, G. G. (2009). Periodization: theory and methodology of training, 5th ed. Champaign, IL: Human Kinetics.
- Brown, L. E., &Ferrigno, V. A. (2005). Training for speed, agility and quickness, 2nd ed. Champaign, IL: Human Kinetics.

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- Clark, H. H., & Clark, D. H. (1975). Research process in physical education. Englewood cliffs, New Jersey: Prentice Hall, Inc.
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- Oyster, C. K., Hanten, W. P., &Llorens, L. A. (1987). Introduction to research: A guide for the health science professional. Landon: J.B. Lippincott Company.
- Thomas, J.R., & Nelson J.K. (2005). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books.

**Course Title: TRACK AND FIELD-II**

**Paper Code: PHE  
(JUMPING EVENTS)**

L	T	P	Credits	Marks
0	0	6	4	100

**Learning outcomes-**

1. The pass out student will be aware of historical development and important tournaments of event at National and International level.
2. The student will be able to demonstrate fundamental skills of the game/sports event.
3. The pass out student will be able to apply gained knowledge for tactical and technical preparation for sports competition.
4. The student will be able to deliver his/her duties as an official to conduct a match/event.

**UNIT-I**

1.1 Introduction of events, Brief History

**1.2 Rules and Regulations:**

(according to IAAF)

**UNIT-II**

2.1 Equipment's required

2.2 Marking of the arena and

sector

**UNIT-III**

**3.1 Conditioning:** Specific

exercises for conditioning



### 3.2 Techniques: Phases of the event / Different Stages of Teaching

## UNIT-IV

**4.1 Officiating:** Total number of officials required, Position of officials, Officiating signals,

**4.2** Preparation and filling of Score sheet.

### REFERENCES:

- Shrivastva A.K. How to Coach Discus Throw, Sports Publication,(2006), New Delhi.
- Thani Y R. Athletics, KhelSahitya Kendra (2005),New Delhi,(Hindi version).
- Balayan D. Play and Learn Throwing, KhelSahitya Kendra,(2005),New Delhi.
- SayalMeenu, Teach Yourself Running, PrernaPrakashan,(2005),Delhi.
- NarangPriyanka, Teach Yourself Jumping, PrernaPrakashan,(2004),Delhi
- Shrivastva A.K. How to Coach Long jump, Sports Publication,(2006),New Delhi

**Course Title: Community Service**

**Paper Code: PHE**

L	T	P	Credits	Marks
0	0	4	2	50

### Learning Outcomes:

On completion of the course the students shall be able to

- Develop sense of responsibility towards the community
- Understand and application to sustainable development

Cleanliness of the Campus

Cleanliness of the surrounding of the campus.

Maintenance of the Play fields

Swaach Bharat Mission

Fit India Movement

Green India movement

Training and Coaching of different games to the children/aspirants of the nearby place.

Preparation of project report and submission of the work.

**Course Title: GAME SPECIALIZATION – III**

**Paper Code: PHE**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
0	0	6	4	100

**Learning outcomes-**

1. The pass out student will be aware of historical development and important tournaments at National and International level.
2. The student will be able to demonstrate fundamental skills of the game/sports.
3. The pass out student will be able to apply gained knowledge for tactical and technical preparation for sports competition.
4. The student will be able to deliver his/her duties as an official to conduct a match/event.

**UNIT-I**

- 1.1 Historical Development of the sports at National and International level.
- 1.2 Important Tournament/Competition held at National and International level

**UNIT-II**

- 2.1 Fundamental Skills of the sport.
- 2.2 Warming Up–General, Specific, Cooling Down,
- 2.3 Physiological basis of warming up and cooling down.

**UNIT-III**

- 3.1 Tactical Preparation for sports. Strategies and their Applications.
- 3.2 Importance of Psychological preparation and its methods.

**UNIT-IV**

- 4.1 Sports Specific Skill Test.
- 4.2 Knowledge of rules and regulations.

4.3 Duties of official & conduct of official match.

**Practical:**

1. Draft preparation, supplementary to improve fundamental skills.
2. Sport Specific skill test.
3. Test for Motor components.
4. Filling up score sheets.
5. Officiating in competition.(rules and signals)

**Course Title: SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION**

**Paper Code: PHE**

L	T	P	Credits	Marks
4	0	0	4	100

**Learning outcomes-**

1. The pass out would understand and differentiate between sports medicine, Physiotherapy and Rehabilitation.
2. The student would identify and manage the postural deformities.
3. He would understand the Prevention, Treatment and Rehabilitation of Athletic Injuries.

**UNIT-I**

- 1.1 Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance
- 1.2 Meaning and definition of physiotherapy.
- 1.3 Concept of athletic trainer and sports physician.
- 1.4 Role of physical education teacher / coaches in athlete's care and rehabilitation.
- 1.5 Team medical care, its concept and approaches.
- 1.6 Hygiene in campus and competitions.
- 1.7 Massage: meaning, physiological effects, points to be considered in massage.
- 1.8 types of massage (Effleurage, pressure manipulation, kneading, petrisage, friction, percussion manipulation, hacking, clapping, beating, pounding, and shaking manipulation).
- 1.9 Contra indication of massage.
- 1.10 Therapeutic stretching: Meaning, importance, precautions, indications/ Contra indications.

**UNIT-II**

- 2.1 Posture, definition, concept and fundamental positions (lying, sitting, standing, reading and writing).
- 2.2 Cause, effects and disadvantage of poor posture and values of good posture.
- 2.3 Postural Deviations: Meaning types (Kyphosis, Lordosis, scoliosis, Knock-knee, bowlegs, flat back, pigeon chest, round shoulder and flat-foot) their causes and corrective exercises.
- 2.4 Various movements: significance, range of motion (ROM), Causes for restrictions.

**UNIT-III**

- 3.1 Common athletic injuries: Sprains, strains, contusions, abrasions, fracture, blisters, hematoma, meniscus, inflammation: their causes, symptoms, treatment & preventive measures.
- 3.2 Concept of Price., Rice, Pricer

3.3 Drugs and doping: History, definition and classification.

3.4 Role of Physiotherapist, managers, coaches, national and international agencies and social organizations in controlling the drug and doping problems.

#### **UNIT-IV**

4.1 Basic concept of physiotherapeutic technique such as: hydrotherapy, thermotherapy, hot and cold packs, Whirlpool, contrast bath, paraffin bath, infrared, short wave diathermy and ultra sound, TENS.

4.2 Indications and contra-indications of each technique.

4.3 Role of ice in treatment of sports injuries

4.4 Concept of health club, sauna bath, steam bath and health related massage

4.5 Concepts of relaxation.

#### **REFERENCES:**

- Christine, M. D., (1999). Physiology of sports and exercise. USA: Human Kinetics.
- T.R. Baechle, & R.W. Earle, (Eds.), Essentials of Strength Training and Conditioning (pp. 73-90). Champaign, IL: Human Kinetics.

David, R. M. (2005). Drugs in sports, (4th Ed).

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- In H. M. Borrow & R. McGee, (Eds.), A Practical approach to measurement in Physical Education (pp. 573-74). Philadelphia: Lea &Febiger.
- Jeyaprakash, C. S., Sports Medicine, J.P. Brothers Pub., New Delhi, 2003.
- Khanna, G.L., (1990). Exercise physiology & sports medicine. Delhi: Lucky Enterprises.

**Course Title: CURRICULUM DESIGN**

**Paper Code: PHE**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
4	0	0	4	100

**Learning outcomes-**

1. The student will be able to understand the basics of curriculum design.
2. The student will be able to understand various foundations of curriculum design.
3. The student will be able know the evaluate process of curriculum.

**UNIT I**

1.1 Curriculum: Meaning, historical development, sources of curriculum, Procedures for selecting and organising curricular content. Importance of Curriculum.

1.2CurriculumDes

ign:

1.3Types of curriculum

1.4CurriculumPatt

erns 1.5Factors

Affecting

Curriculum

1.6Principles of Planning Curriculum Design

**UNIT II**

2.1 Basic Principles for Curriculum Development in Physical Education: Formulating Aims and Objectives,

2.2Selecting curriculum and integration of content.

2.3Preparing instruction materials

2.4Steps in Curriculum development.

2.5Materials of Curriculum, Sources of curriculum materials and Types of journal. 2.6Relationship of Physical Education with other faculties/department.

**UNIT III**

3.1Philosophical, Psychological and Sociological Foundations of Curriculum Planning.

3.2Curriculum Provision: Theory and Practice. Foundation of Education, Curriculum and 3.3Pedagogy and School Internship.

3.4Practices introduced at postgraduate level.

Innovative courses. 3.5Practical Model to Design a Curriculum.

#### UNIT IV

4.1 Curriculum Evaluation: Meaning and definition, purpose of curriculum evaluation, criteria for the evaluation of programme, Evaluation practices in India.

4.2 Curriculum Change:  
Meaning and Types.

4.3 Approaches to  
Curriculum change

4.4 Factor affecting curriculum change

4.5 Curriculum and Research: Areas and Types of research in curriculum.

#### REFERENCES:

- A. Mahaboobjan (2013). Curriculum Development in Physical Education: KhelSahitya Kendra, New Delhi.
- Barrow, H. M. (1983). Man and movement: principles of physical education. Philadelphia.
- Lea and Febiger. Bucher, C. A. (1986). Foundation of physical education: St. Louis: The C. V. Mosby & Company.
- Mrunalini Talla (2012). Curriculum Development Perspectives, Principles and Issues: Published by Dorling Kindersley Pvt. Ltd. Licenses of Pearson Education.
- Cassidy, R. (1986). Curriculum development in physical education. New York: Harper & Company.
- Cowell, C.C. & Hazelton, H.W. (1965). Curriculum designs in physical education. Englewood Cliffs: N.J. prentice Hall Inc.

**SEMESTER – IV**  
**COURSE TITLE: MEASUREMENT AND  
EVALUATION IN PHYSICAL  
EDUCATION**

**Paper Code: PHE**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
4	0	0	4	100

**Learning outcomes:**

1. The students will be able to recognize and relate the concept of test, measurement and evaluation in the context of Physical Education.
2. The students will be able to construct and conduct the physical fitness and sports skill test.
3. The students will be able to implement the criteria of test selection.

**UNIT- I**

- 1.1 Introduction to Test & Measurement & Evaluation
- 1.2 Meaning of Test & Measurement & Evaluation in Physical Education,
- 1.3 Need & Importance of Test & Measurement & Evaluation in Physical Education
- 1.4 Principles of Evaluation

**UNIT- II**

- 2.1 Criteria; Classification and Administration of test: Criteria of good Test, Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms)
- 2.2 Type and classification of Test,
- 2.3 Administration of test, advance preparation – Duties during testing – Duties after testing.

**UNIT- III**

- 3.1 Physical Fitness Tests AAHPER youth fitness test.
- 3.2 National physical Fitness Test,
- 3.3 Indiana Motor Fitness Test,
- 3.4 JCR test, U.S Army Physical Fitness Test,
- 3.5 Barrow Motor Ability Test. Oregon Motor Fitness Test. Canadian Fitness Test

**UNIT- IV**

**Sports Skill Tests:**

- 4.1.1 Lockhart and McPherson badminton test & Miller Wall Volley Test,

- 4.2 Johnson basketball test and Knox Basketball Test,  
 4.3 McDonald soccer test & Johnson Soccer test,  
 4.4 S.A.I volleyball test, Russel Lange volleyball Test & Brady Volleyball Test.  
 4.5 S.A.I Hockey test & Friedel Field Hockey test.

**REFERENCES:**

- Bangsbo, J. (1994). Fitness training in football: A scientific approach. Bagsvaerd, Denmark: Ho+Storm.
  - Barron, H. M., & Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
  - Barron, H.M. & Mchee, R. (1997). A Practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
  - Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi: D.V.S. Publications.
  - Mathews, D.K., (1973). Measurement in physical education, Philadelphia: W.B.SoundersCompnay.
  - Pheasant, S. (1996). Body space: anthropometry, ergonomics and design of work. Taylor & Francis, New York.
- Phillips, D. A., & Hornak, J. E. (1979). Measurement and evaluation in physical education. New York: John Willey and Sons.
- Sodhi, H.S., & Sidhu, L.S. (1984). Physique and selection of sports- a kinanthropometric study. Patiala: Punjab Publishing House.



**Course Title: KINESIOLOGY AND BIOMECHANICS**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
4	0	0	4	100

**Paper Code: PHE**

**Learning outcomes**

1. The student would be Oriented with the skeletal structure of human body by identifying the origin and insertion of various muscles.
2. Orient the students in basic structure and functions of primary joints of the body.
3. The student will be able to relate and interpret the role of various mechanical principles in human movement.

**UNIT – I**

- 1.1 Introduction to Kinesiology and Sports Biomechanics: Meaning and Definition of Kinesiology and Sports Biomechanics,
- 1.2 Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches.
- 1.3 Terminology of Fundamental Movements Fundamental concepts of following terms – Axes and Planes, Centre of Gravity, Equilibrium, Line of Gravity

**UNIT – II**

- 2.1 Fundamental Concept of Anatomy and Physiology: Classification of Joints and Muscles,
- 2.2 Types of Muscle Contraction.
- 2.3 Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal Innervation

**UNIT – III**

- 3.1 Mechanical Concepts: Force - Meaning, definition, types and its application to sports activities
- 3.2 Lever - Meaning, definition, types and its application to human body.
- 3.3 Newton's Laws of Motion-Meaning, definition and its application to sports activities.
- 3.4 Projectile – Factors influencing projectile trajectory. Phases of Projectile

**UNIT – IV**

- 4.1 Kinematics and Kinetics of Human Movement, Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration

4.2 Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.

4.3 Linear Kinetics – Inertia, Mass, Momentum, Friction. Angular Kinetics – Moment of inertia , Couple, Stability. Friction and its types

#### **REFERENCES:**

- Bunn, J. W. (1972).Scientific principles of coaching. Englewood Cliffs, N.J.: Prentice Hall Inc.
- Hay, J. G. & Reid, J. G.(1982).The anatomical and mechanical basis of human motion. Englewood Cliffs, N.J.: prentice Hall Inc.
- Hay, J. G. & Reid, J. G.(1988).Anatomy, mechanics and human motion. Englewood Cliffs, N.J.: prentice Hall Inc.
- Hay, J. G. (1970).The biomechanics of sports techniques. Englewood Cliffs, N.J.: Prentice Hall, Inc.

Simonian, C.(1911).Fundamentals of sport biomechanics. Englewood Cliffs, N.J.: Prentice Hall Inc.

**Course Title: TRACK & FIELD –III Paper Code: PHE**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
0	0	6	4	100

**(Throwing events)**

**Learning outcomes-**

1. The pass out student will be aware of historical development and important tournaments of event at National and International level.
2. The student will be able to demonstrate fundamental skills of the game/sports event.
3. The pass out student will be able to apply gained knowledge for tactical and technical preparation for sports competition.
4. The student will be able to deliver his/her duties as an official to conduct a match/event.

#### **UNIT-I**

1.1 Introduction of events, Brief History

**1.2 Rules and Regulations:**

(according to IAAF)

#### **UNIT-II**

2.1 Equipment's required

2.2 Marking of the arena and

sector

#### **UNIT-III**

**3.1 Conditioning:** Specific

exercises for conditioning

### **3.2 Techniques:** Phases of the event / Different Stages of Teaching

## **UNIT-IV**

**4.1 Officiating:** Total number of officials required, Position of officials, Officiating signals,

**4.2** Preparation and filling of Score sheet.

### **REFERENCES:**

- Shrivastva A.K. How to Coach Discus Throw, Sports Publication,(2006), New Delhi.
- Thani Y R. Athletics, KhelSahitya Kendra (2005),New Delhi,(Hindi version).
- Balayan D. Play and Learn Throwing, KhelSahitya Kendra,(2005),New Delhi.
- SayalMeenu, Teach Yourself Running, PrernaPrakashan,(2005),Delhi.
- NarangPriyanka, Teach Yourself Jumping, PrernaPrakashan,(2004),Delhi
- Shrivastva A.K. How to Coach Long jump, Sports Publication,(2006),New Delhi

**Course Title: GAME SPECIALIZATION-4**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
0	0	6	4	100

**Paper Code: PHE**

**Learning outcomes-**

1. The pass out student will be aware of historical development and important tournaments at National and International level.
2. The student will be able to demonstrate fundamental skills of the game/sports.
3. The pass out student will be able to apply gained knowledge for tactical and technical preparation for sports competition.
4. The student will be able to deliver his/her duties as an official to conduct a match/event.

**UNIT-I**

- 1.1 Historical Development of the sports at National and International level.
- 1.2 Important Tournament/Competition held at National and International level

**UNIT-II**

- 2.1 Fundamental Skills of the sport.
- 2.2 Warming Up–General, Specific, Cooling Down,
- 2.3 Physiological basis of warming up and cooling down.

**UNIT-III**

- 3.1 Tactical Preparation for sports. Strategies and their Applications.
- 3.2 Importance of Psychological preparation and its methods.

**UNIT-IV**

- 4.1 Sports Specific Skill Test.
- 4.2 Knowledge of rules and regulations.

4.3 Duties of official & conduct of official match.

**Practical:**

1. Draft preparation, supplementary to improve fundamental skills.
2. Sport Specific skill test.
3. Test for Motor components.
4. Filling up score sheets.
5. Officiating in competition.(rules and signals)

**Course Title: COMPUTER APPLICATIONS IN PHYSICAL EDUCATION**

**Paper Code: CSA 104**

L	T	P	Credits	Marks
1	0	2	2	50

**UNIT – I**

- 1.1 Introduction to Computer. 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.
- 1.4 Application software used in Physical Education and sports

**UNIT – II**

- 2.1 MS Word. Introduction to MS Word.
- 2.2 Creating, saving and opening a document.
- 2.3 Formatting Editing Features Drawing table, page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes

**UNIT – III**

- 3.1 MS Excel. Introduction to MS Excel, Creating, saving and opening spreadsheet, creating formulas,
- 3.2 Format and editing features adjusting columns width and row height understanding charts.

**UNIT – IV**

- 4.1 MS Power Point, Introduction to MS Power Point,
- 4.2 Creating, saving and opening a ppt. file,
- 4.3 format and editing features slide show, design, inserting slide number picture, graph, table, 4.4 Preparation of Power point presentations.
- 4.5 Introduction to SPSS,
- 4.6 Independent T Test.

Practicals :

- 1 Applications of MS word in Physical Education
2. Creating, saving and opening a document MS Access: Creating a Database,
3. MS Power Point: Preparation of Slides with Multimedia Effects

**Course Title: TEACHING PRACTICE- INTERNSHIP**

**Paper Code: PHE**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
4	0	0	4	100

**Learning outcomes-**

1. The pass out will develop the ability to application of knowledge in practical situation in class room teaching as well as in outdoor activity.

**Teaching practices:**

10 teaching practice lessons out of which 5 lessons in class-room situation and 5 lessons for out-door activities within premises on the students of B.P.Ed course.

**Teaching practices of activity:**

10 teaching lesson plans for Racket Sport/ Team Games/ Indigeneous Sports out of which 5 lessons internal and 5 lessons external at school.

**Course Title: THEORY OF SPORTS AND GAMES**

L	T	P	Credits	Marks
4	0	0	4	100

**Paper Code: PHE**

**Learning outcomes-**

1. The pass out student will be aware of historical development and important tournaments at National and International level.
2. The student will be able to understand the fundamental skills of the game/sports.
3. The pass out student will be develop the knowledge for tactical and technical preparation for sports competition.
4. The student will be able to deliver his/her duties as an official to conduct a match/event

**UNIT-I**

**1.1 HISTORICAL DEVELOPMENT & OFFICIATING**

- 1.1.1 Historical development of the concerned game in India, Asia and world level
- 1.1.2 Main tournament organized at national and international levels
- 1.1.3 Records/Statistics of the game at World, Olympics, Asia, National.
- 1.1.4 Award in the game and list of at least ten players who got these awards
- 1.1.5 Play area dimensions and marking.
- 1.1.6 Equipment Specifications
- 1.1.7 Rules of the Game and their interpretation

**UNIT - II**

**2.1 TECHNIQUES (SKILL) & TACTICS AND STRATEGY**

- 2.1.1 Classification of Skills
- 2.1.2 Sequential explanation of skills
- 2.1.3 Various faults in skills, their causes and corrections, types of exercises to develop and consolidate fundamental skills of the game
- 2.1.4 Individual, group and team tactics
- 2.1.5 Offensive and defensive tactics
- 2.1.6 System of Play their tactical training
- 2.2 Selection of team (Selection Procedure)**
- 2.3 Analysis of Performance in competition**

**UNIT-III**

**3.1 Scientific Principles of coaching: (particular sports and game specific)**

- 3.1.1 Motion –Types of motion and Displacement, Speed, Velocity, Acceleration, Distance and Newton’ s Law of motions.
- 3.1.2 Force –Friction, Centripetal and Centrifugal force, Principles of force.
- 3.1.3 Equilibrium and its types
- 3.1.4 Lever and its types
- 3.1.5 Training load –Components, Principles of load, Over Load (causes and



symptoms)

## UNIT-IV

### 4.1 Conditioning exercises and warming up.

4.1.1 Concept of Conditioning and warming up.

4.1.2 Role of weight training in games and sports.

4.1.3 Teaching of fundamental skill & their mastery (technique, tactic and different phases of skill acquisition).

4.1.4 Recreational and Lead up games

4.1.5 Strategy –Offence and defense, Principles of offence and defense

#### • REFERENCES

:

- Gambetta, Vern, The Athletics Congress's Track and Field Coaching Manual, Leisure Press:
- Guthrie, Mark, Coaching Track and Field Successfully, Human Kinetics: Champaign IL, 2006
- Jarver, Jess, Track and Field Coaching Manual, Rothmans Foundation: Australia, 1987.

**Course Title: SPORTS MANAGEMENT**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
4	0	0	4	100

**Paper Code: PHE**

**Learning outcome-**

1. The pass out will be develop an understanding of sports management.
2. The pass out will be able to know about leadership and its development through sports.
3. The student will be able to manage physical education and sports program of a school.

#### **UNIT-I**

- 1.1 Nature and Concept of Sports Management.
- 1.2 Progressive concept of Sports management.
- 1.3 The purpose and scope of Sports Management.
- 1.4 Essential skills of Sports Management.
- 1.5 Qualities and competencies required for the Sports Manager.
- 1.6 Event Management in physical education and sports.

#### **UNIT-II**

- 2.1 Meaning and Definition of leadership. Leadership style and method. Elements of leadership. Forms of Leadership. • Autocratic • Laissez-faire • Democratic • Benevolent Dictator.
- 2.2 Qualities of administrative leader. Preparation of administrative leader.
- 2.3 Leadership and Organizational performance.

#### **UNIT-III**

- 3.1 Sports Management in Schools, colleges and Universities.
- 3.2 Factors affecting planning. Planning a school or college sports programme.
- 3.3 Directing of school or college sports programme. Controlling a school, college and university sports programme.
- 3.4 Developing performance standard , Establishing a reporting system , Evaluation
- 3.5 The reward/punishment system

#### **UNIT-IV**

4.1 Financial Management in Physical Education & Sports in schools, Colleges and Universities.

4.2 Budget – Importance, Criteria of good budget, Steps of Budget making.

4.3 Principles of budgeting

**REFERENCES:**

- Ashton, D. (1968). Administration of physical education for women. New York: The Ronald Press Cl.
- Bucher, C.A. Administration of physical education and athletic programme. 7th Edition, St. Louis: The C.V. Mosby Co.
- Daughtrey, G. & Woods, J.B. (1976). Physical education and intramural programmes, organisation and administration. Philadelphia U.S.A. : W.B. Saunders Cp.

Earl, F. Z, & Gary, W. B. (1963). Management competency development in sports and physical education. Philadelphia: W. Lea and Febiger.