

Ordinance
Bachelor of Physical Education
(B.P.Ed.)



Faculty of Education

**SWAMI VIVEKANAND SUBHARTI UNIVERSITY,
MEERUT**

I, II, III & IV

Semester

Ordinance No. - V (23A)

Ordinance Related to Bachelor of Physical Education (B.P.Ed.) Course

Chapter – 1

General

- This ordinance may be called the “Ordinance related to Bachelor of Physical Education (B.P.Ed.) Course in semester system”.
- It shall come into force with immediate effect.
- This supersedes the previous Ordinance relating to Bachelor of Physical Education (B.P.Ed.) course [V(23A)].

Chapter – 2

Eligibility for Admission

1. Intake, Eligibility and Admission procedure as per the NCTE Norms & Standard Level.

Chapter – 3

Teaching Course

2. The course will be of two-year duration, divided into four semesters.
3. The academic calendar shall be as follows :

1 st & 3 rd Semester	: Session	– 1 st Aug. to 15 th Dec.
	Exam	– 16 th Dec. to 31 st Dec.
2 nd & 4 th Semester	: Session	– 1 st Jan. to 31 st May
	Exam	– 1 st June to 15 th June

Note: There shall be at least 200 working days per year exclusive of admission and examination processes etc.

4. The Course structure shall be as given below:

- (i) Theory:
 - a) Core course
 - b) Elective course
 - c) Value added course
- (ii) Practical
- (iii) Teaching practices

Semester – I

Part A : Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Part-i a) Core Course						
CC-101	History, Principles and foundation of Physical Education	4	4	30	70	100
CC-102	Anatomy and Physiology	4	4	30	70	100
CC-103	Health Education and Environmental Studies	4	4	30	70	100
Part-i b) Elective Course (Anyone)						
EC-101	Olympic Movement	4	4	30	70	100
EC-102	Officiating and Coaching					
Part – ii Practical Course						
PC-101	Track and Field (Running Events)	6	4	30	70	100
PC-102	Swimming/Gymnastics/Shooting	6	4	30	70	100
PC-103	Indigenous Sports : Kabaddi/ Malkhambh/ Kho-Kho	6	4	30	70	100
PC-104	Mass Demonstration Activities : / Dumbbells / Tipri / Wands / Hoop / Umbrella /Lezim / March past	6	4	30	70	100

Total	40	32	240	560	800
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Note : Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course

Semester – II

Part A : Theoretical Course

Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Part-i a) Core Course						
CC-201	Yoga Education	4	4	30	70	100
CC-202	Educational Technology and Methods of Teaching in Physical Education	4	4	30	70	100
CC-203	Organization and Administration	4	4	30	70	100
Part-i b) Elective Course (Anyone)						
EC-201	Contemporary issues in physical education, fitness and wellness	4	4	30	70	100
EC-202	Sports Nutrition and Weight Management					
Part– ii Practical Course						
PC-201	Track and Field (Jumping Events)	6	4	30	70	100
PC-202	Yoga/Aerobics/Gymnastics/ Swimming	6	4	30	70	100
PC-203	Racket Sports : Badminton/ Table Tennis / Squash / Tennis	6	4	30	70	100
Part– iii Teaching Practices						
PC-204	Teaching Practices (05 lessons in class room teaching and 05 lessons in outdoor activities)	6	4	30	70	100
Total		40	32	240	560	800

Note : Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course

Semester – III

Part A : Theoretical Course

	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Part-i a) Core Course						
CC-301	Sports Training	4	4	30	70	100
CC-302	Computer Applications in Physical Education	4	4	30	70	100
CC-303	Sports Psychology and Sociology	4	4	30	70	100
Part-i b) Elective Course (Anyone)						
EC-301	Sports Medicine, Physiotherapy and Rehabilitation	4	4	30	70	100
EC-302	Curriculum Design					
Part – ii Practical Course						
PC-301	Track and Field (Throwing Events)	6	4	30	70	100
PC-302	Combative Sports : Wushu / Judo / Fencing / Boxing / Taekwondo / Wrestling (Any two)	6	4	30	70	100
PC-303	Team Games : Baseball / Cricket / Football / Hockey / Softball / Volleyball / Handball / Basketball / Netball (Any two)	6	4	30	70	100
Part – iii Teaching Practices						
PC-304	Teaching Practices (Teaching lessons Lesson Plans for Racket Sport / Team Games / Indigenous Sports) (out of 10 lessons 5 internal and 5 external at Practicing school)	6	4	30	70	100
Total		40	32	240	560	800

Note : Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course

Semester – IV

Part A : Theoretical Course

	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Part-i a) Core Course						
CC-401	Measurement and Evaluation in Physical Education	4	4	30	70	100
CC-402	Kinesiology and Biomechanics	4	4	30	70	100
CC-403	Research and Statistics in Physical Education	4	4	30	70	100
Part-i b) Elective Course (Anyone)						
EC-401	Theory of sports and game	4	4	30	70	100
EC-402	Sports Management					
Part – ii Practical Course						
PC-401	Sports Specialization : Track and Field/ Swimming / Gymnastics (Any one)	6	4	30	70	100
PC-402	Games specialization : Kabaddi / Kho-Kho / Baseball / Cricket / Football / Hockey / Softball / Volleyball / Handball / Basketball / Netball / Badminton / Table Tennis / Squash / Tennis (Any one)	6	4	30	70	100
Part – iii Teaching Practices						
PC-403	Sports Specialization : Coaching lessons 5 Lessons (4 Internal & 1 External)	6	4	30	70	100
PC-404	Games specialization : Coaching lessons 5 Lessons (4 Internal & 1 External)	6	4	30	70	100
PC-405	Industry Internship	60	2	15	35	50
Total		100	34	255	595	850
		220	130	975	2275	3250

Note : Total Number of hours required to earn 4 credits for each Theory Course are 68-80 hours per semester whereas 102-120 hours for each Practicum Course.

VALUE ADDED COURSES (VAC)

Code	Title	Total Hours	Credit
VACPE/ FOE/HV	Human Value	30	2
VACPE/FOE/EDC	Emergency Dental Care	30	2
VACPE/FOE/BLS	Basic Life Support	30	2
VACPE/FOE/FIC	Fundamental of Indian Constitution	30	2
VACPE/FOE/DIS	Digitalization in Sports	30	2
VACPE/FOE/LSE	Life Skill Education	30	2
24VACDISC1	Distance Education and Open Learning	30	2
VACPE/FOE/PE	Population in Education	30	2
VACPE/FOE/GS	Gender Studies	30	2
VACPE/FOE/VE	Value Education	30	2
24VACSMC2	Stress Management	30	2

Note: One VAC in each semester should be completed by student

PROVISION OF BONUS CREDITS MAXIMUM 06 CREDITS IN EACH SEMESTER

Sr. No.	Special Credits for Extra Co-curricular Activities	Credit
1	Sports Achievement at State level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports Participation International level Competition	4

2	Inter Uni. Participation (Any one game)	2
3	Inter College Participation (min. two game)	1
4	National Cadet Corps / National Service Scheme	2
5	Blood donation / Cleanliness drive / Community services	2
6	Organization / Officiating – State / National level in any two games (max.)	2
7	Mountaineering – Basic Camp, Advance Camp & Leadership Camp	2
8	News Reporting / Article Writing / book writing / progress report writing	1
9	Working Modal Creation and submission	1
Note- 1)	Students can earn maximum 06 Bonus credits in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution / Department. This Bonus credit will be used only to compensate loss of credits in academic activities.	
2)	One Adventure/Leadership camp of one week is desired to complete with in the programme duration by the student to enhance the mandatory leadership qualities. The date & venue decided by the Head of department and for which they shall be issued a certificate by the department.	

Chapter – 4 **Attendance**

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

The students who are representing tournaments recognized by A.I.U & I.O.A., these days of participation including the travelling days for tournament and camp organized by University for preparation of University team or student selected in registered camp of A.I.U and I.O.A. will be considered as part of attendance. The students who are representing University as official in other registered tournaments will also be considered as a part of attendance with prior permission. The order of the Vice Chancellor in this regard shall be final.

Chapter – 5

Examination

6. The examination in each semester shall be conducted in two parts:
A. **Internal assessment** will be of 30 marks as under:-

One Test	15 Marks
Seminar/Quiz	05 Marks
Assignments	05 Marks
Attendance	05 Marks
Total	30 Marks

- a. A maximum of 05 marks in each subject shall be awarded for attending classes (theory / practical) as per the following norms:
- | | |
|--|-----------|
| 75% or more attendance | - 5 Marks |
| 65% or more but less than 75% attendance | - 4 Marks |
| 60% or more but less than 65% attendance | - 3 Marks |
| 55% or more but less than 60% attendance | - 2 Marks |
| 50% or more but less than 60% attendance | - 1 Marks |
| Less than 50% attendance | - 0 Mark |

- B. **University Examination** carrying 70 marks

Note:- Format of question paper: Each questions paper shall have five questions. The pattern will be as follows:

Question No.	Description	Marks
1	Answer in detail (Long Question) (From Unit-1)	15
2.	Answer in detail (Long Question) (From Unit 2)	15
3.	Answer in detail (Long Question) (From Unit 3)	15
4.	Write short notes : any two out of four (From Unit 4)	15
5.	M.C.Q. Type Question (10 out of 12 Que.) (3 Questions. from each unit)	10

- a) **Practical examination:-** One Internal and One External Examiner is required for conducting the Practical Examination of each paper.
7. The marks obtained in the two parts of the examination shall be aggregated for the purpose of determining the total marks obtained by a student in a particular theory paper/subject of study.
8. A special examination may be held in the month of August to enable them to reappear in those papers in which they had failed in either First or Second Semester or could not appear due to any reason other than shortage of attendance. Students detained due to shortage of attendance may also appear in the special examination provided they make up their attendance by attending extra classes, which may be arranged between 1st June to 31st July.

Chapter – 6 Paper setting & Evaluation

9. The work of setting the end semester examination papers and evaluation of scripts and conduct of the end semester practical examination shall be assigned to the course teachers as well as to outsiders, ordinarily in the ratio of 50:50 for internal and external valuation respectively.

Chapter – 7 Result

10. The result shall be prepared at the end of each semester examination of the course by aggregating the marks obtained in the theory and practical examinations till date, in grades.
11. (a) The minimum passing marks for IA (Internal assessment) 20% and University examinations shall be 40% and the aggregate passing marks shall be 40%.
- (b) If a candidate fails in only one head/subject and having passed in all other head/subject of the given examination of the year than his/her deficiency of maximum five (05) marks may be fulfilled by grace marks after fulfilling the conditions given below:
- (A) If a candidate fails in only one head/subject and having passed in all other heads/subjects of the given examination of a **semester*/year**, then his/her deficiency of marks may be fulfilled by grace marks under the following conditions:-
- (i) Grace Mark is not a matter of right of the student but is the discretion of the University.
- (ii) Provided that the candidate has appeared in the main examination of the concerned course and falls short of pass marks by not more than five (05) marks in theory paper only. Benefit of above mentioned shall not be given to the candidate who had appeared in supplementary/special examination/carry over examination.
- (iii) Further, benefit of grace marks may be given only to the candidate who will pass the entire concerned examination of the **semester*/year** after awarding the grace marks and not for the purpose of promoting the student to next year with back papers or for improvement of division or percentage.
- (iv) If in a head/subject of an examination passing in Theory, Practical or sessional exams separately is mandatory, then the benefit of grace marks shall be given only in Theory examination of the University examination.

(v) The award of grace marks permissible shall be on the basis of 1 grace mark for every 05 marks secured by an examinee over and above the minimum passing aggregate marks of all subjects of the year.

(B) Awarding of Grace Marks shall be done as given below:-

Aggregate Marks Obtained over & above minimum passing marks	Permissible Grace Marks
1-5	1
6-10	2
11-15	3
16-20	4
21-25	5

Total number of Grace Marks given to the student will be marked with as trick (*) at the bottom of the mark sheet.

* Grace Mark in semester examination will be considered here in after.

- (c) All those who are declared as passed at the end of an academic year shall be promoted to the next academic year.
- (d) If a student obtained 50% marks in at least 50% of the papers including Practical (ignoring fractions), he/she will be provisionally promoted to the next year with carryover papers and will have to appear & obtain pass marks in carryover papers along with the subsequent regular examinations for the relevant semester.
- (e) If student not covered by clause (a) to (d) above shall have the following options to complete his/her course -
- He/ she may take admission on payment of full annual course fee and repeat the entire year of study. He /She shall be treated as a regular student. Or
 - He /She may pay only University exam fee for the End Semester Examination and appear in the End Semester University exams directly. He /She shall not be allowed to attend classes and the Sessional marks obtained earlier shall be retained. Or
 - He /She may pay half of the annual course fee and attend classes. The sessional marks obtained by him/her earlier shall be retained. There will not be any requirement of minimum attendance for appearing in the University examination.

12. Final result at the end of the course shall be prepared as below by aggregating the marks obtained in all the semesters according to letter grades & grade points as under:-

Percentage	Grade Point	Latter Grade	Description	Classification of final result
85& above	8.5-10.0	O	Outstanding	First class with Distinction
70-84.99	7.0-4.49	A ⁺	Excellent	
60-69.99	6.0-6.99	A	Very Good	First Class
55-59.99	5.5-5.99	B ⁺	Good	Higher Second Class
50-54.99	5.0-5.49	B	Above Average	Second Class
40-49.99	4.0-4.99	C	Average	Pass class
Below 40	0.0	F	Fail/Dropped	Dropped
	0	AB	Absent	

13. The final grading and division of the students shall be determined as in clause '17' above on the basis of the total marks obtained in the examinations after substituting the marks obtained in carry over papers. The degree awarded to the successful students shall indicate the grading as well as the division along with an extract of clause '14' and '15' as an explanation.

14. The entire course has to be completed within a maximum of four years from the date of original admission in the course.

Power to Modify

- 15.** In the event of any emergent situation, if any deviation is considered necessary, the Vice Chancellor is authorised to modify the ordinance. Subject to subsequent ratification by the Executive Council.

B. P. Ed. – OUTLINE OF SYLLABUS

PART – A THEORY COURSES

SEMESTER – I

CC-101: HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION

Credit: 4

Objectives:

This course will enable students to understand the physical education, historical development of physical education in India, principles of physical education & foundation of physical education.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Understand the nature and scope of physical education and sports
- Understand the historical development of physical education in India and abroad.
- Illustrate the history of physical education and sport from earlier times to the present.
- Understand the meaning of philosophy, the general philosophies, the philosophy of well-known physical educators and their influence on educational thinking.
- Recognize the biological and psychological bases from which physical educators derive principles and concepts used in teaching.
- Classify and correlate Physical education with society

Unit – 1: Introduction

Meaning, Definition and Scope of Physical Education

Aims and Objective of Physical Education

Importance of Physical Education in modern era.

Misconceptions about Physical Education.

Relationship of Physical Education with General Education.

Physical Education as an Art and Science.

Unit- 2 – Historical Development of Physical Education in India

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

Vedic, Epic and Buddhist Period (2500 BC – 600 BC)

Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)

Medieval Period (1000 AD – 1757 AD)

British Period (Before 1947)

Physical Education in India (After 1947)

Contribution of Akhadas and Vyayamshals Y.M.C.A. and its contributions.

Unit- 3- Foundation & Historical Development of Physical Education outside India

Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism and Indian Philosophy and Culture.

Fitness and wellness movement in the contemporary perspectives

Sports for all and its role in the maintenance and promotion of fitness.

Brief history of Physical Education development in Greece, Rome, Germany, Sweden, Denmark.

Brief history of Physical Education development in England, U.S.A, Japan, China, Russia & Australia.

Unit-4- Principles of Physical Education

Biological

Growth and development

Age and gender characteristics (Cronological, Anatomical, Physiological & Mental age)

Classification of Body Type (Hippocrates, Galen, Kretschmer & Sheldon)

Anthropometric differences

Psychological

Learning types, learning curve

Laws and principles of learning

Conditions and factors affecting learning

Attitude, interest, cognition, emotions and sentiments

Sociological

Society and culture

Social acceptance and recognition

Leadership

Social integration and cohesiveness

References:

1. Bucher, C. A. (n.d.) *Foundation of physical education*. St. Louis: The C.V. Mosby Co.
2. Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of Physical education.
3. Mohan, V. M. (1969). *Principles of physical education*. Delhi: Metropolitan Book Dep.
4. Nixon, E. E. & Cozen, F.W. (1969). *An introduction to physical education*. Philadelphia: W.B. Saunders Co.
5. Obertuffer, (1970). *Delbert physical education*. New York: Harper & Brothers Publisher.
6. Sharman, J. R. (1964). *Introduction to physical education*. New York: A.S. Barnes & Co.
7. William, J. F. (1964). *The principles of physical education*. Philadelphia: W.B. Saunders Co.
6. Dash, B.N. (2003)- *Principles of Education*, Neelkamal publication, Hyderabad.
7. Kamlesh, M.L. (2002)- *Sociological Foundation of Physical Education*, Metropolitan Book co. Pvt. Ltd., Delhi.

SEMESTER – I
Theory Courses
CC-102: ANATOMY AND PHYSIOLOGY

Credit: 4

Objectives:

This course will enable students to understand the structural and functional aspect of human body. It aims to develop understanding about organization of the human body and its regulations, their support and movements, integration and control systems.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Describe organization of the human body and its regulation.
- Understand the support and movement of systems of the body.
- Describe the integration and control system.
- Discuss the human body and its function.
- Analyze the structural aspect of systems of the body.
- Describe the concept of fundamental of human body organs.
- Analyze the functional aspects of Human Body.

UNIT-I Anatomical and Physiological Basis

Define Anatomy & Physiology

Microscopic structure, Composition and Function of Cell.

The arrangement of the skeleton – Function of the skeleton – Ribs and Vertebral column and the extremities – joints of the body and their types

Gender differences in the skeleton

UNIT-II Circulatory, Respiratory, Digestive and Excretory systems

Cardio Vascular System: Constituents of blood and their function –Blood groups and blood transfusion, clotting of blood, the structure of the heart-properties of the heart muscle, circulation of blood, cardiac cycle, blood pressure, Lymph and Lymphatic circulation. Cardiac output.

The Respiratory system: The Respiratory passage – the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume.

The Digestive system: structure and functions of the digestive system, Digestive organs, Metabolism,

The Excretory system: Structure and functions of the kidneys and the skin.

The Endocrine glands: Functions of glands Pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands.

UNIT-III 3 Nervous Systems, Muscular System & Sense Organs

Structure, Composition, Properties and functions of skeletal muscles, **types of muscles.**

Nerve control of muscular activity:

Neuromuscular junction

Transmission of nerve impulse across it.

Fuel for muscular activity

Role of oxygen- physical training, oxygen debt, second wind, vital capacity.

Nervous systems: Function of the Autonomic nervous system and Central nervous system.

Reflex Action,

Sense organs: A brief account of the structure and functions of the Eye and Ear.

Physiological aspects of high altitude training

UNIT-IV

Effect of exercise and training on cardiovascular system.

Effect of exercise and training on respiratory system.

Effect of exercise and training on muscular system.

Effect of exercise on nervous system

Physiological concept of physical fitness, warming up, conditioning and fatigue.

Thermoregulation

Aerobic & Anaerobic metabolism

References:

- Gupta, A. P. (2010). *Anatomy and physiology*. Agra: SumitPrakashan.
- 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.

SEMESTER – I
Theory Courses
CC-103 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

Credit: 4

Objectives:

This course will enable students to understand the concept, dimensions, spectrum and determinants of Health and Health Education. It aims to understanding of Health problems in India, environmental science, natural resources and related environmental issues.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Understand about the concept of health and health education.
- Understand about hygiene, nutritional aspects and prevention and control of communicable and non communicable diseases.
- Understand the health problems in India.
- Apply the comprehensive knowledge of the concept of health education, school health services and prevention of the environment related problems.
- Realize the value of environmental science.
- To look at the natural resources and related environmental issues.
- Develop an understanding about the environment.

Unit – I Health Education

Concept, Dimensions, Spectrum and Determinants of Health
Definition of Health, Health Education, Health Instruction, Health Supervision
Aim, objective and Principles of Health Education
Health Service and guidance instruction in personal hygiene
Basic Concept of diet, Fat, Protein, Carbohydrate their composition and function.
Types of Fat, Protein & Carbohydrate and how they help in Metabolism.

Unit – II Health Problems in India

Communicable and Non Communicable Diseases
Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population, Personal and Environmental Hygiene for schools
Objective of school health service, Role of health education in schools
Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first- aid and emergency care etc.

Unit – III Environmental Science

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

Unit – IV Natural Resources and related environmental issues:

Water resources, food resources and Land resources
Definition, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution, Management of environment and Govt. policies, 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.

SEMESTER – I
Theory Courses
EC-101 OLYMPIC MOVEMENT (Elective)

Credit: 4

Objectives:

This course will enable students to understand the origin of Olympic movement, modern Olympic games, different Olympic games and committees of different Olympic games.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- To understand the philosophy and to gain knowledge of early history of Olympic Movements.
- To gain the knowledge of Olympic Ideals, Code, Ethics, protocol etc.
- To gain the knowledge about history of different Olympic Games and committees.
- To understand the Classification and identification of the Olympic values and to apply the same to the society.
- To understand the concept the Olympics in organizing various sports activities.
- To become familiar with and to Recognize distinguished functional operations of national and international Federations.
- To understand committees and programmes of Olympics.
- Classify and identify the Olympic values and apply the same to the society.

Unit – I Origin of Olympic Movement

Philosophy of Olympic movement

The ancient history and modern history of the Olympic movement

The significant stages in the development of the modern Olympic movement

Educational and cultural values of Olympic movement

Unit – II Modern Olympic Games

Significance of Olympic Ideals, Olympic Rings, Olympic Flag

Olympic Protocol for member countries

Olympic Code of Ethics

Olympism in action

Sports for All

Unit – III Different Olympic Games

Para Olympic Games

Summer Olympics

Winter Olympics

Youth Olympic Games

Winter Para Olympic Games

Unit – IV Committees of Olympic Games

International Olympic Committee - Structure and Functions

National Olympic committees and their role in Olympic movement

Olympic commission and their functions

Olympic medal winners of India

Reference:

- ❖ 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

SEMESTER – I
Theory Courses
EC-102 OFFICIATING AND COACHING (Elective)

Credit: 4

Objectives:

This course will enable students to understand the concept of officiating and coaching, duties of officials, coach as a mentor. It aims to understanding of qualities and qualification of coach and official.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- To understand the concept of officiating and coaching.
- Classify the duties of official during, before and after match.
- To understand the need and Importance of coach for sports performance.
- Classify and identify the qualities and qualification of a coach and manager.
- To understand the psychology of a player.

Unit- I: Introduction of Officiating and coaching

Concept of officiating and coaching

Importance and principles of officiating

Relation of official and coach with management, players and spectators

Measures of improving the standards of officiating and coaching

Unit- II: Coach as a Mentor

Duties of coach in general, pre, during and post game.

Philosophy of coaching

Responsibilities of a coach on and off the field

Duties of Psychologist in pre during and post game.

Psychology of competition and coaching

Unit- III: Duties of Official

Duties of official in general, pre, during and post game.

Philosophy of officiating

Mechanics of officiating – position, singles and movement etc.

Ethics of officiating

Unit- IV: Qualities and Qualifications of Coach and Official

Qualities and qualification of coach and official

General rules of games and sports

Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills

Integrity and values of sports.

Reference

- ❖ Bunn, J. W. (1968). *The art of officiating sports*. Englewood cliffs N.J. Prentice Hall.
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- ❖ Singer, R. N. (1972). *Coaching, athletic & psychology*. New York: M.C. Graw Hill.

PC-401: SPORTS SPECIALIZATION
(TRACK AND FIELD/ SWIMMING / GYMNASTICS)

Credit: 4

Objectives:

- To define and acquaint training preparation of Game/Sport
- To employ the rules and regulation of Game/Sport
- To emphasis on preparation for the Game/Sport.
- To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.
- To orient & employ the rules and regulation in organization of competition in Game/Sport.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- After Completion of the course the students shall be able to:
- Gain knowledge of the Game/Sport.
- Learn the layout and marking for the Game/Sport.
- Demonstrate various drills & lead up activities related to Game/Sport.
- Develop the skills to teach rules, fundamentals and strategies of Game/Sport

UNIT – I: Introduction

Historical development of the game/sport at national and international levels.

National Bodies controlling game/sport and their affiliated units.

International Bodies controlling game/sport and their affiliated units.

Major National and International competitions in Game/Sport.

Layout and marking of play filed/ground/courts and measurement of equipments used in Game/Sport.

Competition rules

UNIT – II: Techniques/Skills development:

Classification of techniques/skills, tactics & strategy

Technique/skill training: Preparatory, Basic, Supplementary exercises.

Identification & Correction of faults.

Training for mastery in technique/skill.

Recreational and lead-up activities.

Warm-up and cool down for game/sports.

Common Injuries in Track & Field/Swimming/Gymnastics, their prevention & management

UNIT –III: Officiating:

Mechanics of officiating.

Qualities of good official.

Duties of official (pre, during and post game)

Rules & their interpretations.

PC-402 GAME SPECIALIZATION

(Kabaddi / Kho-Kho / Baseball / Cricket / Football / Hockey / Softball / Volleyball / Handball / Basketball / Netball / Badminton / Table Tennis / Squash / Tennis)

Credit: 4

Objectives:

- To define and acquaint training preparation of Game/Sport
- To employ the rules and regulation of Game/Sport
- To emphasis on preparation for the Game/Sport.
- To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.
- To orient & employ the rules and regulation in organization of competition in Game/Sport.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- After Completion of the course the students shall be able to:
- Gain knowledge of the Game/Sport.
- Learn the layout and marking for the Game/Sport.
- Demonstrate various drills & lead up activities related to Game/Sport.
- Develop the skills to teach rules, fundamentals and strategies of Game/Sport

UNIT – I: Introduction

Historical development of the game/sport at national and international levels.

National Bodies controlling game/sport and their affiliated units.

International Bodies controlling game/sport and their affiliated units.

Major National and International competitions in Game/Sport.

Layout and marking of play filed/ground/courts and measurement of equipments used in Game/Sport.

UNIT – II: Techniques/Skills development:

Classification of techniques/skills, tactics & strategy

Technique/skill training: Preparatory, Basic, Supplementary exercises.

Identification & Correction of faults.

Training for mastery in technique/skill, training schedule for specific game/sports

Recreational and lead-up activities.

Warm-up and cool down for game/sports.

Training Session plans (daily, weekly, monthly session)

UNIT –III: Officiating:

Mechanics of officiating.

Qualities of good official.

Duties of official (pre, during and post game)

Rules & their interpretations.

**PC – 403 SPORTS SPECIALIZATION
(COACHING LESSON)**

Credit: 4

Objectives:

- To observe children and the teaching learning process in a systematic manner.
- To learn to relate to and communicate with children during physical education activity.
- To evaluate physical education curriculum in the schools.
- To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
- To assume the role of a regular physical education teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process in physical education.
- To be able to innovate within teaching & coaching of game / sport skills.
- To learn to conduct meaningful classroom activities by careful selection and Organization of such activities.
- To learn to assess different aspects of children learning in physical education.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Demonstrate the practical concepts of teaching practice.
- Develop teaching proficiency for outdoor and indoor activities.
- Organize and compose mass demonstration /displays.
- Develop the knowledge of equipment that can be used for different indigenous activities.
- Develop the knowledge of free hand exercises emphasizing on physical fitness, rhythmic sense

(4 internal lesson at practicing school and 1 final external lesson on the students of practicing school as a sports specialization of any discipline mentioned above.)

**PC- 404 GAMES SPECIALIZATION
(COACHING LESSON)**

Credit: 4

Objectives:

- To observe children and the teaching learning process in a systematic manner.
- To learn to relate to and communicate with children during physical education activity.
- To evaluate physical education curriculum in the schools.
- To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
- To assume the role of a regular physical education teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process in physical education.
- To be able to innovate within teaching & coaching of game / sport skills.
- To learn to conduct meaningful classroom activities by careful selection and Organization of such activities.
- To learn to assess different aspects of children learning in physical education.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Demonstrate the practical concepts of teaching practice.
- Develop teaching proficiency for outdoor and indoor activities.
- Organize and compose mass demonstration /displays.
- Develop the knowledge of equipment that can be used for different indigenous activities.
- Develop the knowledge of free hand exercises emphasizing on physical fitness, rhythmic sense

(4 internal lesson at practicing school and 1 final external lesson on the students of practicing school as a sports specialization of any discipline mentioned above.)

PART – B
PRACTICAL COURSES
SEMESTER – I
PC – 101: Track and Field (Running Event)

Credit: 4

Objectives:

This course will enable students to understand the starting technique of running event, Mechanical Analysis of running and lay out of standard track. It aims to understanding of fundamental skills of relay race, various patterns of baton exchange and their rules and officiating.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Perform various running starts.
- Identify the specific fitness qualities required for each event.
- To understand the rule and regulation of baton exchange.
- Able to understand the marking of various events.
- To understand the psychology of a player.

Running Event

- Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks. Fundamental movements with biomechanical analysis.
- Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug
- Ground Marking, Rules and Officiating
- Hurdles: 11'0 m, 400 m, stoplehase
- Fundamental Skills- Starting, Clearance and Landing Techniques.
- Types of Hurdles
- Ground Marking and Officiating.
- Long Distance Running (5 km, 10 km, Half Merathon, Merathon)

Relays:

- Fundamental Skills
- Various patterns of Baton Exchange
- Understanding of Relay Zones
- Ground Marking
- Interpretation of Rules and Officiating.

PC-102 Swimming/Gymnastics/Shooting

Credit: 4

Objectives:

This course will enable students to understand the techniques of the game, equipment & their specification and marking. It aims to understanding of rules and regulations of the game, mechanical analysis of movement, organization and officiating.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Gain knowledge of the particular sports..
- Knowledge about the layout and marking for the particular sports.
- Demonstrate various skills & lead up activities related to particular sports.
- Able to understand the rule and regulation of the particular sports.
- Develop the skills, fundamentals and strategies of particular sports.
- particular sports.
- Able to understand the organization and officiating in the tournament.

PC – 102: Swimming

Fundamental Skills:

- Entry into the pool.
- Developing water balance and confidence
- Water fear removing drills.
- Floating-Mushroom and Jelly fish etc.
- Gliding with and without kickboard.
- Introduction of various strokes
- Body Position, Leg, Kick, Arm pull, Breathing and Co ordination.
- Start and turns of the concerned strokes.
- Introduction of Various Strokes.
- Water Treading and Simple Jumping.
- Starts and turns of concerned strokes.
- Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.

PC – 102: Gymnastics

Floor Exercise:

- Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap, scissors leap.
- Vaulting Horse
- Approach Run, Take off from the beat board, Cat Vault, Squat Vault.

PC – 102: Shooting

Fundamental Skills:

- Basic stance, grip, Holding rifle/ Pistol, aiming target
- Safety issues related to rifle shooting
- Rules and their interpretations and duties of officials

PC – 103 INDIGENOUS SPORTS

Gutte/Kahcche/(Kabaddi/Malkhambh/Kho - Kho)/Gilli Danda/Kite/Flying

Credit: 4

Objectives:

- To define and acquaint training preparation of Game/Sport
- To employ the rules and regulation of Game/Sport
- To emphasis on preparation for the Game/Sport.
- To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.
- To orient & employ the rules and regulation in organization of competition in Game/Sport.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- After Completion of the course the students shall be able to:
- Gain knowledge of the Game/Sport.
- Learn the layout and marking for the Game/Sport.
- Demonstrate various drills & lead up activities related to Game/Sport.
- Develop the skills to teach rules, fundamentals and strategies of Game/Sport.

Kabaddi

Fundamental Skills:

- Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.
- Skills of Holding the Raider-Variou formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques.
- Additional skills in raiding-Bringing the antis in to particular position, escaping from various hold, Techniques of escaping from chain formation, Combined formations in offence and defense.
- Ground Marking, Rules and Officiating

Malkhambh

- Lathi-Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.
- GhatiLezuim-AathAawaaz, Bethakawaaz, AagePaon, Aagekadam, Do pherawaaz, Chau pherawaaz, Kadamtaal, Pavitra, Uchhakpavitra, Kadampavitra.
- Mass P.T. Exercises-Two count, four count and eight count exercises.
- Hindustani Lezuim-Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.
- Drill and Marching
- Malkhamb-Salaami, Hold, Saadiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Soydoro, Phirki,

Padmasana, T.Balance, Pataka, Landing.

- Rope Malkhamb-Salaami, PadmasanaChadh, Katibandh1-2, Sadiadhi, Rikebpakkad, Rikebpagniadhi, Kamaradhi, Nakkikasadhi, Kamaradhi, Nakkikasadhi, Urubandhtedhi, Sadibagli, Do hatibagli, Kamarbandhbagli, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing.

Kho - Kho

Fundamentals skills:

- General skills of the game Running, chasing, Dodging, Faking etc.
- Skills in chasing-Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgement in giving Kho, Rectification of Foul.
- Skills in Running-Zig zag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills.
- Ground Marking
- Rules and their interpretations and duties of officials.

PC – 104: Mass Demonstration Activities
(Dumbbells / Tipri / Wands / Hoop / Umbrella /Lezim / March past)/Indian Club

Credit: 4

Objectives:

This course will enable students to understand the exercise of various movement with various apparatus. It aims to understanding of fundamental movement and drill of the march past.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Gain knowledge about the various apparatus.
- To develop neuro muscular co-ordination.
- Demonstrate various fundamental movement with apparatus.
- Perform various rhythmic exercise .
- Perform mass demonstration activities.

Fundamentals skills:

- Apparatus/ Light apparatus Grip
- Attention with apparatus/ Light apparatus
- Stand – at – ease with apparatus/ light apparatus
- Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- Standing Exercise
- Jumping Exercise
- Moving Exercise
- Combination of above all

BPED- SEMESTER – II
Theory Courses
CC-201 YOGA EDUCATION

Credit: 4

Objectives:

This course will enable students to understand the concept of yoga. It aims to develop understanding about foundation of yoga, need and importance of yoga in physical education and modern lifestyle. The student will also conceptualize and practice astanga yoga, various asanas and pranayama with reference to wellness.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Differentiate between various stages of astanga yoga.
- Understand & demonstrate different asanas, pranayamas and kriyas.
- Apply and demonstrate various benefits of yoga to be applied in the field of sports.
- Relate yoga with health and wellness.
- Develop yogic programs/schedules.

Unit – I: Introduction

Meaning and Definition of Yoga concept of Normality in yoga and modern psychology
Aims and Objectives of Yoga Personality Theories with special references to te Freudian, Malso, mere.
Yoga in Early Upanisads: Attitude formation through Yamas and Niyamas & Yogic Philosophy
The Yoga Sutra: General Consideration yogic treatment including dietary measures of the following disease, asthma high and low blood pressure, sinusitis Thyroid depression Weak eyesight.
Need and Importance of Yoga in Physical Education and Sports

Unit - II: Foundation of Yoga

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

Unit - III Asanas

Effect of Asanas and Pranayama on various system of the body
Classification of asanas with special reference to physical education and sports
Influences of relaxtive, meditative posture on various system of the body
Types of Bandhas and mudras
Type of kriyas

Unit – IV Yoga Education

Basic, applied and action research in Yoga swatmarama eight verities of Kumbhakas Technique of each in details.
Difference between yogic practices and physical exercises
Yoga education centers in India and abroad
Competitions in Yogasanas

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 strengthening of relaxation 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: Khel Sahitya Kendra.

SEMESTER – II

Theory Courses

CC-202: EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION

Credit: 4

Objectives:

This course will enable students to understand the concept of educational technology and methods of teaching in physical education and sports. It aims to develop understanding about educational technology, importance of devices, methods of teaching, teaching technique and style, teaching aids, lesson planning, teaching innovations and organization of tournament.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Understand the concept of educational technology and methods of teaching.
- Describe and use various teaching methods according to suitability
- Construct the lesson plans for various physical education activities.
- Classify the types of preparation techniques and technical preparation required for Physical Education Lessons.
- Understand the principles of class management and factors affecting class management.
- Effectively utilize various teaching aids for conduct of physical education program.

Unit – I Introduction

Education and Education Technology- Meaning and Definitions barriers of communication
Types of Education- Formal, Informal and Non- Formal education. Modes and barriers of communication
Educative Process : concept and assumptions Instructional Technology
Importance of Devices and Methods of Teaching.

Unit – II Teaching Technique

Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, project method etc. Micro Teaching steps of micro teaching Teaching skills
Teaching Procedure – Whole method, whole – part – whole method, part – whole method.
Presentation Technique – Personal and technical preparation types of teaching skill and development teaching skills.
Command- Meaning, Types and its uses in different situations. Meaning and procedure of system approach in Education and Curriculum Design

Unit – III Teaching Aids

Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.
Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc.
Team Teaching – Meaning, Principles and advantage of team teaching.
Difference between Teaching Methods and Teaching Aid.

Unit – IV Lesson Planning and Teaching Innovations

Lesson Planning – Meaning, Type and principles of lesson plan. Concept and need of Research process of research referenced Test
General and specific lesson plan.
Micro Teaching – Meaning, Types and steps of micro teaching.
Simulation Teaching - Meaning, Types and steps of simulation teaching.

Reference:

- ❖ Bhardwaj, A. (2003). *New media of educational planning*. New Delhi: 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.
- ❖ Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). *Introduction to educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- ❖ Walia, J.S. (1999). *Principles and methods of education*. Jullandhar: Paul Publishers.

SEMESTER – II

Theory Courses

CC-203 ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION

Credit: 4

Objectives:

- To understand the concept and basic principles of management.
- To understand the Office Management, Record, Register & Budget
- To understand the care and maintenance of equipments
- Understand the systems of tournaments and organization of sports
- Understand the importance and process of Organization and Administration.
- Learn to develop various Budgets
- Understand basic concepts of organisational structure
- Able to Organize and administer various tournaments at national and international level

Course Learning Outcomes:

After Completing the course, the students will be able to:

- To understand the concept and basic principles of management.
- To understand the Office Management, Record, Register & Budget
- To understand the care and maintenance of equipments
- Understand the systems of tournaments and organization of sports
- Understand the importance and process of Organization and Administration.
- Learn to develop various Budgets
- Able to Organize and administer various tournaments at national and international level

Unit – I : Organization and administration

Meaning, Concept and importance of Organization and Administration in physical education

Qualification and Responsibilities of Physical Education teacher and pupil leader

Planning and their basic principles, :- Types and procedure of administration; Qualifications and qualities of physical education teachers.

Program planning: Meaning, Importance, Principles of program planning in physical education. Play field, gymnasium swimming pool; Purchase & care of sports equipments Maintenance of stock
Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating. Tournament Meaning and types of tournament. Qualifications and responsibilities of Coach

Unit- II : Office Management, Record, Register & Budget

Office Management: Meaning, definition, functions and kinds of office management

Records and Registers: Maintenance of attendance Register, stock register, cash register, physical efficiency record, Medical examination Record. Kind of office management, sources of income and expenditure, Types of infrastructure indoors and out doors importance.

Budget: Meaning, Importance of Budget making,

Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.

Unit-III: Facilities, & Time-Table Management

Facilities and equipment management: Types of facilities Infrastructure-indoor, out door.

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

Equipment: Need, importance, purchase, care and maintenance.

Time Table Management: Meaning, Need, Importance and Factor affecting time table.

Unit-IV: Competition Organization

Importance of Tournament, principle of public relation in physical education

Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament.

Organization structure of Athletic Meet: Staff and leadership in efficient management of Physical education

Sports Event Intramurals & Extramural Tournament planning, Principles of Public relations and other bodies

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 Depot.
- ❖ 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.
- ❖ Tirunaryanan, 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.

SEMESTER – II

Theory Courses

EC-201 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND WELLNESS (ELECTIVE)

Credit: 4

Objectives:

This course will enable students to understand the modern concept of physical fitness and wellness. It aims to develop understanding about the concept of physical education and fitness, principles of exercise program, safety education and fitness promotion, and modern lifestyle.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Understand the modern concept of physical fitness and wellness.
- Employ the knowledge about concept of holistic health through fitness and wellness.
- Orient students toward the approach of positive life style.
- Develop competencies for profile development, exercise guidelines adherence.
- Apply the holistic concept of health and wellness.
- Realize and apply the fitness and wellness management techniques.
- Acquaint towards contemporary health issues and its interventions.
- Design different fitness training program for different age group.
- Explain common injuries and their management

Unit – I Concept of Physical Education and Fitness

Definition, Aims and Objectives of Physical Education, fitness and Wellness

Importance and Scope of fitness and wellness

Modern concept of Physical fitness and Wellness

Physical Education and its Relevance in Inter Disciplinary Context. Means of fitness development

Unit – II Fitness, Wellness and Lifestyle

Fitness – Types of Fitness and Components of Fitness Physical activities exercise and their benefits

Understanding of Wellness

Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management

Physical Activity and Health Benefits Health and safety in daily life issues related to body image

Unit – III Principles of Exercise Program

Means of Fitness development – aerobic and anaerobic exercises formal and informal model of assessment in Physical education

Exercises and Heart rate Zones for various aerobic exercise intensities

Concept of free weight Vs Machine, Sets and Repetition etc

Concept of designing different fitness training program for different age group.

Unit – IV Safety Education and Fitness Promotion

Health and Safety in Daily Life

First Aid and Emergency Care

Common Injuries and their Management

Modern Life Style and Hypo-kinetic Disease –Prevention and Management

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.

SEMESTER – II

Theory Courses

EC-202 SPORTS NUTRITION AND WEIGHT MANAGEMENT (ELECTIVE)

Credit: 4

Objectives:

This course will enable students to understand the modern concept of sports nutrition. It aims to develop understanding about the aim and objective of sports nutrition and steps of planning of weight management.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Understand the modern concept of weight management.
- Describe the steps of weight management.
- Realize the value of sports nutrients.
- Realize and apply the Methods of Technique Training.
- Design different training program to reduce the weight.

Unit – I Introduction to Sports Nutrition

Meaning and Definition of Sports Nutrition Quantity and timing of nutrient intake Nutrition Intake and fuel utilization

Basic Nutrition guidelines

Role of nutrition in sports

Factor to consider for developing nutrition plan Case studies in Team sports

Unit – II Nutrients: Ingestion to energy metabolism

Carbohydrates, Protein, Fat – Meaning, classification and its function distribution of macronutrient s

Role of carbohydrates, Fat and protein during exercise guidelines for fuel during different phases of training and competition

Vitamins, Minerals, Water – Meaning, classification and its function

Role of hydration during exercise, water balance, Nutrition – daily caloric requirement and expenditure. Nutrient

Unit – III Nutrition and Weight Management

Meaning of weight management Concept of weight management in modern era Factor affecting weight management and values of weight management. Guideline for fuel during different phases

Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction, Dieting

versus exercise for weight control, Common Myths about Weight Loss guidelines for fuel during different phase of training and competition

Obesity – Definition, meaning and types of obesity,

Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.

Unit – IV Steps of planning of Weight Management

Nutrition – Daily calorie intake and expenditure, Determination of desirable body weight o

Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle: Nutrition for Technical sports;

Body composition game dynamics

Weight management program for sporty child, Role of diet and exercise in weight management,

Design diet plan and exercise schedule for weight gain and loss distribution of macronutrients in the diet

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 Obstet Gynecol*, 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.

SEMESTER – II
PC – 201: Track and Field (Jumping Events)

Credit: 4

Objectives:

This course will enable students to understand the pre technique of jumping event, Mechanical Analysis of jump and lay out of jumping area. Its objective is to understand the fundamental skills of jumps, their rules and substitutions.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Different types of jumps.
- Identify the specific fitness qualities required for each event.
- To understand the rules and regulations of jumping event.
 - Able to understand the scoring of various jumping events.
- **Athletics: Jumping competitions:**
- High Jump (Straddle Roll)
- Approach Run,
- Take off
- Clearance over the bar
- Landing

PC – 202 Yoga/Aerobics/Gymnastics/ Swimming

Credit: 4

Objectives:

- To Define and introduce training preparation for a game/sport
- To • Enforcing rules and regulation of games/sports.
- To emphasis on preparation for the Game/Sport.
- To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.
- Orient and employ rules and regulations in organizing competition in games/sports.

Course Learning Outcomes:

After completing the course, students will be able to::

- Gain knowledge of the Game or Sport.
- Learn the layout and marking for the Game/Sport.
- Demonstrate various drills & lead up activities related to Game or Sport.
- Develop the skills to teach rules, fundamentals and strategies of Game or Sport

Yoga

- Surya Namaskara,
- Pranayams
- Corrective Asanas
- Kriyas
- Asanas
- Sitting
- Standing
- Laying Prone Position,

- Laying Spine Position

Aerobics

Introduction of Aerobics:

- Rhythmic Aerobics - dance
- Low impact aerobics
- High impact aerobics
- Aerobics kick boxing
- Postures – Warm up and cool down
- THR Zone – Area – Succeeding in adaptations to exercise and aerobic workouts.

Gymnastics

- Parallel Bar
- Mount from one bar
- Straddle walking on parallel bars.
- Single and double step walk
- Perfect swing
- Shoulder stand on one bar and roll forward.
- Roll side
- Shoulder stand
- Front on back vault to the side(dismount)
- Horizontal /Single Bar:
- Grip
- Swings
- Fundamental Elements
- Dismount
- Uneven Parallal Bar:
- Grip
- Swings
- Fundamental Elements
- Dismount

Swimming

Introduction of water polo game:

- **Fundamental skills**
- Swim with the ball
- Passing
- Catching
- Shooting
- Goal keeping
- Rules of the games and responsibility of officials

Introduction of diving sports:

- Basic Diving Skills from spring boards
- Basic Diving Skills from platform

PC – 203 Racket Sports
(Badminton/ Table Tennis / Squash / Tennis)

Credit: 4

Objectives:

- To Define and introduce training preparation for a sport/game
- To Enforcing the rules and regulation of Games and Sports
- To emphasis on preparation for the Game/Sport.
- To introduce the student to the progressive learning stages of the basic skills of the game/sports.
- To orient & employ the rules and regulation in organization of competition in Game/Sport.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- After Completion of the course the students shall be able to:
- Gain knowledge of the Game/Sport.
- Learn the layout and marking for the Game/Sport.
- Demonstrate various drills & lead up activities related to Game/Sport.
- Develop the skills to teach rules, fundamentals and strategies of Game/Sport

Badminton

Fundamental Skills:

- Racket parts, Racket grips, Shuttle Grips
- The basic stances
- The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm
- Drills and lead up games
- Types of games-Singles, doubles, including mixed doubles
- Rules and their interpretations and duties of officials

Table Tennis

Fundamental Skills:

- The Grip-The Tennis Grip, Pen Holder Grip
- Service-Forehand, Backhand, Side Spin, High Toss.
- Strokes-Push, Chop, Drive, Half Volley, Smash, Drop shot, Balloon, Flick Shot, Loop Drive.
- Stance and Ready position and foot work.
- Rules and their interpretations and duties of officials

Squash

Fundamental Skills:

- Service- Under hand and Over hand
- Service Reception
- Shot- Down the line, Cross Court
- Drop
- Half Volley
- Tactics – Defensive, attacking in game
- Rules and their interpretations and duties of officials

Tennis

Fundamental Skills:

- Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.
- Stance and Footwork

Basic Groundstrokes- Forehand drive, Backhand drive. and neuromuscular co-ordination.

- Basic service
- Basic Volley
- Over-head Volley.
- Chop
- Tactics – Defensive, attacking in game
- Rules and their interpretations and duties of officials

Objectives:

- To systematically observe children and the teaching-learning process..
- To learn to relate to and communicate with children during physical education activity.
- To evaluate physical education curriculum in the schools.
- To experience the school in its totality; The school is also involved in activities other than classroom teaching
- activities and interaction with parents.
- To assume the role of a regular physical education teacher with appropriate planning taking into
- account the diverse needs of students and the varying contexts that impact the teaching learning
- process in physical education.
- To be able to innovate within teaching & coaching of game / sport skills.
- To learn to conduct meaningful classroom activities by careful selection and
- Organization of such activities.

To learn to evaluate various aspects of children's learning in physical education.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Demonstrate the practical concepts of teaching practice.
- Develop teaching proficiency for outdoor and indoor activities.
- Organize and compose mass demonstration /displays.
- Develop the knowledge of equipment that can be used for different indigenous activities.
- Develop the knowledge of free hand exercises emphasizing on physical fitness, rhythmic sense

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.

SEMESTER – III
Theory Courses
CC-301 SPORTS TRAINING

Credit: 4

Objectives:

This course will enable students to understand the modern concept of sports training. It aims to develop understanding about the aim and objective of sports training, principles of sports training, system of sports training, training components, training process and training programming and planning.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Understand the modern concept of sports training.
- Describe the principles of sports training.
- Evaluate and develop system of sports training – basic performance, intermediate performance and high performance training.
- Plan training sessions.
- Realize and apply the Methods of Technique Training.
- Design different training program for Training Components.
- Explain Periodization and its types.
- Identify talents.

Unit – I Introduction to Sports Training

Meaning and Definition of Sports Training

Aim and Objective of Sports Training

Principles of Sports Training

System of Sports Training– Basic Performance, Intermediate Performance and High

Characteristics of Sports Training

Unit – II Training Components

Strength– Meaning, Types and Methods for improvement

Speed– Meaning, Types and Methods for improvement

Endurance- Meaning, Types and Methods for improvement

Coordination– Meaning, Types and Methods for improvement

Flexibility– Meaning, Types and Methods for improvement

Unit – III Training Process

Training Load- Definition and Types of Training Load

Principles of Intensity and Volume of stimulus

Overload; meaning, causes, symptoms and tackling.

Phases and means of recovery

Weight Training and Circuit Training.

Unit – IV Training programming and planning

Periodization – Meaning and types of Periodization

Aim and Content of Periods – Preparatory, Competition, Transitional etc.

Planning – Training session, Principles of Planning.

Talent Identification and Development

Reference:

- ❖ 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, 2nd Edn.
 - ❖ 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.
- SchliehMonfred (2003), *Circuit Training for all sports*, sports book publisher Toronto.

SEMESTER – III
Theory Courses
CC-302 COMPUTER APPLICATIONS IN PHYSICAL EDUCATION

Credit: 4

Objectives:

- To develop knowledge about Computer Application
- To develop knowledge of Office Word and Office excel
- To understand the MS Power Point
- To develop knowledge about internet

Course Learning Outcomes:

After Completing the course, the students will be able to:

- To develop knowledge about Computer Application
- To develop knowledge of Office Word and Office excel
- To understand the MS Power Point
- To develop knowledge about internet

Unit – I: Introduction to Computers

- Meaning, characteristics, and types of computers
- History and evolution of computers
- Components of a computer system: Hardware and Software
- Input and Output devices (keyboard, mouse, scanners, cameras, projectors, printers, smart boards)
- Storage devices: Hard Disk, Pen Drive, Cloud storage

Unit – II: MS Word

Introduction to MS Word

Creating, saving and opening a document

Formatting Editing features Drawing table ,

Expressive Inking Comes to Word, One-Click Writing Suggestions, AI-Powered Editing with Copilot

Unit – III: MS Excel

Introduction to MS Excel

MS Excel: Data entry, calculation, graph plotting, statistical analysis for research and sports data

Creating, saving and opening spreadsheet

creating formulas

Format and editing features adjusting columns width and row height understanding charts.

Unit – IV: MS Power Point

Introduction to MS Power Point

Creating, saving and opening a ppt. file

format and editing features slide show , design , inserting slide number

picture, graph, table

Preparation of Power point presentations

References:

- ❖ Irtegov, D. (2004). *Operating system fundamentals*. Firewall Media.
- ❖ Marilyn, M.& Roberta, B.(n.d.).*Computers in your future*. 2nd edition, India: Prentice Hall.
- ❖ Milke, M. (2007). *Absolute beginner's guide to computer basics*. Pearson Education Asia.
- ❖ Sinha, P. K. & Sinha, P. (n.d.).*Computer fundamentals*. 4th edition, BPB Publication.

SEMESTER – III
Theory Courses
CC-303 SPORTS PSYCHOLOGY AND SOCIOLOGY

Credit: 4

Objectives:

This course will enable students to understand the psycho-sociological aspects of human behavior in relation to physical education and sports. It aims to develop understanding about the general characteristics of various stages of growth and development, types and nature of individual differences, nature of learning, theories of learning, laws of learning, personality, orthodoxy, customs, tradition and socialization through physical education.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Describe the role of sports psychology for athletes and in their performance.
- Apply psychological theories in the field of physical education and sports for enhanced participation and optimal performance among children.
- Describe the general characteristics of various stages of growth and development.
- To understand the personality and its characteristics
- Develop skill proficiency in psychological assessment.
- Develop programs and strategies to enhance athletic participation among school children.
- Understand the psycho-sociological aspects of human behavior in relation to physical education and sports
- Understand socialization through participation in Physical Education and sports activities

Unit -I: introduction

Meaning, Importance and scope of Educational and Sports Psychology

Historical Evolution of Sports Psychology.

Types and nature of individual differences; Factors responsible -Heredity And environment

Psychological factors affecting sports performances.

Unit-II: Sports Psychology

Meaning and Definition of Personality.

Theory of personality in sports (Psychoanalytic)

Dimensions of personality.

Motivation, Achievement motivation,

Types of motivation and condition of Developing achievement motivation.

Unit-III: Relation between Social Science and Physical Education.

Orthodoxy, customs, Tradition and Physical Education.

Festivals and Physical Education.

Socialization through Physical Education.

Social Group life, Social conglomeration and Social group, Primary group and Remote group.

Unit- 4 Culture : Meaning and Importance.

Features of culture,

Importance of culture.

Effects of culture on people life style.

Different methods of studying Observation/ Inspection method, Questionnaire method, Interview method

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.
- ❖ Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). *Sport and social system*. London: Addison Wesley Publishing Company Inc.
- ❖ Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*. Philadelphia: Lea & Febiger.
- ❖ Mathur, S.S., (1962). *Educational psychology*. Agra. Vinod Pustak Mandir. Skinner, C. E., (1984.). *Education psychology*. New Delhi: Prentice Hall of India.
- ❖ William, F. O. & Meyer, F. N. (1979). *A handbook of sociology*. New Delhi: Eurasia Publishing House Pvt Ltd.

Kamlesh. M.L. (2022). *Psychology in physical education and sport*. New Delhi: Metropolitan Book Co.

SEMESTER – III

Theory Courses

EC-301 SPORTS MEDICINE, PHYSIOTHERAPY AND REHANLITATION (Elective)

Credit: 4

Objectives:

This course will enable students to understand the modern concept of sports medicine. It aims to develop understanding about the aim and objectives of sports medicine, athletes care and rehabilitation, prevention of injuries in sports, guiding principles of therapeutic modalities.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Outline the objectives of sports medicine and rehabilitation in athletic performance.
- Take care of the preventive and curative aspect of sports injuries.
- Apply the concept of rehabilitation exercise in post injury care.
- Realize and apply different modalities of therapy.

Unit-I: - Sports Medicine:

Meaning, definition and importance of Sports Medicine,
Basic Rehabilitation: Strapping/Tapping: Definition, Principles Precautions Contraindications.
Need and Importance of the study of sports injuries in the field of Physical Education
Prevention of injuries in sports – Common sports injuries – Diagnosis –
First Aid - Treatment - Laceration – Blisters – Contusion - Strain – Sprain – Fracture –
Dislocation and Cramps – Bandages – Types of Bandages – trapping and supports.

Unit-II: Physiotherapy

Definition – Guiding principles of physiotherapy, Importance of physiotherapy, Introduction and demonstration of treatments - Electrotherapy – infrared rays – Ultraviolet rays –short wave diathermy – ultrasonic rays.
Deviations in Posture- Kyphosis, Lordosis, Flat Back, Scoliosis, Round Shoulders, Knock Knee, Bow Leg, Flat Foot.

Unit-III: Massage:

Brief History of Massage, Massage as an Aid for Relaxation, Points to be considered in giving Massage
Physiological, Chemical, Psychological Effects of Massage, Indication /Contra Indication of Massage
Classification of the Manipulation used Massage and their Specific Uses in the Human Body.
Stroking Manipulation, Effleurage, Pressure Manipulation, Percussion Manipulation, Cupping, Poking, Shaking Manipulation, Deep Massage.

Unit-IV: Therapeutic Exercise:

Definition and Scope – Principles of Therapeutic Exercise – Classification, Effects and uses of Therapeutic exercise – passive Movements (Relaxed, Forced and passive - stretching) – active movements (concentric, Eccentric and static) application of the therapeutic exercise: Free Mobility Exercise – Shoulder, Elbow – Wrist and Finger Joints – Hips, Knee, ankle and Foot joints – Trunk. Head and Neck exercises.

References:

- ❖ Christine, M. D., (1999). *Physiology of sports and exercise*.USA: Human Kinetics.

- ❖ Conley, M. (2000). *Bioenergetics of exercise training*. In 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). Routledge Taylor and Francis Group.
- ❖ Hunter, M. D. (1979). *A dictionary for physical educators*. 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.
- ❖ Mathew, D.K. & Fox, E.L, (1971). *Physiological basis of physical education and athletics*. Philadelphia :W.B. Saunders Co.
- ❖ Pandey, P.K., (1987). *Outline of sports medicine*, New Delhi: J.P. Brothers Pub.
- ❖ Williams, J. G. P. (1962). *Sports medicine*. London: Edward Arnold Ltd.

- ❖ Lace, M. V. (1951) *Massage and Medical Gymnastics*, London: J & A Churchill Ltd.

SEMESTER – III
Theory Courses
EC-302 CURRICULUM DESIGN (Elective)

Credit: 4

Objectives:

This course will enable students to understand the modern concept of curriculum. It aims to develop understanding about the Need and importance of curriculum development, Factors affecting curriculum, basic guide line for curriculum construction and mechanics of curriculum planning.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Appraise the understanding of the concept of the curriculum.
- Explain the need and importance of curriculum development.
- Understand the old and new concepts and Mechanics of Curriculum planning.
- Realize and apply Basic principles of curriculum construction.
- Understand the different design Curriculum.

UNIT-I Introduction to Curriculum and Physical Education

- Meaning, nature, and scope of curriculum
- Importance of curriculum in Physical Education and Sports
- Principles of curriculum construction
- Factors affecting curriculum development (philosophical, sociological, psychological, and scientific)
- Aims and objectives of Physical Education curriculum at different levels (school, college, community)

UNIT-II Foundations of Curriculum Design

- Theories of curriculum development (child-centered, society-centered, knowledge-centered, activity-based)
- Models of curriculum design (Tyler, Taba, Kerr, Wheeler models)
- Role of Physical Education in achieving national and educational goals
- Criteria of a good curriculum in Physical Education
- Process of curriculum planning

UNIT-III Curriculum-Old and new concepts, Mechanics of curriculum planning.

Basic principles of curriculum construction.

Curriculum Design, Meaning, Importance and factors affecting curriculum design.

Principles of Curriculum design according to the needs of the students and state and national level policies.

Role of Teachers

UNIT-IV Under-graduate preparation of professional preparation.

Areas of Health education, Physical education and Recreation.

Curriculum design-Experience of Education, Field and Laboratory.

Teaching practice.

Professional Competencies to be developed-Facilities and special resources for library,

laboratory and other facilities.

Reference:

- ❖ 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.
- ❖ 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.

- ❖ Larson, L.A. (n.d.). *Curriculum foundation in physical education*. Englewood Cliffs: N.J. Prentice Hall Inc.
- ❖ Underwood, G. L. (1983). *The physical education curriculum in secondary school: planning and implementation*. England: Taylor and Francis Ltd.
- ❖ Willgoose, C.E. (1979). *Curriculum in physical education*. 3rd Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.

Semester – III
PC – 301: Track and field (Throwing Events)

Credit: 4

Objectives:

This course will enable students to understand the technique of throwing event, Mechanical Analysis of throwing event and lay out of throwing sector,. It aims to understanding of fundamental skills of throwing, their rules and officiating.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Perform various throws.
- Identify the specific fitness qualities required for each event.
- To understand the rule and regulation of throwing event.
- Able to understand the marking of various throwing sector.

Unit I: Introduction to Throwing Events

- History and development of throwing events in Athletics
- Classification of throwing events: Shot Put, Discus Throw, Javelin Throw, Hammer Throw
- Objectives and significance of throwing events in Physical Education and Sports
- Fundamental rules and regulations (World Athletics/AFI guidelines)
- Safety measures during training and competition

Unit II: Biomechanics and Technique of Throwing

- Basic concepts of biomechanics in throwing events (force, angle of release, trajectory, velocity, balance)
- Phases of Shot Put: (Glide and Spin technique)
- Phases of Discus Throw: Grip, swing, turn, release, recovery
- Phases of Javelin Throw: Grip, carry, withdrawal, transition, release, recovery
- Phases of Hammer Throw: Grip, preliminary swings, turns, release, recovery
- Errors, corrections, and drills for technique improvement

Unit III: Teaching and Coaching Methods

- Progression of teaching throwing skills (from basic drills to advanced techniques)
- Role of demonstrations, cues, and feedback in coaching throws
- Training aids and equipment for throwing events
- Organizing practice sessions (individual & group training)
- Conditioning and strength training specific to throwing events (core, explosive strength, plyometrics, flexibility)

Unit IV: Officiating and Rules

- Duties and responsibilities of officials in throwing events
- Layout and marking of throwing sectors and circles/runways (Shot Put circle, Discus circle, Javelin runway, Hammer cage)
- Rules regarding valid and foul throws
- Measurement of throws and recording results
- Recent changes in World Athletics rules for throwing events

PC – 302 Combative Sports
(Wush / Taekwondo /Judo / Fencing / Boxing / Wrestling)

Credit: 4

Objectives:

- To define and acquaint training preparation of Game/Sport
- To employ the rules and regulation of Game/Sport
- To emphasis on preparation for the Game/Sport.
- To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.
- To orient & employ the rules and regulation in organization of competition in Game/Sport.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- After Completion of the course the students shall be able to:
- Gain knowledge of the Game/Sport.
- Learn the layout and marking for the Game/Sport.
- Demonstrate various drills & lead up activities related to Game/Sport.
- Develop the skills to teach rules, fundamentals and strategies of Game/Sport

Wushu

Fundamental Skills:

- Basic stances: Mabu (horse stance), Gongbu (bow stance), Xubu (empty stance), Pubu (crouching stance)
- Basic punches: straight punch, hook punch
- Basic kicks: front kick, side kick, roundhouse kick
- Basic blocks and parries
- Introduction to **Sanda** (sparring footwork, simple attack–defense movements)
 - Self Defense - against punches, grabs and strikes, against basic weapons (knife, club sticks).
 - Sparring - One-step for middle punch, high punch and groin punch. (Defended by appropriate block from eight basic blocks)
 - Rules and their interpretations and duties of officials

Taekwondo

Fundamental Skills:

- Fundamental stances: ready stance, walking stance, front stance, back stance
- Basic punches: straight punch, upper punch
- Fundamental blocks: low block, middle block, high block
- Basic kicks: front kick (Ap Chagi), roundhouse kick (Dollyo Chagi), side kick (Yop Chagi)
- 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

Judo

Fundamental skills:

- Basic stance (Shizen Hontai, Jigotai)
- Fundamental grips (Kumi-kata)
- Break falls (Ukemi): back fall, side fall, front fall, rolling fall
- Basic throws (Nage-waza): O-soto-gari, O-goshi, De-ashi-barai
- Basic hold-downs (Katame-waza): Kesa-gatame, Yoko-shiho-gatame
- Ukemi (Break Fall)-UrhiroUkemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front Break Fall), Mae mawariUkemi (Front Rolling break fall)
- Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps.
- Tai Sabaki (Management of the body)
- NageWaze (Throwing techniques)-HizaGuruma (Knee wheel), SesaeTwurikomi-ashi(Drawing ankle throw), De ashihari (Advance foot sweep),
- Goshi (Major loinm),SeoiNage (Shoulder throw).
- Katamawaze (Grappling techniques)-Kesagatame (Scaff hold), Kata gatame (Shoulder hold),
- Kami shihogatama (Locking of upper four quarters), Method of escaping from each hold.

Fencing

Fundamental Skill:

- Basic stance (En garde)
- Fundamental footwork: advance, retreat, lunge
- Basic attacks: straight thrust, disengage attack
- Basic parries: parry 4, parry 6
- Simple riposte (counter-attack after parry)
- *Grip – hold a foil correctly, Etiquette – salute and handshake to coaches and partners*
- *Hit a target (glove, mask, person) at riposte distance*
- *Lunge from an on-guard position.*
- *Attack - simple attacks from sixte – direct, disengage, doublé attack, compound attacks high line – one-two and cut-over disengage, Cut-over attack, Low line attacks*
- *Semi circular parries – octave and septime*
- *Understand the layout of a piste.*
- *Compound or successive parries*
- *Lateral parry and direct riposte*
- *Fence a bout – judges etc. salutes and handshakes*
- *Rules and their interpretations and duties of officials*

Boxing

Fundamental Skills:

- Basic stance and guard position
- Fundamental punches: jab, cross, hook, uppercut
- Basic defensive skills: block, slip, duck, footwork
- Shadow boxing (introduction)
- Footwork – Attack, defense.
- Punches – Jab, cross, hook, upper cut, combinations.
- Defense slip – bob and weave, parry/block, cover up, clinch, counter attack
- Tactics – Toe to toe, counter attack, fighting in close, feinting
- Rules and their interpretations and duties of officials

Wrestling

Fundamental Skills:

- Basic stance and movement
- Fundamental grips and holds
- Basic takedowns: single-leg, double-leg, body lock
- Basic escapes and counters
- Simple pinning techniques: half nelson, cross-body ride
- Escapes from under-sit-out turn in tripped.
- Counters for escapes from under-Basic control back drop, Counters for stand up.
- Pinning combination-Nelson series(Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg
- cradle series, Reverse double bar arm, chicken wing and half Nelson.
- Escapes from pinning: Wing lock series, Double arm lock roll, Cridge.
- Standing Wrestling-Head under arm series, whizzer series
- Referees positions

PC 303 Team Games

(Baseball / Cricket / Football / Hockey / Softball / Volleyball / Handball / Basketball / Netball)

Credit: 4

Objectives:

- To define and acquaint training preparation of Game/Sport
- To employ the rules and regulation of Game/Sport
- To emphasis on preparation for the Game/Sport.
- To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.
- To orient & employ the rules and regulation in organization of competition in Game/Sport.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- After Completion of the course the students shall be able to:
- Gain knowledge of the Game/Sport.
- Learn the layout and marking for the Game/Sport.
- Demonstrate various drills & lead up activities related to Game/Sport.
- Develop the skills to teach rules, fundamentals and strategies of Game/Sport

Baseball

Fundamental Skills:

- Basic stance, grip, and batting position
- Fundamental batting techniques: bunt, swing
- Basic fielding: ground ball, fly ball, catching with glove
- Fundamental throwing: overhand, underhand
- Base running techniques
- Baseball : slider, fast pitch, curve ball, drop ball, rise ball, change up, knuckle ball, screw ball,
- Softball: windmill, sling shot,
- Starting position: wind up, set
- Fielding –
- Catching: basics to catch fly hits, rolling hits,
- Throwing: over arm, side arm.
- Base running –
- Base running: single, double, triple, home run,
- Sliding: bent leg slide, hook slide, head first slide.
- Rules and their interpretations and duties of officials

Cricket

Fundamental Skills

- Batting stance and grip
- Fundamental batting strokes: forward defense, drive, cut, pull
- Basic bowling action: pace bowling (straight arm), spin bowling (finger, wrist)
- Fielding skills: catching (high/low), stopping, underarm throw
- Wicket-keeping basics
- Stopping and throwing techniques
- Wicket keeping techniques

Football

Fundamental Skills:

- Basic stance and movement with ball
- Passing techniques: instep, inside-foot, outside-foot pass
- Receiving/trapping: foot, thigh, chest
- Dribbling fundamentals
- Shooting techniques
- Basic heading
- Heading-From standing, running and jumping. o Throw in
- Feinting-With the lower limb and upper part of the body. o Tackling-Simple tackling, Slide tackling.
- Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting.

Hockey

Fundamental Skills:

- Grip and basic stance
- Fundamental dribbling: straight, zig-zag
- Passing skills: push, hit, scoop
- Receiving and stopping the ball
- Tackling techniques: block tackle, jab tackle
- Basic goalkeeping stance
- Goal keeping – Hand defence, foot defence
- Positional play in attack and defense
- Rules and their interpretations and duties of officials
- Rules and their interpretations and duties of officials
- Ground Marking

Softball

Fundamental Skills:

- Basic grip, stance, and swing
- Fundamental pitching: underhand throw
- Catching skills: with glove, bare hand
- Basic throwing: overhand, underhand
- Base running fundamentals
- Shooting: one hand; two hands; forward step shot; backward step shot.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).
- Intercepting: pass; shot.
- The toss-up
- Role of individual players
- Rules and their interpretations and duties of officials

Volleyball

Fundamental Skills:

- Basic ready position
- Fundamental skills: underhand pass (forearm pass), overhead pass (set)
- Service techniques: underhand serve, overhand serve
- Spiking basics (approach, jump, hit)
- Blocking fundamentals

Rules and their interpretations and duties of officials

Hand Ball

Fundamental Skills:

- Basic stance and ball handling
- Fundamental passes: chest pass, bounce pass, overhand pass
- Catching skills: stationary, in movement
- Dribbling fundamentals
- Basic shooting: jump shot, set shot
- Goalkeeping basics
- Rules and their interpretations and duties of officials

Basketball

Fundamental Skills:

- Basic stance and ball handling
- Dribbling fundamentals: control, speed, change of direction
- Passing techniques: chest pass, bounce pass, overhead pass
- Shooting fundamentals: set shot, lay-up, jump shot
- Rebounding basics
- Defensive stance and footwork
- Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization.
- Individual Defensive-Guarding the man with the ball and without the ball
- Pivoting
- Rules and their interpretations and duties of the officials

Netball

Fundamental Skills:

- Basic stance and footwork
- Passing techniques: chest pass, bounce pass, shoulder pass
- Catching fundamentals
- Pivoting and movement
- Basic shooting technique
- Defensive marking basics
- Intercepting: pass; shot.
- The toss-up.
- Role of individual players
- Rules and their interpretations and duties of officials

PC – 304 Teaching practices
(Teaching lessons Lesson Plans for Racket Sport / Team Games / Indigenous Sports)

Credit: 4

Objectives:

- To observe children and the teaching learning process in a systematic manner.
- To learn to relate to and communicate with children during physical education activity.
- To evaluate physical education curriculum in the schools.
- To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
- To assume the role of a regular physical education teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process in physical education.
- To be able to innovate within teaching & coaching of game / sport skills.
- To learn to conduct meaningful classroom activities by careful selection and Organization of such activities.
- To learn to assess different aspects of children learning in physical education.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Demonstrate the practical concepts of teaching practice.
- Develop teaching proficiency for outdoor and indoor activities.
- Organize and compose mass demonstration /displays.
- Develop the knowledge of equipment that can be used for different indigenous activities.
- Develop the knowledge of free hand exercises emphasizing on physical fitness, rhythmic sense

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

Unit I – Introduction to Teaching Practices

- Meaning and importance of teaching practice in Physical Education.
- Structure of a lesson plan (general format).
- Components of a fundamental skill lesson:
 - Introductory Part (warming up, mobility exercises)
 - Fundamental Skill Part (demonstration, explanation, practice)
 - Culminating Part (application through drills or small games, cool down).
- Principles of skill teaching (simple to complex, whole-part-whole, repetition).

Unit II – Racket Sports (Fundamental Skills in Lesson Plans)

Games: Badminton, Tennis, Table Tennis, Squash, etc.

- Badminton: Grip, service (short/long), forehand & backhand clear, drop, smash.
- Table Tennis: Grip (shakehand/penhold), service basics, forehand & backhand push, drive.
- Lawn Tennis: Grip, forehand & backhand groundstrokes, serve basics, volley.
- Squash (if applicable): Grip, forehand, backhand, service, wall rally basics.

Lesson Plans will focus on:

- Teaching one fundamental skill per lesson (e.g., “Forehand clear in Badminton”).
- Skill-specific drills and progressions.
- Use of teaching aids (cones, markers, shuttle feeders, multi-ball drills).

Unit III – Team Games (Fundamental Skills in Lesson Plans)

Games: Football, Hockey, Volleyball, Basketball, Handball, Cricket, etc.

- Football: Passing (inside foot), trapping, dribbling, shooting.
- Hockey: Grip, dribbling, push pass, hit, stopping, tackling.
- Volleyball: Underhand pass, overhead set, service, spiking.
- Basketball: Dribbling, chest pass, bounce pass, lay-up shot.
- Handball: Passing, catching, dribbling, shooting basics.
- Cricket: Batting stance, forward defense, bowling action basics, catching.

Lesson Plans will focus on:

- Progressive drills for each skill.
- Pair/group activities for better practice.
- Modified game situations (3v3, mini-volleyball, half-court drills).

Unit IV – Indigenous Sports (Fundamental Skills in Lesson Plans)

Games: Kabaddi, Kho-Kho, Mallakhamb, Traditional Wrestling (Malla-Yuddha), etc.

- Kabaddi: Basic stance, cant (breath control), touch, kick, block, hold.
- Kho-Kho: Sitting & standing posture, chasing, pole turning, dodging, tapping.
- Mallakhamb: Basic grips, balancing postures, climbing techniques.
- Indigenous Wrestling: Stance, grip, push, pull, simple take-downs.

SEMESTER – IV
Theory Courses
CC-401 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Credit: 4

Objectives:

This course will enable students to understand the concept of test, measurement & evaluation in Physical Education, Criteria of selection, classification and administration of test, physical fitness tests and sports skill tests.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Understand the need & importance of test, measurement and evaluation in physical education.
- Describe the criteria, classification and administration of test.
- Develop concepts related to test, measurement & evaluation.
- Construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education.
- Explain different physical fitness and skill tests.

Unit- I Introduction to Test & Measurement & Evaluation

Meaning of Test & Measurement & Evaluation in Physical Education

Need & Importance of Test & Measurement & Evaluation in Physical Education

Principles of Evaluation

Difference between measurement, assessment, and evaluation.

Somatotype and posture evaluating technique.

Unit- II Criteria; Classification and Administration of test

Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms)

Type and classification of Test

Administration of test, advance preparation – Duties during testing – Duties after testing.

Test for Motor Fitness – Indiana Motor Fitness Test (for high School boys and College Men).

Unit- III Physical Fitness Tests

AAHPER Youth Fitness Test

ICSPFT (Indian Council of Sports and Physical Fitness Test)

Kraus–Weber Test

Harvard Step Test

Cooper’s 12-Minute Run/Walk Test

Unit- IV Skill and Sports-Specific Tests

Measurement of skill performance in games and sports.

Standardized skill tests:

- Basketball: Johnson Basketball Test, Knox Test.
- Volleyball: Brady Volleyball Test, Russell–Lange Test.
- Football (Soccer): McDonald Test, Mor-Christian Test.
- Hockey: Johnson Field Hockey Test.
- Badminton, Tennis, Table Tennis: Selected skill tests.

Testing of motor abilities and fundamental movements.

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.
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- ❖ 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.

SEMESTER – IV
Theory Courses
CC-402 KINESIOLOGY AND BIOMECHANICS

Credit: 4

Objectives:

- Knowledge of Kinesiology and Biomechanics is important for understanding the human movement, including those involved in sports and games. This course begins with an overview of Kinesiology and Sports Biomechanics followed by fundamental concepts, mechanical concepts, kinematics and kinetics of human movement.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Define and describe the term kinesiology and biomechanics.
- Explain mechanical concepts (force, lever, Newton's laws of motion and Projectile).
- Develop the knowledge and appreciation of the importance of the study of kinesiology as a foundation for further studies in biomechanics and performance analysis.
- Develop an understanding of the fundamental connection between structure and basic functions for muscles and joints.
- Identify the goals of exercise and sports biomechanics.
- Describe the methods used to achieve the goals of exercise and sports biomechanics.
- Analyze sport movements and design movement-oriented exercise prescriptions.

Unit – I Introduction to Kinesiology and Sports Biomechanics

- Meaning, definition, scope and importance of kinesiology and biomechanics in Physical Education and Sports.
- Historical development of kinesiology and biomechanics.
- Role of kinesiology and biomechanics in improving physical performance, sports technique, and injury prevention.
- Terminology used in kinesiology (anatomical position, planes, axes, movements).
- Origin, Insertion and Action of Muscles- Pectoralis Major and Minor, Deltoid, Biceps, Triceps (Anterior and Posterior) etc.

Unit – II Fundamental Concept of Anatomy and Physiology

Motion: types of motion (linear, angular, general).

Classification of Joints and Muscles

Types of Muscle Contractions

Posture – Meaning, Types and Importance of good posture.

Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal Innovation

Unit – III Mechanical Concepts

Force - Meaning, definition, types and its application to sports activities

Lever - Meaning, definition, types and its application to human body.

Newton's Laws of Motion – Meaning, definition and its application to sports activities.

Projectile – Factors influencing projectile trajectory.

Unit – IV Kinematics and Kinetics of Human Movement

Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration

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

Linear Kinetics – Inertia, Mass, Momentum, Friction.

Angular Kinetics – Moment of inertia ,Couple, Stability.

Reference:

- ❖ 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.

SEMESTER – IV
Theory Courses
CC-403 RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Credit: 4

Objectives:

- This course will enable students to understand the modern concept of research and statistics in physical education and sports. It aims to develop understanding about the need and importance of research in physical education and sports, research problem, survey of related literature, basics of statistical analysis and statistical models in physical education and sports.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Understand the basic framework of research process.
- Classify of research.
- Describe the research process and research methods.
- Identify various sources of information for literature review and data collection.
- know how to organize, manage, and present data.
- Use and apply a wide variety of specific statistical methods.
- Formulate research problem.
- Construct of tables and graphs.
- Search literature reviews.
- Understand statistical models used in physical education and sports.

Unit-I Introduction to Research

Meaning and definition of research

Need and importance of research in Physical Education

Scope of research in Physical Education

Research ethics principles, and informed consent of research

Paradigms of research and comparison between qualitative and quantitative research

Unit-II Survey of Related Literature

Need for surveying related literature. o Literature Sources, Library Reading

Research Proposal, Meaning and Significance of Research Proposal

Preparation of Research proposal / project

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 Basics of Statistical Analysis

Statistics: Meaning, Definition, Nature and Importance

Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables

Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve

Cumulative Frequency Polygon, Ogive, Pie Diagram

Unit- IV Statistical Models in Physical Education and Sports

- Meaning, importance and role of statistics in research.

- Organization and tabulation of data.
- Graphical representation of data: bar diagram, histogram, frequency polygon, ogive, pie chart.
- Measures of central tendency: mean, median, mode.
- Measures of variability: range, quartile deviation, standard deviation.

References:

- ❖ Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.
- ❖ Bompa, 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.
- ❖ Brown, L.E. & Miller, J., (2005). *How the training work*. In: *Training Speed, Agility, and Quickness*.
- ❖ Brown, L.E. & Ferrigno, V.A & Ferrigno, V.A., eds. Champaign, IL: Human Kinetics.
- ❖ Carl, E. K., & Daniel, D. A. (1969). *Modern principles of athletes training*. St. Louis: St. Louis's Mosby Company.
- ❖ Clark, H. H., & Clark, D. H. (1975). *Research process in physical education*. Englewood cliffs, New Jersey: Prentice Hall, Inc.
- ❖ Garrett, H.E. (1981). *Statistics in psychology and education*. New York: VakilsFeffer and Simon Ltd.
- ❖ 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.
- ❖ Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
- ❖ Uppal, A. K. (1990). *Physical fitness: how to develop*. New Delhi: Friends Publication.
- ❖ Verma, J. P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

SEMESTER – IV
Theory Courses
EC-401 THEORY OF SPORTS AND GAMES (Elective)

Credit: 4

Objectives:

- This course will enable students to understand the development history of game, dimension and rule and regulation of the game. It aims to develop understanding about the need and scientific principles of coaching, physical fitness component and importance warming up and conditioning.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Explain the historical development of the Game.
- To know about the dimension and rule and regulation of the Game.
- To understand scientific principles of coaching.
- Describe the Physical Fitness component and their methods.

Unit I – Introduction to Sports and Games

- Meaning, definition, scope, and importance of sports and games.
- Historical development of sports and games (ancient, medieval, and modern periods).
- Classification of sports and games: individual, dual, team, and recreational.
- Contribution of sports and games to education, fitness, and society.

Unit II – Rules, Regulations, and Organization

- Basic rules and regulations of selected games (e.g., Athletics, Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Handball, Kabaddi, Kho-Kho, Tennis, Volleyball and Yoga etc.).
- Knowledge of officials, signals, and duties.
- Facilities and equipment required for selected games.
- Organization of tournaments and competitions: knock-out, league, combination, challenge type.
- Intramural and extramural competitions.

Unit III – Fundamentals and Techniques

- Fundamental skills of selected sports and games:
 - Preparatory skills
 - Basic playing techniques
 - Advanced techniques
- Teaching progression of fundamental skills.
- General and specific warm-up related to games.
- Tactics and strategies in games and sports.

UNIT-IV Conditioning exercises and warming up.

- Concept of Conditioning and warming up.
- Role of weight training in games and sports.
- Teaching of fundamental skill & their mastery (technique, tactic and different phases of skill acquisition).
- Recreational and Lead up games
- Strategy – Offence and defense, Principles of offence and defense.

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.
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SEMESTER – IV
Theory Courses
EC-402 SPORTS MANAGEMENT

Credit: 4

Objectives:

- This course will enable students to understand the concept of sports management and qualities and competencies of sports manager in physical education and sports. It aims to develop understanding about the leadership, its style and leadership qualities, organization of sports tournament and event management.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- To understand the concept and basic principles of management.
- To understand the types of leadership.
- To understand the qualities and competences of sports leader.
- Understand the systems of organization of tournaments.
- Understand the importance of Organization and Administration.
- To know about the good effect of planning.

Unit I – Introduction to Sports Management

- Meaning, definition, nature, and scope of sports management.
- Importance of sports management in physical education and sports.
- Principles and functions of management (planning, organizing, staffing, directing, coordinating, controlling).
- Role and responsibilities of sports managers in educational institutions and sports organizations.

Unit II – Organization and Administration

- Organizational structure of sports bodies (school, college, university, club, state, national).
- Management of sports events: planning, budgeting, staffing, execution, and evaluation.
- Time management, communication, and leadership in sports organizations.
- Committees and their responsibilities in conducting sports events.

Unit-III

Sports Management in Schools, colleges and Universities.

Factors affecting planning

Planning a school or college sports programme.

Directing of school or college sports programme.

Controlling a school, college and university sports programme.

Developing performance standard

Establishing a reporting system

Evaluation

The reward/punishment system

Unit-IV

Financial management in Physical Education & sports in schools, Colleges and Universities.

Budget – Importance, Criteria of good budget,

Steps of Budget making & Principles of budgeting

References:

- ❖ Ashton, D. (1968). *Administration of physical education for women*. New York: The Ronal 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, organization and administration*. Philadelphia U.S.A. : W.B. Saunders Cp.

**PC-401: SPORTS SPECIALIZATION
(TRACK AND FIELD/ SWIMMING / GYMNASTICS)**

Credit: 4

Objectives:

- To define and acquaint training preparation of Game/Sport
- To employ the rules and regulation of Game/Sport
- To emphasis on preparation for the Game/Sport.
- To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.
- To orient & employ the rules and regulation in organization of competition in Game/Sport.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- After Completion of the course the students shall be able to:
- Gain knowledge of the Game/Sport.
- Learn the layout and marking for the Game/Sport.
- Demonstrate various drills & lead up activities related to Game/Sport.
- Develop the skills to teach rules, fundamentals and strategies of Game/Sport

Unit I – Introduction to Sports Specialization

- Concept and need of specialization in Physical Education and Sports.
- Importance of Track & Field, Swimming, and Gymnastics in physical education curriculum.
- General rules, terminologies, and safety measures of selected specialization.
- Contribution of specialization to physical fitness, health, and performance.

Unit II – Track and Field Specialization

- Fundamentals of Track events: starts, sprints, middle- and long-distance running, hurdling, relay techniques.
- Fundamentals of Field events: jumping events (long jump, triple jump, high jump, pole vault), throwing events (shot put, discus, javelin, hammer).
- Rules and officiating guidelines of track and field events.
- Teaching progressions, error detection, and correction.
- Training methods specific to track and field specialization.

Unit III – Swimming Specialization

- Fundamentals of swimming: water safety, entry, floating, breathing techniques.
- Strokes: freestyle, backstroke, breaststroke, butterfly (techniques and rules).
- Starts, turns, and finishes in competitive swimming.
- Lifesaving skills and rescue techniques.
- Training methods, error correction, and coaching progression in swimming.

Unit IV – Gymnastics Specialization

- Fundamental body positions, grips, rolls, and balancing activities.
- Floor exercises, vaulting, and apparatus work (men's and women's apparatus basics).
- Rhythmic gymnastics: movements with ball, ribbon, hoop, and rope (basic).
- Rules and judging criteria in gymnastics.
- Progression of teaching skills, spotting, and safety measures.

Unit V – Officiating, Coaching, and Evaluation

- Role and responsibilities of officials in Track & Field, Swimming, and Gymnastics.
- Preparation of score sheets and recording performance.
- Principles of teaching and coaching specialization events.
- Evaluation of skills, techniques, and performance.
- Career opportunities in specialization areas.

PC-402 GAME SPECIALIZATION

(Kabaddi / Kho-Kho / Baseball / Cricket / Football / Hockey / Softball / Volleyball / Handball / Basketball / Netball / Badminton / Table Tennis / Squash / Tennis)

Credit: 4

Objectives:

- To define and acquaint training preparation of Game/Sport
- To employ the rules and regulation of Game/Sport
- To emphasis on preparation for the Game/Sport.
- To acquaint the student with progressive teaching stages of fundamentals skills of Game/Sport.
- To orient & employ the rules and regulation in organization of competition in Game/Sport.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- After Completion of the course the students shall be able to:
- Gain knowledge of the Game/Sport.
- Learn the layout and marking for the Game/Sport.
- Demonstrate various drills & lead up activities related to Game/Sport.
- Develop the skills to teach rules, fundamentals and strategies of Game/Sport

Unit I – Introduction to Game Specialization

- Concept and significance of game specialization in Physical Education.
- Classification of games: indigenous games, team games, racket games, invasion games.
- Role of specialized games in physical, mental, and social development.
- Rules, regulations, and equipment of selected games.
- Safety measures, injury prevention, and fair play ethics.

Unit II – Fundamentals of Team Games (Kabaddi, Kho-Kho, Baseball, Cricket, Football, Hockey, Softball, Volleyball, Handball, Basketball, Netball)

- Fundamental skills and techniques of each team game.
- Basic strategies, formations, and tactical applications.
- Teaching progressions and error detection in fundamental skills.
- Rules and officiating knowledge of selected team games.
- Training methods and conditioning requirements.

Unit III – Fundamentals of Racket Sports (Badminton, Table Tennis, Squash, Tennis)

- Basic grips, strokes, and service techniques.
- Rules, scoring system, and court layout.
- Fundamental strategies for singles and doubles play.
- Progression in teaching basic racket skills.
- Officiating and scoring procedures.

Unit IV – Coaching, Teaching & Officiating in Game Specialization

- Lesson planning for teaching skills in specialized games.
- Principles of coaching: demonstration, correction, progression.
- Officiating duties, signals, and responsibilities in various games.
- Evaluation of players' performance in game situations.
- Preparation of score sheets and recording results.

**PC – 403 SPORTS SPECIALIZATION
(COACHING LESSON)**

Credit

: 4

Objectives:

- To observe children and the teaching learning process in a systematic manner.
- To learn to relate to and communicate with children during physical education activity.
- To evaluate physical education curriculum in the schools.
- To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
- To assume the role of a regular physical education teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process in physical education.
- To be able to innovate within teaching & coaching of game / sport skills.
- To learn to conduct meaningful classroom activities by careful selection and Organization of such activities.
- To learn to assess different aspects of children learning in physical education.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Demonstrate the practical concepts of teaching practice.
- Develop teaching proficiency for outdoor and indoor activities.
- Organize and compose mass demonstration /displays.
- Develop the knowledge of equipment that can be used for different indigenous activities.
- Develop the knowledge of free hand exercises emphasizing on physical fitness, rhythmic sense

(4 internal lesson at practicing school and 1 final external lesson on the students of practicing school as a sports specialization of any discipline mentioned above.)

Structure of Coaching Lesson

- Phases of a coaching lesson:
 - **Introduction** (warming up, motivation, briefing).
 - **Main part** (skill teaching, tactical development, conditioning).
 - **Culmination / Application** (game situation or practice drills).
 - **Conclusion** (cool down, feedback, evaluation).
- Time distribution for different phases.
- Factors affecting planning of a coaching lesson.

**PC- 404 GAMES SPECIALIZATION
(COACHING LESSON)**

Credit: 4

Objectives:

- To observe children and the teaching learning process in a systematic manner.
- To learn to relate to and communicate with children during physical education activity.
- To evaluate physical education curriculum in the schools.
- To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
- To assume the role of a regular physical education teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process in physical education.
- To be able to innovate within teaching & coaching of game / sport skills.
- To learn to conduct meaningful classroom activities by careful selection and Organization of such activities.
- To learn to assess different aspects of children learning in physical education.

Course Learning Outcomes:

After Completing the course, the students will be able to:

- Demonstrate the practical concepts of teaching practice.
- Develop teaching proficiency for outdoor and indoor activities.
- Organize and compose mass demonstration /displays.
- Develop the knowledge of equipment that can be used for different indigenous activities.
- Develop the knowledge of free hand exercises emphasizing on physical fitness, rhythmic sense

(4 internal lesson at practicing school and 1 final external lesson on the students of practicing school as a sports specialization of any discipline mentioned above.)

Unit I – Introduction to Coaching in Games

- Concept and objectives of coaching in team and individual games.
- Role and qualities of a good games coach.
- Distinction between teaching a game and coaching for performance.
- Importance of coaching lessons in skill development and tactical growth.
- Structure of a coaching lesson (Introduction – Main Part – Conclusion).

Unit II – Planning of Coaching Lessons

- Principles of planning coaching lessons for games.
- Selection of skills, techniques, and drills according to levels (beginner, intermediate, advanced).
- Preparation of lesson plans for:
 - Individual skills (passing, dribbling, serving, etc.).
 - Group skills (combination play, offensive/defensive formations).
 - Team strategies (game situations, tactical awareness).
- Use of progressive methods (simple → complex).

Unit III – Organization of Coaching Lessons

- Organization of players for maximum participation.
- Time management in different phases of the lesson.
- Use and management of equipment, space, and facilities.
- Safety considerations in coaching games.
- Motivation and discipline in games coaching.

Unit IV – Coaching Methods and Techniques in Games

- Methods of skill teaching (whole method, part method, whole–part–whole).
- Demonstration and explanation techniques.
- Error detection and correction in skill performance.
- Training methods for tactical awareness (small-sided games, conditioned play).
- Adaptations for different age groups and abilities.

Unit V – Evaluation of Coaching Lessons in Games

- Criteria for evaluating coaching effectiveness.
- Observation and assessment of skill execution.
- Peer and self-evaluation of coaching lessons.
- Recording and maintaining coaching reports.
- Feedback techniques for improving performance.