

**CURRICULUM FRAMEWORK:  
TWO-YEAR BACHELOR OF PHYSICAL EDUCATION PROGRAMME  
(B.P.ED.)**

Department of Physical Education & Sport Science

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## **B.P.ED PROGRAMME OBJECTIVES**

Bachelor of Physical Education (BPEd) two year teacher training programme in Physical Education promotes greater integration and balance between the social and physical sciences. Contextualize physical education with a set of attitudes and values that signify the importance of movement as a valued human practice. Once educated in Physical Education, would be able to make positive contributions to the enhancement of society, promote the learning of new skills, enhance, extend, inform and critique the deliberate use of exercise, play, sport and other forms of physical activity within an individual and societal context.

Bachelor of Physical Education is an undergraduate degree course which deals with the techniques that are useful to maintain the fitness of human body. Candidates having a deep passion for sports and related activities are the right pick for Bachelor of Physical Education course. A degree in B.P.Ed. can lead candidates to a variety of career options starting from being a part of the chosen sport to being a physical fitness trainer. Any candidate aspiring to build a career in the field of Physical Education needs to have certain traits and a range of skills beyond knowing sports. The most popular career path available for candidates after obtaining a B.P.Ed. degree is teaching. However, apart from teaching the graduates of this program would have careers in the various facets of the sporting industry, such as coaches, personal trainers, sports analyst, wellness activity managers and many more that candidates can think of taking up in the field of sports and physical fitness.

**The B.P.Ed. programme's salient objectives are to assist the learner in developing the following competencies:**

- ★ To prepare professionally qualified teachers in Physical Education for Secondary School education.
- ★ To prepare professionally trained professionals for Clubs, Gyms, and Fitness Centers, etc.
- ★ To prepare competent, committed, and willing to perform as professionals.
- ★ To inculcate rational thinking and to develop scientific temperament among the prospective teachers.
- ★ To be able to use organizational, administrative and managerial skills in the practical field.
- ★ To instill in the masses the idea of total fitness and a lasting desire to maintain it
- ★ To provide movement abilities ranging from functional life skills to those needed for successful participation in leisure activities.
- ★ Appreciation and understanding of specific sports, including their origins,
- ★ Cultural impact and aesthetic values.

## **GUIDELINES OF REGULATIONS AND MODEL SYLLABUS STRUCTURE FOR B. P. ED. TWO YEARS PROGRAMME (FOUR SEMESTERS)(CBCS)**

***(If the University or affiliating body is following choice based credit system, (CBCS) as approved and Circulated by the UGC, the credit hours given in the following curriculum framework need to be considered along with the hours of teaching mentioned for each paper/ activity / course)***

***(If the University or affiliating body is yet to adopt CBCS, only the hours of teaching mentioned for each paper/ activity / course will be considered, the credit in teaching hours may be ignored)***

**Preamble:** Bachelor of Physical Education (B. P. Ed.) two years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of physical education in classes VI to X and for conducting physical education and sports activities in classes XI and XII.

B. P. Ed. programme shall be designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprises of compulsory and optional theory as well as practical courses and compulsory school internship.

### **R.B.P.Ed. 1.Eligibility**

Intake, Eligibility and Admission Procedure as per the NCTE norms and standards

### **R. B.P.Ed. 2. Duration:**

The B.P.Ed programme shall be of duration of two academic years, that is, four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

### **R. B.P.Ed. 3. The CBCS System:**

All Programmes shall run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students, to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

**R. B.P.Ed 4. Course:**

The term course usually referred to, as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise Lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

**R. B.P.Ed. 5. Courses of Programme:**

The B.P.Ed. Programme consists of a number of courses, the term 'Course' applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of courses suggested for the B.P.Ed. Programme.

**Theory:** Core Course: Elective Course:

**Practicum:** Teaching Practices:

**R. B.P.Ed.6. Semesters:**

An academic year is divided into two semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The odd semester may be scheduled from May/June to November/December and even semester from November / December to May/June. The institution shall work for a minimum of 36 working hours in a week (five or six days a week).

**R. B.P.Ed.7. Working days:**

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

**R. B.P.Ed 8. Credits:**

The term 'Credit' refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half / two hours of practical work/field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a B.P.Ed. Programme is 90 credits and for each semester 20 credits.

### Provision of Bonus Credits Maximum 06 Credits in each Semester

Sr. No.	Special Credits for Extra Co-curricular Activities	Credit
1	Sports Achievement at Stale level Competition (Medal Winner) Sports Achievement National level Competition (Medal Winner) Sports participation International level Competition	1 2 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	Mountaineering – Basic Camp, Advance Camp / Adventure Activities	2
7	Organization / Officiating – State / National level in any two game	2
8	News Reposting / Article Writing / book writing / progress report writing	1
9	Research Project	4

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.

#### R. B.P.Ed. 9. Examinations:

- i. There shall be examinations at the end of each semester, for first semester in the month of November /December: for second semester in the month of May / June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in November /December or May / June.
- ii. A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

#### R. B.P.Ed 10 Condonation:

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.

**R. B.P.Ed 11. Pattern of Question Papers:**

Question Papers shall have five questions corresponding to four units of each theory course.

**B.P.Ed.: Format of Question Paper for 4 Units.**

Each question paper shall have five questions. The pattern will be as follows:

Question No.	Description	Marks
1	Answer in detail (Long Question) Or Answer in detail (Long Question) (Form Unit 1)	15
2	Answer in detail (Long Question) Or Answer in detail (Long Question) (Form Unit 2)	15
3	Answer in detail (Long Question) Or Answer in detail (Long Question) (Form Unit 3)	15
4	Write short notes: any two out of four (Form Unit 4)	15
5	M.C.Q. Type Questions (10 out of 12 Que.) (3 Questions. from each unit)	10
<b>Total</b>		<b>70</b>

**R. B.P.Ed. 12. Evaluation:**

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

One Test	15 Marks
Seminar / Quiz	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	30 Marks

Attendance shall be taken as a component of continuous assessment, although the students should have minimum 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

**R. B.P.Ed. 13. Minimum Passing Standard:**

The minimum passing standard for CIA (Continuous Internal Assessment) and External Examinations shall be 40%, i.e. 12 marks out of 30 marks and 28 marks out of 70 marks respectively for theory courses. The minimum passing for both CIA & external examination shall be 50%, i.e. 15 marks out of 30 and 35 marks out of 70 marks for the practical courses.

**R. B.P.Ed 14. Grading:**

Once the marks of the CIA (Continues Internal Assessment) and SEA (Semester End Assesment) for each of the courses are available, both (CIA and SEA) will be added. The marks thus obtained for each of the courses will then be graded as per details provided in R. B.P.Ed. 17 from the first semester onwards the average performance within any semester from the first semester is indicated by Semester Grade Point Average (SGPA) while continuous performance (including the performance of the previous semesters also) starting from the first semester is indicated by Cumulative Grade Point Average (CGPA). These two are calculated by the following formula:

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

$$CGPA = \frac{\sum_{i=1}^N SGPA_i}{N}$$

Where  $C_i$  is the Credit earned for the course in any semester;  $G_i$  is the Grade point obtained by the student for the course  $i$  and  $n$  number of courses obtained in that semester; is SGPA of semester  $j$  and  $N$  number of semester. Thus CGPA is average of SGPA of all the semesters starting from the first semester to the current semester.

**R. B.P.Ed. 15. Classification of Final Results:**

For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Physical Education in the First class / Second class / Pass class or First class with Distinction, the marks and the corresponding CGPA earned by the candidate in Core Courses will be the criterion. It is further provided that the candidate should have scored the First / Second Class separately in both the grand total and end Semester (External) examinations.

**R. B.P.Ed.16. Award of the B.P.Ed. Degree:**

A candidate shall be eligible for the award of the degree of the B.P.Ed. only if he/she has earned the minimum required credit including Bonus Credits of the programme prescribed above.

**R. B.P.Ed.17. Letter Grades and Grade Points:**

- i. Two methods-relative grading or absolute grading– have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students in the course and the grades are awarded based on a cut-off mark or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.
- ii. The grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:

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	7.0-8.49	A <sup>+</sup>	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	

**R. B.P.Ed.18. Grade Point Calculation**

Calculation of **Semester Grade Point Average (SGPA)** and **Credit Grade Point (CGP)** and declaration of class for B. P. Ed. Programme.

The credit grade points are to be calculated on the following basis:

$$CGP = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$



**Example – I**

Marks obtained by Student in course CC101 =

65/100 Percentage of marks = 65 %

Grade from the conversion table is = A

Grade Point =  $6.0 + 5 (0.99/9.99)$

=  $6.0 + 5 \times 0.1$

=  $6.0 + 0.5$

= 6.5

The Course Credits = 04

Credits Grade Point (CGP) =  $6.5 \times 04 = 26$

The semester grade point average (SGPA) will be calculated as a weighted average of all the grade point of the semester courses. That is Semester grade point average (SGPA) = (sum of grade points of all eight courses of the semester) / total credit of the semester as per example given below:

**SEMESTER-1**

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
<b>CC-101</b>	4	65	A	6.5	26
<b>CC-102</b>	4	60	A	6	24
<b>CC-103</b>	4	62	A	6.2	24.8
<b>EC-101/EC-102</b>	4	57	B+	5.7	22.8
<b>PC-101</b>	4	55	B+	5.5	22
<b>PC-102</b>	4	72	A+	7.2	28.8
<b>PC-103</b>	4	66	A	6.6	26.4
<b>PC – 104</b>	4	72	A+	7.2	28.8
	32				203.6

**Examples: Conversion of marks into grade points**

**CC-101**  $65 = 60 + 5 = 6.0 + 5 \times (0.99 / 9.99) = 6.0 + 5 \times 0.1 = 6.0 + 0.5 = 6.5$

**CC-102**  $60 = 6.0$

**CC-103**  $62 = 60 + 2 = 6.0 + 2 \times (0.99/9.99) = 6.0 + 2 \times 0.1 = 6.0 + 0.2 = 6.2$

**EC-101/EC-102**  $57 = 55 + 2 = 5.5 + 2 \times (0.49 / 4.99) = 5.5 + 2 \times 0.1 = 5.5 + 0.2 = 5.7$

**PC-101**  $55 = 5.5$

**PC-102**  $72 = 70 + 2 = 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$

**PC-103**  $66 = 60 + 6 = 6.0 + 6 \times (0.99 / 9.99) = 6.0 + 6 \times 0.1 = 6.0 + 0.6 = 6.6$

**PC – 104**  $72 = 70 + 2 = 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$

SEMESTER GRADE POINT AVERAGE (SGPA) = Total Credit Grade Points

=  $203.6 / 32 = 6.3625$

SGPA Sem. I = 6.3625

At the end of

Semester-1 Total

SGPA = 6.3625

Cumulative Grade Point Average (CGPA) =  $6.3625/1 = 6.3625$

CGPA = 6.66875, Grade = A, Class = First Class

**SEMESTER-2**

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
<b>CC-201</b>	4	76	A +	7.6	30.4
<b>CC-202</b>	4	64	A	6.4	25.6
<b>CC-203</b>	4	59	B +	5.9	23.6
<b>EC-201/EC-202</b>	4	80	A +	8	32
<b>PC-201</b>	4	49	C	4.9	19.6
<b>PC-202</b>	4	64	A	6.4	25.6
<b>PC-203</b>	4	55	B +	5.5	22
<b>TP - 201</b>	4	72	A +	7.2	28.8
	32				207.6

SGPA Sem. II = 6.4875

At the end of Semester-2

Total SGPA for two Semesters = 12.85

Cumulative Grade Point Average (CGPA) =  $12.85/2 = 6.425$

CGPA = 6.66875, Grade = A, Class = First Class

**SEMESTER-3**

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
<b>CC-301</b>	4	64	A	6.4	25.6
<b>CC-302</b>	4	64	A	6.4	25.6
<b>CC-303</b>	4	59	B+	5.9	23.6
<b>EC-301/EC-302</b>	4	81	A+	8.1	32.4
<b>PC-301</b>	4	49	C	4.9	19.6
<b>PC-302</b>	4	64	A	6.4	25.6
<b>PC-303</b>	4	68	A	6.8	27.2
<b>TP - 301</b>	4	75	A+	7.5	30
	32				209.6

SGPA Sem. III = 6.55

At the end of Semester-3

Total SGPA for three Semesters = 19.4

Cumulative Grade Point Average (CGPA) =  $19.4/3 = 6.466667$

CGPA = 6.66875, Grade = A, Class = First Class

## SEMESTER-4

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
<b>CC-401</b>	4	83	A+	8.3	33.2
<b>CC-402</b>	4	76	A+	7.6	30.4
<b>CC-403</b>	4	59	B+	5.9	23.6
<b>EC-401/EC-402</b>	4	81	A+	8.1	32.4
<b>PC-401</b>	4	49	C	4.9	19.6
<b>PC-402</b>	4	78	A+	7.8	31.2
<b>TP-401</b>	4	81	A+	8.1	32.4
<b>TP-402</b>	4	75	A+	7.5	30
	32				232.8

SGPA Sem. IV = 7.275

At the end of Semester-4

Total SGPA for all the four semesters = 26.675

Cumulative Grade Point Average (CGPA) =  $26.675 / 4 =$

6.66875 CGPA = 6.66875, Grade = A, Class = First

Class

**Note:**

(1) SGPA is calculated only if the candidate passes in all the courses i.e. get minimum C grade in all the courses.

(2) CGPA is calculated only when the candidate passes in all the courses of all the previous and current semesters.

(3) The cumulative grade point average will be calculated as the average of the SGPA of all the semesters continuously, as shown above.

(4) For the award of the class, CGPA shall be calculated on the basis of:

(a) Marks of each Semester End Assessment And

(b) Marks of each Semester Continuous Internal Assessment for each course.

The final Class for B.P.Ed. Degree shall be awarded on the basis of last CGPA (grade) from all the one to four semester examinations.

**R. B.P.Ed.19. Grievance Redressal Committee:**

The college/department shall form a Grievance Redressal Committee for each course in each college/department with the course teacher / Principal / Director and the HOD of the faculty as the members. This Committee shall solve all grievances of the students.

**R. B.P.Ed.20. Revision of Syllabi:**

1. Syllabi of every course should be revised according to the NCTE.
2. Revised Syllabi of each semester should be implemented in a sequential way.
3. In courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council.

4. All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.
5. During every revision, up to twenty percent of the syllabi of each course should be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of revised syllabi.
6. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

### **Semester - I**

<b>Part A: Theoretical Course</b>						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
<b>Core Course</b>						
<b>CC-101</b>	History, Principles and foundation of Physical Education	4	4	30	70	100
<b>CC-102</b>	Anatomy and Physiology	4	4	30	70	100
<b>CC-103</b>	Health Education and Environmental Studies	4	4	30	70	100
<b>Elective Course (Anyone)</b>						
<b>EC-101</b>	Olympic Movement	4	4	30	70	100
<b>EC-102</b>	Officiating and Coaching					
<b>Part-B Practical Course</b>						
<b>PC-101</b>	Track and Field (Running Events)	<b>6</b>	<b>4</b>	30	70	100
<b>PC-102</b>	Swimming/Gymnastics/ Shooting	<b>6</b>	<b>4</b>	30	70	100
<b>PC-103</b>	Indigenous Sports: Kabaddi / Malkhambh/ lezim / March past	<b>6</b>	<b>4</b>	30	70	100
<b>PC - 104</b>	Mass Demonstration Activities: Kho-Kho / dumbbells / tipri / wands / hoop / umbrella	<b>6</b>	<b>4</b>	30	70	100
<b>Total</b>		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 - II**

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

<b>Part A: Theoretical Course</b>						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
<b>Core Course</b>						
<b>CC-301</b>	Sports Training	4	4	30	70	100
<b>CC-302</b>	Computer Applications in Physical Education	4	4	30	70	100
<b>CC-303</b>	Sports Psychology and Sociology	4	4	30	70	100
<b>Elective Course (Anyone)</b>						
<b>EC-301</b>	Sports Medicine, Physiotherapy and Rehabilitation	4	4	30	70	100
<b>EC-302</b>	Curriculum Design					
<b>Part-B Practical Course</b>						
<b>PC-301</b>	Track and Field (Throwing Events)	6	4	30	70	100
<b>PC-302</b>	Combative Sports: Martial Art/ Karate/ Judo/ Fencing/ Boxing/ Taekwondo/ Wrestling (Any two out of these)	6	4	30	70	100
<b>PC-303</b>	Team Games: Baseball/ Cricket/ Football/ Hockey/ Softball/ Volleyball/ Handball/ Basketball/ Netball (Any two of these)	6	4	30	70	100
<b>Part - C Teaching Practices</b>						
<b>TP - 301</b>	Teaching Practice: (Teaching 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
<b>Total</b>		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**

<b>Part A:Theoretical Course</b>						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
<b>Core Course</b>						
<b>CC-401</b>	Measurement and Evaluation in Physical Education	4	4	30	70	100
<b>CC-402</b>	Kinesiology and Biomechanics	4	4	30	70	100
<b>CC-403</b>	Research and Statistics in Physical Education	4	4	30	70	100
<b>Elective Course (Anyone)</b>						
<b>EC-401</b>	Theory of sports and game	4	4	30	70	100
<b>EC-402</b>	Sports Management					
<b>Part-B Practical Course</b>						
<b>PC-401</b>	Track and Field / Swimming / Gymnastics (Any one out of three)	<b>6</b>	<b>4</b>	30	70	100
<b>PC-402</b>	Kabaddi/ Kho-Kho/ Baseball/ Cricket/ Football/Hockey/Softball / Volleyball/ Handball/ Basketball/ Netball/ Badminton/ Table Tennis/ Squash/ Tennis  (Any Two of these)	<b>6</b>	<b>4</b>	30	70	100
<b>Part - C Teaching Practices</b>						
<b>TP-401</b>	Sports specialization: Coaching lessons Plans (One for Sports 5 lessons)	<b>6</b>	4	30	70	100
<b>TP-402</b>	Games specialization: Coaching lessons Plans (One for Games 5 lessons)	<b>6</b>	4	30	70	100
<b>Total</b>		40	32	240	560	800
		160	128	960	2240	3200

**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.

**SCHEME OF EXAMINATION**  
**SEMESTER - I**

Paper	Subject	Internal	External	Total Marks
	<b><u>THEORY (400)</u></b>			
CC-101	History, Principles and foundation of Physical Education	30	70	100
CC-102	Anatomy and Physiology	30	70	100
CC-103	Health Education and Environmental Studies	30	70	100
EC-101/102	Olympic Movement/Officiating and Coaching (Elective)	30	70	100
	<b><u>PRACTICAL (400)</u></b>			
PC-101	Track and Field (Running Events)	30	70	100
PC-102	Swimming/Gymnastics/Shooting	30	70	100
PC-103	Indigenous Sports: Kabaddi/ Malkhambh/ lezim / March past (Any of one out of these)	30	70	100
PC-104	Mass Demonstration Activities: Kho-Kho / dumbbells / tipri / wands / hoop /umbrella (Any one out of these)	30	70	100
	<b>Total</b>	<b>240</b>	<b>560</b>	<b>800</b>

**SEMESTER -II**

Paper	Subject	Internal	External	Total Marks
	<b><u>THEORY (400)</u></b>			
CC-201	Yoga Education	30	70	100
CC-202	Educational Technology and Methods of Teaching in Physical Education	30	70	100
CC-203	Organization and Administration	30	70	100
EC-201/202	Contemporary issues in physical education, fitness and wellness/ Sports Nutrition and Weight Management (Elective)	30	70	100
	<b><u>PRACTICAL (300)</u></b>			
PC-201	Track and Field (Jumping Events)	30	70	100
PC-202	Yoga/Aerobics / Swimming / Gymnastics (Any of the two out of these)	30	70	100
PC-203	Racket Sports: Badminton/ Table Tennis/ Squash/ Tennis (Any of the two out of these)	30	70	100
	<b><u>TEACHING PRACTICE (100)</u></b>			
TP-201	Teaching Practice (Classroom and outdoor)	30	70	100
	<b>Total</b>	<b>240</b>	<b>560</b>	<b>800</b>



**SEMESTER –III**

Paper	Subject	Internal	External	Total Marks
	<b><u>THEORY (400)</u></b>			
CC-301	Sports Training	30	70	100
CC-302	Computer Applications in Physical Education	30	70	100
CC-303	Sports Psychology and Sociology	30	70	100
EC-301/302	Sports Medicine, Physiotherapy and Rehabilitation/Curriculum Design (Elective)	30	70	100
	<b><u>PRACTICAL (300)</u></b>			
PC-301	Track and Field (Throwing Events)	30	70	100
PC-302	Combative Sports : Martial Art, Karate, Judo, Fencing, Boxing, Taekwondo, Wrestling (Any two out of these)	30	70	100
PC-303	Team Games: Baseball, Cricket, Football, Hockey, Softball, Volleyball, Handball, Basketball, Netball (Any two of these)	30	70	100
	<b><u>TEACHING PRACTICE (100)</u></b>			
TP-301	Teaching Practice (Teaching Lesson Plans for Racket Sport/ Team Games/Indigenous Sports)	30	70	100
	<b>Total</b>	<b>240</b>	<b>560</b>	<b>800</b>

**SEMESTER -IV**

Paper	Subject	Internal	External	Total Marks
	<b><u>THEORY (400)</u></b>			
CC-401	Measurement and Evaluation in Physical Education	30	70	100
CC-402	Kinesiology and Biomechanics	30	70	100
CC-403	Research and Statistics in Physical Education	30	70	100
EC-401/402	Theory of sports and games(Specifically sports and games specialization)/Sports Management (Elective)	30	70	100
	<b><u>PRACTICAL (200)</u></b>			
PC-401	Track and Field/Swimming /Gymnastics (Any of one out of these)	30	70	100
PC-402	Kabaddi/ Kho-Kho/ Baseball/ Cricket/ Football/Hockey/Softball/ Volleyball/ Handball/ Basketball/ Netball/ Badminton/ Table Tennis/ Squash/ Tennis (Any of one out of these)	30	70	100
	<b><u>TEACHING PRACTICE (200)</u></b>			
TP-401	Sports Specialization: Coaching lessons Plans Track and Field/Swimming /Gymnastics (Any of one out of these)	30	70	100
TP-402	Game specialization Coaching lessons: Kabaddi/ Kho- Kho/ Baseball/ Cricket/Football/Hockey /Softball/ Volleyball/ Handball/ Basketball/ Netball/ Badminton/ Table Tennis/ Squash/ Tennis (Any of one out of these)	30	70	100
	<b>Total</b>	<b>240</b>	<b>560</b>	<b>800</b>

## **B. P. Ed. – Outline of Syllabus**

### **Semester – I**

#### **Theory Courses**

### **CC-101 HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION**

The Learning Outcomes of this subject are:–

- ^ Understand and appreciate the relationship of Physical Education to the total educational process.
- ^ To develop the behavioral and historical perspectives of Physical Education among the students.
- ^ Define Physical Education and its importance.
- ^ Understand aims and objectives of physical education.
- ^ Develop basic knowledge about development of different components of personality.
- ^ Design a physical education program.

#### **Unit – 1: Introduction**

- Meaning, Definition and Scope of Physical Education
- Aims and Objective of Physical Education
- Importance of Physical Education in present 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 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 of Physical Education**

- 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.

#### **Unit-4- Principles of Physical Education**

- Biological
  - Growth and development
  - Age and gender characteristics

- Body Types
- Anthropometric differences
- Psychological
  - Learning types, learning curve
  - Laws and principles of learning
  - Attitude, interest, cognition, emotions and sentiments
- Sociological
  - Society and culture
  - Social acceptance and recognition
  - Leadership
  - Social integration and cohesiveness

### References:

- Bucher, C. A. (n.d.) *Foundation of physical education*. St. Louis: The C.V. Mosby Co.
- Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of Physical education.
- Mohan, V. M. (1969). *Principles of physical education*. Delhi: Metropolitan Book Dep.
- Nixon, E. E. & Cozen, F.W. (1969). *An introduction to physical education*. Philadelphia: W.B. Saunders Co.
- Obertuffer, (1970). *Delbert physical education*. New York: Harper & Brothers Publisher.
- Sharman, J. R. (1964). *Introduction to physical education*. New York: A.S. Barnes & Co.
- William, J. F. (1964). *The principles of physical education*. Philadelphia: W.B. Saunders Co.

## Semester I

### Theory Courses

#### CC-102 ANATOMY AND PHYSIOLOGY

The Learning Outcomes of this subject are:–

- ▲ To gain the knowledge of Organization of the human body and its regulation.
- ▲ To understand the support and movement of systems of the body.
- ▲ To understand and analyze the structural aspect of systems of the body.
- ▲ To understand the concept of fundamental of human body organs.
- ▲ To understand and analyze the functional aspects of Human body.
- ▲ To have an ample knowledge of anatomy and physiology so that the sport trainer can improve the performance of his player by knowing the effects of exercises on the various bodily parts of his player.
- ▲ Able to evaluate the performance of his player and to get best results out of his player.
- ▲ Not only sport trainer but a player also can have knowledge of anatomy and physiology and can improve his sporting skill according to the sport/event by knowing the capability of his body.

#### UNIT-I

- Brief Introduction of Anatomy and physiology in the field of Physical Education.
- Introduction of Cell and Tissue.
- 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.
- Types of muscles.

#### UNIT-II

- **Blood and circulatory 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.
- **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.

### **UNIT-III**

- Definition of physiology and its importance in the field of physical education and sports.
- Structure, Composition, Properties and functions of skeletal 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.

### **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
- Physiological concept of physical fitness, warming up, conditioning and fatigue.
- Basic concept of balanced diet – Diet before, during and after competition.

### **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

The Learning Outcomes of this subject are:–

- ▲ Understand the concept, aim, objectives and importance of health education.
- ▲ Develop right concept about health and factors influencing health.
- ▲ Identify his/her role and responsibilities in the total school health programme.
- ▲ Justify the need of physical education programme, and contribution of physical education towards the holistic development of students.
- ▲ Understand the significance of play for school children.
- ▲ Designs play activities for different groups of students.
- ▲ Organizing and conducting of sports competitions in school.
- ▲ Acquire knowledge of recreational activities and be able to design recreational programme for school children.
- ▲ Identify various methods and strategies for realizing the objectives of health education.
- ▲ Establish the relationship of man with environment.
- ▲ Appreciate the role of various agencies working in the area of environment conservation.
- ▲ Understand possible environmental hazards and their negative effects.

#### **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

#### **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 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)**

The Learning Outcomes of this subject are:–

- ▲ To develop social aim to be realized through systematic analysis and understanding of Olympic participation
- ▲ To develop interest and competence of life time participation in games and sports.
- ▲ To develop interest for games and sports as a cultural heritage
- ▲ To develop social qualities such as cooperation sympathy team spirit, helpfulness, tolerance, patience and sportsmanship.

**Unit – I Origin of Olympic Movement**

- Philosophy of Olympic movement
- The early 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

### **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)**

The Learning Outcomes of this subject are:–

- ▲ To train Physical Education Teacher for conducting games/sports tournaments in well organized manner and impart knowledge of Coaching and Officiating of different games/sports.
- ▲ To understand basic concepts & principles of officiating and coaching of different sports.
- ▲ To enable the students to understand the rules, regulations and of different sports.
- ▲ To acquaint the students with the duties and responsibilities of officials and coaches.
- ▲ To acquaint with the roles and responsibilities of coaches and officials.

### **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
- 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 Books:**

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

## **Semester – II Theory Courses CC-201 YOGA EDUCATION**

The Learning Outcomes of this subject are:–

- ▲ To understand and to be equipped with the Concepts of Yogic practices and Asana.
- ▲ To be equipped with the knowledge of Upanisadas and its importance in one's life.
- ▲ To be equipped with the knowledge of Yoga sutra, Astang Yoga and Hatayoga.
- ▲ To become familiar with the Yogic practices and Asanas, their values and apply the same to the society.
- ▲ To develop perception an understanding and realizing the value of life.

## Unit – I: Introduction

- Meaning and Definition of Yoga
- Aims and Objectives of Yoga
- Yoga in Early Upanisads
- The Yoga Sutra: General Consideration
- 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
- 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: Kaixyadahmoe.
- Rajjan, S. M. (1985). *Yoga strenthening ofrelexation 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 PHYSICAL EDUCATION**

The Learning Outcomes of this subject are:-

- ▲ To understand the role of Educational Technology in modern Physical educational practices.
- ▲ To be acquainted with the approaches and components of Educational Technology.
- ▲ To understand the stages, levels and maxims of teaching.
- ▲ To keep abreast with different innovations in Educational Technology and try them out for improving teaching learning.
- ▲ To deliver the lessons of physical education skillfully and successfully.
- ▲ To understand the importance and types of teaching methods and techniques with its devices to teach various aspects of Physical Education skillfully.
- ▲ To equip with the skills of advanced Teaching Aids for conduct of physical education program effectively.
- ▲ To be proficient in construction of Lesson Plans for various Physical Education activities.
- ▲ To gain the knowledge of classifying the types of presentation-techniques and technical preparations required for physical education lessons.
- ▲ To understand the principles of class management and factors affecting class management.

#### **Unit – I Introduction**

- Education and Education Technology- Meaning and Definitions
- Types of Education- Formal, Informal and Non- Formal education.
- Educative Process
- Importance of Devices and Methods of Teaching.

#### **Unit – II Teaching Technique**

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

#### **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.
- 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**

Learning objectives of this course -

- ▲ To understand the concept of educational management, organization and administration at the school level.
- ▲ To acquaint with the basic principles of school management
- ▲ To develop skills for optimum utilization of resource available
- ▲ To identify factors conducive to the effective implementation of various school activities.
- ▲ To understand the concept and to equip with the essential skills of sports management.
- ▲ To understand the qualities and to equip with competencies required for the sports manager.
- ▲ To gain the knowledge of the basic concept of planning.
- ▲ To understand the Organization and Administration of Sports Programs.
- ▲ To be familiar with the Preparation of the financial proposals for physical education & sports in Schools/Colleges/Universities.
- ▲ To be equipped with the skill of Organization, designing and evaluating the sports events.

### **Unit – I: Organization and administration**

- Meaning and importance of Organization and Administration in physical education

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

### **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.
- 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,
- 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
- Sports Event Intramurals & Extramural Tournament planning

### **References:**

Broyles, F. J. &Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.

Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*.St.

Lolis: The C.V. Hosby Co.

Kozman, H.C. Cassidy, R. & Jackson, C. (1960).*Methods in Physical Education*. London:

W.B. Saunders Co.

Pandy, L.K. (1977). *Methods in Physical Education*.Delhe: Metropolitan Book Depo.

Sharma, V.M. & Tiwari, R.H.: (1979). *Teaching Methods in Physical Education*.  
Amaravati:

Shakti Publication.

Thomas, J. P.(1967). *Organization & administration of Physical Education*.  
Madras: Gyanodayal Press.

Tirunarayanan, C. & Hariharan, S. (1969). *Methods in Physical  
Education*. Karaikudi: South India Press.

Voltmer, E. F. & Esslinger, A. A. (1979). *The organization and administration of  
Physical Education*. New York: Prentice Hall Inc.

## **Semester – II**

### **Theory Courses**

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

The Learning Outcomes of this subject are: –

- ▲ Understand the modern concept of 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.
- ▲ 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.

#### **Unit – II Fitness, Wellness and Lifestyle**

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

#### **Unit – III Principles of Exercise Program**

- Means of Fitness development – aerobic and anaerobic exercises
- 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)**

The Learning Outcomes of this subject are:–

- ▲ Foster the science of Healthy living and dietary habits.
- ▲ Orient students toward the approach of positive life style.
- ▲ Guide the students about the ill-effects of lifestyle disorders and follow-up consequences in later stages of life.
- ▲ Give an insight on body-weight management and nutrition throughout the life.

### **Unit – I Introduction to Sports Nutrition**

- Meaning and Definition of Sports Nutrition
- Basic Nutrition guidelines
- Role of nutrition in sports
- Factor to consider for developing nutrition plan

### **Unit – II Nutrients: Ingestion to energy metabolism**

- Carbohydrates, Protein, Fat – Meaning, classification and its function
- Role of carbohydrates, Fat and protein during exercise
- Vitamins, Minerals, Water – Meaning, classification and its function
- Role of hydration during exercise, water balance, Nutrition – daily caloric requirement and expenditure.

### **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
- 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
- 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
  - Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle
  - 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
- 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.

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## Semester – III

### Theory Courses

#### CC-301 SPORTS TRAINING

The Learning Outcomes of this subject are:-

- ▲ To understand the concept, principles and different forms of sports training.
- ▲ To develop and understand various methods of training.
- ▲ To know technical and Tactical methods to develop training process.
- ▲ To be able to chalk out a training session for all levels of fitness and tournaments.
- ▲ To identify factors Influencing Training Programme

#### **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, Good Performance and High Performance Training

#### **Unit – II Training Components**

- Strength – Mean and Methods of Strength Development
- Speed – Mean and Methods of Speed Development
- Endurance - Mean and Methods of Endurance Development
- Coordination – Mean and Methods of coordination Development
- Flexibility – Mean and Methods of Flexibility Development

#### **Unit – III Training Process**

- Training Load- Definition and Types of Training Load
- Principles of Intensity and Volume of stimulus
- Technical Training – Meaning and Methods of Technique Training
- Tactical Training – Meaning and Methods of Tactical 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
- Talent Identification and Development

#### **Reference:**

Dick, W. F. (1980). *Sports training principles*. London:

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Uppal, A.K., (1999). *Sports Training*. New Delhi: Friends Publication.

**Semester III**  
**Theory Courses**  
**CC-302 COMPUTER APPLICATIONS IN PHYSICAL EDUCATION**

The Learning Outcomes of this subject are:-

- ▲ To understand the need and importance of Communication Technology (ICT) .
- ▲ To gain knowledge of the application of Computer in Physical Education
- ▲ To acquaint the learner with basic level operation of Computer in order to effectively use it as a teaching aid.
- ▲ To understand Application of Software used in Physical Education and sports.

**Unit – I: Introduction to Computer**

- Meaning, need and importance of information and communication technology (ICT).  
Application of Computers in Physical Education
- Components of computer, input and output device
- Application software used in Physical Education and sports

**Unit – II: MS Word**

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

**Unit – III: MS Excel**

- Introduction to MS Excel
- 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

**Referances:**

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 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**

The Learning Outcomes of this subject are:–

- ▲ To develop an understanding of the nature and scope of psychology of education, physical education & sports.
- ▲ To understand the nature, steps and factors facilitating and obstructing learning.
- ▲ To develop an understanding of the intelligence, creativity & the role of the teacher in fostering them.
- ▲ To make an understanding on the effect of social and cultural entities on the concept of individual difference and its importance in education, physical education and sports.
- ▲ To develop an understanding of the concept of personality, factors affecting personality development and the role of teacher in promoting mental health of students.

#### **Unit -I: introduction**

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

#### **Unit-II: Sports Psychology**

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

#### **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.
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- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*. Philadelphia: Lea &Febiger.
- Mathur, S.S., (1962). *Educational psychology*. Agra.VinodPustakMandir. Skinnner, 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.

### **Semester – III**

#### **Theory Courses**

#### **EC-301 SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION (ELECTIVE)**

The Learning Outcomes of this subject are:-

- ▲ To give an insight on sports injuries and first aid.
- ▲ To provide knowledge about the causes of injuries.
- ▲ To provide therapeutic treatment means for sports injuries and for rehabilitation of post injuries.
- ▲ To provide knowledge about the preventive measures of sports injuries and its causes.
- ▲ To aware the sports person and athlete about the different kinds of injury in respect of different games.

**Unit-I: - Sports Medicine:**

- Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance.
- Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.
- 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.

**Unit-III: Hydrotherapy:**

- Introduction and demonstration of treatments of Cry therapy, Thermo therapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation – Massage: History of Massage – Classification of Manipulation (Swedish System) physiological Effect of 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.
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Edward Arnold Ltd.

### **Semester – III**

#### **Theory Courses**

#### **EC-302 CURRICULUM DESIGN (Elective)**

The Learning Outcomes of this subject are:–

- ▲ To understand Under Graduate Level of Professional preparation in Physical Education and Sports
- ▲ To develop an understanding of the Profession and Curriculum Design of physical education.
- ▲ To understand the role of teachers in curriculum development.
- ▲ To develop an understanding of the intelligence, creativity & the role of the teacher in fostering curriculum in physical education and sports..

#### **UNIT-I Modern concept of the curriculum**

- Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.
- Factors affecting curriculum - Social factors - Personnel qualifications - Climatic consideration - Equipment and facilities -Time suitability of hours.
- National and Professional policies, Research finding

#### **UNIT-II Basic Guide line for curriculum construction; contest (selection and expansion).**

- Focalization
- Socialization
- Individualization
- Sequence and operation
- Steps in curriculum construction.

#### **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.
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- 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*. 3<sup>rd</sup> Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.

## **Semester – IV Theory Courses**

### **CC-401 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**

The Learning Outcomes of this subject are:–

- ▲ To understand the concept of Measurement, Evaluation and Assessment Procedure in Physical Education.
- ▲ To understand different tests in Physical Education.
- ▲ To acquire the knowledge of various tests regarding Physical fitness, Motor and Health related fitness.
- ▲ To understand various sports skill tests.
- ▲ To understand and utilize various statistical procedures for evaluation of human performance.

#### **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

#### **Unit- II Criteria; Classification and Administration of test**

- Criteria of good 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.

#### **Unit- III Physical Fitness Tests**

- AAHPER youth fitness test
- National physical Fitness Test
- Indiana Motor Fitness Test
- JCR test
- U.S Army Physical Fitness Test

#### **Unit- IV Sports Skill Tests**

- Lockhart and McPherson badminton test
- Johnson basketball test
- McDonald soccer test
- S.A.I volleyball test
- S.A.I Hockey test

#### **References:**

- Bangsbo, J. (1994). Fitness training in football: A scientific approach. Bagsvaerd, Denmark: Ho+Storm.
- Barron, H. M., & Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
- Barron, H.M. & Mchee, R. (1997). A Practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
- Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi: D.V.S. Publications.
- Mathews, D.K., (1973). Measurement in physical education, Philadelphia: W.B.SoundersCompnay.



Pheasant, S. (1996). Body space: anthropometry, ergonomics and design of work. Taylor & Francis, New York.

Phillips, D. A., & Hornak, J. E. (1979). Measurement and evaluation in physical education. New York: John Willey and Sons.

Sodhi, H.S., & Sidhu, L.S. (1984). Physique and selection of sports- a kinanthropometric study. Patiala: Punjab Publishing House.

## **Semester – IV Theory Courses**

### **CC-402 KINESIOLOGY AND BIOMECHANICS**

The Learning Outcomes of this subject are: –

- ▲ To value the correct movement techniques whether in performing sports skills or our activities in day-to-day lives.
- ▲ To understand the nature and scope of Kinesiology in Physical Education & Sports.
- ▲ To understand the importance and techniques of movement analysis.
- ▲ To understand the knowledge regarding antagonistic and agonistic muscles involve in the movements.
- ▲ To gain knowledge of the application of mechanical principles to fundamental skills and sports techniques.
- ▲ To understand basic mathematical problems related to motion, force and levers.

#### **Unit – I Introduction to Kinesiology and Sports Biomechanics**

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

#### **Unit – II Fundamental Concept of Anatomy and Physiology**

- 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

The Learning Outcomes of this subject are:–

- ▲ To lay the foundation of high level studies and researches that can be carried out in the field of physical education so as to develop scientific evidences to the previously existed theories and to find out new ones.
- ▲ To understand need and Importance of Research in Physical Education and sports.
- ▲ To understand the nature and scope of Research and Statistics in Physical Education and Sports.
- ▲ To understand Survey of Related Literature and Research Reports.
- ▲ To understand basics of Statistical Analysis.
- ▲ To prepare Statistical Models in Physical Education and Sports

### Unit-I Introduction to Research

- Definition of Research
- Need and importance of Research in Physical Education and Sports.
- Scope of Research in Physical Education & Sports.
- Classification of Research
- Research Problem, Meaning of the term, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations.

## Unit-II Survey of Related Literature

- Need for surveying related literature.
- 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

- Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data
- Measures of Variability: Meaning, importance, computing from group and ungroup data
- Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data

### References:

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

The Learning Outcomes of this subject are:–

- ^ Thorough understanding of the rules and regulations, dimensions and prerequisite fitness components.
- ^ To be able to teach basic and fundamental skills and techniques in various games and sports so as to enhance their interests for higher level of participation later on.

#### **UNIT-I INTRODUCTION**

##### **General Introduction of specialized games and sports–**

- Athletics,
- Badminton,
- Basketball,
- Cricket,
- Football,
- Gymnastic,
- Hockey,
- Handball,
- Kabaddi,
- Kho-Kho,
- Tennis,
- Volleyball and
- Yoga.

##### **Each game or sports to be dealt under the following heads**

- History and development of the Game and Sports
- Ground preparation, dimensions and marking
- Standard equipment and their specifications
- Ethics of sports and sportsmanship

#### **UNIT-II Scientific Principles of coaching: (particular sports and game specific)**

- Motion – Types of motion and Displacement, Speed, Velocity, Acceleration, Distance and Newton’s Law of motions.
- Force – Friction, Centripetal and Centrifugal force, Principles of force.
- Equilibrium and its types
- Lever and its types
- Sports Training – Aims, Principles and characteristics.
- Training load – Components, Principles of load, Over Load (causes and symptoms).

### **UNIT-III Physical fitness components: (particular sports and game specific)**

- Speed and its types
- Strength and its types
- Endurance and its types
- Flexibility and its types
- Coordinative ability and its types
- Training methods: - Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek /speed play and weight training)

### **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*.

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Singer, R. N. (1972). *Coaching, athletic & psychology*. New York: M.C. Graw Hill.

## **Semester – IV Theory Courses**

### **EC-402 SPORTS MANAGEMENT**

The Learning Outcomes of this subject are:–

- ▲ To understand the concept and to equip with the essential skills of sports management.
- ▲ To understand the qualities and to equip with competencies required for the sports manager.
- ▲ To gain the knowledge of the basic concept of planning.
- ▲ To gain the knowledge of the concept of leadership and it's known forms.
- ▲ To understand the Organization and Administration of Sports Programs.
- ▲ To be familiar with the Preparation of the financial proposals for physical education & sports in Schools/Colleges/Universities.
- ▲ To be equipped with the skill of Organization, designing and evaluating the sports events.

**Unit-I**

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

**Unit-II**

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

**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*. 7<sup>th</sup> Edition, St. Louis: The C.V. Mosby Co.
- Daughtrey, G. & Woods, J.B. (1976). *Physical education and intramural programmes, organisation and administration*. Philadelphia U.S.A. : W.B. Saunders Cp.
- Earl, F. Z, & Gary, W. B. (1963). *Management competency development in sports and physical education*. Philadelphia: W. Lea and Febiger.

**Part – B**  
**Practical Courses**  
**Semester – I**

**PC – 101: TRACK AND FIELD:**

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stance, ground markings and dimensions, rules in the games and duties of officials of the event of hurdles and relays.
- ◆ To develop a knowledge about the historical development of this game.

**Running Event**

- Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks.
- Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug
- Ground Marking, Rules and Officiating
- Hurdles:
  - Fundamental Skills- Starting, Clearance and Landing Techniques.
  - Types of Hurdles
  - Ground Marking and Officiating.

**Relays: Fundamental Skills**

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

**PC 102: GYMNASTICS:**

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stance, exercises, rules of the games and duties of officials in the event of Gymnastics.
- ◆ To develop a knowledge about the historical development of this game.

**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:SWIMMING:**

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stance, pool markings and dimensions, rules of the games and duties of officials in the event of swimming.
- ◆ To develop a knowledge about the historical development of this game.

### **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: SHOOTING**

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stance, rules of the games and duties of officials in the event of shooting.
- ◆ To develop a knowledge about the historical development of this game.

### **Fundamental Skills**

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

**(Any one out of three)**



## **PC – 103 INDIGENOUS SPORTS:**

### **Kabaddi:**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills of raiding and defending, techniques, stance, rules of the games and duties of officials in the event of kabaddi.
- ◆ To develop a knowledge about the historical development of this game.

### **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 holds, Techniques of escaping from chain formation, Combined formations in offence and defense.
- Ground Marking, Rules and Officiating

## **PC – 103: MALKHAMBH AND LIGHT APPARATUS**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stance, field dimensions, rules of the games and duties of officials in the event of malkhamb and light apparatus.
- ◆ To develop a knowledge about the historical development of this game.

### **Fundamental Skills**

- 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.

### **PC – 104: KHO KHO**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills of running and chasing, techniques, sitting positions, field dimensions, rules of the games and duties of officials in the event of kho-kho.
- ◆ To develop a knowledge about the historical development of this game.

#### **Fundamental 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: DUMBELLS/ WANDS/ HOOP/ UMBRELLA/ TIPRI:**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of handling apparatus, techniques, exercises of different counts, stance, in theDumbells/ Wands/ Hoop/ Umbrella/ Tipri.
- ◆ To develop a knowledge about the historical development of this game.

#### **Fundamentals skills**

- Apparatus/ Light apparatus Grip
- Attention with apparatus/ Light apparatus
- Stand – at – ease with apparatus/ ligfht apparatus
- Exrcise 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

## Semester – II

### PC – 201: TRACK AND FIELD

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of fundamental skills, techniques, stance, ground markings and dimensions, rules and duties of officials, etc. in the individual events of jumping.
- ◆ To develop a knowledge about the historical development of this game.

#### Athletics: Jumping Events

- High Jump (Straddle Roll)
- Approach Run,
- Take off
- Clearance over the bar.
- Landing

### PC – 202: GYMNASTICS:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of fundamental skills, techniques, apparatus used, rules and duties of officials, etc. in the individual events of gymnastics.
- ◆ To develop a knowledge about the historical development of this game.

#### Fundamentals skills

- 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

**PC – 202: YOGA:**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of performing various asanas, techniques, rules and duties of officials, etc. in the event of Yoga.
- ◆ To develop a knowledge about the historical development of yoga.
  - Surya Namaskara,
  - Pranayams
  - Corrective Asanas
  - Kriyas
  - Asanas
    - Sitting
    - Standing
    - Laying Prone Position,
    - Laying Spine Position

**PC – 202: SWIMMING:**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of fundamental skills, techniques, stance, pool markings and maintenance, rules and duties of officials, etc. in the individual events of water polo and diving.
- ◆ To develop a knowledge about the historical development of this game.

**Introduction of water polo game**

- Fundamental skills
- Swimm 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 – 202: AEROBICS:**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of fundamental skills, techniques, stance, types and variations, in the individual event of aerobics.
- ◆ To develop a knowledge about the historical development of this game.
  - Introduction of Aerobics
    - Rhythmic Aerobics - dance
    - Low impact aerobics
    - High impact aerobics
    - Aerobics kick boxing
    - Postures – Warm up and cool down
    - THR Zone – Being successful in exercise and adaptation to aerobic workout.

**PC – 203: BADMINTON:**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of fundamental skills, techniques, stance, rules and their interpretation and duties of officials in the event of badminton.
- ◆ To develop a knowledge about the historical development of this game.

**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.

**PC – 203: TABLE TENNIS:**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of fundamental skills, techniques, court dimensions, stance, rules and their interpretation and duties of officials in the event of table tennis.
- ◆ To develop a knowledge about the historical development of this game.

**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.

**PC – 203: SQUASH:**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of fundamental skills, techniques, court dimensions, stance, rules and their interpretation and duties of officials in the event of squash.
- ◆ To develop a knowledge about the historical development of this game.

**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.

**PC – 203: TENNIS:**

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of fundamental skills, techniques, court dimensions, stance, rules and their interpretation and duties of officials in the event of tennis.
  - ◆ To develop a knowledge about the historical development of this game.

**Fundamental Skills**

- Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.
- Stance and Footwork.
- Basic Ground strokes-Forehand drive, Backhand drive.
- Basic service.
- Basic Volley.
- Over-head Volley.
- Chop
- Tactics – Defensive, attacking in game
- Rules and their interpretations and duties of officials.

**TP – 201 TEACHING PRACTICES:**

The Learning Outcomes of this Teaching Practice are:-

- ◆ To create the classroom like situations and outdoor activities so as to familiarize the student teachers to the real like situations in order to deliver better physical education classes.

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

### PC – 301: TRACK AND FIELDS

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, equipments used, ground markings and dimensions, rules and duties of officials, etc. in the event of throwing.
  - ◆ To develop a knowledge about the historical development of this game.

#### (Throwing Events)

- Discus Throw, Javelin, Hammer throw, shot-put
- Basic Skills and techniques of the Throwing events
- Ground Marking / Sector Marking
- Interpretation of Rules and Officiating.
- Grip
- Stance
- Release
- Reserve/ (Follow through action)
- Rules and their interpretations and duties of officials

### PC – 302: BOXING:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, apparatus used, court markings and dimensions, rules and duties of officials, etc. in the individual event of boxing.
  - ◆ To develop a knowledge about the historical development of this game.

#### Fundamental Skills

- Player stance
- Stance - Right hand stance, left hand stance.
- 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.

### PC – 302: MARTIAL ARTS/KARATE:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Martial Arts/Karate.
  - ◆ To develop a knowledge about the historical development of this game.

## Fundamental Skills

- Player Stances – walking, hand positions, front-leaning, side-fighting.
- Hand Techniques - Punches (form of a punch, straight punch, and reverse punch), Blocks (eight basic).
- Leg Techniques - Snap kicks, stretching straight leg, thrust kicks, sidekicks, round house.
- Forms - The first cause Katas.
- 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.

## PC – 302: TAEKWONDO:

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Taekwondo.
- ◆ To develop a knowledge about the historical development of this game.

## Fundamental Skills

- Player Stances – walking, extending walking, L stance, cat stance.
- Fundamental Skills – Sitting stance punch, single punch, double punch, triple punch.
- Punching Skill from sparring position – front-fist punch, rear fist punch, double punch, and four combination punch.
- Foot Techniques (Balgisul) – standing kick (soseochagi), Front kick (AP chagi), Arc kick (BandalChagi), Side kick, (YeopChagi), Turning kick (DollyoChagi), Back kick (Twit Chagi), Reverse turning kick (BandaedollyoChagi), Jump kick (TwimyoChagi),
- Poomsae (Forms) – Jang, Yi Jang, Sam Jang, Sa Jang, O Jang, Yook Jang, Chil Jang, Pal Jang (Fundamental Movement – eye control, concentration of spirit, speed control, strength control, flexibility, balance, variety in techniques)
- Sparring (Kyorugi) – One Step Sparring (hand techniques, foot techniques, self defense techniques, combination kicks), Free Sparring.
- Board Breaking (Kyokpa) – eye control, balance, power control, speed, point of attack.
- Rules and their interpretations and duties of officials.



**PC – 302: JUDO:**

Learning outcomes of this course:

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Judo.
  - ◆ To develop a knowledge about the historical development of this game.

**Fundamental skills**

- Rei (Salutation)-Ritsurei(Salutation in standing position), Zarai (Salutation in the sitting position)
- Kumi kata (Methods of holding judo costume)
- Shisei (Posture in Judo)
- Kuzushi (Act of disturbing the opponent posture)
- Tsukuri and kake (Preparatory action for attack)
- 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), O 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.

**PC – 302: WRESTLING:**

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules, scoring and duties of officials and their positioning, etc. in the event of Wrestling.
  - ◆ To develop a knowledge about the historical development of this game.

**Fundamental Skills**

- Take downs, Leg tackles, Arm drag.
- Counters for take downs, Cross face, Whizzer series.
- 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 – 302: FENCING:**

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Fencing.
- ◆ To develop a knowledge about the historical development of this game.

#### **Fundamental Skill**

- Basic Stance - on-guard position (feet and legs)
- Footwork – advance, retire, lunge, Step-lunge
- 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.

### **PC 303 : Team Games:**

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of various team games.
- ◆ To develop a knowledge about the historical development of this game.

### **PC 303: BASEBALL:**

The Learning Outcomes of this Sport are:-

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Baseball.
- ◆ To develop a knowledge about the historical development of this game.

### **Fundamental Skills**

- Player Stances – walking, extending walking, L stance, cat stance.
- Grip – standard grip, choke grip,
- Batting – swing and bunt.
- Pitching –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.

### **PC 303: NETBALL:**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Netball.
- ◆ To develop a knowledge about the historical development of this game.

### **Fundamental Skills**

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- 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.

### **PC – 303: CRICKET:**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, rules and duties of officials, etc. in the event of Cricket.
  - ◆ To develop a knowledge about the historical development of this game.

#### **Fundamental Skills**

- Batting-Forward and backward defensive stroke
- Bowling-Simple bowling techniques
- Fielding-Defensive and offensive fielding
- Catching-High catching and Slip catching
- Stopping and throwing techniques
- Wicket keeping techniques

### **PC 303: FOOTBALL:**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Football.
  - ◆ To develop a knowledge about the historical development of this game.

#### **Fundamental Skills**

- Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick
- Trapping-trapping rolling the ball, trapping bouncing ball with sole
- Dribbling-With instep, inside and outer instep of the foot.
- Heading-From standing, running and jumping.
- Throw in
- Feinting-With the lower limb and upper part of the body.
- Tackling-Simple tackling, Slide tackling.
- Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting.

### **PC 303: HOCKEY:**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, ground marking, rules and duties of officials, etc. in the event of Hockey.
  - ◆ To develop a knowledge about the historical development of this game.

#### **Fundamental Skills**

- Player stance & Grip
- Rolling the ball

- Dribbling
- Push
- Stopping
- Hit
- Flick
- Scoop
- Passing – Forward pass, square pass, triangular pass, diagonal pass, return pass,
- Reverse hit
- Dodging
- Goal keeping – Hand defense, foot defense
- Positional play in attack and defense.
- Rules and their interpretations and duties of officials.
- Rules and their interpretations and duties of officials.
- Ground Marking.

### **PC – 303: SOFTBALL:**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Softball.
  - ◆ To develop a knowledge about the historical development of this game.

#### **Fundamental Skills**

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- 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.

### **PC 303: VOLLEYBALL:**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Volleyball.
  - ◆ To develop a knowledge about the historical development of this game.

### **Fundamental Skills**

- Players Stance-Receiving the ball and passing to the team mates,
- The Volley (Over head pass),
- The Dig (Under hand pass).
- Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service.
- Rules and their interpretations and duties of officials.

### **PC – 303: HAND BALL:**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of Handball.
- ◆ To develop a knowledge about the historical development of this game.

### **Fundamental Skills**

- Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot, Dribbling-High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense.
- Rules and their interpretations and duties of officials.

### **PC – 303: BASKET BALL:**

The Learning Outcomes of this Sport are:–

- ◆ To be able to learn and deliver the knowledge of basic fundamental skills, techniques, stances, forms, rules and duties of officials, etc. in the event of basketball.
- ◆ To develop a knowledge about the historical development of this game.

### **Fundamental Skills**

- Player stance and ball handling
- Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass.
- Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.
- Dribbling-How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble.
- Shooting-Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free throw.
- 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.

**TP – 301 TEACHING PRACTICES:**

Learning outcomes of this Teaching Practice are:

- ◆ To train the student teachers to conduct classes and lesson plans on Racket Sports/Team Games/Indigenous Sports both in the department classes as well as in the schools of their internship program.

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

**TP – 401 SPORTS SPECIALIZATION: TRACK AND FIELD / GYMNASTICS / SWIMMING**

Learning outcomes of this Coaching lesson are:

- ◆ To train the student teachers to equip with sports specialization of any discipline mentioned above so as to enhance their teaching ability.
  - ◆ To develop a knowledge about the historical development of this game.

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

**TP- 402: GAMES SPECIALIZATION: KABADDI, KHO-KHO, BASE BALL, CRICKET, FOOTBALL, HOCKEY, SOFTBALL VOLLEYBALL, HANDBALL, BASKETBALL, NETBALL, BADMINTON, TABLE TENNIS, SQUASH, TENNIS**

Learning outcomes of this Coaching Lesson are:

- ◆ To train the student teachers to equip with game specialization of any discipline mentioned above so as to enhance their teaching ability and proficiency in handling practical classes.
  - ◆ To develop a knowledge about the historical development of this game.

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

*Note: Where ever details of any activities are not mentioned, it is expected to elaborate skills by the competent bodies of local Universities.*

**Table – 1: Semester wise distribution of hours per week**

<b>Semester</b>	<b>Theory</b>	<b>Practicum</b>	<b>Teaching practice</b>	<b>Total</b>
<i>I</i>	16	24	00	40
<i>II</i>	16	18	6	40
<i>III</i>	16	18	6	40
<i>IV</i>	16	12	12	40
<i>Total</i>	64	72	24	160
<i>Minimum of 36 teaching hours per week is required in five or six days in a week</i>				

**Table – 2: Number of credits per semester**

<b>Semester</b>	<b>Theory</b>	<b>Practicum</b>	<b>Teaching practice</b>	<b>Total</b>
<i>I</i>	16	16	00	32
<i>II</i>	16	12	04	32
<i>III</i>	16	12	04	32
<i>IV</i>	16	08	08	32
<i>Total</i>	64	48	16	128
<i>Minimum of 36 teaching hours per week is required in five or six days in a week</i>				