

# B. P. Ed.,

## Syllabus

### UNIVERSITY DEPARTMENT

Program Code: PEDB

2025 – 2026 onwards



## BHARATHIAR UNIVERSITY

(A State University, Accredited with “A” Grade by NAAC,  
Ranked 13<sup>th</sup> among Indian Universities by MHRD-NIRF,  
World Ranking : Times - 801-1000, Shanghai - 901-1000, URAP – 1047 )

Coimbatore - 641 046, Tamil Nadu, India

<b>PROGRAM EDUCATIONAL OBJECTIVES (PEO's)</b>	
The <b>B.P.Ed.</b> , Program describe accomplishments that graduates are expected to attain.	
<b>PEO-1</b>	Learning Skills and implementing in the Physical Education & Sports
<b>PEO-2</b>	Acquiring the skills in organizing tournaments and conference.
<b>PEO-3</b>	Understand the psychological principles of growth and development, individual Differences, cognitive, Psychomotor and attitude is teaching sports activities.
<b>PEO-4</b>	Understanding and role of Physical Education and Sports in Changing the Society.
<b>PEO-5</b>	Ability to undertake investigatory projects and action research to improve Physical Education and sports.
<b>PEO-6</b>	Enabling skills in guiding the leaners in order to enable to solve the personal and academic issues.
<b>PEO-7</b>	Create an awareness on fitness and health among the youth of our country.
<b>PEO-8</b>	Familiarize the Fit India movement in the society.
<b>PEO-9</b>	Create avenues to become a Physical Educationist, Coach , trainer's, technologist and scientist.

<b>Program Specific Objectives (PSOs)</b>	
After the successful completion of <b>B.P.Ed.</b> , program, the students are expected to	
<b>PSO-1</b>	Becoming eligible and qualified (PET) Physical Education Teacher.
<b>PSO-2</b>	Learn understand and implement various concepts of Physical Education.
<b>PSO-3</b>	Acquire the technical and tactical skills in various games.
<b>PSO-4</b>	Acquire the technical and tactical Skills in various athletic events.
<b>PSO-5</b>	Basic qualification to go for higher education in Physical Education.
<b>PSO-6</b>	Enabling to teach fundamental skills in sports and games to the school children.
<b>PSO-7</b>	Development of organizing skills to conduct various sports competitions in state, national & International level.
<b>PSO-8</b>	Development of Skills in lay out and Maintained of Play Fields.

<b>Program Outcomes (POs)</b>	
On successful completion of the <b>B.P.Ed.</b> , program, the students will be able to	
<b>PS-1</b>	Qualified skillful and competent teachers in Physical Education and Sports.
<b>PS-2</b>	Achieve competency to organize state, national and international level tournaments.
<b>PS-3</b>	Officials in various sports and games at National and International Level.
<b>PS-4</b>	Developing research skills for innovations in the methods of training.
<b>PS-5</b>	Knowledge to design training model for developing various of sports and games.
<b>PS-6</b>	Developing different professional life, coach's , fitness trainer's yoga trainer's, sports administrators & sports technologists.
<b>PS-7</b>	Conducting action and applied research in allied subjects of helps and Physical Education.
<b>PS-8</b>	Designing new equipment's in Sports with application of technology and Bio mechanics.
<b>PS-9</b>	Knowledge to prepare a training schedule for the development various of sports and games.
<b>PS-10</b>	Coaches in various sports and games at National and International Level.

**Course Scheme and Scheme of Examination for B.P.ED Course****(For those admitted in June 2020- 2021 onwards)**

Course Code	Title of the Course		Hours		Maximum Marks		
		Credits	Theory	Practical	CIA	ESE	Total
FIRST SEMESTER							
13A	C- 1 History, Principles and Foundation of Physical Education	4	4	-	25	75	100
13B	C- 2 Anatomy and Physiology	4	4	-	25	75	100
13C	C- 3 Health Education and Environmental Studies	4	4	-	25	75	100
1EA	E - 1 Olympic Movement	4	4	-	25	75	100
1EB	E – 2 Contemporary issues in Physical Education, Fitness and Wellness						
13P	P – 1 Track and Field (Demonstration)	4	-	4	100	-	100
13Q	P – 2 Gymnastics and Yoga	4	-	4	100	-	100
13R	P – 3 Indigenous Activities & Mass Demonstration Dands & Baithaks, Lezium, Tipri, Minor Games Calisthenics, Indian-Clubs, Dumbbells, Wands, Hoops, Umbrella Exercise, March-past	4	-	4	100	-	100
	Total	28	16	12	400	300	700
SECOND SEMESTER							
23A	C – 1 Yoga Education	4	4	-	25	75	100
23B	C – 2 Education Technology and Methods of Teaching in Physical Education	4	4	-	25	75	100
23C	C- 3 Organization, Administration and Supervision in Physical Education	4	4	-	25	75	100
2EA	E – 1 Theories of Games and Sports – I	4	4	-	25	75	100
2EB	E - 2 Curriculum Design						
23P	P – 1 Track and field (Coaching Skills)	4	-	4	25	75	100
23Q	P – 2 Racket Sports: Badminton, Ball badminton, Tennis, Table Tennis	4	-	4	100	-	100
29P	P – 3 Teaching Practices General lesson (10 Lessons) Teaching general lesson plan(out of 10 lesson 5 internal and externalpracticing at school)	4	-	4	25	75	100
	Total	28	16	12	250	450	700

<b>THIRD SEMESTER</b>							
<b>33A</b>	<b>C - 1</b> Sports Training	4	4	-	25	75	100
<b>33B</b>	<b>C – 2</b> Computer Application in Physical	4	4	-	25	75	100
<b>33C</b>	<b>C – 3</b> Sports Psychology and Sociology	4	4	-	25	75	100
<b>3EA</b>	Sports Medicine, Physiotherapy and Rehabilitation	4	4	-	25	75	100
<b>3EB</b>	<b>E – 2</b> Sports Nutrition and Weight Management						
<b>33P</b>	<b>P - 1</b> Weight lifting, Power lifting, Wrestling and	4	-	4	100	-	100
<b>33Q</b>	<b>P – 2 Combative sports:</b> Martial Arts and Aerobics	4	-	4	100	-	100
<b>33R</b>	<b>Team Games:</b> Basketball, Cricket, Football, Volleyball, Kho-Kho	4	-	4	100	-	100
	<b>Total</b>	28	16	12	400	300	700
<b>FOURTH SEMESTER</b>							
<b>43A</b>	<b>C – 1</b> Measurement and Evaluation in Physical Education	4	4	-	25	75	100
<b>43B</b>	<b>C – 2</b> Kinesiology and Biomechanics	4	4	-	25	75	100
<b>43C</b>	<b>C – 3</b> Research and Statistics in Physical Education	4	4	-	25	75	100
<b>4EA</b>	<b>E - 1</b> Theory of Sports and Game- II	4	4	-	25	75	100
<b>4EB</b>	<b>E – 2</b> Sports Management						
<b>43P</b>	<b>Team Games:</b> Kabaddi, Hockey, Softball, Handball, Netball	4	-	4	100	-	100
<b>43Q</b>	<b>P – 2 Games of Specialization</b>	4	-	4	25	75	100
<b>49Q</b>	<b>P – 3 Teaching practices: Particular lesson</b> (Teaching Lesson Plans For Racket Sport/ Team Games) (out of 10 lesson 5 internal and external practicing at school)	4	-	4	25	75	100
	<b>Total</b>	28	16	12	250	450	700
	<b>Grand Total</b>	112	64	48	1300	1500	2800

C – Core Course

E – Elective Course

P– Practical Course

**Semester- I**

Course code	13A	TITLE OF THE COURSE	L	T	P	C
Core		<b>HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION</b>	4		-	4
Pre-requisite		Learners must have basic understanding and interest about Philosophical and Sociological Perspectives of Physical Education.	<b>Syllabus Version</b>		<b>20-21</b>	

**COURSE OBJECTIVES**

- ❖ To make the student to understand the principles and foundation of physical education.
- ❖ To highlights about the contributors, of the awards and honors present in sports arena.
- ❖ To enable the student to gain basic knowledge on physical education.
- ❖ To improve the historical review of physical education and sports activities of Indian heritage.
- ❖ To learn the historical development of physical education in India.
- ❖ To strengthen the basic related to biological and psychological foundations.
- ❖ To enlighten on the socialization & its needs.
- ❖ To deal with physiological concepts of physical education.

<b>EXPECTED COURSE OUTCOMES</b>					
On the successful completion of the course, student will be able to:					
CO1	Understand the basic principles and foundation of physical Education				K2
CO2	Learn the historical review of physical education and sports activities of Indian heritage				K3
CO3	Realize the role of biological, psychological and sociological				K4
CO 4	Know the Social integration & cohesiveness.				K4
CO 5	Learn the Philosophical concepts of Physical Education.				K3
<b>K1- Remember</b>		<b>K2- Understand</b>	<b>K3-Apply</b>	<b>K4- Analyze</b>	<b>K5- Evaluate</b>
<b>K6-Create</b>					

**Unit-I Introduction - (12 hours)**

Meaning, Definition and Scope of Physical Education - Aims and Objectives 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-II Historical development of Physical Education in India Indus valley civilization period (3250 BC- 2500BC) - (12 hours)**

Vedic period (2500BC- 600BC) - Early Hindu period (600BC- 320AD) and later period (320AD- 1000AD) - Medieval period (1000AD- 1757AD) - British period (before 1947) -

Physical Education in India (after 1947) - Contribution of Akhadas and Vyayamshals - Y.M.C.A and its contributions - SDAT, SAI, NIS and its functions - Awards, honor in sports.

**Unit- III Foundations of Physical Education (Biological and Psychological foundations) Biological Foundations - (12 hours)**

Growth and development, Difference between Growth and development, Factors affecting Growth and development - Age and Gender characteristics in relation to Physical Education, Chronological age, biological age, anatomical age - Body types, body shapes, Anthropometric differences between men and women.

**Psychological Foundations**

Cognitive, Co native and Affective Domains - Information processing model of motor learning, practice, reinforcement feedback - Play and Theories of Play - Principles of Motor Acquisition and Goal setting - Individual differences.

**Unit- IV Sociological Foundations of Physical Education - (12 hours)**

Society, culture and Socialization Process - Sports as cultural heritage of mankind, Customs and traditions in sport - Social nature of men and physical activity - Competition and cooperation - Social Acceptance and Recognition - Social Integration and Cohesiveness

**Unit-V Philosophical Foundation of Physical Education - (12 hours)**

Philosophical foundations; Idealism, pragmatism, naturalism, realism, humanism, Existentialism- 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-VI Contemporary Issues - (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

**References**

**Books**

1. Jennifer Walton-Fisette (2018), Foundation of Physical Education, Exercise Science and Sport, McGraw-Hill Education Publisher. India.
2. Krishnasamy Rajagopalan (2014), *A Brief History of Physical Education in India*, Authour house UK.
3. William Freeman (2010), *Physical Education and Sports in a Changing Society*. United states Hoeatus of America. Jones and Borllett learning, LIC.
4. Deborah Wliet and Charles A. Bucher, (2009), *Foundation of Physical Education*
5. *Exercise Science and Sport*. Newyork. Mc Graw- Hill companies.
6. Shamshad Ahmed (2007), *Biological Basis of Physical Education* . Isha. New Delhi, Sports Publications.
7. Jegannath Mohanty (2005), *Sports and Physical Education*. New Delhi. Deep and Deep publication pvt. Ltd.
8. John Findling & Kimberly D. Pelle (2004) *Encyclopedia of the Modern Olympic Movement*. Westport C T, Greenwood publications.



9. Anoop Jain (2003). *Physical Education Foundation*, New Delhi, Sports publication.
10. Isha Boohs & Rahesh Gupta (2003) *Physical Education and Sports Sciences*, Friends publication.
11. Charles William Hackensmith (1996) *History of Physical Education*; Harper and Row Publisher.
12. Reet Howell (1994) *Foundations of Physical Education*; India; Friend Publication.
13. Wotharkar (1994) *Hand Book of Physical Education*; India; Friends Publications.
14. Bucher Charles (1991) *Foundations of Physical Education Sport*. United states, Mosby Publication.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	S	S	S	L	M	M	S
CO3	S	M	M	M	M	M	L	M	M	M
CO3	M	S	S	L	M	L	M	S	S	L
CO4	S	M	L	M	M	S	L	M	M	S
CO5	S	M	L	M	M	S	L	M	M	S

\*S-Strong; M-Medium; L-Low

Course code	13B	TITLE OF THE COURSE	L	T	P	C
Core		ANATOMY AND PHYSIOLOGY	4	-	-	4
Pre-requisite	Learners must have basic knowledge and interest about structure and function of the human body.		Syllabus Version		20-21	

**COURSE OBJECTIVES**

- ❖ To make the learner to study structure and function of the human body.
- ❖ To provide anatomical and physiological insight dealing with cellular, skeletal and muscular system.
- ❖ To educate the students on blood and circulatory system.
- ❖ To shed light on the mechanism of respiratory and digestive system.
- ❖ To enable to get clarity on the excretory system and of the various endocrine glands.
- ❖ To provide a detailed view about the functioning of sense organs.

EXPECTED COURSE OUTCOMES						
On the successful completion of the course, student will be able to:						
1	Understand the importance of Anatomy, Physiology, Skeletal and Muscular system.				K2	
2	Learn the various structure and function of the Blood, Circulatory and Heart system.				K2	
3	Understand the structure and function of Respiratory system and Digestive system.				K2	
4	Understand the structure and function of excretory system and glands.				K2	
5	Understand the structure and function of nervous system and Sense organs.				K2	
<b>K1-Remember</b>		<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

**Unit-I Introduction - (12 hours)**

Meaning, Need and importance of anatomy and physiology in the field of physical education Introduction of cell and tissues - The arrangement of the skeleton- Axial system & appendicular system - joints of the body and their types - Muscular system, components- Types of muscles.

**Unit-II Circulatory System - (12 hours)**

Blood and circulatory system: Function of the blood- blood groups and blood transfusion, clotting of blood - Structure of the heart- functions of the heart, circulation of blood, cardiac cycle, blood pressure. Cardiac output.

**Unit-III Respiratory System - (12 hours)**

The respiratory system: 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 function of the digestive system.

**Unit- Excretory System and Endocrine System - (12 hours)****IV**

The excretory system: structure and function of the kidneys and the skin - The endocrine glands: function of glands pituitary, thyroid, parathyroid, adrenal, and pancreas. Thymes, Pineal glands.

**Unit-V Nervous system - (12 hours)**

Nervous system: function of the autonomic nervous system and central nervous system - Reflex action, brain and spinal cord - Sense organs: a brief account of the structure and function of the eye and ear.

**Unit-VI Contemporary Issues - (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

**Reference**

**Books**

1. Waugh Anne & Grant Allison (2014) *Anatomy and Physiology*, Churchill Livingstone Publication.
2. Tortora Gerard & Derrickson Bryan (2011) *Essentials of Anatomy and Physiology*, Wiley Publication.
3. Sahrmann (2005) *Essentials of Exercise Physiology*. New Delhi, Mc-Macmillan publishing.
4. Khel sahitya Kendra. Victor C. Katch, Frank. I. Katch and William. D (2000) *Essential*
5. *Exercise Physiology*, Tokyo. Lippincott Williams and Wilkins Lippincott (2002)
6. *Anatomy Physiology*: Lippincott Williams and Wilkins.
7. Graaf Vanje (1995) *Human Anatomy*, Boston, MA. Graw Hill Publishing.
8. Lippincott & Wilkins (1994) *Essentials of Exercise Physiology*. L. Katch Publication.
9. Jitendar (1993) *Anatomy and Physiology for Nurses*, New Delhi, Jaypee Brothers medical publishers (P) LTD.
10. Pearce (1988) *Anatomy and physiology for Nurses*, Calcutta, Oxford University, press.
11. Winwood (1985) *Sears Anatomy and physiology for nurses*. 6th edition, London ELBS.
12. William Arnold-Taylor (1998) *A textbook of Anatomy and physiology*, Nelson Thornes publisher.
13. Brian Sharkey (1975) *Physiology and Physical Activity*, Harper and Row publisher.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	S	S	S	L	M	L	M
CO3	S	M	M	M	M	M	L	M	L	M
CO3	S	S	S	S	M	M	L	S	L	S
CO4	S	M	M	M	M	M	L	M	L	M
CO5	S	M	M	M	M	M	L	M	L	M

\*S-Strong; M-Medium; L-Low

Course code	13C	TITLE OF THE COURSE	L	T	P	C
Core		<b>HEALTH EDUCATION AND ENVIRONMENT STUDIES</b>	<b>60</b>	<b>8</b>	<b>-</b>	<b>4</b>
Pre-requisite	Learners must have basic knowledge and interest about Health and Environment hygiene.		<b>Syllabus Version</b>		<b>4.0</b>	

**COURSE OBJECTIVES**

- ❖ To educate the learners to understand the basic concept of health education.
- ❖ To emphasis on the vitality of health and personal hygiene.
- ❖ To give a conceptual framework on mental health.
- ❖ To educate on the communicable and non-communicable disease.
- ❖ To deal with importance, concepts and background of environmental education.
- ❖ To highlights on various available resources.

<b>EXPECTED COURSE OUTCOMES</b>					
On the successful completion of the course, student will be able to:					
1	Understand the Principles of Health Education.				K2
2	Understand the mental health and its characteristics.				K3
3	Learn the Communication and Non Communicable Disease.				K4
4	Understand the importance of Environmental Studies.				K3
5	Learn the Various Resource and Management of Environment.				K4
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

**Unit-I Unit-1 Health Education - (12 hours)**

Concept of health, dimension, spectrum and determinants of health - Definition of health, health education, health instructions, health supervision - Aim, objective and principles of health education - Health service and guidance instruction in personal hygiene

**Unit-II Mental Health - (12 hours)**

Meaning of mental health - Factors of mental health - Mental health problem of college student - Principles of mental health - Characteristics of a health personality.

**Unit-III Diseases - (12 hours)**

Communicable and non-Communicable diseases (Malaria, Cholera, Typhoid, Measles, Tuberculosis) – non Communicable (Diabetes, Cancers) - Causes, Signs and symptoms and prevention of Communicable and non-Communicable diseases - Obesity, malnutrition, adulteration in food, environmental sanitation, explosive population - First-aid,

Personal and environmental hygiene for schools - Objective of school health service, role of health education in schools.

**Unit- Environmental science**

**- (12 hours)**

**IV**

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-V Natural resources and related environmental issues**

**- (12 hours)**

Water resources, food resource 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.

**Unit-VI Contemporary Issues**

**- (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

**References**

1. Retta Evans and Sandra Kay Sims (2016) *Health and Physical Education for Elementary Classroom Teachers: An Integrated Approach* shape America human kinetics
2. Sharma (2016) **Theoretical Foundations of Health Education and Health Promotion**: Jones and Bartlett Publisher.
3. Ahluwalia (2015) *Environmental Pollution and Health*: The Energy and Resource Institution, New Delhi.
4. Anindita Basak (2009) *Environmental Studies*: Pearson Education India Publisher.
5. David Thomas, Jerome E.kotecle (2013) *Physical Activity and Health*. Jones and bartlest learning publication.
6. Thompson Janice (2009). *Sport Nutrition for Health Performance* Human Kinetics, USA, human Kinetics Publishers.
7. Howley & Don Franus(B) (2003) *Health Fitness Instructor's Handbook*. Human Kinetics publication.
8. Tied (2000), *Exercise and Sport Science*, Lippincott Williams and wikkins.
9. Ramachandran.L. Dharmalingam.T (1993) *Health Education India*. Vikas publishing Houst ptd.Ltd.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	S	S	S	L	M	L	M
CO3	S	M	M	S	M	S	L	M	L	M
CO3	S	M	S	S	M	M	L	S	L	S
CO4	S	L	L	S	M	M	L	M	L	M

<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>L</b>	<b>M</b>	<b>L</b>	<b>M</b>
------------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------

\*S-Strong; M-Medium; L-Low

<b>Course code</b>	<b>1EA</b>	<b>TITLE OF THE COURSE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Elective</b>		<b>OLYMPIC MOVEMENT</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Pre-requisite</b>	Learners must have basic knowledge about various level of sports and games.		<b>Syllabus Version</b>		<b>20-21</b>	

### **COURSE OBJECTIVES**

- ❖ To understand the Olympic movements to promote the international understanding.
- ❖ To give a detailed background about Olympic movement, history and its development.
- ❖ To provide an over view about the ancient Olympics.
- ❖ To shed light on modern Olympic games and of its ideals.
- ❖ To introduce the various seasonal Olympics events and ideal behind Para Olympic games.
- ❖ To give an over view of the various committees, commission and of their functions

<b>EXPECTED COURSE OUTCOMES</b>					
On the successful completion of the course, student will be able to:					
1	Learn the historical review of Olympic Movement.				K2
2	Know the awards and winners of ancient Olympics.				K3
3	Understand the Olympic ideals, objectives and values.				K4
4	Learn the different types of Olympics.				K3
5	Know the Structure and Functions of Organization.				K4
<b>K1-Remember</b>		<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>
<b>K6-Create</b>					

#### **Unit-I Origin of Olympic movement - (12 hours)**

Philosophy of Olympic movement - The early history of the Olympic movement - The significance stages in the development of the modern Olympic movement - Educational and cultural values of the Olympic movement - Goal of Olympic Movement

#### **Unit-II Ancient Olympic Games - (12 hours)**

Rituals followed in Ancient Olympics - Awards and Honours for the winners of Ancient Olympics - Significance of Ancient Olympics -Competitive events of Ancient Olympics -Marathon run

#### **Unit- III Modern Olympic Games - (12 hours)**

Olympic Symbols (Motto, Flag, Rings, Flame, Olympic Awards, Oath) - Olympic Ideals, Objectives and Values - Olympic protocol for member countries - Olympic code of Ethics - Olympic in action - Sports for All

#### **Unit- IV Different Olympic Games - (12 hours)**

Paralympic Games - Summer Olympic - Winter Olympic - Youth Olympic Games

**Unit-V Committees of Olympic Games - (12 hours)**

International Olympic committee- structure and functions - National Olympic committees and their role in Olympic movement - Olympic commission and functions - Olympic medal winners of India.

**Unit-VI Contemporary Issues - (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

**Reference**

1. John Findling (2004)*Encyclopedia of the Modern Olympic Movement*:Greenwood Publishing Group.
2. David Young(2004):*A Brief History of the Olympic Games*:Wiley publisher
3. International committee(1967)*The Olympic Games:Rules and Regulations, Eligibility Code,General Information,Information for cities which desire to stage the olympic Games, Bibliography*:International Olympic committee.
4. Osborne (2004). *Magictree house fact tracker: ancient Greece and the Olympic: a nonfiction companion to magic tree house: hour of the Olympic*, New York:
5. Random House Books for Young Readers.
6. Burbank, Andranovich &Heying Boulder, C.H.(2001). *Olympic Dreams: the impact of mega-events on local politics*: Lynne Rienner.
7. Charles Bucher (1972), *Foundation of Physical Education*, United states, Mosby Publication.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	S	S	S	L	M	L	M
CO3	M	M	S	M	M	M	L	M	L	M
CO3	L	S	S	S	M	S	L	S	L	S
CO4	S	S	M	M	S	M	L	M	L	M
CO5	S	M	N	M	M	M	L	M	L	M

\*S-Strong; M-Medium; L-Low

Course code	1EB	TITLE OF THE COURSE	L	T	P	C
Elective		<b>CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND WELLNESS</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>
Pre-requisite	Learners must have basic knowledge about issues related to physical education and sports.		<b>Syllabus Version</b>		<b>20-21</b>	

**COURSE OBJECTIVES**

- ❖ To provide a bird's eye –view on the issues faced in physical education sports.
- ❖ To deal with the aims, objectives, scope, relevance and concepts of physical education fitness and wellness.
- ❖ To convey various dimension of fitness, of the modern lifestyle, preventive measures and the benefits of physical activity.
- ❖ To provide a conceptual understanding about the scope, components, guidelines and issue related to the wellbeing of an individual.
- ❖ To signify the importance of aerobic and anaerobic exercises.

<b>EXPECTED COURSE OUTCOMES</b>					
On the successful completion of the course, student will be able to:					
1	Understand the basic knowledge of sports psychology.				K2
2	Learn the principles of motivation and theories of learning.				K3
3	Understand the psychological factors important of sports				K2
4	Learn the need and importance of social wellbeing.				K3
5	Understand the game knowledge the role of media in sports.				K2
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

**Unit-I Issues in physical education - (12 hours)**

Issues in curriculum - Issue in teaching learning (Approaches in teaching games, Formal and informal model of assessment in Physical Education) - Issues related to teaching aids - Issues encountered by Physical education teachers.

**Unit-II Concept of Physical Education and Fitness - (12 hours)**

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-III Fitness and Lifestyle - (12 hours)**



Fitness-types of fitness and components of fitness - Understanding of fitness - Modern lifestyle and hypo kinetic disease-prevention and management - Physical activity and health benefits

**Unit- Wellness and Lifestyle - (12 hours)**

#### IV

Meaning, Definition and Scope of wellness - Concept and Components of wellness - Dietary guidelines of good health- health promotion and diseases prevention- Nutrition - Issues related to body image, stress management, mental health, and wellness throughout life- healthy aging.

**Unit-V Principle of Exercise Program - (12 hours)**

Means of fitness development-aerobic and anaerobic exercise - Exercise and heart rate zones of 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-VI Contemporary Issues - (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

#### Reference

#### Books

1. Susan Ayer (2011) *Physical education for Lifelong Fitness*; Human Kinetic Publisher
2. Sharon Fair (2009) *Wellness and Physical Therapy*; Jones and Bartlett Learning
3. Charles Corbin (2007) *Fitness for Life*; Human Kinetic Publisher
4. Ken Green (2005) *Physical Education; Essential Issues*; SAGE Publisher
5. Susan Capel (2002) *Issues in Physical Education*; Taylor and Francis Publisher
6. Difiore (1998) *Complete guide to Postnatal Fitness*. London; A & C Black
7. Giam (1994) *Sport Medicine Exercise and Fitness* Singapore; P.G
8. Mcglynn (1993) *Dynamics of Fitness Madison*; W.C.B Brown.
9. Medical Book Sharkey (1990) *Physiology of Fitness*; Human Kinetics Book

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	S	S	S	L	M	L	M
CO3	S	M	M	M	M	M	L	M	L	M
CO3	S	S	S	S	M	M	L	S	L	S
CO4	S	M	M	M	M	M	L	M	L	M
CO5	S	M	M	M	M	M	L	M	L	M

\*S-Strong; M-Medium; L-Low

<b>Course code</b>	<b>13P</b>	<b>TITLE OF THE COURSE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Practical – I</b>		<b>TRACKS AND FIELD</b>	<b>30</b>	<b>24</b>	<b>60</b>	<b>4</b>
<b>Pre-requisite</b>	Learners must have required basic knowledge in fitness and techniques.		<b>Syllabus Version</b>		<b>4.0</b>	

**TRACKS AND FIELD**

- ❖ Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks.
- ❖ Finishing techniques: Run Through, Forward lunging, Shoulder Shrug.
- ❖ Various Middle Distance, Long distance and Road Races- Techniques and Tactics involved.
- ❖ Hurdle Interpretation of Rules and Officiating.
- ❖ Fundamental Skills-Starting, take off/ Clearance and Landing Techniques.
- ❖ Types of Hurdles races.
- ❖ Ground Marking and Officiating.
- ❖ Relays: Fundamental Skills..
- ❖ Various patterns of Baton Exchange.
- ❖ Understanding Relay Zones.
- ❖ Ground Marking, Rules and Officiating.

Course code	13Q	TITLE OF THE COURSE	L	T	P	C
<b>Practical – I</b>		<b>GYMNASTICS AND YOGA</b>	<b>30</b>	<b>24</b>	<b>60</b>	<b>4</b>
<b>Pre-requisite</b>	Learners must have required basic knowledge in fitness and flexibility.		<b>Syllabus Version</b>		<b>4.0</b>	

**GYMNASTICS AND YOGA**

- ❖ 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.
- ❖ Parallel bars: 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 parallel bar: Grip, Swings, Fundamental elements, Dismount

**YOGA**

- ❖ **Suryanamaskar**
- ❖ **Pranayama** - Phases of Pranayama- Anuloma- Viloma, Surya Bhedana- Chandra Bhedana- Bhramri and Bhasthirika.
- ❖ **Bandhas** - Mula Bandha- Udayana Bandha- Jalendra Bandha and Maha Bandha
- ❖ **Corrective Asanas**
- ❖ **Kriyas** - Neti Kriya- Kapalabathi and Trataka.
- ❖ **Asanas** - Sitting Asana (5) - Standing asana (5) - Lying Asana (Prone 5, Supine 5).
- ❖ **Mudras**- Chin mudra- Chinmaya mudra- adi mudra- linga mudra and hakini mudra
- ❖ **Meditation.**

Course code	13R	TITLE OF THE COURSE	L	T	P	C
Practical		<b>INDIGENOUS ACTIVITIES AND MASS DEMONSTRATION DANDS AND BAITHAKS</b>	<b>30</b>	<b>24</b>	<b>60</b>	<b>4</b>
Pre-requisite		Learners must have basic knowledge and interest about creative and calisthenics exercise	<b>Syllabus Version</b>		<b>4.0</b>	

- ❖ **Baithak** - Ordinary Baithaks - Ordinary Baithaks – Full Knee Bend – Sarak □ Baithaks - Chair Baithak - Hanuman Baitaks - Panja Baithaks - Stooping Baithaks.
- ❖ **Dands** - Ordinary Dand - Straight Dips - Curve Dips - Reverse Dips – Scorpion Dand (Ordinary) - Scorpion Dand (Modified) - Frog Dand ( with clap) – Leap frog dand - Chakkar Dand - Snake Dand - Duuble Dand - Single Hand Dands - Leap Dand.

#### **LEZIUM**

- ❖ GhatiLezuim – AathAawaaz, Bethakawaaz, Aagepaon, Agekadam, Do pherawaaz, chaupherawaaz, Kadamtaal, Pavitra, Uchhakpavitra, Kadampavitra.
- ❖ Hindustani Lezium – Char Awaaz, EKJagah, AanthiLagaav, pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.

#### **DUMBBELLS/ WANDS/ HOOPS/ UMBRELLA/ TIPRI**

Apparatus/ Light apparatus Grip, Attention with apparatus/ Light apparatus.

Stand – at – ease with apparatus/ light apparatus

Exercise with visible command, drum, whistle and music – two count, four count, Eight count and sixteen count- Standing exercise, Jumping exercise, Moving exercise, Combination of above all,

Lathi-Two counts exercise, four count exercises, eight count exercise, sixteen count exercises.

#### **MARCH PAST**

- ❖ Marching Drill – Fall In – Fall out - Attention – Stand – At – Ease – Stand easy – Dress – Right dress – dress – left dress – open order forward march – close order march - Left Turn – Right Turn – About Turn – Mark Time March – Quick March and Halt – Marching With About Turn – - General Salute - Marching With Salute – Eyes Right (Left) & Eyes Front – Half Stage.



# **Second Semester**

**SEMESTER -II**

Course code	23A	TITLE OF THE COURSE	L	T	P	C
Core		YOGA EDUCATION	4	-	-	4
Pre-requisite	Learners must have basic knowledge and interest about Yoga.		Syllabus Version		20-21	

**COURSE OBJECTIVES**

- ❖ To understand the role of yoga in physical education and sports.
- ❖ To understand various school of yoga.
- ❖ To know about asana and pranayama.
- ❖ To know about the Kriya and mudras.
- ❖ To understand the therapeutic aspects of yoga.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
1	Understand the importance of yoga in physical education and sports.				K2
2	Know the various school of yoga.				K3
3	Learn the technique of asana, pranayama on various systems of the				K4
4	Learn the techniques and benefits of bandhas, kriyas and mudras.				K3
5	Leran the therapeutic Uses of Yoga.				K4
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

**Unit-I Introduction - (12 hours)**

Meaning and definition of Yoga - Aims and objectives of Yoga - Yoga in Early Upanishads - The Yoga Sutra: General consideration - Need and importance of Yoga in Physical Education and Sports.

**Unit-II Foundation of yoga - (12 hours)**

The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Dharana, Dhyana and Samadhi - Yoga in the Bhagavadgita; Various Schools of Yoga -Karma Yoga, Jnana Yoga and Bhakthi Yoga.

**Unit-III Asanas & Pranayama - (12 hours)**

Asanas- Definition, effects on various systems of the body - Classification of Asanas with special reference to Physical Education and sports - Techniques and benefits of various Asanas - Influence of relaxative, meditative posture on various systems of the body o Pranayama, meaning and types.

**Unit-IV Bandhas, Kriyas and Mudras****- (12 hours)**

Bandhas, Types of Bandhas, Techniques and benefits Mudras - Types of Mudras Techniques and benefits - Kriyas, Types of Kriyas, Techniques and benefits.

**Unit-V Yoga Education****- (12 hours)**

Therapeutic uses of Yoga - Difference between yogic practices and physical exercises - Yoga education centres in India and abroad - Competitions in Yogasanas asana towards management of the emotional disturbances like, tension, anxiety, stress etc.

**Unit-VI Contemporary Issues****- (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

**References**

1. Ulrich Timme Kragh (2013) *The Foundation for Yoga Practitioners*: Harvard.
2. University, Department of South Asian Studies Publisher.
3. Kamkhya kumar (2012) *Yoga Education*, New Delhi; Shipra publication.
4. Omshanthi (2011) *Pranayamas, Mudras, Kriyas y Bandhas*; The Om Shanti Group Publisher
5. Mark Stephens (2010) *Teaching Yoga; Essential Foundations and Techniques*; North Atlantic Books.
6. Yoga *Yoga Education*; Education Publishing.
7. Shekar (2003) *Yoga for Health*; Delhi; Khel Sahitya Kendra Brahmachari Amaldas Bode Lilly
8. SUE (2002); *The Complete Guide to Understanding and practicing yoga*. Caxton and Editions.
9. Brown,F,Y.(2000); *How to Use Yoga*; Delhi:Sports Publication. Dr. Latha (1999); *Yoga Exercise*; India; Yoga publication trust.
10. Shankar (1998); *Holistic approach of yoga*; New Delhi:Aditya Publishers.
11. Margaret & Marlin (1996); *Yoga for Your life*; Starting publishing co. Inc. Dwiredi . A.N. (1991). *Yoga it's nature form and scope*. Today's tomorrow's publication.
12. Gharote & Ganguly (1988); *Teaching Methods for Yogic Practices* Lonawala; Kaixydamoe.
13. Rajjan (1985) *Yoga Strengthening of Relaxation for Sports Man*; New Delhi; Allied Publishers.
14. Griffiths (1981) *Yoga and Contemplation*; London; Darton, Longman and todd.

Mapping with Programme Outcomes										
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	S	S	S	L	M	L	M
CO3	M	M	M	M	M	M	M	S	M	S
CO3	M	S	S	S	M	S	M	S	M	S
CO4	S	M	M	L	M	S	L	M	L	M
CO5	S	M	M	M	M	M	L	M	L	M

\*S-Strong; M-Medium; L-Low

Course code	23B	TITLE OF THE COURSE	L	T	P	C
Core		<b>EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION</b>	4	-	-	4
Pre-requisite		Learners must have basic knowledge and interest about different technologies and methodology in sports.	Syllabus Version		20-21	

**COURSE OBJECTIVES**

- ❖ To learn import educates the different technologies and methodology in sports.
- ❖ To establish the concepts of education technology.
- ❖ To understand the objective and characterizes of teaching.
- ❖ To understand the various teaching aids.
- ❖ To prepare the procedure of lesson plan.
- ❖ To understand the methods of evaluation.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, student will be able to:					
1	Learn different methods, technique and strategies of education.				K3
2	Prepare and use teaching aids to make teaching more effective.				K6
3	Learn the principles and advantages of team teaching.				K3
4	Analyze and frame the general and specific objectives of lessons				K3
5	Understand the methods of evaluation.				K2
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

**Unit-I Introduction - (12 hours)**

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 - Importance of Devices and Methods of Teaching.

**Unit-II Teaching – Nature, objectives, characteristics and requirement - (12 hours)**

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- Teaching Aids****- (12 hours)****III**

Teaching Aids-Meaning, Importance and its criteria for selecting 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- Lesson Planning and Teaching Innovations****- (12 hours)****IV**

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.

**Unit-V Evaluation****- (12 hours)**

Meaning, Nature, procedures of evaluation - Evaluation system of teaching - Score cards method, methods of evaluation - e- Learning.

**Unit-VI Contemporary Issues****- (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

**Reference****Books**

1. Kalyan Deoraoii Maldhure (2016) *Educational Technology and Methods of teaching and physical education*; Khel Sahitya Kendra Publisher.
2. Pathak (2012) *Educational Technology*; Pearson Education India Publisher.
3. Prasad & Vidya Sagar (2004) *Methods of Teaching Physical*; New Delhi; Discovery of publishing House.
4. Bhardwaj (2003) *New Media of Educational Planning*; New Delhi; Sarup of Sons.
5. Walia (1999) *Principles and Methods of Education*; Jullandhar; Paul Publishers.
6. Kochar (1982) *Methods and Techniques of Teaching*; New Delhi: Sterling Publishers Pvt.Ltd.
7. Sampath et.al, (1981) *Introduction to Educational Technology*; New Delhi; Sterling Publishers Pvt. Ltd.
8. Bhatia & Bhatia,(1959) *The Principles and Methods of Teaching*; New Delhi; Doaba House.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	S	S	S	L	M	L	M
CO3	S	M	M	M	M	M	L	M	L	M
CO3	S	S	S	S	M	M	L	S	L	S
CO4	S	M	M	M	M	M	L	M	L	M
CO5	S	M	M	M	M	M	L	M	L	M

\*S-Strong; M-Medium; L-Low

Course code	23C	TITLE OF THE COURSE	L	T	P	C
Core		<b>ORGANIZATION, ADMINISTRATION AND SUPERVISION IN PHYSICAL EDUCATION</b>	4	-	-	4
Pre-requisite		Learners must have basic knowledge and interest about Organization and Administrative skills in sports and games.	Syllabus Version		20-21	

**COURSE OBJECTIVES**

- ❖ To apprehend the organization and administration planning.
- ❖ To know the importance, types and structures of tournament.
- ❖ To comprehend office management, record, register and budget criteria.
- ❖ To attain efficiency in time table management and equipment maintenance.
- ❖ To understand the needs and principles of supervision.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, students will be able to:					
1	Learn organization and administration strategies in physical education.				K3
2	Learn to Organize various tournaments in sports and games.				K4
3	Prepare a good budget with the sources of income and expenditure.				K6
4	Learn the efficiency in class management and equipment maintains.				K3
5	Know the various methods in supervision.				K4
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

**Unit-I Organization and administration - (12 hours)**

Meaning, need 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, Coordination, Controlling, Evaluating and Innovating

**Unit-II Competition Organization - (12 hours)**

Importance of Tournaments - 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.

**Unit- Office Management, Record, Register & Budget - (12 hours)**  
**III**

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- Facilities, & Time-Table Management - (12 hours)**  
**IV**

Facilities and equipment management: Types of facilities Infrastructure –indoor, outdoor - 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 factors affecting time table.

**Unit-V Supervision - (12 hours)**

Meaning and Need for Supervision – Guiding principles of Supervision.- Functions of the Supervisor - Instruction and Professional growth - Methods in supervision: Visits – Periodical, Surprise, request, Visitation Procedure - Report on the visit.

**Unit-VI Contemporary Issues - (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

**Reference**

1. Greenberg (2018) *Organization and Administration of Physical Education*: Human Kinetics Publisher
2. Leslie William Irwin (1960) *Principles and Techniques of Supervision in Physical Education*: W.C.Brown Company
3. Ruth Bradley (2010) *Keeping Records and Budgets*:Loyal Press Publisher
4. Reddy (2011) *Administration and Management of Physical Education Sports*, Friends kinetics.
5. Chandra shekar (2009) *Sports Administration*, New Delhi, Khel Sahitya Kendra.
6. March krotee (2007) *Management of Physical Education and Sports*, Tata MC Graw –Hill
7. Charles Bucher, Jay S.shivers,Richard D.Bucher (1984,1974) *Recreation for today's Society*, Newjersey.
8. John By (1990) *Organizing Successful Tournaments*, Human kinetics.
- 9.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	M	S	L	M	M	M	M
CO3	L	M	M	M	M	M	L	M	L	M
CO3	M	S	L	S	M	S	L	S	L	S
CO4	S	M	M	M	M	M	L	M	L	M

CO5	S	M	M	L	M	M	L	M	L	M
-----	---	---	---	---	---	---	---	---	---	---

\*S-Strong; M-Medium; L-Low

Course code	2EA	TITLE OF THE COURSE	L	T	P	C
Elective		<b>THEORY OF GAMES AND SPORTS - I</b> (Athletic, Badminton, Ball Badminton, Tennis and Table Tennis)	4	-	-	4
Pre-requisite		Learners must have basic knowledge and interest about fundamental skills, rules and regulation in various games and sports.	Syllabus Version		20-21	

### COURSE OBJECTIVES

- ❖ To acquire the fundamental skills and regulation in various games and sports.
- ❖ To make the learner to be familiar with marking of all games and sports.
- ❖ To comprehend the origin, development and recent technique in games.
- ❖ It highlights the layout, specification and maintenance of track and field events.
- ❖ To educate and analyses the fundamental skills.
- ❖ To understand the concepts of team tactics and skill training.
- ❖ To interpret the game rules and preparation of player's profile.

EXPECTED COURSE OUTCOMES					
On the successful completion of the course, students will be able to:					
1	Learn the fundamental skills, rules and regulation in various games and sports.				K3
2	Know to prepare and maintain of various playfield and specification				K6
3	Develop evaluation of skills and performance of the players.				K3
4	Learn to adapt team tactics and techniques of various sports.				K5
5	Learn the rules and regulations and current interpretation of newchanges in the games.				K3
<b>K1-Remember</b>		<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>
					<b>K6-Create</b>

### Unit-I Introduction

- (12 hours)

Introduction - Origin and development of the game - Recent status of the game in India  
 - comparative study of Techniques adopted by Nations leading in the game, various Tournaments - Inter - National – National - State - District level-Development of the rules of the games.

### Unit-II Specifications of Equipments of Sports and Games

- (12 hours)

Layout of Playfields -racket games- and Specifications of Equipments- Specification of Standard Track and Field Equipments- procedures of court marking and maintenance of track and field events.

**Unit- Fundamental skills of Sports and Games - (12 hours)**  
**III**

Fundamental skills -List of skills related to attack and defense - teaching procedure for each skill - thorough analysis of each skill in relation to Mechanical Principles. Specific exercises for each skill various drills related to the fundamental skills Lead - up games.

**Unit- Tactics and Training of Sports and Games - (12 hours)**  
**IV**

Team Tactics - Different system of play related to attack and defense - Training methods to develop team tactics. Coaching plan - preparation of Training schedules. Warm -up and conditioning exercise - skill Training.

**Unit-V Rules and Regulations of Sports and Games - (12 hours)**

Rules of the game - current interpretations- new changes in the game. Evaluation of skills of the players - skill tests - Evaluation of the performance of the players - Judges rating - Preparation of profiles for Players.

**Unit-VI Contemporary Issues - (8 hours)**  
Expert lectures, Seminars, Webinars, Group discussion, quiz.

**Reference**

**Books**

1. Pratibha Mittal (2015) *Badminton Rules and Regulations*; Neelkanth Prakashan Publisher.
2. Balagan (2005) **play & learn throwing with latest rules**; khel sathiya Kendra published
3. Malcom cook & Nick white head (2001) **soccer training** sixth edition A&C black published.
4. Jerry Colangelo (1999) **how you play the game** Amacom, American Management Association.
5. Dubey (1999) **DPH sports series hockey**; First edition. Discovery publishing house.
6. Ronald feisfes & Brent Mangus (1998) **concepts or Athletic training**. Second Jones and Baltlett publishes
7. Jim Pruitt (1982) **play better Basketball**; An Illustrated Guide to winning techniques and strategies for players and coaches.
8. Marcel gauschi (1978) **tennis playing**; training and winning.
9. Mike douchant (1995) **Encyclopedia or college basketball**; Published by visible ink press a division or gale research.

<b>Mapping with Programme Outcomes</b>
--

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	S	S	S	L	M	L	M
CO3	S	M	M	M	M	L	S	M	S	M
CO3	L	S	M	L	M	M	S	S	S	S
CO4	S	M	M	M	M	S	L	M	L	M
CO5	S	M	M	M	M	M	L	M	L	M

\*S-Strong; M-Medium; L-Low

Course code	2EB	TITLE OF THE COURSE	L	T	P	C
Elective		CURRICULUM DESIGN	4	-	-	4
Pre-requisite	Learners must have basic knowledge to time management and design curriculum.		Syllabus Version	20-21		

### COURSE OBJECTIVES

- ❖ To become familiar with structure the curriculum.
- ❖ To understand the importance of curriculum.
- ❖ To understand the essential levels in curriculum construction.
- ❖ Enabling comprehension in curriculum design and its principles.
- ❖ To educate teaching practice and professional competencies.
- ❖ It focuses on effective teaching behavior and instructional strategies.
- ❖ The paper attempts to establish the basic principles in curriculum designing.

EXPECTED COURSE OUTCOMES		
On the successful completion of the course, students will be able to:		
1	Develop the procedures and structure to design the curriculum.	K3
2	Develop necessary competence in teaching.	K3
3	Understand the curriculum pertinent to the teaching of physical	K2
4	Knowledge in acquiring and administrating a special resources for library, laboratory and other facilities.	K3
5	Understand the principles of curriculum construction and organization of the subject matter at different levels.	K2
K1-Remember	K2-Understand	K3-Apply
		K4-Analyze
		K5-Evaluate
		K6-Create

### Unit-I Introduction of the Curriculum - (12 hours)

Need and importance of curriculum, need and importance of curriculum development, the role of the teacher in curriculum development - Factors affecting curriculum- social factors – personal qualifications – climatic consideration equipment and facilities – time suitability of hours - National and professional policies, research findings

**Unit-II Curriculum Design - (12 hours)**

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

**Unit- Basic principles of curriculum construction - (12 hours)**  
**III**

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- Recreation - (12 hours)**  
**IV**

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.

**Unit-V Class management - (12 hours)**

Multimodal curriculum o Instructional models - Establishing a safe environment-Class management-Effective teaching behaviour - Instructional strategies

**Unit-VI Contemporary Issues - (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

**Reference**

**Books**

1. D.S.Srivastava (2005) *Curriculum and Instruction*; Gyan Publishing House Publisher
2. Murray Print (1993) *Curriculum Development and Design*; Allen and Unwin Publisher.
3. Ambigapathy Pandian, *Curriculum Development; Materials Design and Methodologies*; PenerbitUSM Publisher
4. Barrow (1983). *Man and Movement: Principles of Physical Education*.
5. Philadelphia: Lea and Febiger. Bucher, C. A. (1986). *Foundation of Physical Education*; St. Louis: The C. V. Mosby
6. Cassidy (1986). *Curriculum Development in Physical Education*; New York: Harper & Company.
7. Cowell & Hazelton (1965) *Curriculum Designs in Physical Education*; Englewood Cliffs: N.J. prentice Hall Inc.
8. Larson, L.A. (1983) *Curriculum Foundation in Physical Education*; Englewood Cliffs: N.J. prentice Hall Inc.
9. Underwood (1983) *The Physical Education Curriculum in Secondary School: Planning and implementation*. England: Taylor and Francis Ltd.
10. Willgoose (1979) *Curriculum in Physical Education*; 3rd Ed. Englewood Cliffs. N.J. Prentice Hall, Inc.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	S	S	S	L	M	L	M
CO3	S	M	M	M	M	M	L	M	L	M
CO3	M	S	S	L	S	M	L	S	L	S
CO4	S	M	L	M	S	M	L	M	L	M
CO5	S	M	M	L	M	S	L	M	L	M

\*S-Strong; M-Medium; L-Low

Course code	23P	TITLE OF THE COURSE	L	T	P	C
Practical		TRACK AND FIELD – (Coaching Skill)	30	24	60	4
Pre-requisite		Learners must have basic knowledge in fundamental skill of teaching and coaching.	Syllabus Version		4.0	

❖ Track, Jumps and Throws., Techniques and rules. Coaching and training

Course code	23Q	TITLE OF THE COURSE	L	T	P	C
Practical		RACQUET SPORTS	30	24	60	4
Pre-requisite		Learners must have basic knowledge of fundamental skill and fitness.	Syllabus Version		4.0	

## BADMINTON AND BALL BADMINTON

- ❖ Racket parts, racket grips, shuttle grips
- ❖ The basic stances.
- ❖ The basic strokes- serve, forehand- overhead and underarm, backhand- overhead and underarm.
- ❖ Drills and lead up games
- ❖ Types of games- singles, doubles, including mixed doubles
- ❖ Rules and their interpretations and duties of officials

## TABLE TENNIS

- ❖ The grip- the Tennis grip, pen holder grip
- ❖ Service- forehand , backhand side spin, high toss
- ❖ Strokes- puss, 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

## TENNIS



- ❖ Grips- Eastern forehand grip and back hand grip, western grip, continental grip, chopper grip.
- ❖ Stance and foot work
- ❖ Basic ground strokes- forehand drive, backhand drive
- ❖ Basic serve.
- ❖ Basic volley, Overhead volley.
- ❖ Chop
- ❖ Tactics- Defensive, attacking in game.
- ❖ Rules and their interpretations and duties of officials

Course code	29P	TITLE OF THE COURSE	L	T	P	C
Practical		Teaching Practices: (General Lesson)	30	24	50	4
Pre-requisite		Learners must have basic knowledge and interest about Fitness.	Syllabus Version		4.0	

#### TEACHING PRACTICES TP

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



**SEMESTER- III**

Course code	33A	TITLE OF THE COURSE	L	T	P	C
Core		<b>SPORTS TRAINING</b>	4	-	-	4
Pre-requisite	Learners must have basic knowledge and interest about Training and Coaching methods.		<b>Syllabus Version</b>		<b>4.0</b>	

**COURSE OBJECTIVES**

- ❖ To learn concepts characteristics and components of sports training.
- ❖ To focus on introducing the various components of sports training.
- ❖ To provide various insights of sports training.
- ❖ To deal with various criteria's required for developing component flexibility and endurance.
- ❖ To know about the different training process.

<b>EXPECTED COURSE OUTCOMES</b>					
On the successful completion of the course, students will be able to:					
1	Understand the characteristics of sports training.				K4
2	Learn the various components of sports training.				K3
3	Apply the principles of the training load.				K4
4	Learn to plan the training program for different sports.				K3
5	Identify the talent, techniques and tactics of training.				K4
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

**Unit-I Introduction to Sports Training - (12 hours)**

Meaning and definition of sports Training - Aim and Objective of Sports Training - Scientific Principles of Sports Training - System of Sports Training-Basic Performance, - Good Performance and high Performance Training

**Unit-II Training Components - (12 hours)**

Strength –Form of strength Mean and Methods of Strength Development - Speed- Form of speed Mean and Methods of Speed Development - Endurance- Form of endurance Mean and Methods of Endurance development - Coordination- Form of coordination Mean and Methods of coordination Development - Flexibility- Form of flexibility Mean and Methods of Flexible Development -

**Unit-III Training Process - (12 hours)**

Components of load – intensity, density, duration, frequency - Training Load-Definition and Types of Training Load - Principles of Intensity and volume of stimulus - Over load principles

**Unit- Training programming and planning - (12 hours)**

#### IV

Periodization – Meaning and types of Periodization - Aim and content of periods – preparatory, Competition, Transitional etc - Planning- Training season - Main competition and build up competition - Motor development and its implication in relation to different sexes and age groups.

**Unit-V Training tactical and Technique - (12 hours)**

Talent identification and growth development - Technical Training-Meaning and Methods of Technique Training - Tactical Training- Meaning and Methods of Tactical Training

**Unit-VI Contemporary Issues - (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

### Reference

#### Books

1. Uppal (2013) *science of sports training*; friends' publication; New Delhi.
2. Hardayal Singh (1881) *Sports Training*; D.V.S.Publication, New Delhi
3. Preiffer (Ronaldp,MangaslBrentc) (2005). *Concepts of Athletic Training*. Jones and Bartlett, Sudbury, Mansachsetti Boston, Tornoto London, Singapore.
4. Strand (1996) Fitness *Education*. Benjamin Cumming.
5. Hardayal Singh (1991). *Science of sports Training*. New Delhi. D.V.S Publications.
6. Arnheim Daniel (1963). *Principles of Athletic Training*, Mosby year book.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	S	S	S	M	M	M	M
CO3	S	M	M	M	M	M	S	M	S	M
CO3	S	S	S	S	M	M	L	S	L	S
CO4	S	S	M	L	M	L	M	M	M	M
CO5	S	M	M	M	M	M	L	M	L	M

\*S-Strong; M-Medium; L-Low

Course code	33B	TITLE OF THE COURSE	L	T	P	C
Core		COMPUTER APPLICATIONS IN PHYSICAL EDUCATION	4	-	-	4
Pre-requisite	Learners must have basic knowledge and interest about Computer skills.		Syllabus Version		20-21	

**COURSE OBJECTIVES**

- ❖ To obtain the knowledge of computer application in physical education.
- ❖ To understand the basic knowledge of computer.
- ❖ To learn the MS word.
- ❖ To learn the MS excel.
- ❖ To learn the MS power point.
- ❖ To learn the statistical package.

EXPECTED COURSE OUTCOMES						
On the successful completion of the course, students will be able to:						
1	Learn the importance of information and communication.				K2	
2	Learn the MS Office and application in physical education.				K3	
3	Understand the need of MS Excel and Analysis of data.				K3	
4	Learn the importance of MS Power point.				K2	
5	Learn the need and application of statistical packages in physical Education.				K3	
<b>K1-Remember</b>		<b>K2-Understand</b>		<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>
						<b>K6-Create</b>

**Unit-I Introduction to Computer - (12 hours)**

Meaning, need and importance of information and communication technology (ICT) - Components of computer and output device - Basic of internet and emailing – Uses and abuses of internet and Email - Role of e-sources in teaching, training and coaching - Application software used in Physical Education and Sports

**Unit-II MS WORD - (12 hours)**

Introduction to MS Word – Need of MS Word in Physical Education - Creating file, opening and document Saving - Formatting Editing Features Drawing table, - Page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes - Utilities of MS Word; Sorting – Word art - Converting table to text and text to table – Mail merge

**Unit- MS Excel - (12 hours)****III**

Introduction to MS Excel – Need of MS Excel in analysis of data - Creating opening spread sheet and saving file - Format and editing features adjusting columns width and row height understanding charts - Creating formulas – Data analysis - Construction of Graphical representation: Bar diagram- Pie diagram- Line graph

**Unit- MS Power Point - (12 hours)**

#### IV

Introduction to MS Power Point – Need of MS Power Point in Physical Education - Creating, Saving and opening a ppt. File - Format editing features slide show, design, inserting slide number picture, graph, table - Preparation of power point presentations - Animation: Meaning- Method of Preparation- Impact in presentation

**Unit-V Statistical Packages - (12 hours)**

SPSS: Statistical Package: Need of Statistical Packages - Brief about SPSS- Applications in Physical education- Data entry- Editing data- format of data- Data structure - Analysis of Basic statistics – Descriptive: Mean-Median-Variance-Standard deviation - Import and Export of Data and results to Excel.

**Unit-VI Contemporary Issues - (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

#### Reference

1. Dhanasekaran (2014) *Introduction to Computer and its Applications:Computer Applications*; Manikandan Palanisamy Publisher.
2. Milke (2007) *Absolute Beginner's Guide to Computer Basics*. Pearson Education Asia.
3. Rudy Lecorp (2002) *Microsoft Excel Fundamentals*; RGL Learning and Publishing
4. Angela Bessant (2001)*Learning to use Power point; Creative Effective Presentations*; Heinemann Publisher.
5. Norman (1975) SPSS: Stastical Package for the Social Sciences; McGraw-Hill Publisher.
6. Integov (2004); *Operating System Fundamentals*; Firewall Media.
7. Marilyn & Roberta (n.d.). *Computers in Your Future*; 2nd edition, India: Prentice Hall.
8. Sinha& Sinha (n.d.). *Computer Fundamentals*; 4th edition, BPB Publication.

Mapping with Programme Outcomes								
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	S	S	S	S	S	S	L	M
CO3	S	M	L	M	M	L	L	M
CO3	S	S	L	S	M	M	L	S
CO4	S	M	S	M	M	L	S	M
CO5	S	M	M	L	M	M	L	S

\*S-Strong; M-Medium; L-Low

Course code	33C	TITLE OF THE COURSE	L	T	P	C
Core		<b>SPORTS PSYCHOLOGY AND SOCIOLOGY</b>	<b>60</b>	<b>8</b>	<b>-</b>	<b>4</b>
Pre-requisite	Learners must have basic knowledge and interest about Psycho social aspects of Human behaviour.		<b>Syllabus Version</b>		<b>4.0</b>	

**COURSE OBJECTIVES**

- ❖ To make a physical educationist with psychological and sociological healthy professional.
- ❖ To understand basic knowledge and importance of sports psychology.
- ❖ To understand the learning theories and personality.
- ❖ To understand the various psychological attributes.
- ❖ To deal the sports in sociological aspects.
- ❖ To understand the culture in sports.

<b>EXPECTED COURSE OUTCOMES</b>					
On the successful completion of the course, students will be able to:					
1	Understand the basic knowledge of sports psychology.				K2
2	Learn the principles of motivation and theories of learning.				K3
3	Understand the psychological factors and importance of sports performance.				K2
4	Learn the need and importance of social wellbeing.				K3
5	Understand the game knowledge and its role of media in sports.				K2
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

**Unit-I Introduction - (12 hours)**

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 behaviour in relation to Physical Education - Attitude, Interest, Cognition, Emotions and Sentiments

**Unit-II Sports Psychology - (12 hours)**

Learning – Nature, types, learning styles, Law, principles and theories of learning, learning -curve and its application in sports; Plateau in learning & transfer of learning o Personality -Meaning -Characteristics of Personality- Dimension- Types of Personality - Motivation: Meaning - Types: Intrinsic- Extrinsic– Effects of Motivation on sports

performance -Measures of psychological aspects: personality – Motivation- Anxiety: general- competition -Include the emotional aspects of tension and stress - Included the concept of Sigmund Freud -Changed as measures of emotional aspects from psychological aspects.

**Unit- III Sports Psychology - (12 hours)**

Anxiety: Meaning – Types – Sources, Kinds of anxiety, - Stress: Meaning- Types, Arousal and sports performance -Aggression: Meaning – Nature –Role of Aggression in sport -Practice: Methods of Practice: Mass – Distributed: Factors affecting practice - Perception : meaning – Types of perception- Factors affecting perception -Meaning of Kinesthetic- Importance of kinesthesia in sport - Feedback – Types of feedback, Knowledge of results , Retention and Forgetting]Measures of coordinative abilities: Perception – Eye hand coordination - Reaction time - Included psycho tonic training and problems during pandemic.

**Unit- IV Sociology - (12 hours)**

Sociology: Meaning – Need and Importance – Scope of sociology - Sport sociology: Meaning- Need and Importance – Scope of sport sociology - Socialization: Meaning – Types of Socialization institution -Sport as Socialization institution Group: Meaning – Types of groups: primary- Secondary –Territory. Cohesiveness - Measures of sociological aspects: sociability- Sociogram – cohesiveness

**Unit-V Culture - (12 hours)**

Culture: Meaning – Issues of culture in sport - Culture development through sport - Women participation in sport: History – development- Gender issues - Barriers for sports participation- Effects of culture on people lifestyle, Festivals and Physical education o Media: Types of media – role of media in sport – Sport as a Media.

**Unit-VI Contemporary Issues - (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

**References**

1. Tim Delaney (2015) *The Sociology of Sports*; McFarland Publisher.Gershon Katherine
2. Dashper (2014) *Sports Events,Socirty and Culture*; Routledge Publisher. S.M Sejwad (2011) *Sports Psychology*, Pacific Publication.
3. Tenenbaum (2007) *Handbook of Sports Psychology*; John Wiley and Sons Publisher.
4. Matt Jarvis (2005) *Sport Psychology*; Routledge Publisher.
5. David Rowe (2004) *Sport,Culture and the media*; Open university Press Publisher.
6. Jain (2007) *Sports Sociology*. New Delhi. Khel Sahitya Kendra.
7. Mohan (2005) *Psychology of sports*; India; Friends' Publications
8. Rakesh Gupta (2003) *Research Process and Studies in Physical Education and Sports Sciences*. Friends Publications (India)
9. Ball Loy (1975) *Sport and social order; Contribution to the sociology of sport*; London: Addition Wesley Publishing Co., Inc.



<b>Mapping with Programme Outcomes</b>										
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>P10</b>
<b>CO1</b>	S	S	S	S	S	S	L	M	L	M
<b>CO3</b>	S	M	S	M	L	M	L	M	L	M
<b>CO3</b>	M	S	L	S	M	S	L	S	L	S
<b>CO4</b>	S	M	M	M	M	M	L	M	L	M
<b>CO5</b>	L	M	L	M	S	M	L	M	L	M

\*S-Strong; M-Medium; L-Low

Course code	3EA	TITLE OF THE COURSE	L	T	P	C
Elective		<b>SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>
Pre-requisite		Learners must have basic information regarding location of various parts of the human body and common probable injuries of sports and games.	<b>Syllabus Version</b>		<b>20-21</b>	

**COURSE OBJECTIVES**

- ❖ To acquire the basic concepts about sports medicine in physical education and rehabilitation.
- ❖ To learn the concepts and principles of sports medicine.
- ❖ To impart the knowledge of first aid.
- ❖ To learn various treatment with water.
- ❖ To learn electrotherapy, massage and bandages.
- ❖ To train the physical education students to handle exercise for treatment.

<b>EXPECTED COURSE OUTCOMES</b>					
On the successful completion of the course, students will be able to:					
1	Understand the basic concepts of sports medicine in physical Education.				K2
2	Learn the principles of sports medicine and first aid.				K3
3	Learn the techniques to apply physiotherapy and therapeutic Exercise.				K3
4	Learn different types, purpose and use of bandages.				K3
5	Learn the Principles of therapeutic Exercise.				K3
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

**Unit-I Sports medicine - (12 hours)**

Sports Medicine: Meaning, Definition, aim and objective, Need & Importance of Sports medicine in the field of physical education - Principles of sports medicine o Athletes care & Rehabilitation: Contribution of Physical Education Teachers & coaches - Prevention of sports injuries in sports -Common sports Injuries and-Diagnosis.

**Unit-II First Aid - (12 hours)**

Meaning, aims, scopes and principles of first aid o Nature causes, sign, symptoms and treatment - First Aid-Treatment- Laceration- Blisters-Contusion-Strain-Sprain-Fracture. Dislocation and Cramps-Trapping and supports - CPR technique.

**Unit-III Physiotherapy - (12 hours)**

Definition- Guiding principles of Physiotherapy, Need & Importance of Physiotherapy- Hydrotherapy: application of hydrotherapy - Introduction and demonstration of treatment of Cry therapy-Thermotherapy Contrast Bath- Whirlpool Bath-Stream Bath- Sauna Bath- Hot Water Fermentation

**Unit- Electrotherapy and bandages - (12 hours)**

#### **IV**

Electrotherapy-Infrared Rays-Ultraviolet Rays-Short wave Diathermy-Ultrasonic Rays - Bandages- Types of Bandages. Addressing - Massage: History of Massage- Classification of Manipulation (Swedish System) physiological effect of Massage.

**Unit-V Therapeutic exercise - (12 hours)**

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) Stretching exercises (isotonic isometric and isotonic)

**Unit-VI Contemporary Issues - (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

#### **References**

1. Carolyn Kisner (2017) *Therapeutic Exercise*; Foundation and Techniques:F.A.Davis
2. Melinda Flegel (2013) *Sport First Aid*; 5E: Human Kinetics
3. Jagmohan Singh (2012) *Textbook of Electrotherapy*; Jaypee Brothers Publication.
4. Ralph M.Buschbacher (2008) *Sports Medicine and Rehabilitation*; Lippincott William and Wilkins.
5. Olga Dreeben (2007) *Introduction to Physical Therapy for Physical therapist Assistants*; Jones and Bartlett Learning
6. David (2005) *Drugs in Sports*, (4th Ed). Routledge Taylor and Frances Group.
7. Jesdyaprakash (2003), *Sports Medicine*, J.P. Brothers Pub., New Delhi.
8. Conley (2000). *Bioenergetics of Exercise Training*. In T.R. Baechle, & R.W.
9. Earle (Eds.), *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.
10. Christine (1999) *Physiology of Sports and Exercise*. USA: Human Kinetics.
11. Khanna (1990) *Exercise Physiology & Sports Medicine*. Delhi: Lucky Enterprises.
12. Pandey, P.K., (1987) *Outline of sports medicine*, New Delhi: J.P. Brothers Pub.
13. Philadelphia: W.B. Saunders Co.
14. Hunter (1979) *A Dictionary for Physical Educators*. In H. M. Borrow & R.
15. McGee (Eds.), *A practical approach to measurement in Physical Education* (pp. 573-74)
16. Mathew & Fox (1971). *Physiological Basis of Physical Education and Athletics*.
17. Williams (1962) *Sports Medicine*. London: Edward Arnold Ltd.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	S	S	S	L	M	L	M
CO3	S	M	M	M	M	M	L	M	L	M
CO3	S	S	L	S	L	M	S	S	S	S
CO4	S	M	L	M	M	S	L	M	L	M
CO5	S	L	M	S	M	S	L	M	L	M

\*S-Strong; M-Medium; L-Low

Course code	3EA	TITLE OF THE COURSE	L	T	P	C
Elective		<b>SPORTS NUTRITION AND WEIGHT MANAGEMENT</b>	<b>60</b>	<b>8</b>	<b>-</b>	<b>4</b>
Pre-requisite		Learners must have basic knowledge and interest about Nutrition and diet plan.	<b>Syllabus Version</b>		<b>4.0</b>	

**COURSE OBJECTIVES**

- ❖ To gain the knowledge related with concept of nutrition and weight management.
- ❖ To educate the knowledge in sports nutrition.
- ❖ To educate the students about the proves of metabolism.
- ❖ To educate the students about weight management.
- ❖ To proper equip the student to prepare exercise programme for weight.
- ❖ Management.

<b>EXPECTED COURSE OUTCOMES</b>						
On the successful completion of the course, students will be able to:						
1	Understand the role of nutrition and weight management on sports.				K2	
2	Learn the importance of carbohydrates, fat and protein during Exercise.				K3	
3	Learn the health risks and solutions for overcoming obesity.				K3	
4	Know to design diet plan for weight gain and weight loss.				K4	
5	Understand the role of physical activity in weight management.				K4	
<b>K1-Remember</b>		<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

**Unit-I Introduction to Sports Nutrition - (12 hours)**

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 - (12 hours)**

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 - (12 hours)**

Meaning of weight management Concept of weight management in modern era Factors 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- Steps of planning of Weight Management - (12 hours)**

#### IV

Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle - Weight management program for sporty child, Role of diet in weight management - Design diet plan for weight gain and loss

**Unit-V Role of physical activity - (12 hours)**

Assessing body composition - Role of physical activity in weight management - Cardio, strength and flexibility guidelines - Exercise programmed for weight loss and weight gain.

**Unit-VI Contemporary Issues - (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

#### References

1. Sareen Gropper (2012) *Advance Nutrition and Human Metabolism*:Cengage Learning
2. Anita Bean (2009) *The Complete Guide to sports Nutrition*:A&B;Black
3. Lori Smolin (2009) *Nutrition and Weight Management*:Infobasw Publishing
4. Liane Summerfield (2001) *Nutrition, Exercise and Behaviour*: Wadsworth/Thomson Learning
5. Bessesen (2008) *Update on obesity*.J ClinEndocrinolMetab.93(6),2027-2034.
6. Butryn et.al, (2007) *Consistent Self- Monitoring of Weight: a Key Component of Successful Weight Loss Maintenance*.Obesity (Silver Spring).15(12), 3091-3096.
7. Chu & Kim (2007) *Maternal Obesity and Risk of Stillbirth; a Metaanalysis*, AM J ObstetGynecol, 197(3), 223- 228.
8. DeMaria (2007). *Bariatric surgery for Morbid Obesity*; N Engl J Med, 356(21),2176-2183.
9. Dixon (n.d). *AdjustableGastric Banding and Conventional Therapy for Type 2 Diabetes: Randomized Controlled Trial*. JAMA. 299(3), 316-323.
10. Janice Thompson and Melinda Manore (2000) *Sport Nutrition for Health and Performance*; publisher human kinetics

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	S	S	S	L	M	L	M
CO3	L	M	M	S	M	L	S	M	S	M
CO3	S	L	S	L	S	M	L	S	L	S
CO4	S	M	S	M	S	M	L	M	L	M
CO5	S	M	L	M	M	M	L	M	L	M

\*S-Strong; M-Medium; L-Low

Course code	33P	TITLE OF THE COURSE	L	T	P	C
<b>PRACTICAL – III</b>		<b>WEIGHTLIFTING, POWER LIFTING, WRESTLING AND BOXING</b>	<b>30</b>	<b>24</b>	<b>50</b>	<b>4</b>
<b>Pre-requisite</b>		Learners must have required strength, power, coordination and mental ability.	<b>Syllabus Version</b>		<b>4.0</b>	

**Weightlifting and Power Lifting**

- ❖ Techniques of Weight lifting and power lifting
- ❖ Drills for Weight lifting and power lifting

**Wrestling****Fundamentals**

- ❖ 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& 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

**Fundamental skills**

- ❖ Player stance

**Boxing**

- ❖ Stance- Right hand stance, left hand stance.
- ❖ footwork- attack, defense.
- ❖ Punches- Jab, cross, hook, upper cut, combinations.
- ❖ Tactics- toe to toe, counter attack, fighting in close, feinting
- ❖ Rules and their interpretations and duties of officials

Course code	33Q	TITLE OF THE COURSE	L	T	P	C
Practical		<b>COMBATIVE SPORTS MARTIAL ARTS AND AEROBICS</b>	<b>30</b>	<b>24</b>	<b>50</b>	<b>4</b>
Pre-requisite		Learners must have basic knowledge and interest about rules and regulation of combative sports.	<b>Syllabus Version</b>		<b>4.0</b>	

**AEROBICS**

- ❖ Rhythmic aerobics- dance
- ❖ Low impact aerobics
- ❖ High impact aerobics
- ❖ Aerobics Kick boxing
- ❖ Posture-warm up and cool down
- ❖ THR zone- being successful in exercise and adaptation to aerobic work out

**MARTIAL ART - KARATE**

- ❖ Player stances – Walking, hand positions, front- learning, side- fighting.
- ❖ Hand technique – punches (from of a punch, and reverse punch), blocks (eight basic)
- ❖ Leg technique- snap kicks, stretching straight leg, thrust kicks, round house.
- ❖ Forms- The first cause katas.
- ❖ Self defence - Against punches, grasps 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.

**MARTIAL ART - TAEKWONDO**

- ❖ Player stances – walking, extending walking, l stance, cat stance.
- ❖ Fundamental skill-sitting stance punch, single punch, double punch, triples 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 (Dolyochagi),back kick (twit chagi), reverse turning kick (bandaedollyochagi), jump kick (twimyo chagi).
- ❖ Poomsae (forms) –jang, yi jang, sam jang, sa jang, o jang, jook jang, chiljang, pal jang (fundamental movement- eye control, concentration of spirit, speed control, strength control, flexibility, balance, variety in techniques)
- ❖ Sparring (kyorugi)- one step spring (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.



**MARTIAL ARTS -SILAMBAM**

<b>Course code</b>	<b>33R</b>	<b>TITLE OF THE COURSE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>PRACTICAL</b>		<b>TEAM GAMES</b> <b>Basketball, Cricket, Football, Volleyball, Kho- Kho</b>	<b>30</b>	<b>24</b>	<b>50</b>	<b>4</b>
<b>Pre-requisite</b>	Learners must have basic knowledge of fundamental skill and fitness.		<b>Syllabus Version</b>		<b>4.0</b>	

**BASKETBALL**

- ❖ Player stance and ball handling
- ❖ Passing- Two Hand chest pass, two hand Bounce Pass, One hand Baseball 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 officials.

**CRICKET**

- ❖ 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
- ❖ Rules and their interpretations and duties of officials

## **FOOTBALL**

- ❖ 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.

## **VOLLEYBALL**

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

## **KHO-KHO**

- ❖ 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 heels, tapping on the pool, diving, judgement in giving Kho, rectification on foul.
- ❖ Skills in running- zig zag running, single and double chain, ring play, rolling in the sides, dodging while facing and on the back, fake legs, body arm etc, combination of different skills.
- ❖ Ground Marking.
- ❖ Rules and their interpretations and duties of officials.



# **Fourth Semester**

**SEMESTER – IV**

Course code	43A	TITLE OF THE COURSE	L	T	P	C
Core		<b>MEASUREMENTS AND EVALUATION IN PHYSICAL EDUCATION</b>	4	-	-	4
Pre-requisite	Learners must have basic knowledge about sports test and their assessment.		<b>Syllabus Version</b>		<b>20-21</b>	

**COURSE OBJECTIVES**

- ❖ To attain the knowledge of measurement of skills in sports.
- ❖ To educate the importance and principles of Test measurement and evaluation.
- ❖ To learn the criteria for standardized test.
- ❖ To learn various types of test.
- ❖ To learn various physical fitness test.
- ❖ To learn various sports skill test.

<b>EXPECTED COURSE OUTCOMES</b>					
On the successful completion of the course, students will be able to:					
1	Know the importance of test, measurement and evaluation in Physical Education.				K1
2	Learn the criteria of good test.				K3
3	Learn the types and classification of test.				K3
4	Learn to conduct the tests on Motor Fitness Components.				K3
5	Learn to conduct the tests on various skill tests on different games.				K3
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

**Unit-I Introduction to test& measurement & evaluation - (12 hours)**

Meaning of test & measurement & evaluation in physical education - Need and importance of test & measurement & evaluation in physical education - Principles of evaluation

**Unit-II Criteria for administration of test - (12 hours)**

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

**Unit-III Classification of test - (12 hours)**

Type and classification of test - Administration of test, advance preparation – duties during testing – duties after testing.

**Unit- Physical fitness test**

**- (12 hours)**

**IV**

AAHPER Youth fitness test - National physical fitness test - Indiana motor fitness test - JCR test - U.S. Army physical fitness test- Harvard Step test- Cooper test.

**Unit-V Sports skill test**

**- (12 hours)**

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

**Unit-VI Contemporary Issues**

**- (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

**References**

1. Radha Mohan (2016) *Measurement, Evaluation and Assessment in Education*; PHI
2. Learning Pvt.Ltd
3. Dr.Rajender Singh (2014)*Test and Measurement in Physical Education*; Horizon Books(A Division of ignited Minds Edutech P Ltd) Clayto
4. N Shay (1969)*Skills Test Manual; Volleyball for boys and Girls*; American Association for Health, Physical Education and Recreation.sports Skills Project Committee. Alleen & James (1979) *Measurement and Evaluation in Physical Education* Book
5. Enclave, Jain Bhawan, Phillips.
6. Bunn (1972). *Scientific Principles of Coaching*. Englewood Cliffs N.J. Prentice Singer,
7. Bunn (1968). *The Art of Officiating Sports*. Englewood Cliffs N.J. Prentice Hall.
8. Lawther (1965). *Psychology of Coaching*. New York: Pre. Hall.
9. Dyson (1963). *The Mechanics of Athletics*. London: University of London Press Ltd. Hall. E-Resources

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	S	S	S	L	M	L	M
CO3	S	M	L	M	M	S	L	M	L	M
CO3	S	S	L	S	M	S	L	S	L	S
CO4	S	M	S	M	M	M	L	M	L	M
CO5	S	M	M	M	M	M	L	M	L	M

\*S-Strong; M-Medium; L-Low

Course code	43B	TITLE OF THE COURSE	L	T	P	C
Core		KINESIOLOGY AND BIOMECHANICS	4	-	-	4
Pre-requisite	Learners must have basic knowledge about mechanics of body and muscular movement.		Syllabus Version		4.0	

**OBJECTIVES**

- ❖ To understand basics concepts of movements, motion and posture.
- ❖ To understand the fundamentals of kinesiology.
- ❖ To educate the students with application of bio mechanical principles in sports.
- ❖ To learn about force, lever, motion and equilibrium related with sports.
- ❖ To educate the sports activities with the knowledge of kinematics.

EXPECTED COURSE OUTCOMES						
On the successful completion of the course, students will be able to:						
1	Know the need of kinesiology in sports training.				K1	
2	Understand the mechanism of joints and muscles movements of the				K2	
3	Understand the need of bio mechanics in sports training prevention of injury				K4	
4	Learn the concepts of Mechanical principles and its Advantages.				K3	
5	Understand the application of Linear and Angular Kinematics.				K4	
<b>K1-Remember</b>		<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

**Unit-I Kinesiology****- (12 hours)**

Kinesiology: Meaning and Definition – Need of Kinesiology in sports Training - Terminology of Fundamental Movements: Flexion- Extension – Adduction- Abduction- Rotation- Medial and Lateral rotation- Inversion- Eversion- Circumduction - Planes of motion – Frontal – Sagittal- Transverse, Axis: Anatomical- Mechanical - Motion: Desired and undesired motion - Posture- Meaning, Types: Ideal-Optimal-Deviational, Importance of good posture.

**Unit-II Fundamental concept of Anatomy and****Physiology****- (12 hours)**

Classification of Joints and Muscles - Posture- Meaning, Types and importance of good posture - Kinesiology based grouping of muscles: Flexors- extensors- adductors- abductors - Origin and Insertion of muscle: Meaning-Need - Muscle contraction: Meaning - Types of muscles Contractions: Isometric-Isotonic- Isokinetic - Angle of Pull, All or None Law, Reciprocal innervation

**Unit- Biomechanics****- (12 hours)****III**

Biomechanics: Meaning- Definition- History – Need of Biomechanics in sport training and prevention of injury - Biomechanical concepts: Velocity - Acceleration -Angular velocity -Angular acceleration – Mass –Force –Pressure –Gravity -Centre of gravity - Friction -Work –Power –Energy- Kinetic energy -Potential energy –Torque - Recent trends in mechanical analysis of sport skills: Video analysis - Measures of Biomechanical concepts: Energy – Power – Velocity - Force

**Unit- Mechanical concepts - (12 hours)**

#### IV

Force:- Meaning - definition – Characteristics - Force platform: Meaning and Uses in sport training - Lever-Meaning, definition- types of lever – Mechanical advantage - Motion: Types: Linear- Rotatory, Laws of motion - Equilibrium: Meaning – types of equilibrium : Stable- Neutral- Unstable , Factors affecting equilibrium - Projectile – Factors influencing projectile trajectory.

**Unit-V Kinematics and Kinetics of Human Movement - (12 hours)**

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 - Application of mechanical principles in sport

**Unit-VI Contemporary Issues - (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

#### References

1. Burkett (2018) *Applied Sport Mechanics 4<sup>th</sup> Edition*:Human Kinetics
2. Shirl (2013) *Introduction to Kinesiology:Studying Physical Activity*:Human Kinetics
3. Peter Merton (2013) *Biomechanics of Sport and Exercise*:Human Kinetics.
4. Vladimir (1998) *Kinematics of Human Motion*:Human Kinetics
5. Susan (2014), *Basic Biomechanics* Hall Mc.Graw-Hill;Humanities social science/Language
6. Chapman (2008), *Biomechanical Analysis of Fundamental Human Movements* Human Kinetics.
7. Hamill Joseph & Knutzen (2008), *Biomechanical Basic of Human Movements* LWW publication.
8. Anderson (2007), *Biomechanics of Human Motion* Mcc Lurg Sports publications.
9. Johnson (2007), *Biomechanics and Exercise Physiology*, CRC PRESS Taylor & Francis group.
10. Night & Margareta (1991). *Fundamental of Biomechanics*. New York Van; Nostand Reinhold.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10

<b>C01</b>	S	S	S	S	S	S	L	M	L	M
<b>C03</b>	S	M	M	M	M	M	L	M	L	M
<b>C03</b>	S	S	S	S	M	M	L	S	L	S
<b>C04</b>	S	M	M	M	M	M	L	M	L	M
<b>C05</b>	S	M	M	M	M	M	L	M	L	M

\*S-Strong; M-Medium; L-Low



Course code	43C	TITLE OF THE COURSE	L	T	P	C
Core		RESEARCH AND STATISTICS IN PHYSICAL EDUCATION	4	-	-	4
Pre-requisite	Learners must have basic knowledge of research and statistics.		Syllabus Version		20-21	

**OBJECTIVES**

- ❖ To educate the need and importance of research and research problem.
- ❖ To know about sampling types of research.
- ❖ To learn to analyses the literature reviews.
- ❖ To learn basics statistics.
- ❖ To learn advance statistics.

EXPECTED COURSE OUTCOMES						
On the successful completion of the course, students will be able to:						
1	Understand the importance of research in physical education.				K4	
2	Know about the types of sampling in research.				K4	
3	Learn the research tools to prepare research proposals and research				K2	
4	Learn the basic statistics & measures of tendency.				K3	
5	Know the Measures of variability & properties of normal curve.				K2	
K1-Remember		K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create

**Unit-I Introduction to Research - (12 hours)**

Research: Definition - Meaning and Characteristics of Research - Need and Importance and Scope of Physical Education and Sports - Classification and Methods of Research - Research Ethics - Research Problem: Criteria for selecting and locating research problem - Hypothesis: Meaning - formulation of Hypothesis – Types of hypothesis

**Unit-II Types of Research and Sampling - (12 hours)**

Sampling: meaning of sample- types of sample - Research design:- meaning – need of research design- features - Experimental research- Meaning – Need of experimental research - Historical research: Meaning- collection of data: Primary and secondary source Survey study: case study – Need of case study

**Unit- Tools of Research - (12 hours)****III**

A Tools of Research – Questionnaire- Construction of questionnaire, Interview:types of interview - Reliability: Instrument reliability – Meaning – Need and importance

- Research Proposal: Meaning –Important aspects - Significance of Research Proposal -  
Research Reports: Format in Physical Education: Introduction- literature survey-  
Methodology- Analysis – Summary and Conclusions –Format of bibliography

**Unit- Basic Statistics**

**- (12 hours)**

**IV**

Statistics: Meaning, Definition, and Importance of statistics in Physical Education -  
Types of statistics: Descriptive – inferential - Correlation, meaning, Coefficient Of  
Correlation, Rank Order Correlation - Measures of Central tendency: Mean-Median –  
Mode for group and ungroup data- Merits and demerits of measures of central tendency

**Unit-V Advanced Statistics**

**- (12 hours)**

Measures of variability: Meaning – range – mean deviation – standard deviation  
calculation for group and ungrouped data - Merits and demerits of measures of  
variability - Percentiles and Quartiles: Meaning, Importance, Computing from Group  
and Ungrouped data - Probability – Meaning – Normal curve – properties of normal  
curve - Graphical representation: Need and importance in research- Types: Bar diagram-  
line graph - Pie Diagram.

**Unit-VI Contemporary Issues**

**- (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

**Reference**

**Book**

1. Balwant Singh(2016)*Research and Statistics in Physical Education*:Khel Sahitya Kendra
2. Gupta (2015) *statistical methods*, sultan Chand and sons' educational publisher, Delhi
3. Chiris Gratton and Ian Jones (2012) *Research Methods for Spot Studies*RO.ge publication
4. Sharma kalpana (2011) *Research Methods in Health and Physical Education*(India) New
5. Delhi wellness. Friends publication
6. Navanitham(2011) *business mathematics and statistics*; jai publishers, Trichy
7. Smith mark (2010) *Research Methods in Sport*. British library cataloguing publication.
8. Kothari (2010) *Research Methodology methods and techniques*; New age international (P)LTd publishers
9. Murthy A.M (2009) *Research Methods in Physical Education Sports and Exercise Science*, (India) New Delhi wellness. Friends' publications
10. Ashok (2008) *Research Abstracts in Physical Education and Sports Sciences* New Delhi.
11. kalpaz publication
12. Agarwal (2006) *Basic Statistics*; New Age International
13. Kothari (1985) *Research Methodology*; P.N-New age International (p) limited

<b>Mapping with Programme Outcomes</b>								
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>CO1</b>	S	S	S	S	S	S	L	M
<b>CO3</b>	S	M	M	M	M	M	L	M
<b>CO3</b>	M	S	S	L	M	M	S	S
<b>CO4</b>	S	L	M	M	L	M	L	S
<b>CO5</b>	L	M	M	S	M	M	L	S

\*S-Strong; M-Medium; L-Low

Course code	4EA	TITLE OF THE COURSE	L	T	P	C
<b>Elective</b>		<b>THEORY OF SPORTS AND GAMES- II</b> (Basketball, Cricket, Football, Hockey, Handball, Kabaddi, Kho-Kho, Volleyball)	<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Pre-requisite</b>		Learners must have basic knowledge about rules and regulations.	<b>Syllabus Version</b>		<b>20-21</b>	

**OBJECTIVES**

- ❖ To learn the history development of various major games.
- ❖ To learn fundamental skills of various games.
- ❖ To learn team tactics and strategies of different games and sports.
- ❖ To learn various rules of team games.
- ❖ To learn the layouts preparation of various games play fields.

<b>EXPECTED COURSE OUTCOMES</b>						
On the successful completion of the course, students will be able to:						
1	Understand the criteria for participation in District, State, National and International competitions.				K2	
2	Learn the mechanical principles of various drills of sports and games.				K3	
3	Learn the training methods to develop the team tactics and strategies				K3	
4	Learn to prepare profiles for players with respect to the sports and games.				K3	
5	Learn to layout and importance of various playfield				K3	
<b>K1-Remember</b>		<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

**Unit-I****- (12 hours)**

Introduction - Origin and development of the game; Recent status of the game in India working federations of Games/Sport in India and in the World; Age category and Eligibility criteria for participation in District level- State– National - Inter-university and International competitions,

**Unit-II****- (12 hours)**

Fundamental skills – Offensive and defensive skills - teaching procedure of each skill, analysis of each skill in relation to Mechanical Principles, various drills related to the fundamental skills, Skill Training Warm -up and conditioning exercise - lead - up games.

**Unit-****- (12 hours)****III**

Team Tactics and strategies involved in the game/sport - Different systems of play related to attack and defense - Training methods to develop team tactics. Coaching plan - preparation of Training schedules.

**Unit-IV****- (12 hours)**

Rules of the game - current interpretations - new rule changes in the game. Evaluation of skills of the players - skill tests – selection of players- Evaluation of the performance of the players - Judges rating - Preparation of profiles for Players with respect to the game/sport

**Unit-V****- (12 hours)**

Layout of Playfields - Laying, maintenance and marking, Officiating -signals and systems, Coaching, Psychological preparation of the Athletes - Selection of game or sport various Tournaments, Awards and trophies in the game/sport.

**Unit-VI Contemporary Issues****- (8 hours)**

Expert lectures, Seminars, Webinars, Group discussion, quiz.

**References**

1. Martin (2009) *An Introduction to Game Theory*:Oxford University Press
2. Deelip Bhadke (2017) *Theory of Sports and Games*:Khel Sahitya Kendra
3. Bunn (1972) *Scientific principles of coaching*. Englewood cliffs N. J. Prentice Hall.
4. Singer (1972) *Coaching, athletic & psychology*. New York: M.C. Graw Hill.
5. Bunn (1968) *The art of officiating sports*. Englewood cliffs N.J. Prentice Hall.
6. Lawther (1965) *Psychology of coaching*. New York: Pre. Hall.
7. Dyson (1963) *The mechanics of athletics*. London: University of London Press Ltd.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	S	S	S	L	M	L	M
CO3	S	M	M	M	M	M	L	M	L	M
CO3	L	S	S	S	M	L	L	L	L	L
CO4	S	M	L	M	M	L	L	S	L	S
CO5	S	M	M	M	M	M	L	M	L	M

\*S-Strong; M-Medium; L-Low

Course code	4EB	TITLE OF THE COURSE	L	T	P	C
Elective		SPORTS MANAGEMENT	4	-	-	4
Pre-requisite	Learners must have basic knowledge and interest about skills in the management.		Syllabus Version		4.0	

**OBJECTIVES**

- ❖ To understand the concepts of sports management and quality of major.
- ❖ To learn the qualities of leader.
- ❖ To learn the procedure of planning of sports programme.
- ❖ To learn the procedure of financial management.
- ❖ To learn the skills of organization.

EXPECTED COURSE OUTCOMES						
On the successful completion of the course, students will be able to:						
1	Understand the concept of sports management and event management in physical education and sports.				K2	
2	Know the qualities and qualifications of administrative leader.				K3	
3	Understand the sports management in schools, colleges and				K4	
4	Learn the financial management in physical education and sports in preparation of report.				K4	
5	Know the Concept of Organization Skill & Preparation of Report.				K3	
<b>K1-Remember</b>		<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>

**Unit-I****- (12 hours)**

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****- (12 hours)**

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

**Unit-III****- (12 hours)**

Sports management in schools, colleges and university - Factors affecting planning - Planning a school of college sports programme - Directing of school or college sports programme - Controlling a school, college and university sports programme.

**Unit-IV****- (12 hours)**

Developing performance standard - Establishing a reporting system - Evaluation - The reward/ punishment system - Financial management in physical education & sports in schools, colleges and universities - Budget – importance, criteria of good budget, - Steps of budget marking - Principles of budgeting

**Unit-V** - (12 hours)

Advertisement - Organisation skills - Preparation of report - Sponsorship

**Unit-VI Contemporary Issues** - (8 hours)

Expert lectures, Seminars, Webinars, Group discussion, quiz.

#### References

1. Bucher (1979). *Administration of Physical Education and Athletic Programme*. 7<sup>th</sup> Edition, St. Louis: The C.V. Mosby Co.
2. Daughtrey & Woods (1976). *Physical Education and Intramural Programmes, Organization and Administration*. Philadelphia U.S.A.: W.B. Saunders Cp.
3. Ashton (1968). *Administration of Physical Education for Women*. New York: The Ronal Pres Cl.
4. Earl & Gary (1963). *Management Competency Development in Sports and Physical Education*. Philadelphia: W. Lea and Febiger.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	S	S	S	S	S	L	M	L	M
CO3	S	L	M	M	L	M	L	S	L	S
CO3	M	S	S	L	M	M	S	S	S	S
CO4	S	M	L	M	M	M	L	M	L	M
CO5	S	M	M	M	M	M	L	M	L	M

\*S-Strong; M-Medium; L-Low

Course code	43P	TITLE OF THE COURSE	L	T	P	C
<b>PRACTICAL</b>		<b>TEAM GAMES</b> <b>(Kabaddi, Hockey, Softball, Handball, Netball)</b>	<b>30</b>	<b>24</b>	<b>50</b>	<b>4</b>
<b>Pre-requisite</b>	Learners must have acquired fundamental skills in the games.		<b>Syllabus Version</b>		<b>4.0</b>	

**KABADDI**

- ❖ 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-Variations, 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

**NETBALL**

- ❖ Catching: one handed, two handed, with feet grounded, in flight.
- ❖ Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, under arm, bounce, lob) two handed passes (push, overhead, bounce)
- ❖ Footwork: landing on one foot; landing on two feet; pivot; running pass.
- ❖ Shooting: one hand; two hand; 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
- ❖ Player stance & Grip
- ❖ Rolling the ball
- ❖ Dribbling
- ❖ Push
- ❖ Stopping
- ❖ Hit
- ❖ Flick
- ❖ Scoop



## **HOCKEY**

- ❖ Passing- Forward pass, square pass, triangular pass, diagonal pass, return pass.
- ❖ Reverse hit
- ❖ Dodging
- ❖ Goal keeping- Hand defence, foot defence
- ❖ Positional play in attack and defence.
- ❖ Rules and their interpretations and duties of officials.
- ❖ Ground marking.

## **SOFTBALL**

- ❖ 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.

## **HANDBALL**

- ❖ 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, Simple Counter Attack from two wings and centre, Blocking, Goal keeping, Defence.
- ❖ Rules and their interpretations and duties of officials.

Course code	43Q	TITLE OF THE COURSE	L	T	P	C
<b>PRACTICAL</b>		<b>GAMES OF SPECIALIZATION</b>	<b>30</b>	<b>24</b>	<b>50</b>	<b>4</b>
<b>Pre-requisite</b>	Learners must have acquired fundamental skills in the games.		<b>Syllabus Version</b>		<b>4.0</b>	

**GAMES OF SPECIALIZATION**

(Course contents in game or sport of specialization should be chalked out internally considering advance level of students and suitable to their age and gender .Practical skill test- any two).

Course code	49R	TITLE OF THE COURSE	L	T	P	C
<b>PRACTICAL</b>		<b>Teaching practices: (Particular Lesson)</b>	<b>30</b>	<b>24</b>	<b>50</b>	<b>4</b>
<b>Pre-requisite</b>	Learners must have learned part of the lesson plan Teaching.		<b>Syllabus Version</b>		<b>4.0</b>	

10 teaching lesson plans for Racquet sport/ team games/ indigenous activities out of which **5 lessons internal** and **5 lessons external at school**.







## **CERTIFICATE COURSE IN SPORTS JOURNALISM**

*(For the candidates admitted from the academic year 2020-21 onwards)*

### **NEED OF THE COURSE**

Sports broadcasting plays a key role in the life of a sportsperson. This is an upcoming field with versatile opportunities as a cameraman, sports photographer, sports cinematographer, video editor, news editor, reporter, and sports data analyst. Social media is a powerful platform and this course will enable Sports journalism with digital technology

### **COURSE OBJECTIVES**

-  To impart knowledge and empower students on learning the basics of journalism and sports journalism.
-  To acquire communication and presentation skills for promoting quality reporting and broadcasting.
-  To learn skills in photography, video editing, and reporting through the latest technology and applications.
-  To understand the conceptual basis for creating own channels, promoting innovative, creative career opportunities in sports journalism.

<b>EXPECTED COURSE OUTCOMES</b>		
On successful completion of the course students will be able to;		
<b>CO1</b>	Become sports journalists.	Apply
<b>CO2</b>	Understand different aspects of sports journalism.	Understand
<b>CO3</b>	Sports reporting careers, to the writing styles of sports writers and media relation professionals use.	Apply
<b>CO4</b>	Develop listening, reading, speaking and writing skills.	Understand
<b>CO5</b>	Know the information related to sports and various national and international event.	Analyze

### **REGULATIONS**

#### **Eligibility**

A pass in 10<sup>th</sup> standard

#### **Duration of the course**

The certificate course on sports journalism shall be of duration of Sixty Hours (60 hours).

**SCHEME OF EXAMINATION**

The Scheme of examinations shall be as follows: There shall be three theory papers of 100 marks each.

Sl. No	Title of the Practical Papers	Exam Hrs.	Total Marks
I	<b>Paper I - 101 - Basics of Sports Journalism</b>	3	100
II	<b>Paper II - 102 - Reporting and Broadcasting</b>	3	100
III	<b>Paper III - 103 - Photography and Cinematography</b>	3	100
Total Marks			300

**Classification of successful candidates**

Those who secure 75% and above of the maximum marks shall be declared to have passed First class with distinction, 60% and above of the maximum marks shall be declared to have passed first class. Those who secure 50% and above but below 60% shall be declared to have passed in second class. All others who secure 40% and above but less than 50% of marks shall be declared to have passed in third class.

**Award of Certificate**

A candidate shall be eligible for the award of certificate if he/she has passed all the examinations prescribed thereof.

**Certificate Course in Swimming Pool Lifeguard**  
*(For the candidates admitted form the academic year 2020-21 onwards)*

**Need of the Course**

Pool lifeguard programme is aimed at training candidates for job of a pool lifeguard in swimming pool, fitness sectors\industry and aims at conducting activities at swimming pool.

**Course Objectives**

- To produce skilled lifeguard.
- To take emergency response procedure in swimming pool.
- Provide safety and security guidelines for swimmer.
- Understand physical limitation and fitness requirements for resource operation.
- Self defense/defense techniques required for resource operation.
- Knowledge of operating and maintaining aquatic equipment such as water filtration equipment, sanitation equipment etc..
- Occupational health and safety guidelines for lifting and carrying.
- Take pre-cautioning measures, rescue and recover victims.
- Administration of basic first aid.

**EXPECTED COURSE OUTCOMES**

On successful completion of the course students will be able to;

CO1	Promote job opportunities as lifeguards in swimming pool and other firms.	Apply
CO2	Understand the fundamentals of lifeguard in swimming	Understand
CO3	Demonstrate different skills in lifeguard	Analyze
CO4	Summarize and concept of lifeguard	Understand
CO5	Develop the features of lifeguard related to swimming	Apply
CO6	Apply the skills of lifeguard in swimming and other allied firms.	Apply

**REGULATIONS**

**Eligibility**

A pass in 10<sup>th</sup> standard and ability to swim.

**Duration of the course**

The lifeguard programme shall be of duration of Sixty Hours (60 hours).

**Admission**

Admission shall be made on the basis of marks obtained in the fitness test (50mts swimming).

**Scheme of Examination**

The Scheme of examinations shall be as follows: There shall be three practical papers of 100 marks each. The practical examination shall consist of teaching demonstration and via- voce examination.

Sl. No	Title of the Practical Papers	Exam Hrs.	Total Marks
I	Paper I - Precautionary Measures of Life Guard	3	100
II	Paper II - Rescue and Recover Victims	3	100
III	Paper III - Maintain Health and Safety Measures	3	100
Total Marks			300

**Classification of successful candidates**

Those who secure 75% and above of the maximum marks shall be declared to have passed First class with distinction, 60% and above of the maximum marks shall be declared to have passed First class. Those who secure 50% and above but below 60% shall be declared to have passed in Second Class. All others who secure 40% and above but less than 50% of marks shall be declared to have passed in third class.

**Award of Certificate**

A candidate shall be eligible for the award of certificate if he/she has passed all the examinations prescribed thereof.



# **Job Oriented Certificate Course**



Course code	101	TITLE OF THE COURSE	L	T	P	C
<b>JOB ORIENTED COURSES</b>		<b>BASICS OF SPORTS JOURNALISM</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Pre-requisite</b>	Learners must have basic knowledge of multimedia and communication skills.		<b>Syllabus Version</b>		<b>20-21</b>	

### Basics of sports journalism

#### COURSE OBJECTIVES

1. To acquire knowledge of types and canons of journalism.
2. To learn the ethics of sports journalism.
3. To understand the mass communication techniques.
4. To learn skills in event management.
5. To process effective communication.

<b>EXPECTED COURSE OUTCOMES</b>						
On the successful completion of the course, student will be able to:						
1	understand types, canons and ethics of journalism.					K2
2	Learn the need and importance of sports journalism.					K3
3	Know role of mass communication in sports.					K4
4	Understand issues and laws related to sports.					K3
5	Learn skills in event management.					K4
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

#### UNIT – I JOURNALISM

- (12 hours)

History of journalism-types of journalism-ethics of journalism- Canons of journalism- Journalism and Sports education.

#### UNIT – II SPORTS JOURNALISM

- (12 hours)

History of sports journalism-Types of sports journalism- Components of journalism in sports- Sports ethics and sportsmanship – R- Sports organization and sports journalism.

### UNIT –III ONLINE JOURNALISM

- (12 hours)

Define online journalism-Types of online journalism- Importance of online journalism-Methods of journalism.

### UNIT –IV MASS COMMUNICATION

- (10 hours)

Definition- Need and importance- Types of mass communication- Elements – Process-Effective communication – 7cs.

### UNIT –V EVENT MANAGEMENT

- (12 hours)

Planning- announcing- Inviting- Organizing- Post work-Issues and laws related to sports – Ruling and guidelines.

### Unit-VI CONTEMPORARY ISSUES

- (2 hours)

Expert lectures, Seminars, Webinars, Group discussion, quiz.

### REFERENCE

1. Abraham Aamidor: *Real Sports Reporting*.
2. K. C. Thakur: *Sports Journalism*; Delhi.
3. Kathryn T Stofe: *Sports Journalism: An Introduction to Reporting and Writing*.
4. L Jones Robyn, Robyn L Jones, Mike Hughes: *An Introduction to Sports*
5. Phil Andrews: *Sports Journalism: A Practical Introduction*; Sage Publications.
6. Prasidh Kumar Mishra: *Sports Journalism*.

7. Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	M	S	S	L	S	L	M	L	M
CO3	S	L	S	M	L	S	L	S	L	S
CO3	S	L	S	M	M	L	S	M	S	M
CO4	S	M	S	M	S	M	S	S	S	S
CO5	S	M	M	S	M	S	L	M	L	M

\*S-Strong; M-Medium; L-Low

Course code	102	TITLE OF THE COURSE	L	T	P	C
<b>JOB ORIENTED COURSES</b>		<b>REPORTING AND BROADCASTING</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>4</b>
<b>Pre-requisite</b>	Learners must have basic knowledge of report writing and well verse in electromagnetic spectrum.		<b>Syllabus Version</b>		<b>4.0</b>	

### Reporting and broadcasting

#### COURSE OBJECTIVES

1. To become special reporter in sports journalism.
2. To know national and international sports news agencies.
3. To improve spectrum efficiency.
4. To organize press meet.
5. To become broadcast journalism.

<b>EXPECTED COURSE OUTCOMES</b>						
On the successful completion of the course, student will be able to:						
1	Reporter on important news events can give the journalist a sense of achievement.					K2
2	Increase the capacity of broadcast transmission network by improving spectrum efficiency.					K3
3	Learn transparency and accountability in broadcasting sports news.					K4
4	Learn corporate dignity, impartiality, pluralism and fairness in reporting.					K3
5	Meet and interview famous athletes.					K4
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

#### UNIT – I NEWS REPORT - (12 hours)

Sources of news-Reporting styles-5Ws of news report-Reporting sports events-General news reporting-sports reporting-Writing for newspaper-report-article letter to editor-evaluation of reported news.

#### UNIT –II BROADCAST JOURNALISM -(12 hours)

Meaning- Importance of broadcast journalism-Difference between broadcasting and journalism-National and International sports news agencies.

#### UNIT –III COMPAIRING -(10 hours)

Announcement strategies- Styles - Order of events- Radio-TV commentary-Running comments.

#### UNIT- IV ORGANIZING A PRESS MEET

-(12 hours)

Pre-meet work- Press kit- During press meet duties- Post press meet follow-up- publication in newspaper –Organizing press meet.

#### UNIT – V CAREERS IN JOURNALISM

-(12 hours)

Career Explore in broadcast journalism- Job opportunities – Skill requirement- Challenges and Opportunities.

#### Unit-VI CONTEMPORARY ISSUES

- (2

hours)

Expert lectures, Seminars, Webinars, Group discussion, quiz.

#### REFERENCE

1. Folkerts & Lacy. *The Media in Your Life*. Pearson Education. Delhi. 2005.
2. Harper, Christopher. *The New Mass Media*. Houghton Mifflin Co. Boston. 2007.
3. Singhal and Rogers. *India's Communication Revolution*. Sage.
4. Kumar, KJ. *Mass Communication in India*. Jaico. Mumbai. 2007.
5. Natrajan. *History of Press in India*. Publications Division. Delhi.
6. Kohli-Khandekar. *Indian Media Business*. Response Books. Delhi. 2010.
7. Sahay, Uday. Making News.

8. Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	M	S	M	L	S	S	M	S	M
CO3	S	M	S	M	L	M	L	S	L	S
CO3	S	L	S	M	L	L	S	M	S	M
CO4	S	M	S	M	S	M	S	S	S	S
CO5	S	M	M	S	M	S	L	M	L	M

\*S-Strong; M-Medium; L-Low

Course code	103	TITLE OF THE COURSE	L	T	P	C
<b>JOB ORIENTED COURSES</b>		<b>PHOTOGRAPHY AND CINEMATOGRAPHY</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Pre-requisite</b>	Learners must have basic knowledge of visual communication skills.		<b>Syllabus Version</b>		<b>4.0</b>	

### Photography and cinematography

#### COURSE OBJECTIVES

1. To become graphic designer in sports.
2. To learn mobile application and software.
3. To learn video animation.
4. To quickly gain exposure and show their talents in the public eye.
5. To create own sports You-tube channels.

<b>EXPECTED COURSE OUTCOMES</b>						
On the successful completion of the course, student will be able to:						
1	Learn verbal, visual and prevails in the efficiency of communication.					K2
2	Learn more attention in grabbing and engaging generation of enjoyment in public.					K3
3	Make an impact on the audience.					K4
4	Understand various technological tools, devices and medium to bring out a message interesting and easy to understand.					K3
5	Learn photography and Video production.					K4
<b>K1-Remember</b>	<b>K2-Understand</b>	<b>K3-Apply</b>	<b>K4-Analyze</b>	<b>K5-Evaluate</b>	<b>K6-Create</b>	

#### UNIT –I VISUAL COMMUNICATION

- (12 hours)

Definition- Importance- types- Benefits and skills of visual communication- Visual Communication and Graphic Design-Application of Visual Communication in sports.

#### UNIT –II PHOTOGRAPHY

- (12 hours)

Checklist – Equipments- Camera- Stand – Microphone- Flash- Lighting –Frame-Setting angles- Photo editing- Mobile applications and Software.

### UNIT –III CINEMATOGRAPHY

- (12 hours)

Sports script writing- SCENE plan- Grooming- Shooting- Setting frames- GIF- Video animation- Audio editing- Background merging- Voice over - Mobile applications and software.

### UNIT –IV NEWS COMPILATION

- (12 hours)

Collecting historical sources- Relevant documents – Collecting current sports news from primary, secondary and Tertiary sources- Interviews- Sequencing the information- compilation guidelines-translation – Book review (sports).

### UNIT –V CHANNEL CREATION

- (12 hours)

Creating own sports youtube channels- Blog- Podcast-Website- News channel- Internet- Convergence of technology –New media comparative study of internet media and older media.

### Unit-VI CONTEMPORARY ISSUES

- (2 hours)

Expert lectures, Seminars, Webinars, Group discussion, quiz.

### REFERENCE

1. Andrew Boyd (2001), *Broadcast journalism: Techniques of radio and television news*, Taylor and Francis Publisher, United Kingdom.
2. Meredith Davis, Jamer Hunt (2017), *Visual communication design*, Bloomsbury Publisher, Newdelhi.
3. Peter Hobley Davison, Rolf Meyerson, Edward shils (1978), *Mass media and mass communication*, Somerset House Publisher.
4. Phil Andrews (2005), *Sports journalism: A Practical introduction*, SAGE Publisher, India.
5. Richard Craig (2005), *online journalism: Reporting, Writing and Editing for new media*, Thomson/Wadsworth publisher, United States.

Mapping with Programme Outcomes										
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	S	M	S	S	L	S	L	M	L	M
CO3	L	M	S	M	L	S	L	M	L	M
CO3	S	S	L	M	L	S	L	S	L	S
CO4	L	M	S	M	S	S	LP	M	LP	M
CO5	S	M	M	S	M	S	L	M	L	M

\*S-Strong; M-Medium; L-Low

Course code		TITLE OF THE COURSE	L	T	P	C
<b>JOB ORIENTED COURSES</b>		<b>SWIMMING LIFEGUARD</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>4</b>
<b>Pre-requisite</b>	Learners must have basic knowledge of swimming and fitness.		<b>Syllabus Version</b>		<b>20-21</b>	

**UNIT I Introduction****- (12 hours)**

Introduction to the roles, responsibilities-functions of life guard-female life guard-water emergencies and precaution measures - Monitoring pool condition - safety flags - Identification of victims and victims behavior - Water Temperature, PH and chlorine level-safety equipments- Maintenance of safety equipments as rings, jackets poles and First aid Kits - various swimming techniques and strokes.

**UNIT II Rescuing and Recovering Principles****- (12 hours)**

Emergency Types of emergencies – self breathing equipments, personal flotation devices – evacuation procedure /protocol – Rescue and defensive Techniques - Deep Water search and rescue techniques - usage of rescue equipments – Escape techniques – rescue goals-carrying and landing techniques-Rescue method for one or more victims.

**UNIT III Precautions and safety****- (12 hours)**

Identification breach protocols of safety - Assessment of red flags signs- Accidents and Water emergencies - Education of swimmers - flow information – Implementation of health and safety protocol - Inspection guidelines of pool and surrounding areas - safety of life guards – Inspection of safety equipments – Injury identification and Management – Special guidelines and safety protocols for children, Women and pregnant women.

**UNIT IV First Aid****- (10 hours)**

Meaning – Scopes – Aims - Principles of first Aid for Injury - Codes of first Aid practice - Artificial respiration - Identification of associated injuries - CPR techniques for infants - Adults, pregnant women - Management of cardiac respiratory arrest - Mode of transport of victims – Communication - Call emergency management team.

**UNIT V Injury identification and Management****- (12 hours)**

Identification of potential injuries associated with drowning – Heart attack, brain attack, respiratory attack, shock, choking, poisoning, bleeding, hyper and hypothermia, frost bite, fracture, dislocation, head, neck and back injuries - Emergency condition - Nose, eye, ear-

childbirth sudden infant deaths syndrome – Emergency Management strategies - positioning, Carrying, Strapping and handling Pregnant Women victims.

### Unit-VI Contemporary Issues

- (2 hours)

Expert lectures, Seminars, Webinars, Group discussion, quiz.

### ASSESSMENT CRITERIA FOR PRACTICAL EXAMINATION

#### Practical-I- Precautionary Measures

Marks Allocation				
	Total Marks	Out of	Theory	Skills Practical
PC1. Check water temperature, pH and chlorine levels in the pool/water facility	100	10	2	8
PC.2 Set up pool equipment and place safety equipment within reach of lifeguard station		5	2	3
PC3. Set preventive measures for swimmers or guidelines for usage		5	2	3
PC4. Define precautionary measure		5	2	3
PC5. Set safety guidelines for swimmers to be followed at pool site		5	2	3
PC6. Ensure that precautionary measures are taken at pool		5	2	3
PC7. Ensure maintenance of life saving equipment such as rings/jackets/pools and first aid kit		5	2	3
PC8. Conduct regular audits of swimming pool water for clarity/visibility		5	2	3
PC9. Ensure that appropriate signage and instruction is displayed on pool site		5	2	3
PC10. Assist/Provide Instruction on various swimming strokes, Jumps		10	2	8
PC11. Demonstrate correct use of equipment according to the policies and procedures of the swimming center from time to time		10	2	8
PC12. Monitor pool conditions and set up appropriate safety flag		5	2	3
PC13. Provide a point of contact for people on the pool facility		5	2	3
PC14. Advise people where and when they can swim safely		5	1	4
PC15. Maintain his/her physical fitness periodically in water and on land		5	1	4



PC16. Obtain training on upgraded equipment periodically		5	1	4
PC17. Be informed on latest policies and procedures		5	1	4
	Total Marks	100	30	70

### Practical-II- Rescue and Recover Victims

Marks Allocation				
	Total Marks	Out of	Theory	Skills Practical
PC1. Patrol the edge of the pool or sit on an elevated chair at the poolside to keep a close watch on the pool and its users	100	5	2	3
PC.2 Advise swimmers on the use of the diving boards and slides		5	2	3
PC3. Stop or discourage behavior which could be dangerous. Adopt defense tactics and water wrestling to prevent victim from being overpowering		5	2	3
PC4. Stay alert for situations where swimmers could get into difficulties		5	2	3
PC5. Supervise and make sure people stay in safe areas		5	2	3
PC6. In case of danger to swimmer, deploy emergency response procedures		10	4	6
PC7. Indirect system of saving using the lifesaving equipment		10	2	8
PC8. Direct system of saving using personal approach to victim		10	2	8
PC9. Perform rescue operations in case of accidents, drowning etc.		10	2	8

PC10. Page for assistance in case of large scale accidents		10	2	8
PC11 Call for first aid/medical assistance		5	2	3
PC12. Provide basic first aid and medical treatment till arrival of medics		10	2	8
PC13. Use life-saving techniques in emergencies such as resuscitation, Bandaging etc.		10	4	6
	Total Marks	100	30	70

### Practical-III- Health and Safety Measures

Marks Allocation				
	Total Marks	Out of	Theory	Skills Practical
PC1. In case of signs of any emergency situation or accident or breach of safety immediately follow organizational protocol to deploy action	100			
PC2. Identify reasons for occurrence of incident		10	3	7
PC3. Capture reasons and response/action taken into incident report/note to manager		10	3	7
PC4. Report any deviations from standard protocol along with reasons.				
PC5. Visually inspect the activity area and equipment for appropriate and safe condition.				
PC6. Report any issues related to equipment and activity area to the concerned personnel or management.				
PC7. Ensure all safety/emergency/medical equipment is readily accessible in case of any incident				

PC8. Ensure one's own physical fitness is in good condition		10	3	7
PC9. Follow all health and safety guidelines as per organizational procedures				
PC10. Ensure appropriate protocol is followed in case of any incident by all relevant staff				
	Total	100	30	70

## EQUIPMENT REQUIRED

Audio-visual Aids, White Board, Marker, Swimming pool basic, Physiology Charts, Stretchers, Straps, Wheelchairs, First Aid Kits, Water Rescue Manikin, Lifeguard Whistles, Swimming Goggles, Cervical Collars, Lumbar Belts, Zipper Quilts, Defibrillator, Gauges, Toe Separators, Crepe Bandages, Split, Life Jackets, Lifeguard Chairs, Personal Floating Devices, Swimming Costumes, Water Tubes, Arm, Leg Guards, and Helmets.

## Reference Books

1. American Red Cross (1995) **"life guarding"**, Washington, DL.
2. Baum Glenda (1998) **"Aquarobics the Training Manual"**, ISBN:9780702022340.
3. Brody (2009) **"Aquatic Exercise For Rehabilitation and Training, Human-Kinetics"**, ISBN:9780736071307.
4. Debbie Lawrence (2005) **"The Complete Guide to Exercise in Water"**, ISBN:071364849X.
5. Griffiths Rachel and Griffiths Tom (2014) **"The complete Swimming pool Reference"**, 3<sup>rd</sup> edn, Urbana, Saga more Publishing LLC.
6. Groffiths Tom (1994) **"The Complete Swimming Pool Reference"**, ISBN:801671825.
7. Katz Jana (1996) **"The All-American Aquatic Handbook: Your Passport to Lifetime Fitness"**. London, Allyn & Bacon Company.
8. Kinetics Human (2009) **"Swimming Anatomy"**, ISBN-10: 0736075712.
9. Riewald A Scott (2015) **"Science of Swimming Faster"**, ISBN-10: 0736095713.
10. Sports England of Health and Safety commission (2003) **"Managing health and safety in swimming pools"**, 3<sup>rd</sup> edn, Suffolk, UK HSE Books S.No.179 .



# **Annexure**

**BHARATHIAR UNIVERSITY: COIMBATORE 641 046**

**UNIVERSITY DEPARTMENT**

**Regulation, Scheme of Examination and Syllabus for the**

**Bachelor of Physical Education Course (B.P.Ed)**

**(For the students admitted from the academic year 2020-21 onwards)**

**MISSION**

- ❖ To attain whole some development through Physical Education and Sports by the way of innovative, inclusive international University, Committed excellence teaching research and knowledge to serve the sports, social, cultural and economic needs of the nation. To Equip the skillful and knowledgeable teachers in Physical Education and to develop health habits and social integration though sports for the country. The students should be familiar with rules and regulation and their participation in officiating sports and games and make the learners competent for post graduate programme and to produce outstanding sports persons at state, National and international levels.

**Preamble:** Bachelor of Physical Education (B.P.Ed) two years 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, aims of Physical Education and communication skills. The programme comprises of compulsory and optional theory as well as practical courses and compulsory school internship.

1. Eligibility

- a) Bachelor's degree in any discipline with 50% marks and having at least participation in the Inter – College / Inter- Zone/ District/ School competition in sports and games as recognized by the AIU/ IOA/SGFI/Govt. of India.

Or

- b) Bachelor's degree of science in Physical Education with 45% marks.  
c) Bachelor's degree in any discipline with 45% marks and studied Physical Education as compulsory elective subject.

Or

- d) Bachelor's degree with 45% marks and having participated in National / Inter University/ State Competitions or secured 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> position in Inter - College/ Inter – Zonal/ District/ School competition in sports and games as recognized by the AIU/ IOA/SGFI/Govt. of India.

Or

- e) Bachelor's degree with participation in international competitions or secured 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> position in National / Inter – University competition in sports and games as recognized by respective federations AIU/ IOA/SGFI/Govt. of India.

Or

- f) Graduation with 45% marks and at least three years of teaching experience (for deputed in service candidates i.e. trained Physical Education teachers / coaches.)

The relaxation in the percentage of marks in the qualifying examination and in the reservation of seats for SC/ ST/ OBC and other categories shall be as per the rules of the central Government / State Government whichever is applicable.

## 2. Duration

The B.P.Ed programme shall be of a 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.

## 3. The CBSC System

All programmes shall run on choice based credit system (CBSC). 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.

## 4. Admission procedure

Admission shall be made on merit on the basis of marks obtained in the entrance examination (written test, sports proficiency test, physical fitness test, and marks obtained in the qualifying examination) or any other selection process as per the policy of the university/ state government/ UT administration.

### Scheme of selection

The selection of candidates for the **B.P.Ed** degree course is based on the following Criteria for a grand total of 150 marks.

a.	<b>Marks obtained in the Qualifying Examinations</b>			<b>40 Marks</b>
b.	<b>Games proficiency test in any one game</b> (Badminton, Ball Badminton, Basketball, Cricket, Football, Handball, Hockey, Kabaddi, Kho-Kho & Volleyball, Athletics and games as per AIU list)			<b>40 Marks</b>
c.	<b>Previous participation / Representation certificates</b>			<b>20 Marks</b>
d.	<b>Written</b>	<b>Examination &amp; Physical Fitness Test</b>		<b>50 Marks</b>
	<b>Grand Total</b>			<b>150 Marks</b>

### Guidelines followed for allotting marks for Games/Sports participation certificates Norms for Sports Certificate

Sl. No	Sports Achievement	Marks
01.	Winning I,II,III Place in National /State/ All India University Tournaments	20
02.	Winning I,II,III place in National sub Jr./Junior	19



03.	Winning I,II,III place in Open Rural National	18
04.	Winning I,II,III place in south zone Nationals / S.Z Inter University	17
05.	Representing south Zone in inter-zone, Nationals All-India inter University	16
06.	Representing state team Jr./ Sr./ University	15
07.	Winning I,II,III place in Senior State championship	14
08.	Winning I,II,III place in SDAT / open state championship	13
09.	Winning I,II,III place in sub Jr. /Junior state championship	12
10.	Representing District in senior state championship	11
11.	Representing district team Jr. in state championship / SDAT open Championship	10
12.	Wining I,II,III place in open Inter-Collegiate Physical Education tournament	9
13.	Wining I,II,III place in open Inter Collegiate	8
14.	Wining I,II,III place in zone/ Division Inter collegiate tournament	7
15.	Representing zone/ Division Inter-Collegiate tournament	6
16.	Representing College team in University Inter Collegiate/ open	5

#### 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 course 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.

#### 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 programme and is invariably equivalent to the subject matter of a “paper” in the conventional sense. The following are the various categories of course suggested for the B.P.Ed programme.

<b>Theory</b>	<b>Core Course</b>
	<b>Elective Course</b>
<b>Practicum</b>	<b>Teaching practices</b>

## 6. Semesters

An academic year is divided into two semesters. Each semester will consist of 1720 weeks of academic work equivalent to 100 actual teaching days. The odd semester scheduled from July to December and even semester from December to May the institution shall work for a minimum of 36 working hours in a week (five or six days a week).

## 7. Working Days

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

## 8. Credits

The term „credit“ refers to a unit by which the programme is measured. It determines the number of hours of instruction required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one 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

<b>Sr. No</b>	<b>Special Credits for Extra Co-curricular Activities</b>	<b>credits</b>
1	Sports achievement at <b>State</b> level Competition (Medal Winner)	1
	Sports achievement at <b>National</b> level Competition (Medal Winner)	2
	Sports participation <b>International</b> level Competition	4
2	<b>Inter University</b> Participation (any one game)	2
3	<b>Inter college</b> participation (min two game)	1
4	<b>National Cadet Corps/ National Service Scheme</b>	2
5	Blood donation/ cleanliness drive/ community service	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/ books writing/ progress report Writing	1

9	Research project	4
---	------------------	---

Students can earn maximum 06 bonus credits in each semester by his/her participation on 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.

### 9. Examinations

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 of May / June.

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, the student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

### 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.

### 11. Pattern of Question Papers

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

B.P.Ed.: Format of Question Paper for Five Units

Questions No	Description	Marks
1-10	One word questions (20)      10X1=20	10
11-15	Short Answers (5)                      5X5=25	25
15-20	Detail answers (5)                      5X8=40	40
Total		75

## 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;

<b>Best out of three test</b>	<b>15 marks</b>
Seminar /quiz	5 marks
Assignments	5 marks
Total	25 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 components, 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 25:75. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

## 13. Minimum Passing Standard

The minimum passing standard for CIA (Continuous internal assessment) and External Examinations shall be 50% I.e. 38 marks out of 75 marks for both theory courses and practical courses.

## 14. Grading

As per Bharathiar University grading system.

## 15. Classification of Final Result

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 grand total and end semester (External) examinations.

## 16. Award of the B.P.Ed Degree

A candidate shall be eligible for the award of the degree of B.P.Ed. Only if he/she has earned the minimum required credit including bonus 90 credits of the programme prescribed above. i.e. Not less than 50% of mark.

## 19. Grievance Re-dressal committee

The college / department shall form a Grievance Re-dressal committee for each course in each college/ department with the course teacher and HOD of the faculty as the members. This committee shall solve all grievances of the students.

## **20. Revision of syllabi**

Syllabi of every course will be revised according to the regulation of the NCTE.

## **21. Leadership training camp**

The student of B.P.Ed., programme shall have to participate in the leadership training camp conducted by the department for a period of minimum 7 days.

## **TEACHING LEARNING STRATEGIES**

The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

## **MODE OF TRANSACTION**

Field Work/Project Work/Viva/Seminars/Term Papers/Presentations/Self-Learning Instructional Material etc.