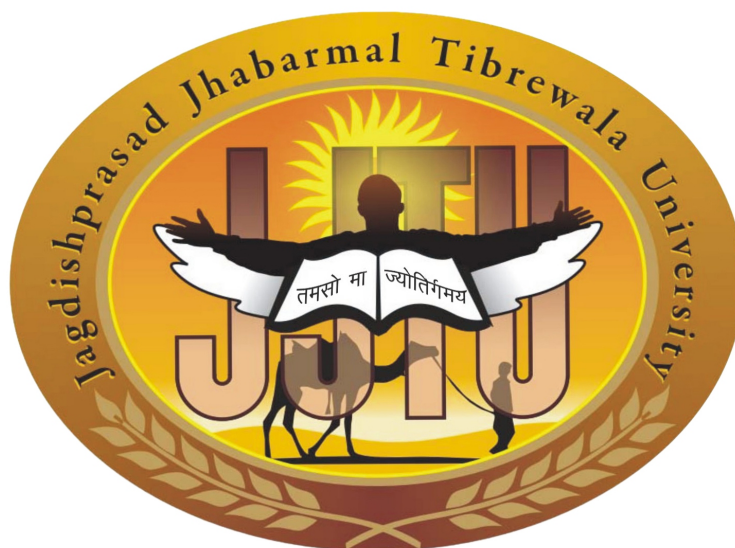


**SHRI JAGDISHPRASAD JHABARMAL TIBREWALA
UNIVERSITY CHUDELA, JHUNJHUNU (RAJASTHAN) 333010**



**ORDINANCES, REGULATIONS AND SYLLABUS
PROGRAMME – B.P. ED.
COURSE – PHYSICAL EDUCATION (SEM. I TO IV)**

**As per Credit Based Semester and Grading System
With effect from the
Academic year 2021-2022**

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

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

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

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

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

R .B.PEd. 1.Eligibility

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

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

The B.P.Ed programme shall be of 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.

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

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

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

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

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

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

Theory:**Core Course:****Elective Course: Practicum:****Teaching Practices:****R. B.P.Ed.6.Semesters:**

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

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

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

R. B.P.Ed 8. Credits:

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

Provision of Bonus Credits Maximum 06 Credits in each Semester

Sr. No.	Special Credits for Extra Co-curricular Activities	Credit
1	Sports Achievement at Stale level Competition (Medal Winner) Sports Achievement National level Competition (Medal Winner) Sports participation International level Competition	1 2 4
2	Inter Uni. Participation (Any one game)	2
3	Inter College Participation (min. two game)	1
4	National Cadet Corps / National Service Scheme	2
5	Blood donation / Cleanliness drive / Community services /	2
6	Mountaineering – Basic Camp, Advance Camp / Adventure Activities	2
7	Organization / Officiating – State / National level in any two game	2
8	News Reposting / Article Writing / book writing / progress report writing	1
9	Research Project	4

Students can earn maximum 06 Bonus credits in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution/ Department. This Bonus credit will be used only to compensate loss of credits in academic activities.

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

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

R. B.P.Ed 10 Condonation:

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

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

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

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

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

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

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

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

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;

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

30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

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

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

R. B.P.Ed 14. Grading:

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

$$\frac{\sum C_i G_i}{\sum C_i}$$

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

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

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

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

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

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

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

Percentage	Grade Point	Latter Grade	Description	Classification of final result
85 & above	8.5-10.0	O	Outstanding	First class with Distinction
70-84.99	7.0-8.49	A ⁺	Excellent	
60-69.99	6.0-6.99	A	Very Good	First Class
55-59.99	5.5-5.99	B+	Good	Higher Second Class
50-54.99	5.0-5.49	B	Above Average	Second Class
40-49.99	4.0-4.99	C	Average	Pass Class
Below 40	0.0	F	Fail/ Dropped	Dropped
	0	AB	Absent	

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

Calculation of **Semester Grade Point Average (SGPA)** and **Credit Grade Point (CGP)**

and declaration of class for B. P. Ed. Programme.

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

$$= \frac{\sum}{\sum} \text{_____}$$

Example – I

Marks obtained by Student in course CC101 = 65/100 Percentage of marks = 65 %

Grade from the conversion table is = A

Grade Point = 6.0 + 5 (0.99/9.99)

= 6.0 + 5x0.1

= 6.0+ 0.5

=6.5

The Course Credits = 04

Credits Grade Point (CGP) = 6.5 × 04 = 26

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

SEMESTER-1

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

Examples: Conversion of marks into grade points

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

CC-102 $60 = 6.0$

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

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

PC-101 $55 = 5.5$

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

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

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

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

$= 203.6 / 32 = 6.3625$

SGPA Sem. I = 6.3625

At the end of Semester-1 Total SGPA = 6.3625

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

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

SEMESTER-2

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

SGPA Sem. II = 6.4875

At the end of Semester-2

Total SGPA for two Semesters = 12.85

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

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

SEMESTER-3

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

SGPA Sem. III = 6.55

At the end of Semester-3

Total SGPA for three Semesters = 19.4

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

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

SEMESTER-4

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

SGPA Sem. IV = 7.275

At the end of Semester-4

Total SGPA for all the four semesters = 26.675

Cumulative Grade Point Average (CGPA) = $26.675 / 4 = 6.66875$ CGPA = 6.66875, Grade = A, Class = First Class

Note:

1. SGPA is calculated only if the candidate passes in all the courses i.e. get minimum C grade in all the courses.
2. CGPA is calculated only when the candidate passes in all the courses of all the previous and current semesters.
3. The cumulative grade point average will be calculated as the average of the SGPA of all the semesters continuously, as shown above.
4. For the award of the class, CGPA shall be calculated on the basis of:
 - a. Marks of each Semester End Assessment And
 - b. Marks of each Semester Continuous Internal Assessment for each course. The final Class for B.P.Ed. Degree shall be awarded on the basis of last CGPA (grade) from all the one to four semester examinations.

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

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

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

1. Syllabi of every course should be revised according to the NCTE.
2. Revised Syllabi of each semester should be implemented in a sequential way.
3. In courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council.
4. All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.

5. During every revision, up to twenty percent of the syllabi of each course should be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabus without any difficulties in the examinations of revised syllabi.
6. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabus.

Semester - I

Part A:Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
CC-101	History, Principles and foundation of Physical Education	4	4	30	70	100
CC-102	Anatomy and Physiology	4	4	30	70	100
CC-103	Health Education and Environmental Studies	4	4	30	70	100
Elective Course (Anyone)						
EC-101	Olympic Movement	4	4	30	70	100
EC-102	Officiating and Coaching					
Part–B Practical Course						
PC-101	Track and Field (Running Events)	6	4	30	70	100
PC-102	Swimming/Gymnastics/ Shooting	6	4	30	70	100
PC-103	Indigenous Sports: Kabaddi / Malkhambh/ lezim / March past	6	4	30	70	100
PC - 104	Mass Demonstration Activities: Kho-Kho / dumbbells / tipri / wands / hoop /umbrella	6	4	30	70	100
Total		40	32	240	560	800

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

Semester - II

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

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

Semester - III

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

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

Semester - IV

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

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

SCHEME OF EXAMINATION SEMESTER -I

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

SEMESTER-II

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

SEMESTER-III

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

SEMESTER-IV

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

R.____ The following shall be the Syllabus for the various theories

Courses of Semester I, II, III and IV

SEMESTER- I

Theory Courses

CC-101 HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION

(68Hours)

OBJECTIVES :

1. *To understand the relationship between Philosophy, Education and Physical Education.*
2. *To acquaint the learner with the goals of education and Physical Education.*
3. *To understand the contribution of Philosophers of Education and Physical Education.*
4. *To acquaint the learner with History of Physical Education.*
5. *To understand the modern development and social aspects of Physical Education.*

Unit – 1: Introduction& Scope of Physical Education

(17Hours)

- 1.1 Meaning, Definition and Scope of Physical Education
- 1.2 Aims and Objective of Physical Education.
- 1.3 Importance of Physical Education in Today's Society.
- 1.4 Misconceptions about Physical Education.
- 1.5 Relationship of Physical Education with Education and other Sciences.
- 1.6 Physical Education as an Art and Science.

Unit- 2 – Historical Development of Physical Education in India

(17Hours)

- 2.1 Indus Valley Civilization Period. (3250 BC – 2500BC)
- 2.2 Vedic Period (2500 BC – 600BC)
- 2.3 Early Hindu Period(600BC–320AD)and Later Hindu Period(320 AD–1000AD)
- 2.4 Medieval Period (1000 AD – 1757AD)
- 2.5 British Period (Before1947)
- 2.6 Physical Education in India (After1947)
- 2.7 Contribution of Akhadas and Vyayamshals
- 2.8 Y.M.C.A. and LNIPE in Physical Education, its contributions.

Unit- 3- Foundation of Physical Education(17Hours)

- 3.1 Philosophical foundation of Physical Education - Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism and Indian Philosophy and Culture.
- 3.2 Fitness and wellness movement in the contemporary perspectives.
- 3.3 Sports for all and its role in the maintenance and promotion of fitness.

Unit-4- Principles of Physical Education**4.1 Biological foundation**

- 4.1.1 Meaning of Growth and development
- 4.1.2 Age and gender characteristics
- 4.1.3 Body Types
- 4.1.4 Anthropometric differences

4.2 Psychological foundation

- 4.2.1 Meaning of Learning and Motor Learning ,Learning curve
- 4.2.2 Principles of learning
- 4.2.3 Meaning and Definition of Personality, cognition, emotions and sensation, Perception, Memory, Imagination

4.3 Sociological foundation

- 4.3.1 Society, culture and Sports
- 4.3.2 Social recognition and Sports
- 4.3.3 Leadership through Physical Education and Sports
- 4.3.4 Social integration and cohesiveness through Physical Education and Sports

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1. Bucher, C. A. (n.d.) *Foundation of physical education*. St. Louis: The C.V. Mosby Co.
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6. Sharman, J. R. (1964). *Introduction to physical education*. New York: A.S. Barnes & Co.
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Semester I
Theory Courses
CC-102 ANATOMY AND PHYSIOLOGY **(68Hours)**

OBJECTIVES:

1. *To enable the learner to understand the basic structure and function of human body.*
2. *To acquire the knowledge regarding effect of exercise on the body as a whole.*
3. *To enable the learner to understand the need and importance of health education and community health.*
4. *To acquaint the learner with school health programme.*
5. *To acquire the knowledge regarding awareness, precaution & understanding HIV/AIDS preventive education.*

Unit-I Meaning and Scope of Anatomy & Physiology in Physical Education (17Hours)

- 1.1 Definition and Meaning of Anatomy and physiology in the field of Physical Education.
- 1.2 Importance and Scope of Anatomy and physiology in the field of Physical Education
- 1.3 Meaning and Definition of Cell, Tissue, Organ, Organ system and Organism
- 1.4 Structure and Functions of Cellular Organism
- 1.5 Different Types of Tissues & Their Functions

UNIT-II Skeletal and Muscular System- (17Hours)

- 2.1 Structure and Functions of Skeletal System (axil, girdles, appendiclar)
- 2.2 Effect of Different Types of exercise and Training on Skeletal System
- 2.3 Structure and Functions of Muscular System (Skeletal Muscles, Non- Skeletal Muscles and Cardiac Muscle)
- 2.4 Effect of Different Types of exercise and Training on Muscular System

UNIT-III Respiratory and Cardio-Vascular System**(17Hours)**

- 3.1 Structure and Functions of Respiratory System
- 3.2 Effect of Different Types of exercise and Training on Respiratory System
- 3.3 Structure and Functions of Cardio-Vascular System
- 3.4 Effect of Different Types of exercise and Training on Cardio-Vascular System

UNIT-IV Digestive, Nervous and Endocrine Glands System**(17Hours)**

- 4.1 Structure and Functions of Digestive System
- 4.2 Effect of Different Types of exercise and Training on Digestive System
- 4.3 Structure and Functions of Nervous System
- 4.4 Effect of Different Types of exercise and Training on Nervous System
- 4.5 Structure and Functions of Endocrine Glands System
- 4.6 Effect of Different Types of exercise and Training on Endocrine Glands System

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Semester I
Theory Courses

CC-103 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

(68 Hours)

OBJECTIVES:

1. To enable the learner to understand Importance of Health Education.
2. To acquire the knowledge regarding Health Problems in India.
3. To enable the learner to understand the need and importance of Environmental Studies.
4. To acquaint the learner with school health programme
5. To acquire the knowledge regarding awareness, precaution & understanding HIV/AIDS preventive education.

Unit – I Health Education

(17 Hours)

- 1.1 Definition, Aims and Objective of Health Education.
- 1.2 Dimensions, Spectrum and Determinants of Health.
- 1.3 Principles of Health Education
- 1.4 Methods of Health Education

Unit – II Health Problems in India

(17 Hours)

- 2.1 Communicable and Non Communicable Diseases
- 2.2 Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population,
- 2.3 Concept of Personal and Environmental Hygiene.
- 2.4 School health Programme and its Various Services

Unit – III Environmental Science

(17 Hours)

- 3.1 Definition, Meaning Scope, Need and Importance of environmental studies.
- 3.2 Celebration of various days in relation with environment.
- 3.3 Plastic recycling & probation of plastic bag / cover
- 3.4 Role of school in environmental conservation and sustainable development.

4.1 Unit – IV Natural Resources and related environmental issues: (17 Hours)

4.1 Water resources, food resources and Land resources

4.2 Definition, effects and control measures of Air Pollution, Water Pollution, Noise pollution

4.3 Management of environment and Govt. policies, Role of pollution control board.

References:

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Semester – I
Theory Courses
EC-101 OLYMPIC MOVEMENT (ELECTIVE) (68Hours)

OBJECTIVES:

1. *To understand the origin and history of olympic movement*
2. *To enable the students to understand the significance, protocol and ethics of*
3. *Modern Olympic game.*
4. *To acquaint the learner with the different Olympic games.*
5. *To acquaint the learner with the administrative set-up of Olympic game.*

Unit – I Origin of Olympic Movement (17Hours)

- 1.1 Philosophy of Olympic movement
- 1.2 The early history of the Olympic movement
- 1.3 The significant stages in the development of the modern Olympic movement
- 1.4 Educational and cultural values of Olympic movement

Unit – II Modern Olympic Games (17 Hours)

- 2.1 Significance of Olympic Ideals, Olympic Rings, Olympic Flag
- 2.2 Olympic Protocol for member countries
- 2.3 Olympic Code of Ethics
- 2.4 Olympics in action
- 2.5 Sports for All

Unit – III Different Olympic Games (17 Hours)

- 3.1 Para Olympic Games
- 3.2 Summer Olympics
- 3.3 Winter Olympics
- 3.4 Youth Olympic Games

Unit – IV Committees of Olympic Games (17 Hours)

- 4.1 International Olympic Committee - Structure and Functions
- 4.2 National Olympic committees and their role in Olympic movement
- 4.3 Olympic commission and their functions
- 4.4 Olympic medal winners of India

Reference:

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2. Burbank, J.M., Andranovich, G.D. & Heying, C.H. (2001). *Olympic dreams: the impact of mega-events on local politics*: Lynne Reiner

Semester – I**Theory courses****EC-102 OFFICIATING AND COACHING (Elective) (68Hours)****OBJECTIVES :**

1. *To understand the basic concept and principles of officiating and coaching of different games and sports.*
2. *To enable the students to understand the rules, regulations and officiating of different games and sports.*
3. *To acquaint the students with the duties and responsibilities of an officials and coaches.*
4. *To acquaint the students with dimensions and actual markings of different play fields, courts and arenas.*
5. *To understand the qualities and qualifications required for the officials.*

Unit- I: Meaning and Concept of Officiating and coaching (17Hours)

- 1.1 Concept of officiating and coaching
- 1.2 Importance and principles of officiating
- 1.3 Relation of official and coach with management, players and spectators
- 1.4 Measures of improving the standards of officiating and coaching

Unit- II: Coach as a Mentor (17 Hours)

- 2.1 Duties of coach in general, pre, during and postgame.
- 2.2 Philosophy of coaching
- 2.3 Responsibilities of a coach on and off the field
- 2.4 Psychology of competition and coaching

Unit- III: Duties of Official in Sports (17 Hours)

- 3.1 Duties of official in general, pre, during and postgame.
- 3.2 Philosophy of officiating
- 3.3 Mechanics of officiating – position, singles and movement etc.
- 3.4 Ethics of officiating

Unit- IV: Qualities and Qualifications of Coach and Official**(17 Hours)**

- 4.1 Qualities and qualification of coach and official in Sports
- 4.2 Latest rules of officiating in Athletics, Basketball, Volleyball, Swimming, Badminton
- 4.3 Kabaddi, Wrestling, and Gymnastics
- 4.4 Eligibility rules of intercollegiate and inter-university tournaments

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Semester – II
Theory Courses
CC-201 YOGA EDUCATION (68Hours)

OBJECTIVES :

1. *To understand the concept and nature of yoga along with its historical background.*
2. *To gain knowledge regarding the application of yoga to Physical Education and Sports.*
3. *To understand the anatomy and physiology of asanas and pranayamas.*
4. *To acquire the knowledge regarding the yoga education centers in India and abroad*
5. *To gain knowledge regarding the effect of yogic practices on health aspects.*

Unit – I: Introduction (17Hours)

- 1.1 Meaning and Definition of Yoga
- 1.2 Aims and Objectives of Yoga
- 1.3 Yoga in Early Upanishads
- 1.4 The Yoga Sutra: General Consideration
- 1.5 Need and Importance of Yoga in Modern World

Unit - II: Foundation of Yoga (17 Hours)

- 2.1 The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyanand Samadhi
- 2.2 Yoga in the Bhagavad gita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

Unit - III Asanas (17 Hours)

- 3.1 Classification of asanas with special reference to physical education and sports
- 3.2 Types of Bandhas and mudras
- 3.3 Type of kriyas
- 3.4 Effect of Asanas and Pranayama on various system of the body

Unit – IV Yoga Education (17 Hours)

- 4.1 Difference between yogic practices and physical exercises
- 4.2 Yoga education centers in India and abroad
- 4.3 Competitions in Yogasanas
- 4.4 World Yoga Day and Recommendations of UNESCO about Yoga

References:

1. Bhole, M.V.(1985). Abstracts and Bibliography of Articles on Yoga. Lonavla : Kaivalyadhama,.
2. Datey, K.K., Gharote, M.L.,& Soli Pavri.(1983). Yoga and your Heart. Mumbai :Jaico
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Semester – II**Theory Courses**

**CC-202 EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN
PHYSICAL EDUCATION (68Hours)**

OBJECTIVES :

1. *To understand the meaning of education and education technology.*
2. *To acquaint the learner with different methods of teaching .physical activities.*
3. *To acquaint the students with planning, objectives of different types of lessons.*
4. *To acquaint the students with different types of teaching aids.*

Unit – II Introduction (17Hours)

- 1.1 Education and Education Technology- Meaning and Definitions
- 1.2 Types of Education- Formal, Informal and Non- Formal education.
- 1.3 Educative Process
- 1.4 Importance of Methods of Teaching in Physical Education

Unit – II Teaching Technique (17 Hours)

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

Unit – III Teaching Aids (17 Hours)

- 3.1 Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.
- 3.2 Teaching aids – Audio aids, Visual aids, Audio – visual aids,
- 3.3 Team Teaching –Meaning, Principles and advantage of team teaching.
- 3.4 Difference between Teaching Methods and Teaching Aid.

Unit – IV Lesson Planning and Teaching Innovations (17 Hours)

- 4.1 Lesson Planning – Meaning, Type and principles of lesson plan.
- 4.2 General and specific lesson plan.
- 4.3 Micro Teaching – Meaning, Types and steps of microteaching.
- 4.4 Simulation Teaching - Meaning, Types and steps of simulation teaching.

Reference:

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2. Bhatia, & Bhatia, (1959). *The principles and methods of teaching*. New Delhi: Doaba House.
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Semester – II
Theory Courses

CC-203 ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION

(68Hours)

OBJECTIVES:

1. *To understand the importance of management of Physical Education.*
2. *To gain knowledge regarding management of Physical Education and Sports at different level.*
3. *To gain knowledge regarding the organization of various Physical Education programmes.*
4. *To gain knowledge regarding office management, Budget and maintenance of records in physical education.*
5. *To gain the knowledge regarding importance and planning of different types of tournament.*

Unit – I: Organization and administration

(17Hours)

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

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

(17Hours)

- 2.1 Office Management: Meaning, definition, functions and kinds of office management
- 2.2 Records and Registers: Maintenance of attendance Register, stock register, physical efficiency record.
- 2.3 Budget: Meaning, Importance of Budget making,
- 2.4 Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.

Unit-III: Facilities, & Time-Table Management

(17Hours)

- 3.1 Facilities and equipment management: Types of facilities Infrastructure-indoor, outdoor.
- 3.2 Care of school building, Gymnasium, swimming pool, Play fields, Playgrounds
- 3.3 Equipment: Need, importance, purchase, care and maintenance.
- 3.4 Time Table Management: Meaning, Need, Importance and Factor affecting timetable.

Unit-IV: Competition Organization

(17Hours)

- 4.1 Importance of Tournament.
- 4.2 Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament.
- 4.3 Organization structure of Athletic Meet
- 4.4 Planning of Intramurals & Extramural Tournament.

References:

1. Dheer & Kamal Radhiks : Organization and Administration of Physical Education, Friends Publication, New Delhi, 1991
2. Horin, Lory : Administration of Physical Education and Sports Programme, Sounders College, Philadelphia, 1985.
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Semester – II**Theory Courses****EC-201 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS****AND WELLNESS (ELECTIVE)****(68 Hours)****OBJECTIVES :**

1. *To understand the importance of fitness and wellness.*
2. *To gain knowledge regarding benefits of physical activity.*
3. *To gain knowledge regarding fitness development.*
4. *To acquaint the students with safety measures for physical exercises.*

Unit – I Concept of Physical Education and Fitness**(17Hours)**

- 1.1 Definition and Meaning of fitness and Wellness
- 1.2 Importance and Scope of fitness and wellness
- 1.3 Modern concept of Physical fitness and Wellness

Unit – II Fitness, Wellness and Lifestyle**(17Hours)**

- 2.1 Fitness – Types of Fitness and Components of Fitness
- 2.2 Understanding of Wellness
- 2.3 Modern Lifestyle and Hypokinetic Diseases – Prevention and Management
- 2.4 Physical Activity and Health Benefits

Unit – III Principles of Wellness Development**(17Hours)**

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

Unit – IV Safety Education and Fitness**(17Hours)**

- 4.1 Importance of Safety Education in Fitness Programmed
- 4.2 Safety Rules before Exercise
- 4.3 Safety Rules during Exercise
- 4.4 Safety Rules after Exercise

References:

1. Difiore, J.(1998). *Complete guide to postnatal fitness*. London: A & C Black,.
2. Giam, C.K & The, K.C. (1994). *Sport medicine exercise and fitness*. Singapore: P.G.
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Semester II
Theory courses
EC-202 SPORTS NUTRITION AND WEIGHT MANAGEMENT
ELECTIVE **(68Hours)**

OBJECTIVES:

1. *To acquaint student with the relation between nutrition and weight management.*
2. *To acquaint student with principles of sports nutrition.*
3. *To understand the application of human energy.*
4. *To understand the role of food in Physical performance.*
5. *To gain the knowledge regarding planning of weight management.*

Unit – I Introduction to Sports Nutrition **(17Hours)**

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

Unit – II Nutrients **(17Hours)**

- 2.1 Carbohydrates, Protein, Fat – Meaning, classification and its function
- 2.2 Vitamins, Minerals, Water – Meaning, classification and its function
- 2.3 Role of carbohydrates, Fat and protein during exercise

Unit – III Obesity and Weight Management **(17Hours)**

- 3.1 Meaning of weight Management, Factor affecting weight management
- 3.2 Concept of BMI (Body mass index), Common Myths about Weight Loss
- 3.3 Obesity – Definition, meaning and types and Causes of obesity,
- 3.4 Health Risks Associated with Obesity, Management of obesity

Unit – IV Steps of planning of Weight Management **(17Hours)**

- 4.1 Nutrition–Daily calorie intake and expenditure, Determination of desirable body weight
- 4.2 Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle
- 4.3 Role of diet and exercise in weight management
- 4.4 4 Design diet plan and exercise for weight gain and loss

References:

1. Bessesen, D. H. (2008). Update on obesity. *J ClinEndocrinolMetab*.93(6), 2027-2034.
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Semester – III
Theory Courses
CC-301 SPORTS TRAINING **(68Hours)**

OBJECTIVES:

1. *To understand the concept and nature of sports training.*
2. *To acquaint the student with the methods of development of fitness components.*
3. *To gain the knowledge regarding the training process.*
4. *To gain the knowledge regarding the planning of training programme.*

Unit – I Introduction to Sports Training **(17Hours)**

- 1.1 Meaning and Definition of Sports Training
- 1.2 Aim and Objective of Sports Training
- 1.3 Principles of Sports Training
- 1.4 Types of Sport Training-Circuit, Weight, Fartlek, Interval, Continuous and Plyometric

Unit – II Training Components **(17Hours)**

- 2.1 Strength – Means and Methods of Strength Development
- 2.2 Speed – Means and Methods of Speed Development
- 2.3 Endurance - Means and Methods of Endurance Development
- 2.4 Coordination – Means and Methods of coordination Development
- 2.5 Flexibility – Means and Methods of Flexibility Development

Unit – III Training Process **(17Hours)**

- 3.1 Training Load- Definition and Types of Training Load
- 3.2 Principles of Intensity and Volume of stimulus
- 3.3 Technical Training – Meaning and Methods of Technique Training
- 3.4 Tactical Training – Meaning and Methods of Tactical Training

Unit – IV Training programming and planning **(17Hours)**

- 4.1 Periodization – Meaning and types of Periodization
- 4.2 Aim and Content of Periods–Preparatory, Competition, Transitional etc.
- 4.3 Planning – Training session
- 4.4 Talent Identification and Development

Reference:

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

Semester III
Theory Courses
CC-302 COMPUTER APPLICATIONS IN PHYSICAL EDUCATION
(68Hours)

OBJECTIVES:

1. *To understand the importance of use of information and communication technology.*
2. *To gain the knowledge regarding M-S word and application.*
3. *To gain the knowledge regarding the M-S excel and it application.*
4. *To acquire the skills needed to understand power point presentation.*

Unit – I: Introduction to Computer **(17Hours)**

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

Unit – II: MS Word **(17Hours)**

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

Unit – III: MS Excel **(17Hours)**

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

Unit – IV: MS Power Point **(17Hours)**

- 4.1 Introduction to MS PowerPoint
- 4.2 Creating, saving and opening a ppt. file
- 4.3 format and editing features slide show, design, inserting slide number Picture, graph, table
- 4.4 Preparation of Power point presentations

References:

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

Semester – III**Theory Courses****CC-303 SPORTS PSYCHOLOGY AND SOCIOLOGY (68Hours)****OBJECTIVES:**

1. *To develop an understanding of the nature, scope & methods of psychology of education, physical education & sports.*
2. *To develop an understand the importance of culture and its impact on life style.*
3. *To develop an understanding of the concept of individual difference and its importance in education, physical education and sports.*
4. *To develop an understanding of the concept of personality, factors affecting personality development and the role of teacher in promoting mental health of students.*

Unit -I: Introduction (17Hours)

- 1.1 Meaning, Importance and scope of Sports Psychology
- 1.2 General characteristics of Various Stages of growth and development
- 1.3 1.3 Nature of individual differences; Factors responsible- Heredity and environment
- 1.4 Psycho-sociological aspects of Human behavior in relation to physical education and sport

Unit-II: Sports Psychology (17Hours)

- 2.1 Nature of learning, theories of learning,
- 2.2 Laws of learning, Plateau in Learning; & transfer of training
- 2.3 Meaning and definition of personality, characteristics of personality,
- 2.4 Nature of motivation: Factors influencing motivation; Motivation and techniques and its Impact on sports performance.

Unit-III: Psychological Preparation. (17Hours)

- 3.1 Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imaginary.
- 3.2 Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety
- 3.3 Emotional arousal and their effects on sports performance

Unit-4 Culture: Meaning and Importance. (17Hours)

- 4.1 Features of culture,
- 4.2 Importance of culture.
- 4.3 Effects of culture on lifestyle of people.
- 4.4 Different methods of studying Observation/Inspection method, Questionnaire method, Interview method

References:

1. Kamlesh, M.L.: Psychology of physical education and sports, metro politan book co. pvt. Ltd., New Delhi- 110 002, India,1998.
2. Kamlesh, M.L.: Educational sports psychology, M/s FriendsPublications, New Delhi-110 002, India 2006.
3. Dandekar, W.N. : Psychological fourndations of education, Macmillan India Ltd., New Delhi-110002, India,2005.
4. Ball, D. W. & Loy, J. W. (1975).Sport and social order; Contribution to the sociology of sport.London: Addison Wesley Publishing Co., Inc.
5. Blair, J.& Simpson, R.(1962). Educational psychology, New York:McMillan Co.
6. Cratty, B. J.(1968). Psychology and physical activity. Eaglewood Cliffs. Prentice Hall.
7. Kamlesh, M.L. (1998). Psychology inphysical education and sport. New Delhi:Metropolitan Book Co.
8. Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). Sport and social system. London: Addison Wesley Publishing Company Inc.
9. Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981).Sports culture and society.Philadelphia: Lea &Febiger.
10. Mathur, S.S., (1962). Educational psychology. Agra.VinodPustakMandir.
11. Skinnner, C. E., (1984.). Education psychology. New Delhi: Prentice Hall of India.
12. William, F. O.&Meyer, F. N. (1979). A handbook of sociology. New Delhi: Eurasia Publishing House Pvt Ltd.

Semester – III**Theory Courses****EC-301 SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION****(ELECTIVE)****(68Hours)****OBJECTIVES :**

1. *To understand the nature and importance of sports medicine in Physical Education and Sports.*
2. *To gain knowledge regarding the medical problems of athletes and its rehabilitation.*
3. *To acquire knowledge regarding sports injuries and their management.*
4. *To gain knowledge regarding the therapeutic modalities.*
5. *To understand medical problems and its rehabilitation.*

Unit-I: - Sports Medicine:**(17Hours)**

- 1.1 Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance of Sports Medicine
- 1.2 Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.
- 1.3 Need and Importance of the study of sports injuries in the field of Physical Education
Prevention of injuries in sports–Common sports injuries
- 1.4 First Aid-Treatment-Laceration– Blisters– Contusion-Strain– Sprain–Fracture–
Dislocation

Unit-II: Physiotherapy**(17Hours)**

- 2.1 Definition – Guiding principles of physiotherapy
- 2.2 Importance of physiotherapy,
- 2.3 Introduction and demonstration of treatments - Electrotherapy – infrared ray
Ultraviolet rays –short wave diathermy – ultrasonic rays.

Unit-III: Hydrotherapy:**(17Hours)**

- 3.1 Introduction and demonstration of treatments of Cry therapy, Thermotherapy,
Contrast
- 3.2 Bath, Whirlpool Bath– Steam Bath–Sauna Bath–Hot Water Fomentation
- 3.3 Massage: History of Massage – Classification of Manipulation (Swedish System)
- 3.4 Physiological Effect of Massage.

Unit-IV: Therapeutic Exercise:**(17Hours)**

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

References:

1. Christine, M. D., (1999). *Physiology of sports and exercise*. USA: Human Kinetics.
2. Conley, M. (2000). *Bioenergetics of exercise training*. In T.R. Baechle, & R.W. Earle, (Eds.),
3. *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.
4. David, R. M. (2005). *Drugs in sports*, (4th Ed). Routledge Taylor and Francis Group.
5. Hunter, M. D. (1979). *A dictionary for physical educators*. In H. M. Borrow & R. McGee, (Eds.), *A Practical approach to measurement in Physical Education* (pp. 573-74). Philadelphia: Lea & Febiger.
6. Jeyaprakash, C. S., *Sports Medicine*, J.P. Brothers Pub., New Delhi, 2003.
7. Khanna, G.L., (1990). *Exercise physiology & sports medicine*. Delhi: Lucky Enterprises.
8. Mathew, D.K. & Fox, E.L, (1971). *Physiological basis of physical education and athletics*.
9. Philadelphia: W.B. Saunders Co.
10. Pandey, P.K., (1987). *Outline of sports medicine*, New Delhi: J.P. Brothers
11. Pub. Williams, J. G. P. (1962). *Sports medicine*. London: Edward Arnold Ltd.

Semester – III**Theory Courses****EC-302 CURRICULUM DESIGN (Elective)****(68Hours)****OBJECTIVES :**

1. *To understand the concept and importance of curriculum.*
2. *To gain knowledge regarding construction of curriculum.*
3. *To acquire knowledge regarding mechanics of curriculum planning.*
4. *To gain knowledge regarding the professional preparation for undergraduate course.*

UNIT-I Modern concept of the curriculum**(17Hours)**

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

**UNIT-II Basic Guide line for curriculum construction; contest
(Selection and Expansion)****(17Hours)**

- 2.1 Focalization
- 2.2 Socialization
- 2.3 Individualization
- 2.4 Sequence and operation
- 2.5 Steps in curriculum construction.

UNIT-III Mechanics of curriculum planning.**(17Hours)**

- 3.1 Basic principles of curriculum construction.
- 3.2 Curriculum Design-Meaning, Importance and factors affecting curriculum design.
- 3.3 Role of Teachers

**UNIT-IV Professional Preparation for Under-graduate courses in physical education
(17Hours)**

- 4.1 Areas of Health education, Physical education and Research.
- 4.2 Curriculum design-Experience of Education, Field and Laboratory.
- 4.3 Teaching practice and Facilities and special Resources for library, laboratory and other facilities.

Reference:

- 1 Barrow, H. M. (1983). *Man and movement: principles of physical education*. Philadelphia: Lea and Febiger.
- 2 Bucher, C. A. (1986). *Foundation of physical education*: St. Louis: The C. V. Mosby & Company.
- 3 Cassidy, R. (1986). *Curriculum development in physical education*. New York: Harper & Company.
- 4 Cowell, C.C. & Hazelton, H.W. (1965). *Curriculum designs in physical education*. Englewood Cliffs: N.J. prentice Hall Inc.
- 6 Larson, L.A. (n.d.). *Curriculum foundation in physical education*. Englewood Cliffs: N.J. Prentice Hall Inc.
- 7 Underwood, G. L. (1983). *The physical education curriculum in secondary school: planning and implementation*. England: Taylor and Francis Ltd.
- 8 Willgoose, C.E. (1979). *Curriculum in physical education*. 3rd Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.

Semester – IV**Theory Courses****CC-401 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION****(68Hours)****OBJECTIVES :**

- 1 *To understand the concept of measurement, evaluation and assessment procedure in physical education.*
- 2 *To understand the different tests in physical education.*
- 3 *To acquire the knowledge of various test regarding physical fitness, motor and health related fitness.*
- 4 *To understand various sports skill tests.*

Unit- I Introduction to Test, Measurement & Evaluation**(17Hours)**

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

Unit- II Criteria; Classification and Administration of test**(17Hours)**

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

Unit- III Physical Fitness Tests**(17Hours)**

- 3.1 AAHPER youth fitness test
- 3.2 National physical Efficiency Test
- 3.3 Indiana Motor Fitness Test
- 3.4 Philip`s JCR test

Unit- IV Sports Skill Tests**(17Hours)**

- 4.1 Lockhart and McPherson badminton test
- 4.2 Johnson basketball test
- 4.3 McDonald soccer test
- 4.4 S.A.I volleyball test
- 4.5 S.A.I Hockey test

References:

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

Semester – IV**Theory Courses****CC-402 KINESIOLOGY AND BIOMECHANICS (68Hours)****OBJECTIVES :**

- 1 *To understand the nature and scope of Biomechanics in Physical*
- 2 *Education & Sports.*
- 3 *To gain knowledge regarding the basic concepts of anatomy and physiology.*
- 4 *To acquire knowledge regarding mechanical concepts applied to human movements and in sports activities.*
- 5 *To gain knowledge of the application of mechanical principles to fundamental skills and sports techniques.*

Unit – I Introduction to Kinesiology and Sports Biomechanics (17Hours)

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

Unit – II Fundamental Concept of Anatomy and Physiology (17Hours)

- 2.1 Classification of Joints and Muscles
- 2.2 Types of Muscle Contractions
- 2.3 Posture – Meaning, Types and Importance of good posture.
- 2.4 Fundamental concepts of following terms—Angle of Pull, Allor None Law, Reciprocal Innervations and inhibition

Unit – III Mechanical Concepts (17Hours)

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

Unit – IV Kinematics and Kinetics of Human Movement**(17Hours)**

- 4.1 Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration
- 4.2 Angular kinematics–Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.
- 4.3 Linear Kinetics – Inertia, Mass, Momentum, Friction.
- 4.4 Angular Kinetics – Moment of inertia, Stability.

Reference:

1. Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood Cliffs, N.J.: Prentice Hall Inc.
2. Hay, J. G. & Reid, J. G. (1982). *The anatomical and mechanical basis of human motion*.
3. Englewood Cliffs, N.J.: prentice Hall Inc.
4. Hay, J. G. & Reid, J. G. (1988). *Anatomy, mechanics and human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
5. Hay, J. G. (1970). *The biomechanics of sports techniques*. Englewood Cliffs, N.J.: Prentice Hall, Inc.
6. Simonian, C. (1911). *Fundamentals of sport biomechanics*. Englewood Cliffs, N.J.: Prentice Hall Inc.
7. Rameshwaran, N. (1984). *Kinesiology Physical Education and Sports*. Jalandhar : Prakash Brothers educational publishers.
8. Shaw, D. (1998). *Biomechanics and Kinesiology of Human motion*. New Delhi : Sports Publication.
9. Shaw, D. (1998). *Pedagogic Kinesiology*. Delhi : Sports Publication.

Semester – IV**Theory Courses****CC-403 RESEARCH AND STATISTICS IN PHYSICAL EDUCATION****(68Hours)****OBJECTIVES :**

1. *To acquire the basic knowledge regarding research in physical education.*
2. *To gain knowledge regarding the review of related literature.*
3. *To understand the procedure of preparation of research proposal and research report writing.*
4. *To gain the knowledge regarding basic statistical concepts.*

Unit-I Introduction to Research**(17Hours)**

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

Unit-II Survey of Related Literature**(17Hours)**

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

Unit-III Basics of Statistical Analysis**(17Hours)**

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

Unit- IV Statistical Models in Physical Education and Sports**(17Hours)**

- 4.1 Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition,
- 4.2 Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data.
- 4.3 Measures of Variability: Meaning, importance, computing from group and ungrouped data.

References:

1. Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.
2. Bump, T. O. &Haff, G. G. (2009). *Periodization: theory and methodology of training*, 5thed.Champaign, IL: Human Kinetics.
3. Brown, L. E., &Ferrigno, V. A. (2005). *Training for speed, agility and quickness*, 2nd ed. Champaign, IL: Human Kinetics.
4. Brown, L.E. & Miller, J., (2005). *How the training work*. In: *Training Speed, Agility, and Quickness*. Brown, L.E. &Ferrigno, V.A &Ferrigno, V.A., eds. Champaign, IL: Human Kinetics.
5. Carl, E. K., & Daniel, D. A. (1969). *Modern principles of athletes training*. St. Louis: St. Louis's Mosby Company.
6. Clark, H. H., & Clark, D. H. (1975). *Research process in physical education*. Englewood cliffs, New Jersey: Prentice Hall, Inc.
7. Garrett, H.E. (1981). *Statistics in psychology and education*. New York: VakilsFeffer and Simon Ltd.
8. Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987). *Introduction to research: A guide for the health science professional*. Landon: J.B. Lippincott Company.
9. Thomas, J.R., & Nelson J.K. (2005). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
10. Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research method in physical activity*.U.S.A: Champaign, IL: Human Kinetics Books.
11. Uppal, A.K.(1990).*Physicalfitness:howtodevelop*.NewDelhi:FriendsPublication.
12. Verma,J. P.(2000).*Atextbookonsportsstatistics*.Gwalior:VenusPublications.

Semester – IV**Theory Courses****EC-401 THEORY OF SPORTS AND GAMES (ELECTIVE) (68Hours)****OBJECTIVES :**

1. *To acquire the basic knowledge of athletics and major game : history, development and ground marking.*
2. *To understand the scientific principles of motion applied in games in sports*
3. *To gain the knowledge regarding the physical fitness components.*
4. *To understand the concept of conditioning and technique learning.*

Unit-I Introduction-General Instruction of specialized games and sports (17Hours)

- | | |
|---------------|----------------|
| 1. Athletics | 8. Handball |
| 2. Badminton | 9. Kabaddi |
| 3. Basketball | 10. Kho-Kho |
| 4. Cricket | 11. Tennis |
| 5. Football | 12. Volleyball |
| 6. Gymnastic | 13. Yoga |
| 7. Hockey | |

Each game or sports to be dealt under the following heads

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

UNIT-II Scientific Principles of coaching: (Particular sports and game specific) (17Hours)

- 2.1 Motion–Types of motion and Displacement, Speed, Velocity, Acceleration, Distance and Newton's Law of motions.
- 2.2 Force – Friction, Centripetal and Centrifugal force, Principles of force.
- 2.3 Equilibrium and its types
- 2.4 Lever and its types

UNIT-III Physical fitness components: (particular sports and game specific) (17Hours)

- 3.1 Speed and its types
- 3.2 Strength and its types
- 3.3 Endurance and its types
- 3.4 Flexibility and its types
- 3.5 Coordinative ability and its types

UNIT-IV Conditioning exercises and warming up**(17Hours)**

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

References:

1. Bunn, J. W. (1968). *The art of officiating sports*. Englewoodcliffs N.J. Prentice Hall. Bunn,
2. J.W. (1972). *Scientific principles of coaching*. Englewoodcliffs N. J. Prentice Hall. Dyson,
3. G. H. (1963). *The mechanics of athletics*. London: University of London Press 4. Ltd.
- Lawther, J.D. (1965). *Psychology of coaching*. New York: Pre. Hall.
4. Singer, R. N. (1972). *Coaching, athletic & psychology*. New York: M.C. Graw Hill.

Semester – IV**Theory Courses****EC-402 SPORTS MANAGEMENT****(68Hours)****OBJECTIVES :**

1. *To understand the importance of management in physical education.*
2. *To gain the knowledge regarding personal management, facility management and budget management*
3. *To acquire the knowledge regarding quality and forms of leadership*
4. *To acquire the knowledge regarding the planning of physical education activities at various levels.*

Unit-I Management in Physical Education and Sports**(17Hours)**

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

Unit-II Leadership**(17Hours)**

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

Unit-III Planning and Controlling**(17Hours)**

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

Unit-IV Financial Management and Budget**(17Hours)**

- 4.1 Financial management in Physical Education & sports in schools, Colleges and
- 4.2 Universities.
- 4.3 Budget – Importance, Criteria of good budget,
- 4.4 Steps of Budget making
- 4.5 Principles of budgeting

REFERENCES:

1. Ashton, D. (1968). *Administration of physical education for women*. New York: The Ronald Press Co.
2. Bucher, C.A. *Administration of physical education and athletic programme*. 7th Edition, St. Louis: The C.V. Mosby Co.
3. Daughtrey, G. & Woods, J.B. (1976). *Physical education and intramural programmes, organisation and administration*. Philadelphia U.S.A. : W.B. Saunders Co.
4. Earl, F. Z., & Gary, W. B. (1963). *Management competency development in sports and physical education*. Philadelphia: W. Lea and Febiger.

Part – B
Practical Courses
Semester– I

PC - 101**Track and Field:****Running Event**

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

Relays: Fundamental Skills

1. Various patterns of Baton Exchange
2. Understanding of Relay Zones
3. Ground Marking
4. Interpretation of Rules and Officiating.

PC 102**Gymnastics: Floor Exercise**

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

PC – 102**Swimming: Fundamental Skills**

1. Entry into the pool.
2. Developing water balance and confidence
3. Water fear removing drills.
4. Floating-Mushroom and Jelly fish etc.
5. Gliding with and without kickboard.
6. Introduction of various strokes
7. Body Position, Leg, Kick, Arm pull, Breathing and Coordination.
8. Start and turns of the concerned strokes.
9. Introduction of Various Strokes.
10. Water Treading and Simple Jumping.
11. Starts and turns of concerned strokes.
12. Rules of Competitive swimming- officials and their duties, pool specifications, seeding heats and finals, Rules of the races.

PC – 102**Shooting: Fundamental Skills**

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

(Any one out of three)

PC – 103 Indigenous sports:**Kabaddi: Fundamental Skills**

1. Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.
2. Skills of Holding the Raider-Various formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques.
3. 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.
4. Ground Marking, Rules and Officiating

PC – 103**Malkhambh and Light Apparatus:**

1. Lathi-Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.
2. GhatiLezuim-AathAawaaz, Bethakawaaz, AagePaon, Aagekadam, Do pherawaaz, Chau pherawaaz, Kadamtal, Pavitra, Uchhakpavitra, Kadampavitra.
3. Mass P.T. Exercises-Two count, four count and eight count exercises.
4. Hindustani Lezuim-Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.
5. Drill and Marching
6. Malkhamb-Salaami, Hold, Saadiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Soyodoro, Phirki, Padmasana, T.Balance, Pataka, Landing.
7. Rope Malkhamb-Salaami, Padmasana Chadh, Katibandh1-2, Sadiadhi, Rikeb pakkad, Rikebpagniadhi, Kamaradhi, Nakkikasadhi, Kamaradhi, Nakkikasadhi, Urubandhtedhi, Sadibagli, Do hatibagli, Kamarbandhbagli, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing.

PC - 104**Kho Kho:**

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

PC – 104**Dumbbells/ Wands/ Hoop/Umbrella/Tipri: Fundamentals skills**

1. Apparatus/ Light apparatus Grip
2. Attention with apparatus/ Light apparatus
3. Stand – at – ease with apparatus/ Light apparatus
4. Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
5. Standing Exercise
6. Jumping Exercise
7. Moving Exercise
8. Combination of above all

Semester – II**PC – 201****Track and Field****Athletics: Jumping Events**

1. High Jump (Straddle Roll)
2. Approach Run,
3. Takeoff
4. Clearance over the bar.
5. Landing

PC – 202**Gymnastics:**

1. Parallel Bar:
2. Mount from one bar
3. Straddle walking on parallel bars.
4. Single and double step walk
5. Perfect swing
6. Shoulder stand on one bar and roll forward.
7. Roll side
8. Shoulder stand
9. Front on back vault to the side(dismount)
10. Horizontal /Single Bar:
11. Grip
12. Swings
13. Fundamental Elements
14. Dismount
15. Uneven Parallel Bar:
16. Grip
17. Swings
18. Fundamental Elements
19. Dismount

PC – 202**Yoga:**

1. Surya Namaskara,
2. Pranayams
3. Corrective Asanas
4. Kriyas
5. Asanas
 - Sitting
 - Standing
 - Laying Prone Position
 - Laying Spine Position

PC – 202**Swimming:****Introduction of water polo game**

1. Fundamental skills
2. Swimming with the ball
3. Passing
4. Catching
5. Shooting
6. Goalkeeping
7. Rules of the games and responsibility of officials

Introduction of Diving sports.

1. Basic Diving Skills from springboards
2. Basic Diving Skills from platform

PC – 202**Aerobics:** Introduction of Aerobics

1. Rhythmic Aerobics -dance
2. Low impact aerobics
3. High impact aerobics
4. Aerobics kickboxing
5. Postures – Warm up and cool down
6. THR Zone – Being successful in exercise and adaptation to aerobic workout.

PC - 203**Badminton:** Fundamental Skills

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

PC - 203**Table Tennis:** Fundamental Skills

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

PC – 203**Squash** Fundamental Skills

1. Service- Under hand and Overhand
2. Service Reception
3. Shot- Down the line, Crosscourt
4. Drop
5. Half Volley
6. Tactics – Defensive, attacking in game
7. Rules and their interpretations and duties of officials.

PC – 203**Tennis:** Fundamental Skills.

1. Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.
2. Stance and Footwork.
3. Basic Ground strokes-Forehand drive, Back hand drive.
4. Basic service.
5. Basic Volley.
6. Over-head Volley.
7. Chop
8. Tactics – Defensive, attacking in game
9. Rules and their interpretations and duties of officials.

Semester – III**PC – 301****Track and fields (Throwing Events)**

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

PC – 302**Boxing: Fundamental Skills**

1. Player stance
2. Stance - Right hand stance, left hand stance.
3. Footwork – Attack, defense.
4. Punches – Jab, cross, hook, upper cut, combinations.
5. Defense slip – bob and weave, parry/block, cover up, clinch, counterattack
6. Tactics – Toe to toe, counter attack, fighting in close, feinting
7. Rules and their interpretations and duties of officials.

PC – 302**Martial Arts/Karate: Fundamental Skills**

1. Player Stances – walking, hand positions, front-leaning, side-fighting.
2. Hand Techniques - Punches (form of a punch, straight punch, and reverse punch), Blocks (eight basic).
3. Leg Techniques-Snapkicks, stretching straight leg, thrust kicks, sidekicks, roundhouse.
4. Forms - The first cause Katas.
5. Self Defense - against punches, grabs and strikes, against basic weapons (knife, club sticks).
6. Sparring - One step for middle punch, high punch and groin punch. (Defended by appropriate block from eight basic blocks).
7. Rules and their interpretations and duties of officials.

PC – 302**Taekwondo Fundamental Skills**

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

PC – 302**Judo: Fundamental skills**

1. Rei (Salutation)-Ritsurei(Salutation in standing position), Zarai (Salutation in the sitting position)
2. Kumi kata (Methods of holding judo costume)
3. Shisei (Posture inJudo)
4. Kuzushi (Act of disturbing the opponent posture)
5. Tsukuri and kake (Preparatory action for attack)
6. Ukemi (Break Fall)-UrhiroUkemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front Break Fall), Mae mawariUkemi (Front Rolling breakfall)
7. Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Walingsteps).
8. Tai Sabaki (Management of the body)
9. NageWaze (Throwing techniques)-HizaGuruma (Knee wheel), SesaeTwurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major loinm), SeoiNage (Shoulderthrow).
10. Katamawaze(Grappling techniques)-Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kami shihogatama (Locking of upper four quarters), Method of escaping from eachhold.

PC – 302**Wrestling: Fundamental Skills**

1. Take downs, Leg tackles, Arm drag.
2. Counters for take downs, Cross face, Whizzer series.
3. Escapes from under-sit-out turn in tripped.
4. Counters for escapes from under-Basic control back drop, Counters for stand up.
5. Pinning combination-Nelson series(Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson.
6. Escapes from pinning: Wing lock series, Double arm lock roll, Cridge.
7. Standing Wrestling-Head under arm series, whizzer series
8. Referees positions.

PC – 302**Fencing: Fundamental Skill**

1. Basic Stance - on-guard position (feet and legs)
2. Footwork – advance, retire, lunge, Step-lunge
3. Grip – hold a foil correctly, Etiquette – salute and handshake to coaches and partners
4. Hit a target (glove, mask, person) at riposte distance
5. Lunge from an on-guard position.
6. Attack - simple attacks from site – direct, disengage, double attack, compound attacks
high line – one-two and cut-over disengage, Cut-over attack, Low line attacks
7. Semi circular parries – octave and septime
8. Understand the layout of a piste.
9. Compound or successive parries.
10. Lateral parry and direct riposte
11. Fence a bout – judges etc. salutes and handshakes
12. Rules and their interpretations and duties of officials.

PC 303 Team Games**PC 303****Base-Ball Fundamental Skills**

1. Player Stances – walking, extending walking, L stance, cat stance.
2. Grip – standard grip, choke grip,
3. Batting – swing and bunt.
4. Pitching

5. Baseball : slider, fast pitch, curve ball, drop ball, rise ball, change up, knuckle ball, screw ball,
6. Softball: windmill, slingshot,
7. starting position: wind up, set
8. Fielding–
 - 8.1 Catching: basics to catch fly hits, rolling hits,
 - 8.2 Throwing: over arm, sidearm.
9. Base running–
 - 9.1 Base running: single, double, triple, homerun,
 - 9.2 Sliding: bent leg slide, hook slide, head first slide.
10. Rules and their interpretations and duties of officials.

PC 303

Netball: Fundamental Skills

1. Catching: one handed, two handed, with feet grounded, in flight.
2. Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
3. Footwork: landing on one foot; landing on two feet; pivot; running pass.
4. Shooting: one hand; two hands; forward step shot; backward step shot.
5. Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
6. Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the passin).
7. Intercepting: pass; shot
8. The toss-up.
9. Role of individual players
10. Rules and their interpretations and duties of officials.

PC – 303

Cricket: Fundamental Skills

1. Batting-Forward and backward defensive stroke
2. Bowling-Simple bowling techniques
3. Fielding-Defensive and offensive fielding
4. Catching-High catching and Slip catching
5. Stopping and throwing techniques
6. Wicket keeping techniques

PC 303**Football: Fundamental Skills**

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

PC 303**Hockey: Fundamental Skills**

1. Player stance & Grip
2. Rolling the ball
3. Dribbling
4. Push
5. Stopping
6. Hit
7. Flick
8. Scoop
9. Passing-Forward pass, square pass, triangular pass, diagonal pass, return pass,
10. Reverse hit
11. Dodging
12. Goal keeping – Hand defense, foot defense
13. Positional play in attack and defense.
14. Rules and their interpretations and duties of officials.
15. Rules and their interpretations and duties of officials.
16. Ground Marking.

PC – 303**Softball Fundamental Skills**

1. Catching: one handed, two handed, with feet grounded, in flight.
2. Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).
3. Footwork: landing on one foot; landing on two feet; pivot; running pass.
4. Shooting: one hand; two hands; forward step shot; backward step shot.

5. Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
6. Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the passin).
7. Intercepting: pass; shot.
8. The toss-up.
9. Role of individual players
10. Rules and their interpretations and duties of officials.

PC 303

Volleyball: Fundamental Skills

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

PC - 303

Hand Ball:

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

PC – 303

Basketball: Fundamental Skills

1. Player stance and ball handling
2. Passing-Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass.
3. Receiving-Two Hand receiving, One hand receiving, Receiving in stationary position, Receiving while jumping, Receiving while running.
4. Dribbling-How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble.

5. Shooting-Layup shot and its variations, one hand set shot, One hand jump shot, Hook shot, Free-throw.
6. Rebounding-Defensive rebound, Offensive rebound, Knockout, Rebound Organization.
7. Individual Defensive- Guarding the man with the ball and without the ball.
8. Pivoting.
9. Rules and their interpretations and duties of the officials.

TP-201 Teaching practices:

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

TP-301 Teaching practices:

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

TP-401 Sports Specialization: Track and field / Gymnastics /Swimming

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

TP-402 Games Specialization: Kabaddi, Kho-kho, Base ball, cricket, Football, Hockey, Softball Volleyball, Hand ball, Basket ball, Netball, Badminton, Table Tennis, Squash, Tennis

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

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

Table – 1: Semester wise distribution of hours per week

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

Table – 2: Number of credits per semester

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