

# **BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.)**

## **BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.)**

**Common Core Syllabus Approved by**

**Andhra Pradesh State Council of Higher Education**

**As per the guidelines of the**

**NATIONAL COUNCIL FOR TEACHER EDUCATION**

**2019- 2021**

### **1. Preamble**

The Department of Physical Education was one of the Departments started with the inception of the University. The Department has Indoor stadium, the needed infrastructure for a multi gym and a 400 mts. standard track (clay). The Department started offering its Bachelor's Programme in (B.P.Ed.) in 2006 and Master's Programme (M.P.Ed.,) in 2013 under self- finance. The department also offers courses like Diploma and P.G. Diploma in Yoga education since 2017. The department is one of the most dynamic ones in the University and provides women students with excellent opportunities for personal growth and professional excellence in the field of Physical Education . The main aim of the course is to promote physical and mental health among university students as well as women in the society and also providing them opportunities to establish their own centers, to pursue higher studies and to work as instructors in schools, colleges and private organizations etc.

### **2. General Graduate Attributes**

Core Attribute 1: Core Knowledge of major concepts in Physical education and Govt and Private Sector industries

Core Attribute 2: Critical Thinking & Analysis

Critically thinks about the theoretical as well as practical phenomenon from a cause and effect perspective by analyzing various factors that might lead to creating Physical education and outcome of their distribution.

Core Attribute 3: Research Methods / Project / Practical Knowledge

Can carry out a research project by identifying the research need, formulate hypothesis, adopt appropriate research design, methods, and statistical tools and infer the outcome and present it in the form of a report.

Core Attribute 4: Professionalism and Values

Objectivity, fairness and unbiased ethical values reflect in the professional interaction in human as well as research context.

Core Attribute 5: Coaching Skills

Listens and speaks effectively with intent knowledge of the subject matter and is convincing at individual, social and research setting.

Core Attribute 6: Learning and the Application

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Learnt Physical education and Sports principles are applied to personal, social, and organizational issues, in the areas of Sports management, Coaching and Training.

Core Attribute 7: Entrepreneurship and Leadership

Theoretical, practical and production and professional skill sets are imparted to start an Coaching and Teaching venture like Training Officating and Managers as well as giving suitable employment.

### 3. Programme Specific Qualification Attributes

|                                     | CA 1 | CA 2 | CA 3 | CA 4 | CA 5 | CA 6 | CA 7 |
|-------------------------------------|------|------|------|------|------|------|------|
| <b>Knowledge (K1)</b>               | √    | √    | √    |      |      | √    | √    |
| <b>Understanding (K2)</b>           | √    | √    | √    | √    |      | √    | √    |
| <b>Application (K3)</b>             | √    | √    | √    | √    | √    | √    | √    |
| <b>Analytical (K4)</b>              |      | √    | √    |      | √    | √    | √    |
| <b>Evaluation capability (K5)</b>   |      | √    | √    | √    | √    | √    | √    |
| <b>Scientific or synthesis (K6)</b> | √    | √    | √    | √    | √    |      | √    |

#### 4.1 Vision

Department of Physical Education envisions a society in which all individuals enjoy an optimal quality of life through appreciation of and participation in an active and creative, health-promoting lifestyle. Department of Physical Education is recognized as dynamic role model in the realization of this desired future.

#### 4.2 Mission

- To provide skills required for working in various sports industries.
- To train students to acquire skills required in Physical education and sports Sciences content creation, distribution and management.
- To promote sports education in the areas of sports sciences, sports technology, sports management and sports coaching besides functioning as the national training centre for select sports disciplines by adopting best international practices.

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## 5. Program Objectives and Outcomes

### Program Educational Objectives (PEO)

PEO-1) The Bachelor of Physical Education(B.P.Ed.) Programme is a professional Programme meant for preparing physical education teacher for high school (classes I to X ) level.

PEO-2) The curriculum and syllabus have been structured in such a way that each of the course meets one or more of the outcomes related to the skills, knowledge, and behaviors that students acquire as they progress through the program. Further, each course in the program spells out clear instructional objectives which are mapped to the student outcomes.

PEO 3 To understand the practical application of development Physical education , research methodology and sports.

### Program Specific Objectives (PSOs)

PSO 1 To develop skills required to work in Physical education and Sports Sciences

PSO 2 To develop conceptualizing, Coaching and Physical education and Sports content creation skills

PSO 3 To Analyze the practical knowledge during the practical situation

PSO 4 To train in coaching and Teaching content creation, Sports Training and sports coaching skills.

PSO5 To obtain fundamental understanding of research methodology, development Physical education and Sports Sciences .

### Program outcome (Master's program in Physical Education )

**PO1. Domain knowledge:** Apply the knowledge of basic sciences that may be relevant and appropriate to physical education and sports sciences leading to solution of complex sports related issues and problems.

**PO2. Problem analysis:** Ability to Identify, define the actual requirements, formulate, research literature, and analyze complex physical education and sports sciences related problems to reaching substantiated conclusions.

**PO3. Design/Development of Solutions:** Ability to design, implement, and evaluate process or program to meet desired needs in the field of physical education and sport sciences.

**PO4. Individual and team work:** Ability to function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings to accomplish a common goal.

**PO5. Ethics:** Understanding of professional, ethical, legal, security, social issues and responsibilities in teaching, learning and evaluation.

**PO6. Communication:** Ability to communicate effectively among a range of audiences/ stakeholders

**PO7 Impact:** Ability to analyze the local and global impact of physical activities and sports and games on individuals, organizations and society.

**PO8 Professional Development:** Recognition of the need for and an ability to engage in continuing professional development

**PO9 Identification of Needs:** Ability to identify and analyze user needs and take them into account in the selection, creation, evaluation, and administration of physical education and sport sciences programs.

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**PO10 Integration:** Ability to incorporate effectively integrate Science/ Technology/ IT-based solutions to applications

### PEO Vs PO

|      | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| PEO1 | √   | √   | √   | √   | √   | √   | √   | √   | √   | √    |
| PEO2 | √   |     |     | √   | √   |     |     | √   | √   | √    |
| PEO3 | √   | √   |     |     |     | √   |     |     | √   | √    |

### PO Vs GA

|      | GA1 | GA2 | GA3 | GA4 | GA5 | GA6 | GA7 |
|------|-----|-----|-----|-----|-----|-----|-----|
| PO1  | √   | √   | √   | √   | √   | √   | √   |
| PO2  | √   | √   |     | √   |     | √   | √   |
| PO3  | √   | √   | √   | √   |     | √   |     |
| PO4  | √   | √   |     | √   | √   | √   | √   |
| PO5  | √   |     |     |     | √   | √   |     |
| PO6  | √   | √   | √   | √   |     | √   |     |
| PO7  | √   | √   |     | √   | √   | √   | √   |
| PO8  | √   | √   | √   | √   | √   | √   | √   |
| PO9  | √   | √   |     | √   | √   | √   |     |
| PO10 | √   | √   | √   | √   | √   | √   | √   |
| PO11 | √   | √   | √   | √   | √   | √   | √   |

### 6. Candidate's eligibility for admission

The Intake, Eligibility and Admission Procedure as per the NCTE norms and standards / University common admission procedure

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## 7. Duration of the program

Two years (four semesters)

## 8. CBCS- Structure of the Program

| Course Component    | No. of Courses | Hours of Learning per semester | Marks       | Credits    |
|---------------------|----------------|--------------------------------|-------------|------------|
| <b>Semester I</b>   |                |                                |             |            |
| Core Courses        | 3              | 12                             | 300         | 12         |
| Elective Courses    | 1              | 4                              | 100         | 4          |
| Practical Course    | 4              | 24                             | 400         | 16         |
| <b>Total</b>        | <b>8</b>       | <b>40</b>                      | <b>800</b>  | <b>32</b>  |
| <b>Semester II</b>  |                |                                |             |            |
| Core Courses        | 3              | 12                             | 300         | 12         |
| Elective Courses    | 1              | 4                              | 100         | 4          |
| Practical Course    | 3              | 18                             | 300         | 12         |
| Teaching Practices  | 1              | 6                              | 100         | 4          |
| <b>Total</b>        | <b>8</b>       | <b>40</b>                      | <b>800</b>  | <b>32</b>  |
| <b>Semester III</b> |                |                                |             |            |
| Core Courses        | 3              | 9                              | 300         | 12         |
| Elective Courses    | 1              | 3                              | 100         | 4          |
| Practical Course    | 4              | 18                             | 300         | 12         |
| Teaching Practices  | 1              | 6                              | 100         | 4          |
| <b>Total</b>        | <b>8</b>       | <b>40</b>                      | <b>800</b>  | <b>32</b>  |
| <b>Semester IV</b>  |                |                                |             |            |
| Core Courses        | 3              | 12                             | 300         | 12         |
| Elective Courses    | 1              | 4                              | 100         | 4          |
| Practical Course    | 2              | 12                             | 200         | 8          |
| Teaching Practices  | 2              | 12                             | 200         | 8          |
| <b>Total</b>        | <b>8</b>       | <b>40</b>                      | <b>800</b>  | <b>32</b>  |
| <b>Grand Total</b>  | <b>32</b>      | <b>160</b>                     | <b>3200</b> | <b>128</b> |

**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.

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### 9. Curriculum structure for each semester as per course alignment

Semester – I

#### Part-A : Theoretical Course

| Course      | Title of the Papers  |    | Total | Credit | Internal | External | Total |
|-------------|--|----|-------|--------|----------|----------|-------|
| Code        |  |    | Hours |        | Marks    | Marks    | Marks |
| Core Course |  |    |       |        |          |          |       |
| CC-101      | History, Principles and foundations of Physical Education  | 4  | 4     | 30     | 70       | 100      |       |
|             |  |    |       |        |          |          |       |
| CC-102      | Anatomy and Physiology   | 4  | 4     | 30     | 70       | 100      |       |
| CC-103      | Educational Technology and Methods of Teaching in Physical Education   | 4  | 4     | 30     | 70       | 100      |       |
|             |  |    |       |        |          |          |       |
|             |  |    |       |        |          |          |       |
|             |  |    |       |        |          |          |       |
|             | Elective Course (Anyone)   |    |       |        |          |          |       |
| EC-111      | Communication & Soft skills  | 4  | 4     | 30     | 70       | 100      |       |
| EC-112      | Olympic Movement   |    |       |        |          |          |       |
|             | Part-B : Practical Course  |    |       |        |          |          |       |
| PC-121      | Track and Field (Running Events),<br>*Gymnastics/*Swimming<br>(* Any one)  | 6  | 4     | 30     | 70       | 100      |       |
|             |  |    |       |        |          |          |       |
|             |  |    |       |        |          |          |       |
|             |  |    |       |        |          |          |       |
| PC-122      | Football, Tennis, Throwball  | 6  | 4     | 30     | 70       | 100      |       |
| PC-123      | Badminton, Kho-Kho, Shooting   | 6  | 4     | 30     | 70       | 100      |       |
| PC-124      | Mass Demonstration Activities:<br>Flag Hoisting, March past, Calisthenics, Lezium<br>Dumb-bells, Kolatam, Aerobics<br>Wands, Hoops, Pole Drill, Folk Songs & Patriotic Songs |    |       |        |          |          |       |
|             |  | 6  | 4     | 30     | 70       | 100      |       |
|             |  |    |       |        |          |          |       |
|             |  |    |       |        |          |          |       |
|             |  |    |       |        |          |          |       |
|             |  |    |       |        |          |          |       |
|             | Total  | 40 | 32    | 240    | 560      | 800      |       |

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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                    | Kinesiology and Biomechanics  | 4           | 4      | 30             | 70             | 100         |
| CC-202                    | Health Education and Environmental Studies  | 4           | 4      | 30             | 70             | 100         |
|                           | Measurement and Evaluation in Physical Education  | 4           | 4      | 30             | 70             | 100         |
| Elective Course (Anyone)  |   |             |        |                |                |             |
| EC-211                    | Computer Applications in Physical Education   | 4           | 4      | 30             | 70             | 100         |
| EC-212                    | Recreation and Leisure Management   |             |        |                |                |             |
| Part-B : Practical Course |   |             |        |                |                |             |
| PC-221                    | Track and Field (Jumping Events)<br>* Gymnastics/*Swimming<br>(* Any one)                           | 6           | 4      | 30             | 70             | 100         |
|                           | PC-222  |             |        |                |                |             |
| PC-223                    | Hockey, Handball, Cricket   | 6           | 4      | 30             | 70             | 100         |
| Part-C Teaching Practices |   |             |        |                |                |             |
| TP-231                    | Teaching Practice (Class room and Outdoor)<br>(4 internal and 1 External in class room and outdoor) | 6           | 4      | 30             | 70             | 100         |
|                           |   |             |        |                |                |             |
|                           | Total   | 40          | 32     | 240            | 560            | 800         |

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Semester - III

### Part-A : Theoretical Course

| Course | Title of the Papers   |             | Total |  | Credit | Internal | External | Total |
|--------|---|-------------|-------|--|--------|----------|----------|-------|
| Code   |   |             | Hours |  |        | Marks    | Marks    | Marks |
|        |   | Core Course |       |  |        |          |          |       |
| CC-301 | Sports Training   |             | 4     |  | 4      | 30       | 70       | 100   |
| CC-302 | Concepts of Wellness  |             | 4     |  | 4      | 30       | 70       | 100   |
|        | Management  |             |       |  |        |          |          |       |
| CC-303 | Sports Psychology and   |             | 4     |  | 4      | 30       | 70       | 100   |
|        | Sociology   |             |       |  |        |          |          |       |
|        | Elective Course (Anyone)  |             |       |  |        |          |          |       |
| EC-311 | Sports Medicine,<br>Physiotherapy and<br>Rehabilitation   |             |       |  |        |          |          |       |
|        |   |             | 4     |  | 4      | 30       | 70       | 100   |
|        |   |             |       |  |        |          |          |       |
| EC-312 | Curriculum Design   |             |       |  |        |          |          |       |
|        | Part-B : Practical Course   |             |       |  |        |          |          |       |
| PC-321 | Track and Field<br>(Throwing Events)<br>* Gymnastics/*Swimming<br>(* Any one)   |             | 6     |  | 4      | 30       | 70       | 100   |
|        |   |             |       |  |        |          |          |       |
|        |   |             |       |  |        |          |          |       |
|        |   |             |       |  |        |          |          |       |
| PC-322 | Karate / Judo / Fencing/<br>Tennikoit,<br>Softball, Basketball  |             | 6     |  | 4      | 30       | 70       | 100   |
|        |   |             |       |  |        |          |          |       |
|        |   |             |       |  |        |          |          |       |
| PC-323 | Wrestling, Taekwondo,<br>Boxing, Table Tennis,<br>Volleyball  |             | 6     |  | 4      | 30       | 70       | 100   |
|        |   |             |       |  |        |          |          |       |
|        |   |             |       |  |        |          |          |       |
|        | Part-C Teaching Practices   |             |       |  |        |          |          |       |
| TP-331 | Teaching practice:<br>Particular Lesson Plans for<br>Racket Sport/ Team Games/<br>Indigenous Sports.<br>(out of 10 lessons 5 at<br>practicing school & 4 internal<br>and 1 external). |             |       |  |        |          |          |       |
|        |   |             | 6     |  | 4      | 30       | 70       | 100   |
|        |   |             |       |  |        |          |          |       |
|        |   |             |       |  |        |          |          |       |
|        |   |             |       |  |        |          |          |       |
|        |   |             |       |  |        |          |          |       |
|        | Total   |             | 40    |  | 32     | 240      | 560      | 800   |

Semester - IV



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## Part-A : Theoretical Course

| Course Code               | Title of the Papers   | Total Hours | Credit | Internal Marks | External Marks | Total Marks |
|---------------------------|---|-------------|--------|----------------|----------------|-------------|
| Core Course               |   |             |        |                |                |             |
| CC-401                    | Sports Management   | 4           | 4      | 30             | 70             | 100         |
| CC-402                    | Concepts of Yoga  | 4           | 4      | 30             | 70             | 100         |
| CC-403                    | Officiating and Coaching  | 4           | 4      | 30             | 70             | 100         |
| Elective Course (Anyone)  |   |             |        |                |                |             |
| EC-411                    | Fitness Assessment and exercise prescription  | 4           | 4      | 30             | 70             | 100         |
| EC-412                    | Research and Statistics in Physical Education   |             |        |                |                |             |
| Part-B : Practical Course |   |             |        |                |                |             |
| PC-421                    | Athletics Specialization  | 6           | 4      | 30             | 70             | 100         |
| PC-422                    | Game of Specialization: Football, Kabaddi, Badminton, Cricket, Hockey, Handball, Kho-Kho, Ball Badminton, Basketball, Volleyball, Softball, Tennis, Table Tennis (Any one of these)   | 6           | 4      | 30             | 70             | 100         |
| Part-C Teaching Practices |   |             |        |                |                |             |
| TP-431                    | Teaching Practice in Sports Specialization: coaching lesson Plan in Track and Field / Swimming /Gymnastics (Any one of these)   | 6           | 4      | 30             | 70             | 100         |
| TP-432                    | Teaching practice in Game of specialization: Coaching lessons: Kabaddi/ Kho-kho/ Baseball/ Cricket/ Football/ Hockey/ softball/ Volleyball/ Handball/ Basketball/ Netball/ Badminton/ Table-tennis/ Squash/ Tennis (Any one of the above games).<br>Out of 10 lessons, 5 lessons at school and 4 internal and 1 external . (both particular and coaching lessons have to be included in the program. Each lesson is of 45 minutes duration. | 6           | 4      | 30             | 70             | 100         |
|                           | Total   | 40          | 32     | 240            | 560            | 800         |
|                           | Total for four semesters  | 160         | 128    | 960            | 2240           | 3200        |

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**Subject Type:** CC – Core Course  
EC- – Elective Course  
PC – Practical Course  
TP -Teaching Practices

### 10. Credit and marks structure for each semester as per course alignment

| Total number of credits and marks |               |           |                  |  |                    |               |             |
|-----------------------------------|---------------|-----------|------------------|--|--------------------|---------------|-------------|
| Course                            | No of courses | Core      | Practical course | Elective course/ Internship/ Fieldwork | Teaching Practices | No of credits | Total marks |
| Semester 1                        | 8             | 3         | 4                | 1                                      |                    | 32            | 800         |
| Semester 2                        | 8             | 3         | 3                | 1                                      | 1                  | 32            | 800         |
| Semester 3                        | 8             | 3         | 3                | 1                                      | 1                  | 32            | 800         |
| Semester 4                        | 8             | 3         | 2                | 1                                      | 2                  | 32            | 800         |
| <b>Grand total</b>                | <b>32</b>     | <b>12</b> | <b>12</b>        | <b>4</b>                               | <b>4</b>           | <b>128</b>    | <b>3200</b> |

### 11. 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 M.P.Ed. programme is 90 credits and for each semester 20 credits.

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

| Sl. No. | Special Credits forte Extra Co-curricular Activities                      | Credit |
|---------|---|--------|
| 1       | Sports Achievement at State level Competition (Medal Winner)              | 1      |
|         | Sports Achievement National level Competition (Medal Winner)              | 2      |
|         | Sports participation International level Competition                      | 4      |
| 2       | Inter Uni. Participation (Any one game)                                   | 2      |
| 3       | Inter College Participation (min. two games)                              | 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       | News Reporting / Article Writing / book writing / progress report writing | 1      |

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

## **12. 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 or May / June.

A candidate should get enrolled /registered for the first semester examination. If enrolment /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.

### 13. Scheme for Evaluation and Attainment Rubrics

**Theory:** Internal assessment:

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

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

OR

As per the University Rules.

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.

**Evaluation of theory paper for 70 Marks :** All university examination theory papers shall be evaluated by single evaluator appointed by the university from the panel of external examiners.

**Practicum Internal evaluation:** The internal assessment shall be done for 30 marks in each practicum. If more than one event/game is present under the same practicum, each event/game shall be evaluated separately for 30 marks by the concerned teacher dealt the event/ game. The average of the awarded marks of all the teachers shall be taken.

**Practicum External evaluation:** The External assessment shall be done for 70 marks in each practicum. If more than one event/game is present under the same practicum, each event/game shall be evaluated separately for 70 marks by the external examiner nominated by the university. The average of the awarded marks of all the events/games of that practicum shall be for 70 marks.

*Attainment Rubrics for Theory Courses*

Internal (Max. Marks: 30)

External (Max. Marks: 70)

End Semester Question Paper Pattern (Theory)

Question Paper shall have three parts.

|           |                        |                            |
|-----------|------------------------|----------------------------|
| Part - A. | Short Questions (Four) | 5 marks X 4 questions =20  |
| Part - B. | Long Questions (FIVE ) | 10 marks X 5 questions =50 |

## **B.P.Ed. – Details of Syllabus**

### **Semester-I - Theory**

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

##### **Learning outcomes**

1. Understand the basic Concepts of Physical education
2. Apply the principles of PE to live healthy and active life style.
3. Promote the awareness of health through Physical education
4. Analyse the techniques and of body posture to bring out healthy change.
5. Develop the knowledge through practice, participate and organize.

##### **Unit-1 Introduction**

Meaning, Definition and Scope of Physical Education, Aims and Objectives of Physical Education, Importance of Physical Education in present era, Concepts and misconceptions about Physical Education, Relationship of Physical Education with General Education, Physical Education as Arts and Science.

##### **Unit-2 Historical Development of Physical Education**

Indus Valley Civilization Period. (3250 BC - 2500 BC), Vedic Period (2500 BC - 600 BC), Early Hindu Period (600 BC - 320 AD) and Later Hindu Period (320 AD - 1000 AD) , Medieval Period (1000 AD - 1757 AD), British Period (Before 1947), Physical Education in India (After 1947), Physical Education in Greece, Germany, Sweden Contribution of Akhadas and Vyayamsalas, H.V.P.Mandals, Institutions / Bodies in Physical Educations and Sports: YMCA, LNIPE, NSNIS, IOA, AIU, SAI,SAF, SGF, PYKKA, RGKA, SAAP, Physical Education & Sports Universities.

##### **Unit-3 Foundations of Physical Education**

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

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

Biological : Growth and development, Gender Difference: Physical, Physiological & Anthropometric (Sheldon and Kretchmer). Psychological: Types of Learning, learning curve, Laws and principles of learning, Attitude, interest, cognition, emotions and sentiments. Sociological : Society and culture, Social acceptance and recognition, Leadership, Social integration and cohesiveness.

References: 1) Bucher, C.A. (n.d.) Foundation of Physical Education. St. Louis: The C.V.

Mosby Co.

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

## **CC-102 ANATOMY AND PHYSIOLOGY**

### **Learning outcomes**

1. Understand the basic Concepts of Anatomy and Physiology
2. Apply the principles of Anatomy and Physiology to live healthy and active life style.
3. Promote the awareness of health through Anatomy, Physiology
4. Analyse the techniques and of body posture to bring out healthy change.
5. Develop the knowledge through practice, participate and organize.

Unit-1 Meaning and Definition of Anatomy, Physiology and their importance in Physical Education. Structure, function and division of cell. Tissues: Functions and types. Skeletal System : Axial and Appendicular Skeletal system, Types of Bones and Joints.

Unit-2 Blood and circulatory system: Constituents of blood and their functions, Blood groups, structure of the heart, circulation of blood: Pulmonary, Systemic and General circulation. Blood pressure. Respiratory system: Structure of respiratory system – Mechanism of Respiration (Internal and External). Digestive system: structure and functions of the digestive system, Process of Digestion. Nervous system: Organs of Nervous System, Structure and functions of Brain and Spinal cord.

Unit-3 Structure, properties and functions of skeletal muscles. Role of Oxygen in Physical Training, Oxygen Debt, Second wind, Lung capacity, Vital capacity, Tidal Volume, Residual volume. Endocrine system: Functions of glands, Pituitary, Thyroid, Parathyroid, Adrenal and Pancreas.

Unit-4 Effects of training on cardiovascular system, Effects of training on respiratory system, Effects of training on muscular system, Fatigue and performance in sports.

1. References: 1) Gupta, A.P. (2010). Anatomy and Physiology. Agra: Sumit Prakashan.
- 2) Gupta, M. and Gupta, M. C. (1980). Body and Anatomical Science. Delhi: Swaran Printing Press.
- 3) Guyton, A.C. (1996). Textbook of Medical Physiology, 9th edition. Philadelphia: W.B. Saunders.
- 4) Karpovich, P.Y. (n.d.). Philosophy of muscular activity. London: W.B. Saunders Co.
- 5) Lamb, G.S. (1982). Essentials of exercise physiology. Delhi: Surjeet Publication.
- 6) Moorthy, A. M. (2014). Anatomy physiology and health education. Karaikudi: Madalayam Publications.

## **CC-103 EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION**

### **Learning outcomes**

1. Understand concept of Educational technology in physical education field
2. Analyse sporting data of various types via astute use of statistical packages.
3. Practice Educational technology related problems.
4. Offer Hands on Knowledge in Educational technology

### **Unit-1 Introduction**

Meaning and Definition of Education, Technology and Educational Technology, Objectives of Educational Technology and importance of Educational technology. Types of Education:- Formal, Informal and Non-Formal education, Educative Process, Devices and their importance in Teaching.

### **Unit-2 Teaching Techniques and teaching aids**

Teaching Technique, Lecture method, Command method, Demonstration method, Imitation method, part method, whole method and whole part - whole method. Presentation Technique: Personal and technical preparation. Command: Meaning of command, types of command : Rhythmic and response command, uses of command in different situations. Teaching Aids : Meaning and Importance of teaching aids. Types of Teaching aids:- Audio, Visual, Audio - visual aids, Chalk board, Digital boards, Pin boards, Charts, Model, Slide projector, Motion picture. Team Teaching: Meaning, Principles and advantage of team teaching.

### **Unit-3 Tournaments:**

Meaning of tournament and types of tournaments – Knock-out (Elimination), League (Round Robin), Knock-out cum league, League cum knock-out, Double league, Double knockout, Challenge. Method of drawing Fixtures: Seeding, Special Seeding. Rotation Method, Stair case method. Intramural and Extramural and their importance, Sports Day/ Play Day

### **Unit-4 Lesson Planning and Teaching Innovations**

Lesson Planning: Meaning, Type, principles and lesson plan. General, particular / specific and coaching lesson plan. Micro Teaching: Meaning, Types and steps of micro teaching. Simulation Teaching: Meaning, Types and steps of simulation teaching.

References: 1) Bhardwaj, A. (2003). New media of Educational Planning. New Delhi: Sarup

- of Sons. Bhatia, & Bhatia (1959).
- 2) The principles and methods of teaching. New Delhi: Doaba House. Kochar, S.K. (1982).
- 3) Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- 4) Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). Introduction to educational technology. New Delhi: Sterling Publishers Pvt. Ltd.
- 5) Walia, J.S. (1999). Principles and methods of education. Jullandhar: Paul Publishers.
- 6) N.R. Swaroop Saxena, Dr. S.C. Oberoi, Technology of teaching, R.L. Book Depo, Meerut



## EC-111 COMMUNICATION & SOFT SKILLS (ELECTIVE)

### Learning outcomes

1. Understand concept of information and communication technology in physical education field
2. Analyse sporting data of various types via astute use of statistical packages.
3. Practice mathematics, statistics, information technology in sport technology related problems.
4. Offer Hands on Knowledge in information and communication Technology

#### Unit-1 Listening Skills :

Extracting specific information, Listening for communication, take down for telephone messages.

#### Unit-2 Speaking Skills :

Meaning and Definition of the Communication, Conversation practice, Greetings, Praises, Complements, Asking permission, Self Introduction, Courtesy ( Excuse me, Thank You).

#### Unit-3 Reading Skills :

Skimming, Vocabulary in usage, Word forms, One Word Substitution.

#### Unit-4 Writing Skills

Need based Grammar, Articles, Prepositions, Tenses, Interrogative, Basic Sentence patterns, Structure, Active voice, Passive Voice, Report Speech.

#### References :

1. Listening : 1. Jeremy Harmer the Practice of English language teaching, longman 1983. 2. O' connor, Better English Pronunciation.
2. Speaking : 1. Board of Editors 2007 written & spoken communication in English Universities Press Hyderabad. 2. Madhavi Apte – 2007- A course of English communication, New Delhi Prentice hall
3. Reading : 1. Hornby – A.S Oxford Advanced learners Dictionary of Current English (ELBS) 2. Central University, Pondicherry Developing reading Skills – Book I & II
4. Written English: 1. Freeman, Sarah, Written Communication in English Bombay : Orient Longman 1977.
5. 2.Green .D.Contemporary English grammar Structure & Composition Macmillan.
6. 3.Narayan Swamy V.R. Strengthen your Writing. Madras. Orient longman 1984.

## **EC-112 OLYMPIC MOVEMENT (ELECTIVE)**

### **Learning Outcomes**

**The learning outcome of the paper are as:**

1. To Know the importance of Olympic movement,
2. To know about the Olympic movement,
3. To create the awareness regarding research in the field of Olympic movement,

### **Unit-1 Origin of Olympic Movement**

Aims of Olympic movement, The early history of the Olympic movement, The significant stages in the development of the modern Olympic movement, Educational and cultural values of Olympic movement.

### **Unit-2 Modern Olympic Games**

Significance of Olympic Ideals, Olympic Rings, Olympic Flag, Olympic Protocol for member countries, Olympic Code of Ethics, Olympism in action, Sports for all.

### **Unit-3 Different Olympic Games**

Para Olympic Games, Summer Olympics, Winter Olympics, Youth Olympic Games.

### **Unit-4 Committees of Olympic Games**

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

### **References:**

- 1) Osborne, M.P. (2004). Magictree house fact tracker: ancient greece and the olympics: a non-fiction companion to magic tree house: hour of the Olympics. New York: Random House Books for Young Readers.
- 2) Burbank, J.M., Andranovich, G.D. & Heying Boulder, C.H. (2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner
- 3) The Olympic Movement, IOC, Laurantne, Switzerland
- 4) Sports Administration Manual – 2001 IOC – Editor in Chief Roger Jackson  
2001 IOC – University Calgary

## **Learning Outcomes**

**The learning outcome of the paper are as:**

1. To Know the importance of sports biomechanics and Kinesiology on sports performance
2. To know about the various physical law of motion for reducing the Injuries and enhancement of sports performance
3. To create the awareness regarding research in the field of Sports Biomechanics
4. To know about the Qualitative and Quantitively Analysis of sports related skills
5. To Know about mechanical analysis of sports related skills

### **Unit-1 Introduction to Kinesiology and Sports Biomechanics**

Meaning and Definition of Kinesiology and Sports Biomechanics, Importance of Kinesiology and Sports Biomechanics in Physical Education and Sports, , Terminology of Fundamental Movements, Planes and Axes , Gravity, Base, Centre of Gravity, Equilibrium, Line of Gravity.

### **Unit-2 Fundamentals Concept of Anatomy and Physiology**

Definition of Joints, Structure and functional classification of joints and muscles. Types of Muscle Contractions, Posture: Meaning, Types and Importance of good posture. Fundamental concepts: Angle of Pull, All or None Law, Reciprocal Innervations.

### **Unit-3 Mechanical Concepts**

Force: Meaning, definition, types and its application in sports. Lever: Meaning, definition, types and its application in sports. Newton's Laws of Motion and their application in sports. Projectile: Factors influencing projectile trajectory.

### **Unit-4 Kinematics and Kinetics of Human Movement**

Linear Kinematics: Distance and Displacement, speed and velocity, Acceleration. Angular kinematics: Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration. Linear Kinetics: Inertia, Mass, Momentum, Friction. Angular Kinetics: Moment of Inertia, Couple, Stability.

### **References:**

- 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. Englewood Cliffs, N.J.: Prentice Hall Inc.
- 3) Hay, J.G. & Reid, J. G. (1988). Anatomy, mechanics and human motion. Englewood Cliffs, N.J.: Prentice Hall Inc.
- 4) Hay, J.G. (1970).The Biomechanics of Sports Techniques. Englewood Cliffs, N.J.: Prentice
- 5) Hall, Inc.Simonian, C. (1911). Fundamentals of sport biomechanics. Englewood Cliffs, N.J.: PrenticeHall Inc.
- 6) Geofray Mechanics in Sports.

**The learning outcome of the paper are as:**

1. To Know the importance of Health Education and Environmental Sciences  
To know about the various Communicable diseases:
3. To create the awareness regarding research in the field of Health Education and Environmental Sciences

**Unit-1 Health Education**

Definition of Health, Health Education. Aims, objectives and Principles of Health Education. Concepts of health: Biomedical, ecological and holistic concepts. Dimensions of Health: physical, mental and social dimensions. Factors effecting Health, School Health Programme : Health Instructions, Health Supervision, Health Service. Balanced diet, constituents of balanced diet.

**Unit-2 Health Problems in India**

Communicable diseases: Chickenpox, Measles, Mumps, Influenza, Whooping cough, Typhoid, Malaria, Aids. Non-Communicable Diseases: Obesity, Hypertension, Stroke, Diabetes. Malnutrition. Other problems: Explosive Population, Personal and Environmental Hygiene for schools, Nutritional service, Health appraisal, Health record, Healthful school environment, first-aid and emergency care.

**Unit-3 Environmental Science**

Definition, Scope, Need and Importance of environmental studies, Concept of environmental education, Historical background of environmental education, Celebration of various days in relation with environment, Pollution of Plastic bags / covers, Role of school in environmental conservation and sustainable development.

**Unit-4 Natural Resources and related environmental issues:**

Water resources, food resources and Land resources, Definition, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution, Role of pollution control board.

**References:**

- 1) Agrawal, K.C. (2001). Environmental Biology. Bikaner: Nidhi publishers Ltd. Frank,
- 2) H. & Walter, H., (1976). Turners School Health Education. Saint Louis: The C.Y. Mosby Company.
- 3) Nemir, A. (n.d.). The school health education. New York: Harber and Brothers.
- 4) Odum, E.P. (1971). Fundamental of ecology. U.S.A.: W.B. Saunders Co.
- 5) Park.k., (2003), Preventive & social medicine. Benarsidas banot, India.

## Learning outcomes

5. Understand concept of information and **Computer Application**.  
in physical education field
6. Analyse sporting data of various types via astute use of statistical packages.
7. Practice mathematics, statistics, information technology in sport technology related problems.
8. Offer Hands on Knowledge in information and **Computer Application**.

### Unit-1 - Introduction to Computer

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

### Unit-2- MS Word

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

### Unit-3- MS Excel

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

### Unit-4 - MS Power Point

Introduction to MS Power Point, Creating, Opening and saving a Power Point file, format and editing features slide show, design, inserting slide number, picture, graph, table, 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 Hall.
- 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.

## **Learning outcomes**

1. Understand the Test, Measurement and Evaluation in physical education, Health and Fitness.
2. Know about the different types of test for different sports and games.
3. Apply the tests in minor research areas.
4. Analyse the performance and movements in the field of sports.
5. Evaluate the battery test and others tests prescribed by the government efficiently

### **Unit-1 Introduction to Test, Measurement Evaluation**

Meaning of Test, Measurement & Evaluation in Physical Education, Need & Importance of Test, Measurement & Evaluation in Physical Education, Principles of Evaluation, Criteria of good Test.

### **Unit-2 Classification and Administration of test**

Classification of Tests, Administration of test: Pre, During and post test, Methods of Scoring test.

### **Unit-3 Physical Fitness Tests**

AAHPER youth fitness test, JCR test, Cooper's 12 minute run/ walk test, Harward Step test, Indiana Motor Fitness Test, Barrow motor ability test.

### **Unit-4 Sports Skill Tests**

Lockhart and McPherson badminton test, Johnson basketball test, McDonald soccer test, Russell - Lange Volleyball test, Schmithals French Field Hockey test

### **References:**

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

## **EC-212 RECREATION AND LEISURE MANAGEMENT (ELECTIVE)**

## **Learning Outcomes**

The learning outcome of the paper are as :

1. To Know the importance of Recreation and Leisure Management
2. To know about Recreation and Leisure Management
3. To create the awareness regarding research in the field of Recreation and Leisure Management

### **Unit-1 Basics of Recreation**

Meaning, Definition of Recreation and Leisure Management, Importance, Values of Recreation, Principles of Recreation. Fundamental modes of Recreation, qualities and qualifications of Recreation Leader.

### **Unit-2 Recreation and Play**

Theories of Recreation, Theories of Play, Therapeutic Recreation, Therapeutic use of activity, Recreation for the life, Role of recreation and leisure on the human development.

### **Unit-3 Programme and Methods**

Factors that determine the programme, Types of recreational activities: Indoor, Outdoor games, Music, Dance, Picnic and Excursions.

### **Unit-4 Recreational Agencies**

Organisation and Administration of Recreational agencies, Individual and Home agencies, Government Agencies, Voluntary Agencies, Private Agencies, Commercial Agencies, Modern trends in recreation and Leisure Management, Issues related to Recreation and Leisure Management.

### **References:**

- 1) Mull. R. Bayless, K. Recreational Sports Management. Champaign : Human Kinetics.
- 2) Hoffman, R. & Collingwood, T. Fit for duty. Champaign: Human Kinetics.
- 3) Leith, L.M. Exercise your way to better mental health. New Delhi: Friends Publication.
- 4) Bucher, & Wuest. Foundations of Physical Education & Sports. B.I. Publications.
- 5) Smith, R. & Austin, D. Inclusive & Special recreation: Opportunities for persons with disabilities, Champaign: Human Kinetics.
- 6) Russel, R. Leadership in recreation. Mc Graw hill.
- 7) Butmer, G.D. Introduction to Community recreation
- 8) Jacks .L.P. Education through Recreation
- 9) Nash, J.B. Philosophy of Recreation
- 10) Fitzgerald –Community Organisation for Recreation

## **Learning Outcomes**

The learning outcome of the paper are as :

1. To Know the importance of Scientific Principles of sports training
2. To know about scientific principle for enhancement of sports performance
3. To create the awareness regarding research in the field of Scientific Principles of sports training
4. To know about various technique for development of physical and motor fitness
5. To Know about the role of tactics and strategy for sports performance

### **Unit-1**

Meaning and Definition of Sports Training, Aims and Objective of Sports Training, Principles of Sports Training. Methods of Sports Training: Continuous training, Interval training, Repetition training, Fartlek training, Resistance training, Circuit training, Plyometric training. Warm-up and warm-down, Athletic diet: Pre competition, during competition and post competition.

### **Unit-2 Training Components**

Strength: Meaning and Definition, Methods of Strength Development. Speed: Meaning and Definition, Methods of Speed Development. Endurance: Meaning and Definition, Methods of Endurance Development. Coordination: Meaning and Definition, Methods of coordination Development. Flexibility: Meaning and Definition, Methods of Flexibility Development.

### **Unit-3 Training Process**

Load: Definition and Types of Load. Principles of Intensity and Volume of stimulus. Technical Training: Meaning and Methods of Technical Training. Tactical Training: Meaning and Methods of Tactical Training

### **Unit-4 Training program and planning**

Periodization: Meaning and types of Periodization. Aims and Content of Periods: Preparatory, Competition, Transitional. Planning: Training session, Talent Identification and Development

### **References:**

- Dick, W. F. (1980). Sports training principles. London: Lepus Books.
- Harre, D.(1982). Principles of sports training. Berlin: Sporulated.
- Jensen, R.C.& Fisher, A.G. (1979). Scientific basis of athletic conditioning. Philadelphia: Lea and Fibiger, 2ndEdn.
- Srinivas M.V. & K.R.S. Reddy, (2014) Science of sports training, Swasthik Publication, New Delhi.
- Matvyew, L.P. (1981). Fundamental of sports training. Moscow: Progress Publishers.
- Singh, H. (1984). Sports Training, General Theory”, and methods. Patiala: NSNIS.
- Uppal, A.K. (1999). Sports Training. New Delhi, Friends Publication.



## **Learning Outcomes**

The learning outcome of the paper are as:

1. To Know the sports concept and technique of Physical Fitness
2. To know about role foods and Nutrition in sports performance
3. To create the awareness regarding research in the field of physical fitness and wellness.
4. To know about various techniques of Aerobic and anaerobic exercise and its benefits
5. To Know about the flexibility exercise and its role on sports performance

### **Unit-1 WELLNESS**

Definition and scope of wellness- Wellness continuum and health - Dimensions of wellness - Physical Wellness - Emotional Wellness - Social Wellness - Spiritual wellness - Intellectual wellness and Environmental wellness.

### **Unit-2 EXERCISE AND WELLNESS**

Physical wellness, exercise and functional physical health of different systems of human body, lifestyle diseases in relation to inactivity, Nutrition and exercise to physical wellness.

### **Unit-3 STRESS MANAGEMENT**

Stress : Definition of Stress, Stress and Emotional health, Stress and physical health- Mechanism of stress and related degenerative diseases- Inter dependence of Spiritual wellness, Social wellness and Emotional wellness- Stress management techniques.

### **Unit-4 FITNESS AND BODY COMPOSITION**

Health fitness components, body composition, muscular endurance, strength, Cardio vascular fitness and flexibility, importance of cardio respiratory endurance .Obesity and health risk factors, childhood obesity and problems. Body composition indicators and measurements

#### **References:**

- 1) Wellness Workbook: How to achieve enduring health and vitality, John W Travis and Regina S Ryan, Crown publishing, New York.
- 2) The Soul of Wellness: 12 holistic principles for achieving a healthy body, mind, heart and spirit, Rajiv Parti, Select book incorporation, New York.
- 3) Wellness coaching for lasting Lifestyle change, Michael Arloski, Whole person associates, Duluth, USA.
- 4) Staying Healthy with Nutrition: The complete guide to Diet and Nutritional medicine, Elson M Has,.
- 5) Charles B.Corbin etal: concept of fitness and wellness megraw hills.inc St lauis Bangkok 3rd 2000 U.S.A

## **Learning Outcomes**

The learning outcome of the paper are as:

1. To Know the role of sports Psychology sports performance
2. To know about effects of various psychological factors sports performance
3. To create the awareness regarding research in the field of sports psychology
4. To know about various motivational technique psychological problems for Sports performance.
5. To Know about the psychological preparation of sports

## **Unit-1 Introduction**

Meaning, Definition, Importance and scope of Sports Psychology. Characteristics of Various Stages of growth and development. Individual differences. Heredity and environment. Dynamics of Human behaviour, Play and theories of Play.

## **Unit-2 Learning , Personality, Motivation,**

Learning: Theories of learning, Transfer of Learning. Personality: Meaning and definition of personality, characteristics of personality, Dimension of personality, Personality and Sports performance. Motivation: Meaning, Definition and importance of Motivation. Types of Motivation : Intrinsic & Extrinsic, Motivation techniques and their impact on sports performance. Aggression, Anxiety and their effects on Sports performance. Mental Preparation Strategies: Attention, focus, Self- talk, Relaxation, Imaginary.

## **Unit-3 Relation between Social Sciences & Physical Education**

Meaning, Definition and Importance of Sociology, Orthodoxy, customs, Tradition and Physical Education. Festivals and Physical Education, Socialization through Physical Education, Social group, Primary group and Remote group.

## **Unit-4 Culture**

Meaning and Importance of culture, features of culture, effects of culture on people life style. Different methods of studying : Observation / Inspection method, Questionnaire method and Interview method.

## **References:**

- 1) Ball, D. W. & Loy, J.W. (1975). Sport and social order; Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc.
- 2) Blair, J.& Simpson, R.( 1962). Educational Psychology, New York: McMillan Co.
- 3) Cratty, B.J.(1968). Psychology and Physical Activity. Eaglewood Cliffs. Prentice Hall.
- 4) Kamlesh, M.L. (1998). Psychology In physical Education and Sport. New Delhi: Metropolitan Book Co.

## **EC-311 SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION (ELECTIVE)**

### **Learning Outcomes**

**The learning outcome of the paper are as :**

1. To Know the role of sports medicine for sports performance
2. To know about adverse effects of doping in sports
3. To create the awareness regarding research in the field of sports medicine
4. To know about various techniques for relaxation of sports person
5. To Know about the various therapy for sports injuries

### **Unit-1 Sports Medicine**

Meaning, Definition, and Importance of Sports Medicine. Role of Physical Education Teachers and Coaches in Athletes Care and Rehabilitation. Common sports injuries and their prevention. First Aid: Definition of First Aid, DRABC formula (Danger, Response, Airways, Breathing and Circulation), Artificial respiration technique: Mouth to mouth, Mouth to nose respiration, CPR (Cardio Pulmonary Resuscitation). Treatments: Laceration, Blisters, Contusion, Strain, Sprain, Fracture, Dislocation and Cramps. Bandages : Types of Bandages, Taping and supports.

### **Unit-2 Physiotherapy**

Definition: Guiding principles of physiotherapy, Importance of physiotherapy. Treatment Modalities: Electrotherapy, infrared rays, Ultraviolet rays, short wave diathermy, ultra sound.

### **Unit-3 Hydrotherapy and Massage**

Hydrotherapy: Meaning and Methods, Cryotherapy, Thermo therapy, Contrast Bath, Whirlpool Bath, Steam Bath, Sauna Bath, Hot Water Fomentation. Massage: Meaning and importance of massage, Indications and contraindications of massage. Types of Manipulation, Physiological effects of Massage.

### **Unit-4 Therapeutic Exercise**

Definition, Principles and Importance of Therapeutic Exercises. Classification of Therapeutic exercise: Passive Movements (Relaxed, Forced and passive stretching). active movements (concentric, Eccentric and static). Free Mobility Exercise for Shoulder, Wrist, Fingers, Hip, Ankle, Foot joints 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.),
- 6) A Practical approach to measurement in Physical Education (pp.573-74). Philadelphia: Lea & Febiger.
- 7) Jeyaprakash, C. S., Sports Medicine, J.P. Brothers Pub., New Delhi, 2003.
- 8) Khanna, G.L., (1990). Exercise physiology & sports medicine. Delhi: Lucky Enterprises. Mathew, D.K. & Fox,

## **EC-312 CURRICULUM DESIGN (ELECTIVE)**

### **Learning Outcomes**

The learning outcome of the paper are as

1. To Know the importance of curriculum Design
2. To create the awareness regarding research in the field of curriculum Design
3. To Know about the role of curriculum design for effective teaching and learning in physical education

### **Unit-1 Modern concept of the curriculum**

Meaning, Need, importance and development of Curriculum. Role of the teacher in curriculum development. Factors affecting curriculum: Social factors, Personnel qualifications, Climatic consideration, Equipment and facilities, Time suitability. National and Professional policies.

### **Unit-2 Basic Guidelines for curriculum construction**

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

### **Unit-3 Curriculum: Old and new concepts, Mechanics of curriculum planning**

Basic principles of curriculum construction, Meaning, Importance and factors effecting the curriculum design. Curriculum design according to the needs of the students, state and national level policies.

### **Unit-4 Preparation of Under Graduate for Profession**

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.

### **References:**

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

## **EC-401 SPORTS MANAGEMENT**

### **Learning Outcomes**

The learning outcome of the paper are as :

1. To Know the importance of sports Management
2. To know about how to organise sports competition
3. To create the awareness regarding research in the field of sports Management

### **Unit-1 Concept of Management**

Meaning, Definition, Scope, concept and importance of Sports Management. Functions of management: Planning, organising, staffing, directing and controlling.

### **Unit-2 Leadership**

Meaning, Definition & Elements of Good leadership. Leadership styles, methods. Forms of Leadership: Autocratic, Laissez-faire, Democratic, Benevolent and Dictator. Qualities of administrative leader, Preparation of administrative leader & Effects of Good Leadership on Organizational performance.

### **Unit-3 Financial Management**

Financial management in Physical Education & sports in schools, Colleges and Universities. Criteria of good budget, Steps of Budget making. Model budget for a school. Procedures for purchases and constructions. Records and Registers.

### **Unit-4 Sports Management**

Sports Management in Schools, colleges and Universities. Planning, Directing and Controlling school, college and university sports programmes. Factors effecting the planning. Developing performance standards, Establishing a reporting system, Evaluation, reward and punishment system. Event management: Organisation of major sports event.

### **References:**

- 1) Ashton, D. Administration of Physical Education for women. New York: The Ronald Press Co. (1968).
- 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. Physical education and intramural programmes, organisation and administration. Philadelphia U.S.A. : W.B. Saunders Co. (1976).
- 4) Earl, F.Z., & Gary, W.B.. Management Competency Development in Sports and Physical Education. Philadelphia: W. Lea and Febiger. (1963)

## CC-402 CONCEPTS OF YOGA

The learning outcome of the paper are as:

1. To Know the role of Yogic Sciences on sports performance
2. To know about the benefits of Pranayama and Asana on health of the
3. Athletes
4. To create the awareness regarding research in the field of Yogic Sciences
5. Able to perform the various Yogic Practices
6. To Know about the benefits of Kriya and Mudra of Yoga
7. To established the relationship of Yoga and Sports

### Unit-1 Introduction

Meaning , Definition & Scope of Yoga, Aims, Objectives and functions of Yoga, Yoga practices in Upanishads and yoga sutra, Modern Trends in Yoga, Place and importance of Yoga in Physical Education and Sports.

### Unit-2 Early Yoga Practices

Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi. Streams of Yoga Practices: Hatha Yoga, Karma Yoga, Bhakti Yoga, Raja Yoga, Jnana Yoga.

### Unit-3 Basic Yogic Methods

Asana: Classification of Asanas, Sitting, Standing, Lying, Inverted asanas. Benefits of Asanas : Effects of Asanas on general health. Pranayama: Importance & impact on Muscular, Cardio Respiratory and Nervous System. Relaxation and meditation: Importance & impact on body at work and body at rest.. Bandhas: Jalandhara, Mula, Udyana. Mudras: Chin,Yoga,Aswini, Anjali, Brahma Mudra. Kriyas: Neti ,Nauli, Kapalabhati, Trataka, Dhauthi, Bhastrika.

### Unit-4 Yoga Education

Yoga Education for Youth Empowerment and human resource development. Difference between yogic practices and physical exercises, Yoga education centers in India and abroad, Competitions in Yoga asanas.

#### References:

- 1)Brown, F.Y.(2000). How to use yoga. Delhi: Sports Publication.
- 2)Gharote, M. L. & Ganguly, H. (1988). Teaching methods for yogic practices. Lonawala: Kaixyдахmoe.
- 3)Rajjan, S.M. (1985). Yoga strengthening of relaxation for sports man. New Delhi: Allied Publishers.
- 4)Shankar,G. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers.
- 5)Shekar, K.C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra.
- 6)Satya Murty.K, Elements of Yoga, Vedadri Brahma Gnana Kendra, Pedakakani, Guntur, India,(2015)

## CC-403 OFFICIATING AND COACHING

### Unit-1 Introduction of Officiating and coaching

Definition of officiating and coaching, Importance and principles of officiating, Relationship of official and coach with management, players and spectators, Measures of improving the standards of officiating and coaching.

### Unit-2 Coach as a Mentor

Duties of coach in general, pre, during and post game. Philosophy of coaching, responsibilities of a coach on and off the field, Psychology of coach in competition and coaching.

### Unit-3 Duties of Official

Duties of official in general, pre, during and post game in (Hockey, Football, Handball, Volleyball, Basketball, Table Tennis, Kabaddi, Kho-Kho, Throwball, Tennis, Badminton, Ball Badminton, Cricket, Softball and Tennikoit). Philosophy of officiating, Mechanism of officiating, position, Signals and movement, Ethics of officiating.

### Unit-4 Qualities and Qualifications of Coach and Official

Qualities and qualifications of good coach and good official, Layout of courts / fields and Rules of games, Layout of standard Track & Field and Rules, Eligibility rules of intercollegiate and inter-university tournaments.

References: 1) Bunn, J.W. (1968). The art of officiating sports. Englewood cliffs N.J. Prentice Hall.

2)Bunn, J.W. (1972). Scientific principles of coaching. Englewood cliffs N.J. Prentice Hall.

3)Dyson, G.H. (1963). The mechanics of athletics. London: University of London Press Ltd.  
Dyson, G.H. (1963). The mechanics of Athletics. London: University of London Press Ltd.

4)Lawther, J.D. (1965). Psychology of coaching. New York: Pre. Hall.

5)Singer. R.N. (1972). Coaching, athletic & psychology. New York: M.C. GrawHill.

## EC-411 FITNESS ASSESSMENT AND EXERCISE PRESCRIPTION (ELECTIVE)

### Learning Outcome

#### The learning outcome of the paper are as:

1. To Know the sports concept and technique of Physical Fitness
2. To know about role foods and Nutrition in sports performance
3. To create the awareness regarding research in the field of physical fitness and wellness.
4. To know about various techniques of Aerobic and anaerobic exercise and its benefits
5. To Know about the flexibility exercise and its role on sports performance

#### Unit-1

Preliminary Health Screening and Risk Classification-Preliminary Health Evaluation-Testing Blood Pressure, Heart Rate, Principles of Assessment, Prescription and Exercise Program Adherence, Physical Fitness testing, Basic principles of Exercise program Design.

#### Unit-2

Assessment of Cardio respiratory fitness and Designing Cardio respiratory exercise programs. Exercise Prescription, guidelines and procedures, Maximal Exercise, Test Protocols, Sub maximal Exercise Test protocols, Field tests for assessing aerobic fitness, Exercise testing for children, Exercise Prescription, aerobic training methods.

#### Unit-3

Assessment of strength and muscular endurance, strength and muscular endurance testing, Designing resistance training programs, types of resistance training, developing resistance training programs, Muscular misconceptions on resistance training, Assessing Flexibility and Designing stretching programs, Basics of flexibility, assessment of flexibility, designing flexibility programs, designing low back care exercise programs.

#### Unit-4

Assessment of Body Composition, Classification and uses of body composition, measures of body composition, Laboratory methods for assessing body composition, Field methods for assessing body composition, Designing weight management and body composition programs, Obesity: Types and causes, overweight and Underweight, Weight management principles and practices, well balanced nutrition, Designing weight loss programs, Designing weight gain programs, Designing programs to improve Body composition.

#### References:

Advanced Fitness assessment and Exercise Prescription, Vivian Heyward, Human Kinetics Publishing, USA.

2) Applied Body composition assessment, Vivian Heyward, Human Kinetics, USA.

3) Fitness professional's handbook, Edward T Howley and Don Franks, Human Kinetics, USA.

4) Health Fitness instructors handbook, Edward T Howley, Human Kinetics, USA.



## EC-412 RESEARCH AND STATISTICS IN PHYSICAL EDUCATION (ELECTIVE)

### Learning Outcomes

The learning outcome of the paper are as:

1. To Enhance the competency of research ability of students
2. To know about the research methods and types
3. To create the awareness regarding research for enhances the quality of higher education
4. To Know the importance of Applied statistics in physical education
5. To know about the benefits of Applied statistics for research of Physical education.

### Unit-1 - Introduction to Research

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

### Unit-2- Methods of Research

Various methods of Research, Need for surveying related literature, Literature Sources, Research Proposal.

### Unit-3- Basics in Statistics

Statistics: Meaning, Definition, Nature, Importance and its Types. Raw Score: Grouped Data, Ungrouped Data. Grouped Data: Discrete and Continuous Series. Construction of frequency Table: Class Intervals, Class Distribution. Normal Probability curve, Skewness and kurtosis. Graphical Presentation: Histogram, Bar Diagram, Frequency Polygon, Ogive curve, Pie Diagram.

### Unit-4- Statistical Methods in Physical Education and Sports

Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data. Measures of Variability: Meaning, importance. Computing Range, Mean Deviation, Quartile Deviation, Deciles, Percentile and Standard Deviation. Co-relation: Computing Karl Pearson Product Moment Co-relation and Karl Spearman Rank Order co-relation.

### References:

- 1)Best, J.W. (1963). Research in Education. U.S.A.: Prentice Hall.
- 2)Bompa, T.O. & Haff, G.G. (2009). Periodization: theory and methodology of training. 5th ed. 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: Vakils Feffer and Simon Ltd.

Oyster, C. K., Hanten, W. P., & Llorens, L. (1987). Introduction to research: A guide for the Health Science Professional. London: .B. Lippincott Company.

Semester-I -Practicum : PC-121

Track & Field

Layout of Track

Technique and Rules of Sprints, Middle distance, Long distance, Relays and Hurdles

Specific Exercises and drills for Track Events

Swimming/ Gymnastics (Any one)-

Gymnastics: Floor exercises (Boys &Girls) Horizontal bar – (Boys), Balancing Beam (Girls)

Swimming: Skills & rules of swimming – Free style (50Mt & 100Mt) (Boys & Girls)

Semester-I -Practicum : PC- 122

Football, Tennis, Throwball

Layout of Courts / Fields ,Skills, rules & Lead-up Games

Semester-I -Practicum : PC-123

Badminton, Kho-Kho, Shooting

Layout of Courts / Fields/Range ,Skills, rules & Lead-up Games

Semester-I -Practicum : PC-124 Mass Demonstration activities:

Flag Hoisting, March-past, Calisthenics, Lezium, Dumb-bells, Kolatam, Aerobics, Wands, Hoops, Pole Drill, Folk Songs & Patriotic Songs.

Semester-II -Practicum : PC-221

Track & Field – Jumping Events

Marking of field events and rules of Jumps

Techniques and Rules of Long Jump, High Jump, Triple Jump, Pole vault Specific Exercise and Drills

Swimming/ Gymnastics (Any one)

Gymnastics: Vaulting horse (Boys &Girls) Pyramids – (Boys & Girls)

Swimming: Skills & rules of swimming – Breast Stroke (50Mts & 100Mts) for (Boys & Girls)

Semester-II -Practicum : PC-222

Aerobics, Yoga, Ball Badminton and Kabaddi

Layout of Courts, Skills, rules & Lead-up Games

Semester-II -Practicum : PC-223

Hockey, Handball, Cricket

Layout of Courts / Fields, Skills, rules & Lead-up Games

Semester-II - Teaching Practice TP- 231

Teaching Practice - General : Lesson Plans of 45 Minutes duration each (Total 10 lessons).

Class Room teaching: (Four Internal and one External) in any of the theory subjects of 1st and 2nd semesters.Outdoor teaching: (Four Internal and One External) from any of the activity from PC-124.

Semester-III -Practicum : PC-321

Track & Field -

Marking of Throwing sectors and rules of Throws

Techniques and Rules of Discus, Shot-put, Javelin & Hammer,

Specific Exercises and drills.

Swimming/ Gymnastics (Any one)

Gymnastics: Parallel bars & roman rings (Boys), Gymnastics Positions & Rhythmic Gymnastics (Girls)

Swimming: Skills & rules of swimming – Butter Fly (50Mt) (Boys & Girls)

Semester-III -Practicum : PC-322

Karate / Judo / Fencing /Tennikoit.

Softball, Basketball

Layout of Courts, Skills, rules & Lead-up Games

Semester-III -Practicum : PC-323

Wrestling / Taekwondo/ Boxing

Table Tennis, Volley Ball

Layout of Courts, Skills, rules & Lead-up Games

Semester-III -Teaching Practice-TP-331

Teaching Practice : Particular Lesson Plans for the games of I,II and III semesters, (Out of 10 Lessons 4 Internal 1External, 5 Lessons at outside schools)

Semester-IV -Practicum : PC-421

Specialization in athletics: candidates has to show proficiency in any one of the events in runs, Jumps and throws. Record and Viva - Voce.

Semester-IV -Practicum : PC-422

Game of Specialization: candidate has to show proficiency and officiating ability in any one of the games from I, II & III semesters. Record and Viva - Voce.

The following components are essential in the Record book.

A.Origin, History and development of game/ event b)

B.Technical terms related to the event/ game

C.Fundamental Skills/ Techniques/ Drills

D.Advanced Skills / Techniques

E.Lead up games

F.Rules of the game/event

G.Officiating and signals

H.Major Tournaments, Trophies and the results

I.Awards and Awardees in the respective game/event.

J.Training Schedules for six weeks.

Semester-IV -Practicum : PC-431

Coaching lesson in sports specialization. Coaching lesson plan in any one of the track & Fields events / Swimming/Gymnastics. (5 Lessons of 45 Minutes duration each. 4 Internals & 1 External)

Semester-IV -Teaching Practice: TP 432

Teaching Practice in game of Specialization: Coaching lessons in any one of the game from I,II & III Semesters. Each lesson is of 45 minutes duration. Out of 10 lessons, 5 lessons are to be

conducted at school. For the remaining 5 lessons, 4 lessons should be conducted for internals and 1 for the external examination. Both the particular lessons and coaching lessons have to be incorporated in the program.