

THEORY COURSES
SEMESTER I
COURSE I
FOUNDATIONS OF EDUCATION, PHYSICAL
EDUCATION & SPORTS

(60 Hours)

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.*

I PHILOSOPHICAL FOUNDATION (12 Hours)

- a. Meaning, Need and principles of Philosophy in Physical Education
- b. Physical Education and traditional schools of Philosophy – Physical Education as Idealism, Naturalism, Pragmatism and Realism.
- c. Indian philosophy and physical education
- d. Meaning, definition and importance of education. Philosophy of physical education

II HISTORICAL FOUNDATION (12 Hours)

- a. Meaning, Aim and Objectives of Physical Education
- b. History of Indian Physical Education
- c. History of ancient Olympic games
- d. Modern Olympic, Asian Games and Common Wealth Games

III COMMISSION, AWARDS, SPORTS POLICIES AND CONTRIBUTION (12 Hours)

- a. Commissions – Dr. Kunzaru commission, Kothari commission
- b. Awards and trophies of sports at various level – Shiv Chhatrapati Award, Arjun Award, Dadoji Konddev Award, Dronacharya Award, Eklavya, Rajiv Gandhi Khel Ratna Puraskar Trophis – Ranji Trophy, Santosh Trophy, Agakhan Gold Cup and Devis Cup
- c. Various current, schemes and sports policies of State and Central Government pertaining to Physical Education and Sports
- d. Contribution of YMCA, HVPM, LNIPE, NSNIS and SAI in promoting Physical Education and Sports

SEMESTER I
COURSE II
YOGA EDUCATION AND ENVIRONMENTAL STUDIES

(60 Hours)

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 skills needed to understand and to overcome environmental problems.*
5. *To gain knowledge regarding the effect of yogic practices on health aspects.*

I Introduction of Yoga : (12 hours)

- a. meaning and definition and Concept of yoga.
- b. aim and objectives and misconception about yoga
- c. need and importance of yoga in physical education and sports)
- d. astanga yoga, bandha, mudra and criya)

II. Yoga and Exercise for Health: (12 hours)

- a Yoga as a Science and Art (Yoga Philosophy)
- b Concept of exercise in Physical Education and its comparison with yogic exercise.
- c Principles governing various exercises in yoga like Asana, Pranayam, Bandha, Mudra, Kriya and Meditation (Principles of Yogic Practices)
- d Role of yoga and exercise in relation to health

III. Effect of Yogic Exercise: (12 hours)

- a. Effect of pranayama on respiratory system
- b. Emotional stability and yogic exercises
- c. Effects of asanas on muscular system
- d. Yoga for Stress Management

IV Application of Yoga: (12 hours)

- a. Yogic therapies and modern concept of Yoga
- b. Application of yoga in sports and Physical Education

- c. Therapeutical application of yoga
- d. Yogic Methods and Techniques for Total Living

V Environmental Health: (12 hours)

- a. Need and Importance of Environmental Health, public health and Environment
- b. Fundamental concepts of pollution, types and its measures
- c. Meaning of occupational hazards and its Measures
- d. Social issues and the Environment

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
- 3 Gharote, M.L.(1989). *Applied Yoga*. Lonavla : Kaivalyadhama
- 4 Gharote, M.L. (2006). *Yogabhyas Margadarshan* (Hindi). Lonavla : Medha Publications.
- 5 Giri, Ganeshshankar. (1998). *Holistic Approach of Yoga*. Bina : Aditya publishers, (M.P.).
- 6 Gore, M.M. (1984). *Anatomy and Physiology of Yogic Practices*.
Lonavla : Kanchan Prakashan.
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Lonavla : Kanchan Prakashan.
- 8 Rajan, M. (1985). *Yoga Stretching and Relaxation for Sportsman*.
Delhi : Allied publishers.
- 9 Worthington, Vivian.(1982). *History of Yoga*. London : Routledge and Kegan Paul Ltd.

SEMESTER I
COURSE III
ANATOMY, PHYSIOLOGY AND HEALTH EDUCATION

(60 Hours)

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.*

I Introduction to human body (12 Hours)

- a. Definition, Meaning, need, importance and Scope of anatomy and physiology.
- b. Importance of study of anatomy in physical education and sports
- c. Anatomical and physiological difference between male and female
- d. Introduction of cell and tissue

II Organs and Systems (12 Hours)

- a. Musculoskeletal system:-
 - i. Classification and functions of bones and joints
 - ii. Movements at various joints
 - iii. Structural classification of muscle and types of muscles
- b. Cardio- respiratory system:-
 - i. Structure, working and function of human heart
 - ii. Processes of circulation
 - iii. Respiration – Mechanism and types and respiratory volumes
- c. Nervous system:-
 - i. Central nervous system- structure and function
 - ii. Autonomic nervous system- Structure and function
 - iii. Effect of exercise on nervous system
- d. **Digestive system**
 - i. Importance of digestion
 - ii. Organs of digestive system
 - iii. Mechanism of digestive system

III Exercise Physiology (12 Hours)

- a) Definition of exercise physiology and its importance in the field of physical education and sports.
- b) Mechanism of muscular contraction
- c) Fuel for muscular activity
- d) Oxygen debt, second wind and vital capacity

IV Effect of exercise on various systems (12 Hours)

- a. Effect of exercise on musculo-skeletal system
- b. Effect of exercise on cardio-vascular system
- c. Effect of exercise on respiratory system
- d. Effect of exercise on nervous system

V Health Education (12 Hours)

- a. Definition, Aims ,objectives and principles of health education
- b. Objectives and necessity of school health programme
- c. Communicable and non communicable disease
- d. Postural deformities and corrective measures

REFERENCES :

1. Beashel, Paul & Taylor, John : Advance Studies in Physical Education and Sports, Thomas Nelson & Sons Ltd., U.K., 1996.
2. Brown M.C. & Sommer B.K. – Movement Education- Its Evaluation and Modern Approach, Adchison, wesely publication, London, 1978.
3. Crouch James E. – Essential Human Anatomy A Text – Lea & Febriger , Philladelphia, 1980.
4. Desai V., Sequeira, T. – Aids Prevention Education Programme : Workbook For Teachers in Secondary Schools of Mumbai, B.M.C. Public Health Dept., Mumbai, 2001.
5. Dr. Uppal A.K. & Dr. Gautam G.P. : Physical Education and Health, India, 2000.
6. Hay, James G & Reid J.G. – Anatomical and Mechanical Basis of Human Motion, Prentice hall, New Jeresy, 1985.
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8. Murgesh N. – Anatomy, Physiology and Health Education, Sathya, Chinnalapatti, 1990.
9. Pearce Evelyn – Anatomy and Physiology for Nurses, Oxford University, 1975.

10. Rasch & Bruke – Kinesiology and applied Anatomy, Lea Febriger, Philladelphia, 1978.
11. Rasch, Philip J. – Kinesiology and Applied Anatomy, Lea Febriger, Philladelphia, 1989.
12. Dr. Sathe. V., Principles of Anatomy, Physiology and Clinical Basis of Disease (International Edition), Narmada Prakashan, Nagpur., 1998.

PRACTICAL COURSES

SEMESTER I

COURSE IV

MODULE	GAME / ACTIVITIES
Module I Major Games and Sports (Any Three)	<ul style="list-style-type: none"> • Football • Table Tennis • Mallakhamb • Boxing • Tennis
Module II Rhythmic Activities and Drills (Any Two)	<ul style="list-style-type: none"> • Lezium • Aerobics • Band Training
Module III Fitness Developmental Exercises	<ul style="list-style-type: none"> • Suryanamskar • Squats & Pull Ups • Sit Ups & Push Up
Module IV Yogic Practices	<ul style="list-style-type: none"> • Asanas • Pranayam • Kriyas
Module V Co - Curricular Activities	Organization and Participation in- <ul style="list-style-type: none"> • Hiking & Trekking • Inter-house Competitions

SEMESTER II
COURSE V
RECREATION AND CAMPING

Unit-I Introduction of Recreation

- 1.1. Meaning, Definition and Importance of Recreation.
- 1.2. Objective and scope of recreation
- 1.3 Historical development of recreation- India.
- 1.4 General Principles of Recreation.

Unit -II Organization and administration of Recreation –

- 2.1 Agencies offering recreation- Home, Government, Voluntary, Private, Commercial, Rural, Urban and Industrial areas.
- 2.2 Types of Recreation – Indoor, Outdoor, Arts, Crafts, Drama, Music, Hobbies, Aquatics, Dancing.
- 2.3 Need and importance of Facilities and Equipments in recreation.
- 2.4 Adventure recreation activities

Unit III Play-

- 3.1 Meaning, Definition, Importance of play
- 3.2 Difference/Relationship between Play and Work,
- 3.3 Theories of Play
- 3.4 Significance of theories of play in physical education and sports

Unit IV Introductions to Camping

- 4.1 Meaning, Definition, Objective of camping
- 4.2 Scope, and Significance of Camping
- 4.3 Types of Camping
- 4.4 Selection and Lay- out of Camp sites.

Unit –V Organization and administration of camps.

- 5.1 Camp programme and activities.
- Atw5.2 Evaluation of Camp work.
- 5.3 Leadership – Meaning, Definition, Needs.
- 5.4 Types of leadership and their qualification and qualities.

References:

1. Butler George D. Introduction to community Recreation (5th Ed.) New York: M.C. Graw Hill Book Co. 1970.
2. Fitzgerald Gerald B. Leadership in Recreation, New York, A.S. Barnes and Co. 1941.
3. Meyar, Herold D. ;and Bright bill, Charles K. Community Recreation, Boston D.C. Health Co. 1948.
4. Slavson, S.R. Recreation and the total personality, New York Association Press, 1948.
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7. Kamlesh, M.L. & Sangral M.S. Principles and History of Physical Education (Hindi) Ludhiana, Prakash Brothers, 1976.
8. Dr. Chandrahas Dubey & Mrs. Alka Nayak Recreation,
9. Prof. Ajmer Singh Physical Education and Olympic Movement- Kalyani Publishers New Delhi 2012

SEMESTER II
COURSE VI
OFFICIATING, COACHING AND SPORTS TRAINING

(60 Hours)

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 To acquaint the students with the duties and responsibilities of an officials and coaches.*
3. *To acquaint the students with dimensions and actual markings of different play fields, courts and arenas.*
4. *To understand the concept, principles and forms of sports training.*

I Theory of officiating (12 Hours)

- a Meaning, purpose and principles of officiating
- b Duties and responsibilities of officials
- c Qualification and qualities of officials
- d Professional growth of officials

II Theory of Coaching (12 Hours)

- a Meaning, purpose, Philosophy and Principles of coaching
- b Qualification, qualities and responsibilities of coach
- c Role of coach to build a strong coaching support team
- d Talent identification and development

III Theory of Sports Training (12 hours)

- a. Meaning, Importance and types of warm-up and limbering down exercise.
- b. Meaning, definition and Characteristics of sports training.
- c. Principles of sports training
- d. Overload: Principles, causes, symptoms and tackling over load.

IV Training Components (12 Hours)

- a. Strength- Means and methods of strength development
- b. Speed - Means and methods of speed development

- c Endurance- Means and methods of endurance development
- d Flexibility & Coordination - Means and methods of flexibility development

V Training Programming and Planning (12 hours)

- a. Concept of Technique, Tactics and Strategy
- b. Periodization- Meaning and types of periodization
- c. Aim and Content of periods/phases- Preparatory, competition and transitional
- d. Planning- Training sessions

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- 1 Beashel, P.,& Taylor, J. (1996). *Advance Studies in Physical Education and Sports*. U.K.: Thomas Nelson and Sons Ltd.
- 2 Bompa, T.O., & Carrera, M.C. (2005). *Periodization Training For Sports*. USA : Human Kinetics.
- 3 Bunn, J.W. (1968). *The Art of Officiating Sports*. New Jersey : Prentice-Hall, Inc; Englewood Cliffs.
- 4 Bunn, J.W. (1972). *Scientific Principles of Coaching*. New Jersey : Prentice-Hall Inc Englewood Cliff.
- 5 Chu, D.A. (1998). *Jumping Into Plyometrics Human Kinetics*. U.S.A : printed
- 6 Davis, K.L. (1996). *The Art of Sports Officiating*. London : Allyn and Bacon Boston ISBN.
- 7 Frank, W. (1999). *Sports Training Principles*. London : A & C Black Publishers Ltd.
- 8 Fuoss, D.E. and Troppmann, R.J. (1981). *Effective Coaching A Psychological Approach*. New York : Macmillan Publishing Co. A division Of Macmillan Inc.
- 9 Galloway, R.W. (1999). *Sports Training (Anatomy and Physiological Aspect)*. Delhi : Sports Publications.
- 10 Gummerson, T. (1992). *Sports Coaching and Teaching*. London : A and C Black Publisher Ltd.
- 11 Harre, D. (1982). *Principles of Sports Training* . Barlin :Sportver lag.
- 12 Bunn, Johan. W. : *Art of Officiating Sports*, Prentice hall, New Jersey, 1968
- 13 Bunn. W. : *Scientific Principles of Coaching*, Prentice Hall, New Jersey, 1972.
- 14 Davis, K.L. : *The Art of Sport Officiating*, Boston, Allyn and Bacon, 1996.
- 15 Fuoss, D.E. & Troppmann, R.J. : *Effective Coaching*, Mac Millan Publication, New York, 1985.

- 16 Govindarajulu, N. & Gupta, Rakesh : Layout & Marking in Track & Field, Friends Publication, New Delhi, 2004.
- 17 Gummaerson, Jony : Sports Coaching and Teaching, A & C Black, London, 1992.
- 18 Mall, Biru & Malhotra, G.P. : Training Manual – Football, SAI, Patiala,2003.
- 19 Sabok, Ralph J. : The coach, W.B. Sunderdas Co., Philadelphia,1979.
- 20 Sharma, O.P. : Teaching and Coaching Physical Education in School, Sports Publication, Delhi, 1994.
- 21 Sharma, P.D. : Officiating and Coaching, A.P. Publishers, Jalandhar.
- 22 Singh, H. & Singh, Tejinder : Training Manual, Hockey, SAI, Patiala,2002
- 23 Soni, V. & Sharma, N. : Training Manual-Cricckt, SAI, Patiala,2002.
- 24 Tayler, Joe : How to be an Effective Coach, Manulife, Canada, 1975.
- 25 Two Experienced Professors : Officiating and Coaching, Prakash Brothers, Jalandar 1982,
- 26 Wade, Allen : F.A. Guide to Training and Coaching, Heinmann, London, 1967

SEMESTER II

COURSE VII

ORGANIZATION, ADMINISTRATION AND MANAGEMENT IN PHYSICAL EDUCATION

(60 Hours)

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 of various schemes and plans of State/Central Government.*
5. *To gain the knowledge regarding planning and personal management, facility management and budget management.*

I Management of Physical Education and sports (12 Hours)

- a) Meaning, Need and scope of management in Physical Education
- b) Functions of management- planning, organizing, staffing, directing, communicating, coordinating, controlling, evaluating, and innovating Principles of Sports Management
- c) Maintenance and marking of play grounds, , gymnasium, swimming pool and track & field .

II Organization of co-curricular activities and Physical Education programmes. (12 Hours)

- a Physical Education Budget : Need, Importance, procedure and principles of budget making,
- b Physical Education and sports programmes for - Primary, secondary and higher secondary School for sports awareness – demonstration, play days, sports rallies, sports exhibitions.
- c Organization of National days (15th August & 26th January)., Organization of mass Participation- sports day, hiking, trekking, Camp and picnics
- d Ceremonies of competition – Opening, closing and victory

III Administration in Physical Education (12 hours)

- a Meaning, and importance of administration in Physical education and sports
- b Types and essential of administration of sports
- c Qualities and Qualification of administrator
- d Process of administration

IV The Management Process: (12 hours)

- a. meaning definition, and importance of supervision
- b. Techniques of supervision
- c. Organization and function of sports bodies
- d. Meaning, need and importance of public relation

V Aspects in Physical education and Sports Management (12 hours)

- a. Meaning and organization of Intramural and Extramural
- b. Management of Equipment: Need, selection, purchase, storing, issuing, maintaining and supplier
- c. Management of Infrastructure, financial and personal
- d. Types of management: Authoritarian Management, Laissez- Fair management

REFERENCES :

- 1 Bucher, Charles A. : Administration of Physical Education and Athletic Programme 8th Ed., C.V. Mosly Co., London, 1983.
- 2 Dheer & Kamal Radhiks : Organization and Administration of Physical Education, Friends Publication, New Delhi, 1991
- 3 Gandhi, S.S. : India's Highest Sports Awards And Those Who Won Them, The Defense Review, New Delhi, 2001
- 4 Horin, Lory : Administration of Physical Education and Sports Programme, Sounders College, Philadelphia, 1985.
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- 8 Sidentop, Daryl – Introduction to Physical Education and Sports, 2nd Ed., Mayfield publishing Co., London,1994.
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Roy, S. S. (2002). *Sports Management*. New Delhi : Friends publication.

PRACTICAL COURSES

SEMESTER II

COURSE VIII

MODULE	GAME/ ACTIVITIES
Module I Major Games and Sports (Any Three)	<ul style="list-style-type: none">• Kabaddi• Kho-Kho• Volleyball• Hockey• Handball
Module II Athletics (Any One Sprint and Any two Throwing events)	Sprint - <ul style="list-style-type: none">• 100 Mt.• 200 Mt. Throwing Events <ul style="list-style-type: none">• Shot-put• Discus• Javelin
Module III Rhythmic Activities and Drills	<ul style="list-style-type: none">• Drill and Marching• Band training• Pyramids
Module IV Physical Fitness Activities	<ul style="list-style-type: none">• Motor Fitness• HRPF
Module V Co - Curricular Activities	Organization and Participation in <ul style="list-style-type: none">• Intramurals

SEMESTER III
COURSE IX
PSYCHOLOGY OF EDUCATION PHYSICAL EDUCATION
AND SPORTS

(60 Hours)

OBJECTIVES:

1. *To develop an understanding of the nature, scope & methods of psychology of education, physical education & sports.*
1. *To understand the nature, steps and factor facilitating and obstructing learning.*
2. *To develop an understanding of the intelligence, creativity & the role of the teacher in fostering them.*
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.*

I INTRODUCTION TO PSYCHOLOGY AND GROWTH AND DEVELOPMENT (12 Hours)

- a) Meaning, definition and scope of psychology
- b) Relevance of psychology with education, physical education and sports Methods of psychological study
 1. *Introspection method*
 2. *Observation method*
 3. *Experimental method*
- c) Concept and principles of growth & development, various stages of growth and development with special reference to the childhood and adolescence stage and physical education activities for them

II LEARNING (12 Hours)

- a. Concept, domains of learning and learning curve.
- a. Factors affecting learning and their implications in education, physical education and sports
 1. *Maturation*
 2. *Attention*
 3. *Fatigue*

4. *Motivation*
- b. Transfer of learning
- c. Theories of learning :
 1. *Theories of Association : Trial & Error theory – {E.L. Thorndike}*
Classical conditioning – (Pavlov theory), Operant conditioning – (Skinner)
 2. *Cognitive theory : Learning by Insight – (Wolfgang Kohler)*
 3. *Social learning theory : Bandura*

III INTELLIGENCE, MOTIVATION AND DIVERSITY OF LEARNER (12 Hours)

- a. Meaning and nature of intelligence
- b. Theories of intelligence:
 - i. *J.P. Guilford's structure of intellect*
 - ii. *Gardner's theory of multiple intelligence*
 - iii. *Goleman's theory of emotional intelligence*
- c. Motivation:
 - i. *Meaning definition and type of motivation*
 - ii. *Factors influencing motivation*
 - iii. *Level of motivation and its impact on sports performance*
- d. Individual Difference: Concept of individual difference and its importance in education, physical education and sports

IV PERSONALITY (12 Hours)

- a. Meaning and definition of personality, factors influencing personality development
- b. Dimensions of personality
- c. Theories of personality
 - i. Traits theory
 - ii. Psycho-analysis theory
 - iii. Behaviour and social learning theory
 - iv. Humanistic theory
- d. Mental health, mental conflicts and defense mechanisms

V MENTAL PROCESSES OF LEARNING, GROUP DYNAMICS AND EXPERIMENTS (12 Hours)

- a. Mental Process :
 1. *Sensation and Perception*
 2. *Memory*
 3. *Forgetting*

4. *Thinking*
5. *Imagery & Imagination*
- b. Characteristics and types of group
- c. Group- types, characteristics and group dynamics.
- d. Experiments (Questions to be asked on Educational Implications only)
 1. *Attention*
 2. *Learning*
 3. *Memory and forgetting*
 4. *Imagination*
 5. *Fatigue*
 6. *Perception*

REFERENCES :

1. Skinners, C.E.: Educational psychology, prentice hall of India, New Delhi,1964.
2. Kamlesh, M.L.: Psychology of physical education and sports, metro politan book co. pvt. Ltd., New Delhi- 110 002, India, 1998.
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8. Bucher, C.A. & West, D.A. : Foundations of physical education & sports (10th Ed.), st. Louis, Times mirror / Mosby college publishing, 1987.

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SEMESTER III
COURSE X
FITNESS, WELLNESS, NUTRITION AND WEIGHT MANAGEMENT

(60 Hours)

OBJECTIVES:

1. *To understand the components of physical fitness.*
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 afford student the opportunity of understand the diet for various life cycle.*

I Physical Fitness and Wellness (12 Hours)

- a. Definition, meaning and concept of Physical fitness, Physical Activity and Exercise
- b. Components of HRPF, and SRPF.
- c. Definition, concept and components of wellness and holistic health
- d. Factors affecting Physical Fitness and wellness

II Development of Fitness (12 Hours)

- a. Benefits of physical fitness and exercise.
- b. Waist-hip ratio, Target heart rate, BMI, types and principles of exercise (FITT)
- c. Methods of training – Continues, Interval, Circuit, Fartlek, weight training and Plyometric
- d. Exercise prescription for sedentary people.

III Sports Nutrition (12 Hours)

- a. meaning and definition of sports nutrition
- b. Role and importance of nutrition in sports
- c. Nutrition-components, balance diet and diet for athlete
- d. Role of hydration during exercise, water balance, nutrition- daily calorie requirement and expenditure

IV. Dietary Requirement: (12 hours)

- a. Need of Energy, Carbohydrate and Protein
- b. Manipulation of energy balance to Induce weight loss and weight gain.

- c. Competition nutrition – a week before, on the day and after the competition
- d. Balanced diet for Indian school children, maintaining a healthy lifestyle.

V Weight Management (12 hours)

- a. Daily calorie intake and expenditure, determination of desirable body weight.
- b. Role of diet and exercise in weight management.
- c. Concept, types and causes of obesity and its management
- d. Obesity: hypo-kinetic and cardiovascular diseases.

REFERENCES :

- 1 Alexandria, V. (1989). *Fitness for Life*. Virginia : Time Life book.
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USA : Human Kinetics.
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SEMESTER III
COURSE XI
METHODOLOGY OF TEACHING PHYSICAL EDUCATION
(60 Hours)

OBJECTIVES :

1. *To understand the place of Physical Education in school curriculum.*
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 learner with organizing and conducting various types of tournaments and athletic meet.*
5. *To acquaint the learner with the constructions and marking of track and field events.*

I Curriculum of Physical Education (12 Hours)

- a. Definition, meaning of curriculum. Place & Importance of Physical Education in the school curriculum
- b. Objectives of Teaching Physical Education at Secondary & Higher Secondary Education
- c. Curriculum of Physical Education for Secondary & Higher Secondary Education.
- d. Steps of curriculum design

II Methods and Techniques of teaching Physical Education (12 Hours)

- a. Methods of Teaching - Command, Orientation, Lecture, Demonstration, Discussion, Progressive part method, At-will method, whole-part-whole
- b. Planning and Presentation – Personal preparation, technical preparation, Steps of presentation
- c. Class management - Principles of class management and Classification of Pupils
- d. Principles and Steps in Effective teaching

III Teaching and Planning of various Physical Education activities. (12 Hours)

- a. Teaching of Formal & informal activities, major and minor games, Track and field events, Rhythmic activities, Yoga
- b. Objectives of lesson plan
- c. Types and Preparation of lesson plan

- d. Year plan, Unit plan

IV Physical Education Teacher and Evaluation Process (12 Hours)

- a. Qualities, qualifications, professional growth and Challenges faced by Physical Education teacher
- b. Meaning & Importance of Evaluation
- c. Tools and methods of evaluation as per school curriculum
- d. Preparation and Maintenance of records

V Organization of Tournaments, Competitions and Co-curricular activities (12 Hours)

- a. Need & Importance of Tournaments
- b. Types of Tournaments
- c. Organization of adventure sports
- d. Organisation of Co-curricular Activities (National days, National Sports days, Hiking, trekking, Picnic, Camping and Athletic meet etc)

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PRACTICAL COURSES

SEMESTER III

COURSE XII

MODULE	GAME / ACTIVITIES
Module I Major Games and Sports (Any Three)	<ul style="list-style-type: none">• Badminton• Basketball• Judo• Cricket• Net ball
Module II Athletics-Jumping event (any two)	<ul style="list-style-type: none">• Long Jump• High Jump• Triple Jump
Module III Physical Fitness Activities (Any two)	<ul style="list-style-type: none">• Rope Climbing• Resistance exercises• Training Methods
Module IV Gymnastics (Any three)	<ul style="list-style-type: none">• Floor Exercises• Vaulting• Horizontal bar• Parallel bar• Balancing Beam
Module V Co - Curricular Activities	<ul style="list-style-type: none">• Intra-Murals Competition• Educational Visits/Excursions• Athletic meet

SEMESTER IV
COURSE XIII
MEASUREMENT, EVALUATION AND STATISTICS
IN PHYSICAL EDUCATION

OBJECTIVES :

(60 Hours)

- 1 *To understand the concept of Measurement, Evaluation and Assessment Procedure in Physical Education.*
- 2 *To understand different tests in Physical Education.*
- 3 *To acquire the knowledge of various tests regarding Physical fitness, motor and health related fitness.*
- 4 *To understand various sports skill tests.*
- 5 *To understand and application of simple statistical procedures for evaluation.*

I Introduction (12 Hours)

- a. Meaning, Need and importance of Test, Measurement and Evaluation in Physical Education
- b. Types, purpose and Principles of evaluation
- c. Criteria of test selection
- d. Types and Classification of tests- Written test, Psychomotor test

II Physical Fitness Test (12 Hours)

- a. AAPHERD Health Related Physical Fitness Test (*as per school syllabus for std. V to XII*)
- b. Indiana Motor fitness test (*as per school syllabus std. V to XII*)
- c. Strength and Power test - Phillips JCR Test, Flexed Arm hang test, Bent knee sit-ups, Standing Broad Jump test, Vertical Arm pull test
- d. Cardio-vascular test – Harvard step test, Flexibility – Sit and Reach test, Agility - shuttle run test, Speed –sprint, 30 M flying start

III Sports Skill Tests (12 Hours)

- a. Johnson basket ball test
- b. SAI football skill test
- c. AAPEHRD volleyball skill test
- d. Badminton - Miller wall Volley test

IV Evaluation of Physical Education Activities

(12 Hours)

- a Importance and role of evaluation in Physical Education
 - b Evaluation procedure of Physical Education activities (*as per school syllabus of std. V – XII*)
 - c Internal and External evaluation
- Merits and demerits of evaluation

V Statistics in Physical Education (12 Hours)

- a Meaning, Concept, definition, importance and classification of statistics
- b Meaning and kinds of data, frequency distribution, central tendency, application and interpretation of Mean, Mode, Median, Standard deviation and quartile deviation
- c Normal Probability curve and its interpretation, Percentile and percentile rank
- d graphical presentation of class distribution – Histogram, Frequency Polygon, Frequency curve, cumulative frequency polygon, ogive, and pie diagram

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SEMESTER IV
COURSE XIV
SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION

(60 hours)

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.*
-

Introduction: (12 hours)

- a. Definition , aim, objectives, and Concept of Sports Medicine
- b. Need & importance of Sports Medicine
- c. Role of physician, athlete trainer & coaches, Team medical care- concept & approaches
- d. History of Sports medicine in India and abroad

II Injury & tissue response: (12 hours)

- a. Micro & macro trauma, over use trauma.
- b. Tissue response to stress Different steps of wound healing
- c. Regional, Specific injuries related to games and sports & their management (head, neck, face, thorax, abdomen, pelvis, upper & lower limbs)
- d. Prevention of sports injuries

III Therapeutic modalities & rehabilitation: (12 hours)

- a. Hydrotherapy, Cryotherapy, thermotherapy, Contrast & paraffin bath
- b. Sauna bath, Jacuzzi bath & Whir-pool bath
- c. Diathermy, infra-red, ultra sound
- d. Approach to rehabilitation

IV Medical Problem and Rehabilitation: (12 hours)

- a. Lower Back, old age and postural problems and their corrections
- b. Effect and use of therapeutic exercises
- c. Sports Massage and massage manipulations.
- d. Psychiatric rehabilitation

IV Sports Medicine: (12 hours)

- a. Role of sports Medicine in talent searching
- b. Importance of recovery
- c. Common sports injuries and diagnosis
- d. Doping in sports

REFERENCES :

- 1 Appenzeller, Otto and Atkinson Ruth.(1983). *Sports Medicine :Fitness Training, Injuries*. U.S.A : Urban and Schwarzenberg.
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SEMESTER IV
COURSE –XV
KINESIOLOGY AND BIOMECHANICS

(60 hours)

OBJECTIVES :

1. *To understand the nature and scope of Biomechanics in Physical Education & Sports.*
2. *To understand the importance of movement analysis, kinesiological analysis and biomechanical Analysis.*
3. *To understand the knowledge regarding antagonistic and agonistic muscles in the movements.*
4. *To gain knowledge of the application of mechanical principles to fundamental skills and sports techniques.*
5. *To understand basic mathematical problems related to motion, force and levers.*

I. Introduction of Kinesiology: 12 hours)

- a. Meaning, Definition, Scope and importance of Kinesiology in Physical Education and Sports
- b. Aim, objectives and need of kinesiology
- c. Terminologies of fundamental movements
- d. Fundamental concepts of following terms- axis and plane, center of gravity, line of gravity, equilibrium.

II. Structural kinesiology (12 Hours)

- a. Classification of joints and muscles.
- b. Types of muscle contraction.
- c. Posture, postural deformity and their corrective measures.
- d. Fundamental concepts of following terms- angle of pull, all or none law, reciprocal innovation.

III. Applied kinesiology: (12 hours)

- a. Joints and their movements
- b. Motor skills- Fine motor skills and Gross motor skills (locomotors, non-locomotors and manipulative)
- c. Application of kinesiology to basic skills- Walking, Jumping, Running and Throwing
- d. Difference between kinesiology and biomechanical analysis of human movement.

IV. Introduction of Biomechanics: (12 hours)

- a. Meaning, Definition, Scope and importance of Biomechanics in Physical Education and Sports
- b. Newton's law of motion- meaning, definition and its application to sports activities.
- c. Force – meaning, definition, types and its application to sports activities.
- d. Lever- meaning, definition, types and its application to human body.

V. Human movement and biomechanics: (12 hours)

- a. Projectile, factors influencing projectile projector.
- b. Basic concept related to kinetics and kinematics.
- c. Equilibrium- types, principles and factors affecting equilibrium.
- d. Mechanical analysis of fundamental movements- running, jumping, throwing, pulling and pushing

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- 1 Beashel, P.,& Taylor, J. (1996). *Advance Studies in Physical Education and Sports*. U.K.: Thomas Nelson and Sons Ltd.
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PRACTICAL COURSES

SEMESTER IV

COURSE XVI

Course XVI		Simulation lesson, School lessons and Internship, Specialization & Final lessons
Practice Teaching in Physical Education & Internship		

SPECIALIZATION

All the students admitted in the BPEd from the session 2017-18 onwards will chose a major game as their specialization game in their 4th semester written below. The students have learned the skills, techniques, rules and regulations of different the major games which were included in their first, second and third semesters in the syllabus.

1-Athletics

2-Football

3-Basketball

4-Volley ball

5-Kho-Kho/ Kabaddi

6- Yoga

Evaluation Procedure:

All the students will be evaluated on their Game/Sport specialization with 50 marks (two credits).

1-Practical examination (15 marks for skill and 10 marks for Officiating)

All the students will demonstrate the skills and officiating in their respective games and they will be evaluated by both internal and external examiners.

2-Specialization record book and viva voca test (10 marks for records and 15 marks for viva)

After the Practical examination, the students will present their specialization (hand written) record book to their examiners. The record books must contain brief history of the games, skills, techniques, tactical applications, rules and regulations.