

**HISTORY, PRINCIPLES AND FOUNDATIONS OF PHYSICAL EDUCATION
(CORE COURSE THEORY)**

L	T	P	C
4	0	0	4

Learning Objectives

1. To know the origin and development of Physical Education
2. Understand the basic concepts of physical education.
3. Know the historical development of physical education in India.
4. Understand the foundation of physical education.
5. Know the principles of physical education.
6. Know the psychological and sociological principles

Learning Course Outcome

CO1: Know the origin and development of Physical Education

CO2: Apply the knowledge of Olympism in organizing various sport activities.

CO3: Distinguish the functional operations on National and International Olympic Federations.

CO4: Analyze the concepts and issues pertaining to Physical Education.

CO5: Formulate the principles, philosophy and concepts about Physical Education

CO6: Peer Group Teaching and Discussion

Concept of Teaching and Discussion on comparison of Theories of Play- Classification of Body types based on classroom samples- Discussion on Practical Applicability of Theories of Learning- Group Discussion on: Physical Education during Pre and Post-Independence.

Mapping with Programme Outcomes															
COS	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	S	-	-	-	-	M	-	M	-	-	-	-	-
CO2	S	S	S	-	-	-	-	M	-	M	-	-	-	-	-
CO3	S	S	S	-	-	-	-	L	-	M	-	-	-	-	-
CO4	S	S	S	-	-	-	-	M	-	M	-	-	-	-	-
CO5	S	S	S	-	-	-	-	L	-	M	-	L	-	-	-
CO6	S	S	S	-	-	-	-	M	-	M	-	M	-	-	-

**HISTORY, PRINCIPLES AND FOUNDATIONS OF PHYSICAL EDUCATION
(CORE COURSE PAPER)**

4 CREDITS - SYLLABUS

Unit - 1: Introduction

12 Hours

Meaning, Definition and Scope of Physical Education. Aim and Objectives of Physical Education. Importance of Physical Education in present era. Misconceptions about Physical Education - Relationship of Physical Education with General Education. Physical Education as an Art and Science.

Unit - 2: Historical Development of Physical Education in India

12 Hours

Indus Valley Civilization Period (3250 BC - 2500 BC) - Vedic Period (2500 BC - 600 BC). Early Hindu Period (600 BC - 320 AD) and Later Hindu Period (320 AD - 1000 AD). Medieval Period (1000 AD - 1757 AD) - British Period (Before 1947). Physical Education in India (After 1947). Contribution of Akhadas and Vyayamshals - Y.M.C.A. and its contributions.

Unit - 3: Foundation of Physical Education

12 Hours

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

Unit - 4: Principles of Physical Education: Biological principles

12 Hours

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

Unit - 5: Psychological & Sociological Principles:

12 Hours

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

Total Hours: 60 Hours

TEST BOOKS:

1. Baljit Singh. (2009). Principles of Physical Education. New Delhi: Sports Publication.
2. Bevinson Perinbaraj. (2002). History of Physical Education. Karaikudi: Vinsi Pub.
3. Sitaramsharam & Anil kumar vanai. (2003). Principles of Physical Education. New Delhi: Friends Publication.
4. Thelma horn. (2002). Advances in Sports Psychology. : Human Kinetics
5. Vidya Bhushan & Sachdeva. (1995). An Introduction to Sociology. New Delhi: Kitah Mahal.

REFERENCE BOOKS

1. Bucher, C. A. (n.d.) Foundation of Physical Education. St. Louis: The C.V. Mosby
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.
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 Pub.
6. Sharman, J.R.(1964). Introduction to physical education. NewYork:ASBarnes& Co.
7. William, J.F. (1964). The Principles of Physical Education. Philadelphia: WB.

HUMAN ANATOMY AND PHYSIOLOGY
(CORE COURSE THEORY)

L	T	P	C
4	0	0	4

Learning Objectives

1. Understand basic knowledge of Anatomy, Physiology of Human body and Human Health.
2. Implement the knowledge in the field of physical Education.
3. Demonstrate practical knowledge of basic scientific facts and principles underlying normal body structure and function

Learning Outcomes

CO1: Understand the basic principles of Anatomy, Physiology and Health Education

CO2: Apply the knowledge in the field of physical education and movement activity.

CO3: Analyze the practical knowledge during the practical situation.

CO4: Remember and recall the definition of anatomy and physiology and co-relate the principles of physiology.

CO5: Appraise the effects of health condition during the training and practical sessions

CO6: Peer Group Teaching and Discussion Concept

Teaching and Discussion through Cell Structure with models prepared by the student Role Play: Practical Applicability of Assessing Vital Signs - Kidney Structure with models prepared by the student - Discussion on Local Health Issues. Awareness campaign on Communicable Discussion.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	S	-	M	-	-	M	-	S	S	-	-	-	-
CO2	S	S	S	-	M	-	-	M	-	S	S	-	-	-	-
CO3	S	S	S	-	M	-	-	L	-	S	S	-	-	-	-
CO4	S	S	S	-	M	-	-	M	-	S	S	-	-	-	-
CO5	S	S	S	-	M	-	-	L	-	S	M	L	-	-	-
CO6	S	S	S	-	M	-	-	M	-	S	M	M	-	-	-

HUMAN ANATOMY AND PHYSIOLOGY

(CORE COURSE THEORY)

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Meaning and Definition of Anatomy and Physiology. Cell: Structure and functions of Cell - Tissues - types of tissues and their functions - Organs. Need and Importance of Anatomy and Physiology for Physical Education Students.

UNIT II

12 Hours

Skeletal System: Structure and functions of Skeletal System - Axial and Perpendicular Skeleton - Ribs and Vertebrae column - types of bones and its functions - Joints: Definition - Classification of Joints and its functions.

UNIT III

12 Hours

Cardio Respiratory System: Structure and Functions of Heart, Cardiac Cycle, Cardiac output. Functions of Blood - Composition of Blood - Blood groups - Blood clotting. Types of Blood circulation - Blood Pressure. Effect of exercise and Training on Cardiovascular system. Respiratory System: Respiratory Passage, Structure and functions of Lungs, Exchange of Gases - Mechanism of respiration. Assessing and measuring Vital signs: Heart rate - Temperature - Respiratory rate - Lung Capacity - Tidal Volume. Effect of exercise and Training on Respiratory System.

UNIT IV

12 Hours

Digestive System: Structure and functions of Tongue, Teeth, salivary glands, Stomach, Small and Large Intestine, liver, gall bladder and pancreas. Excretory system: Kidney, Parts of the urinary system - Urine-Normal contents, normal urine formation with basic structure of nephron, Structure and functions of Skin. Endocrine system: Location and functions of Endocrine glands- Pituitary, Thyroid, Parathyroid, Adrenalin - Pancreas and Sex glands.

UNIT V

12 Hours

Nervous System: Structure and functions of Neuron. Structure and functions of brain- Cerebrum - Cerebellum - Medulla oblongata - Spinal cord - Reflex action - Motor end Plates. Types of nervous system: Central, Autonomous, Sympathetic and Parasympathetic Nervous Systems. Structure and functions of Eye and Ear.

Total Hours: 60 Hours

TEXT BOOK:

1. Ram Mohun Mojumdar, Anatomy and Physiology, Sports Publication, New Delhi, 2009.
2. Sushil Lega, Nitranjan Singh, Ashok Sharma & Dinesh Saini, Anatomy & Physiology, Sports Publication, New Delhi, 2015.

REFERENCES:

1. Authors Guide, Standards for Assessing, Measuring and Monitoring Vital Signs in Infants, Children and Young People, Royal College of Nursing Publication, London, 2013.
2. Dharmendra Prakash Bhatt, Health Education, Khel Sahitya Kendra, New Delhi, 2008.
3. Eldra Pearl Soloman, Introduction to Human Anatomy and Physiology, Elsevier & Division of Reed, Elsevier India Private Limited, Nodia, 2009.
4. Krishna Garg, General Anatomy, CBS Publisher & Distributors, New Delhi, 2018.
5. Krishna Garg, Human Anatomy, CBS Publisher & Distributors, New Delhi, 2016.
6. Murugesh, Anatomy Physiology and Health Education, Sathya Publishers, Madurai, 2006.
7. Priyanka Narang, Teaching Health Education, Sports Publication, New Delhi, 2006.
8. Sivaramakrishnan. S, Anatomy and Physiology, Friends publication, New Delhi 2002.
9. Gupta, M. and Gupta, M. C. (1980). Body and Anatomical Science. Delhi: Swaran Printing Press.

YOGA EDUCATION
(CORE COURSE THEORY)

L	T	P	C
4	0	0	4

Learning Objectives

1. To understand and apply the underlying concepts of Yoga
2. To promote knowledge and awareness of skeletal alignment and body mechanics, emphasizing a safe and intelligent use of the body
3. To cultivate breath control, relaxation techniques and kinesthetic awareness

Learning Outcomes

- CO1: Understand the basic Concepts of Yoga
 CO2: Apply the principles of Yoga to live healthy and active life style.
 CO3: Promote the awareness of health through yoga
 CO4: Analyze the techniques and of body posture to bring out healthy change.
 CO5: Able to execute loosening exercise, Asanas, Pranayama and Shat kriyas.
 CO6: Peer Group Teaching and Discussion Concept

Group Discussion and Preparation for Yoga Day Celebration – Yoga Awareness Programme- Importance of Yogic Diet. Teaching Yogic Postures with simplified models developed by the students.

Mapping with Programme Outcomes															
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	M	M	M	S	-	-	L	M	-	-	L	-	-
CO2	S	S	M	M	M	S	-	-	L	S	S	-	L	-	-
CO3	S	S	M	M	S	S	-	L	L	S	S	-	L	-	M
CO4	S	S	M	M	S	S	-	L	L	S	S	-	L	-	L
CO5	S	S	M	M	S	S	-	L	L	S	S	-	L	-	L
CO6	S	S	M	M	S	S	-	L	L	S	M	-	L	-	L

Bachelor of Physical Education (B.P.Ed - 2 Years)

CCT - PART - I

Course Code: 75221CC03

**YOGA EDUCATION
(CORE COURSE THEORY)**

4 CREDITS - SYLLABUS

UNIT I **12 Hours**

Yoga: Meaning and Definition. Origin and History - Yoga Sutra - Hatha yoga- Systems of Yoga: Karma yoga - Jnana yoga - Bhakthi yoga - Raja yoga. Eight limbs of yoga: Yama - Niyama - Asana - Pranayama - Pratyahara - Dharana - Dhyana - Samadhi. International Yoga Day - Yogic Diet.

UNIT II **12 Hours**

Effect of yoga on various systems of the body: Muscular system - Circulatory system - Endocrine system - Respiratory system - Nervous system - Digestive system- Immune System- Yoga for Physical Fitness, Yoga for Health and Wellness. Yoga for Diseases Management.

UNIT III **12 Hours**

Loosening the joints - Suryanamaskar (Bihar school of yoga). Meaning of Asana - Classification - Guidelines for practicing asanas, Do's and Don'ts - differences between asanas and physical exercises - Techniques and benefits. Standing Asana: Vrikshasana -Trikonasana -Padhahastasana. Seated Asanas: Siddhasana-Padmasana- Paschimottanasana. Inverted Asanas: Sarvangasana - Halasana. Prone position: Mayurasana- Shirshasana. Back bend asanas: Bhujangasana, Salabhasana, Dhanurasana, Ustrasana. Supine Position: Navasana, Suptavajrasana, Twisting Vakrasana, Ardhamatsyendrasana, Kukkutasana.

UNIT IV **12 Hours**

Pranayama: Definition, Types and Benefits- Anuloma, Viloma, Nadi Shodhana, Surya Bhedana, Chandra bhedana, Kapalabhati, Bhastrika, Sheetkari, Sheetali, Bhramari - Ujjayi. Nadi: Definition, Types and Benefits Ida- Pingala, Sushumna.

UNIT V **12 Hours**

Techniques and Benefits of Shat kriyas: Neti (Jala, Sutra) Dhauti (Vamana, vastra) Bhasti, Nauli, Trataka, Kapalabhati, Yoga Nidra. Meditation: Meaning and benefits. Bandhas and Mudras: Meaning and benefits-Jalandhara Bandha, Uttiyana Bandha and Muladhara Bandha-Gyana Mudra, Vayu Mudra-Prana Mudra- Linga Mudra.

Total Hours: 60 Hours

TEXT BOOK:

1. Gore, Makarand Madhukar, Anatomy and Physiology of Yogic Practices, New Age Books Publisher, 2007.
2. Tarak Nath Pramanik, Yoga Education , Sports Publication, New Delhi, 2018.

REFERENCES:

1. Authors Guide, International Day of Yoga, Common Yoga Protocol, Ministry of AYUSH, Government of India, Delhi, 2015.
2. Daniel Lacerda, 2100 Asanas: The Complete Yoga Poses, Black Dog & Leventhal Publishers, 2016.
3. Iyengar, B. K. S, Light on Yoga, Harper Collins Publishers, New Delhi, 2000.
4. Moorthy .A.M & Alagesan. S, Yoga Therapy, Teachers Publication House, Coimbatore, 2004.
5. Satya Prakash Singh, Yoga and Depth Psychology, Aravali Books International Publisher, 2002.
6. Sivananda, the New Book of Yoga, Ebury Publishing, 2000.
7. Swami Kuvalyananda , Scientific Survey Yogic Poses Extract from the book Asana, Kaivalyadhama Publisher, 2006.
8. Swami Satyanand Saraswati, Yoga Nidra, Yoga Publications Trust, 2001.
9. Swami Satyananda Saraswati, Asana Pranayama Mudra Bandha, Bihar School of Yoga, Publisher 2013.

L	T	P	C
4	0	0	4

Learning Objectives

1. To understand the concept of Track and Field Marking and Officiating
2. To understand and apply various skills.
3. To promote knowledge and awareness of rules and regulation.
4. To know about the various games in detail

Learning Outcomes

CO1: Able to mark Track and Field and Officiate

CO2: Able to understand the rules of the games and sports

CO3: Able to give seeding and Heats in Track and Field. Combined Events.

CO4: Design and practice the new methods of technique of officiating.

CO5: Peer Group Teaching and Discussion Concept

Preparation for practical implication of track and field marking. Role Play on as Officials for the Track and Field and other Games. Preparing Models for teaching the Measurement and Markings. Discussion on Tie Breaking with suitable examples.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M
CO2	S	S	S	S	S	L	-	-	-	-	L	-	-	-	M
CO3	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M
CO4	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M
CO5	S	S	S	S	S	L	-	-	-	-	L	-	-	-	M

Bachelor of Physical Education (B.P.Ed - 2 Years)

CCT - PART - I

Course Code: 75221CC04

**THEORIES OF SPORTS AND GAMES, COACHING AND OFFICIATING - PART I
(CORE COURSE THEORY)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Athletics: History of Athletics World and India- Athletics in Olympics-Marking and Measurements of Non Standard Track (200m). Marking and Measurements of Field Events- Jumping events- Throwing Events.

UNIT II

12 Hours

Marking and Measurements of Standard Track (400m) - Cross Country-Marathon-Road Running-Ultra Running and Mountain Running.

UNIT III

12 Hours

Rules and Interpretation of Track and Field Events - Duties of Officials in Track and Field Events- Methods of arranging Seeding and Heats in Track and Field Events - Score Sheets for Track and Field Events- Jumping and Throwing Events-Combined Events: Triathlon, Pentathlon, Heptathlon and Decathlon.

UNIT IV

12 Hours

Basketball, Football, Handball, Volleyball, Cricket and Hockey Games: World and Indian History- Rules and Interpretation- Marking and Measurements of Play Field and Standard equipment.

UNIT V

12 Hours

Coaching: Meaning and Definition-Teaching, Training and Coaching - Philosophy of Coaching - Qualification and Qualities of a Coach- Ethics

Total Hours: 60 Hours

TEXT BOOK:

1. Govindarajulu & Rakesh Gupta, Layout and Marking of Track and Field, Friends Publication, New Delhi, 2010.
2. Pradeep K Biswal, Theory of Sports and Games, Sports Publication, New Delhi, 2017.

REFERENCES:

1. Aneja O.P, How to Play Basketball, Sports Publications, New Delhi, 2016.
2. Authors Guide, IAAF Competition Rules 2017-2018, IAAF Publishing, Monaco Cedex, 2017.
3. Brar T.S, Track And Field (Officiating Techniques), Friends Publications, 2004.
4. Parmod Kumar Sethi, Sports Coaching & Officiating, Sports Publications, New Delhi, 2015.
5. Deepak Jain, How to Play Handball, Sports Publications, New Delhi, 2016.

6. Kalpana Sharma, Rules of Games and Sports. Khel Sahitya Kendra, New Delhi, 2018.
7. Kutty S K, Fielding Drills in Cricket, Sports Publications, New Delhi, 2008.
8. Lal D.C, Skills and Tactics Football, Sports Publications, New Delhi, 2007.
9. Mariayya & Alagesan, Track and Field, Teachers Publication, 2015,
10. Mariayya P., Volleyball, Teacher Publishing House, 2010.
11. Monika Arora, Hockey Coaching Manual, Sports Publications, New Delhi, 2005.
12. Pradeep K Biswal, Theory of Sports and Games, Sports Publication, New Delhi, 2017.
13. Yograv Thani, Encyclopaedia of Track And Field (Vol-3), Sports Publications, New Delhi, 2003.

ORGANIZATION, ADMINISTRATION, RECREATION AND CAMPING
(CORE COURSE THEORY)

L	T	P	C
4	0	0	4

Learning Objectives

1. Innovative approach to leadership preparation with special consideration to ethical and social responsible teachers
2. Advanced understanding and demonstration of teacher professionalism and ethical behaviors in sport pedagogy
3. Understanding of schools as learning organization and increased working relationship with physical education teachers

Learning Outcomes

CO1: Understand the principles and process of Administration and Management

CO2: Administer physical education and sports programs in schools.

CO3: Develop appropriate physical education curriculum, tools and budget to manage school programs

CO4: Appraise and manage physical education facilities and personnel in school

CO5: Design tournament fixtures and structures to organize competitions

CO6: Peer Group Teaching and Discussion Concept

Preparation of Physical Education Time Table based on availability of Staff Strength, Student Strength and Facilities available. Role Play on Administration of physical education and sports programme in educational institutions. Teaching and Drawing fixtures for competitions.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	S	-	-	-	-	-	-	-	-	-	-	-	-
CO2	S	S	S	-	-	M	-	-	-	M	-	L	S	-	-
CO3	S	S	S	-	-	M	-	-	-	M	-	L	S	-	M
CO4	S	S	S	-	-	M	-	-	-	M	-	L	S	-	L
CO5	S	S	S	-	-	M	-	-	-	S	-	L	S	-	L
CO6	S	S	S	-	-	M	-	-	-	S	-	L	S	-	L

**ORGANIZATION, ADMINISTRATION, RECREATION AND CAMPING
(CORE COURSE THEORY)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Organization and Administration: Meaning and Importance of organization and administration-Guiding principles of organization-Organization scheme and Physical Education in schools, Colleges, Universities, District and States-Teaching load, Teacher and Pupil ratio.

UNIT II

12 Hours

Time Table: Types and preparation of time table-Types of physical education periods-Types of records-Registers and reports to be maintained in Physical Education.

Finance and budget: Sources of Income- Approved items of expenditure-Rules for the utilization of games fund or physical education fund-Preparation and administration of budget and accounting.

UNIT III

12 Hours

Competition Organization - Importance of Tournament, Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments - Combination Tournament and challenge Tournaments. Organization structure of Athletic Meet - Sports Event: Intramurals & Extramural Tournament planning.

UNIT IV

12 Hours

Guiding principles of supervision: Qualities and Qualifications of Physical Education Personnel-Qualities and qualification of a supervisor -Techniques of Supervision-Visitation - Periodical - Surprise - Request- Social Visitation procedure - Report on the visit.

UNIT V

12 Hours

Recreation: Meaning, Definition, Aim, Scope and Significance of recreation - Objectives of recreation - Recreation of play- Agencies offering recreation - Home, Governmental, Voluntary, Private - Commercial Agencies - Rural, Urban, Community and Industrial Recreation - Areas Facilities, Equipment and their maintenance.

Camping: Definition and Meaning - Scope and significance of Camping - Types of Camps - Selection and layout of camp sites - organization and administration of camps - camp programmes and activities - Evaluation of camp work.

Total Hours: 60 Hours

TEXT BOOK:

1. Jawaid Ali, Organization and Administration in Physical Education & Sports, Khel Sahitya Kendra, New Delhi, 2009.
2. Shekar K.C., Organization, Methods and Supervision in Physical Education, Khel Sahitya Kendra, New Delhi, 2008.

REFERENCES:

1. Greenberg, Organization and Administration of Physical Education: Human Kinetics Publisher, 2018
2. Leslie William Irwin, Principles and Techniques of Supervision in Physical Education: W.C.Brown Company, 1960
3. Borkar, Organization & Administration in Physical Education, Sports Publication, New Delhi, 2018.
4. Kamlesh & Sangral, Methods in Physical Education, Tandon Publications, 2010.
5. Mahaboobjan A, Organization & Administration in Physical Education, Khel Sahitya Kendra, New Delhi, 2013.
6. Sahil K.Borkar, Organization and Administration in Physical Education, Sports Publication, New Delhi, 2015.
7. Vishan Singh Rathore, Administration & Organization in Physical Education, Sports Publication, New Delhi, 2013.
8. Chelladurai, P. Human Resources Management in Sports and Recreation. Human Kinetics, 1999
9. Aggarwal, J.C. Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi: Doaba House, Book seller and Publisher, 1990.

SPORTS TRAINING
(CORE COURSE THEORY)

L	T	P	C
4	0	0	4

Learning Objectives

1. Understand the fundamental concepts of sports training.
2. Fix and adopt the training load
3. Prepare the sports person for the competition

Learning Outcomes

- CO1: Understand training as performance based science
 CO2: Explain different means and methods of various training
 CO3: Prepare training schedule for various sports and games
 CO4: Appraise types of periodization for performance development
 CO5: Create various training facilities and plans for novice to advance performers
 CO6: Peer Group Teaching and Discussion Concept

Group Discussion on Training Load of Elite Athletes - Preparation of Training Schedules for Game of their Choice. Preparation of Exercise for Demonstration with Training Gadgets.

Mapping with Programme Outcomes																
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	
CO1	S	S	M	M	S	-	-	-	-	L	M	-	-	-	-	-
CO2	S	S	M	M	S	L	-	-	-	L	M	-	M	-	-	-
CO3	S	S	M	M	S	S	-	-	-	L	M	-	M	-	L	
CO4	S	S	M	M	S	M	-	-	-	M	M	-	M	-	L	
CO5	S	S	M	M	S	L	-	-	-	M	M	-	M	-	L	
CO6	S	S	M	M	S	L	-	-	-	M	M	-	M	-	L	

**SPORTS TRAINING
(CORE COURSE THEORY)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Sports Training: Meaning, Definition, Characteristics and Principles - Training Load: External and Internal Load - Principles of Training Load - Overload: Symptoms and Tackling - Periodization : Types, Aims and Content of Various Periods - Preparatory, Competition and Transition - Plan : Short term and Long term - super compensation

UNIT II

12 Hours

Warming Up: Definition - Types - Importance of Warming Up - Types of Sports Training and their Purpose: Weight Training (Free Weight and Machine Weights) - Circuit Training - Interval Training - Plyometric Training - Fartlek Training - Swiss Ball Training - Medicine Ball Training - Cross Training.

UNIT III

12 Hours

Strength - Definition of strength - Types of Strength: Maximum strength, explosive strength, strength endurance, general strength, specific strength, relative strength. Importance of strength- Factors determining strength- Training method for developing strength - Loading procedure for strength training.

UNIT IV

12 Hours

Speed - Definition and Types of speed - Forms of speed, reaction speed, movement speed, acceleration ability, loco-motor ability and Speed endurance - Factors determining speed performance - Training methods for increasing speed.

UNIT V

12 Hours

Endurance: Definition - Types - Importance - Training Methods for improving Endurance - Coordinative Abilities: Definition - Types and Training Methods for Improving Coordinative Abilities- Factors determining Coordinative Abilities - Training methods for increasing Coordinative Abilities - Flexibility: Definition - Types - Methods for Improving Flexibility- Factors determining Flexibility.

Total Hours: 60 Hours

TEXT BOOK:

1. Hardayal Singh, Sports Training - General Theory and Methods, NSNIS, Patiala, 2005.
2. Mahaboobjan A. & Viswejan. U, Sports Training, Khel Sahitya Kendra, New Delhi, 2010.

REFERENCES:

1. Authors Guide, Rules of Games and Sports, YMCA Publishing House, New Delhi, 2002.
2. Daniel D. Arnheim & William E. Prentice, Arnheim's Principles of Athletic Training, 2002, 11th Edition.
3. Gangopaddhayoy, S. R, Encyclopaedia of Sports Training, Sport Publication, New Delhi, 2008.
4. Jadhav K.G, Principles of Sports Training, Khel Sahitya Kendra, New Delhi, 2010.
5. Klafsi, & D, Arnheim, Modern Principles of Athletic Training, C. V. Mosphy Company, St.Louis, 2000.
6. Krishna Murthy, J, Training of Physical Education Students, Verma Publication, New Delhi, 2007.
7. Monaco Cedex, IAAF Competition Rules 2014-2015, IAAF Publishing, 2014.
8. Satyanarayana V, Sports Training, Sports Publication, New Delhi, 2018.
9. Yograj Thani, Sports Training, Sports Publication, New Delhi, 2003.

**MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION
(CORE COURSE THEORY)**

L	T	P	C
4	0	0	4

Learning Objectives

1. Administer a variety of tests as they apply to physical education, health and fitness.
2. Analyze and evaluate various fitness movements
3. Create interest in research through test and measurement

Learning Outcomes

CO1: Understand the basics of Test, Measurement and Evaluation in physical education, Health and Fitness.

CO2: Know about the different types of test for different sports and games.

CO3: Apply the tests in minor research areas.

CO4: Analyze the performance and movements in the field of sports.

CO5: Evaluate the battery test and others tests prescribed by the government efficiently.

CO6: Peer Group Teaching and Discussion Concept

Group Discussion on Duties of Test Administration. Role Play as Tester and Subjects. Teaching the above tests in the practical setting with peer students under the supervision of Teacher.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	L	S	S	M	-	-	-	-	-	-	-
CO2	S	S	-	-	M	S	M	M	-	-	-	-	M	-	-
CO3	S	S	-	M	-	S	M	S	-	-	-	-	S	-	-
CO4	S	S	-	M	-	S	M	M	-	-	-	-	S	-	-
CO5	S	S	-	S	-	S	L	S	-	-	-	-	S	-	-
CO6	S	S	-	S	S	S	S	M	-	-	-	-	-	-	-

**MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION
(CORE COURSE THEORY)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Test, Measurement and Evaluation: Meaning and Definition- Need and Importance of Test and Measurement in Physical Education- Purpose of conducting test, Measurement and Evaluation.

UNIT II

12 Hours

Criteria and Administration of test: Criteria of Good Test- Reliability, Objectivity, Validity, Reliability and Norms - Scientific Authenticity - Administrative Feasibility and Education Application.

Administration of Test: Duties of Advance Preparation - Duties during testing - Duties after testing.

UNIT III

12 Hours

Physical Fitness Test: AAPHERD Health Related Fitness Battery (Revised in 1984) - Roger's Physical Fitness Index. Cardio Vascular Test: Harvard Step Test, 12 Minutes Run /Walk Test, Multi Stage Fitness Test (Beep Test). Motor Fitness: Indiana Motor Fitness Test (for elementary and high school boys, girls and college men), JCR Test. SDAT World Beaters Battery Test for High School Boys and Girls.

UNIT IV

12 Hours

Sports Skill Test: Badminton: Miller Wall Volley Test - French Short Service Test. Basketball: Johnson Basketball Test - Leilich Basketball Test. Hockey: Firedal Field Hockey Test, Schimithal French Field Hockey Test.

UNIT V

12 Hours

Sports Skill Test: Football: Johnson Soccer Test - McDonald Soccer Test. Tennis: Dyer Tennis Test, Volleyball: Brady Volleyball Test and Rusel Lange Volleyball Test.

Total Hours: 60 Hours

TEXT BOOK:

1. Shekar, K.C., Measurement & Evaluation in Physical Education, Khel Sahitya Kendra, New Delhi, 2006.
2. Mishra, Measurement and Evaluation in Physical Education, Sports Publication, New Delhi, 2017.

REFERENCES:

1. Anjali P. Thakare, Test, Measurement and Evaluation in Physical Education, Sports Publication, 2019, Second Edition.
2. Bari M. A., Pasodi M.S., Ataullah Md. & Jagirdar M.K., Test, Measurement and Evaluation in Physical Education, Khel Sahitya Kendra, New Delhi, 2015.
3. Gupta A.K., Tests & Measurements in Physical Education, Sports Publication, New Delhi, 2003.

4. Hemant J. Verma, Test, Measurement & Evaluation and Skill - Testing in Selected Sports, Sports Publication, New Delhi, 2015.
5. Hennery Allan Lipman, Measurement and Evaluation in Physical Education, Friends Publications, New Delhi, 2009.
6. Mahaboobjan A., Test Measurement and Evaluation in Physical Education, Kalpaz Publication, New Delhi, 2013.
7. Sharma J.P., Test and Measurements in Physical Education, Khel Sahitya Kendra, New Delhi, 2006.
8. Sharad Chandra Mishra, Test & Measurements in Physical Education, Sports Publication, New Delhi, 2005.
9. Vijayalakshmi, Evaluation in Physical Education, Friends Publications, New Delhi, 2006.

KINESIOLOGY AND BIOMECHANICS
(CORE COURSE THEORY)

L	T	P	C
4	0	0	4

Learning Objectives

1. Know the scientific principles of body movements
2. Know the mechanical analysis of sports
3. Know the importance of kinesiology and biomechanics to Physical Education teacher, athletes and coaches.

Learning Outcomes

CO1: Analyze and explain the mechanisms underlying biomechanical, physiological, and psychological changes that occur during after acute and chronic exercise.

CO2: Understand mechanical principles can be applied to the analysis of human movement to assess and improve performance and reduce risk of injury.

CO3: Know effectiveness of human movement using mechanical principles.

CO4: Peer Group Teaching and Discussion Concept

Preparation of Models for teaching origin, insertion and actions of Muscle. Discussion on Biomechanical Principles involved in fundamental movements and Game Skill Variables.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	M	S	-	-	M	-	S	-	-	-	-	-	-	-	-
CO2	S	S	-	-	M	-	-	M	-	-	L	-	-	-	-
CO3	S	S	-	-	M	-	M	M	-	-	L	-	-	M	L
CO4	S	S	-	-	S	S	-	L	-	-	L	-	-	M	L
	S	S	-	-	S	S	-	M	-	-	L	-	-	S	-

KINESIOLOGY AND BIOMECHANICS

(CORE COURSE THEORY)

4 CREDITS - SYLLABUS

UNIT I

12 Hours

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

UNIT II

12 Hours

Fundamental Concept of Anatomy and Physiology: Joints and Muscles, Types of Muscle Contractions. Posture: Meaning, Types and Importance of good posture. Fundamental concepts of following terms: Angle of Pull, All or None Law, Reciprocal Innervations.

UNIT III

12 Hours

Mechanical Concepts: Force - Meaning, definition, types and its application to sports activities. Lever - Meaning, definition, types and its application to human body. Newton's Laws of Motion – Meaning, definition and its application to sports activities. Projectile – Factors influencing projectile trajectory.

UNIT IV

12 Hours

Kinematics and Kinetics of Human Movement: Linear Kinematics – Distance and Displacement, speed, 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.

UNIT V

12 Hours

Biomechanical Analysis: Biomechanical Analysis of following Track and FieldEvents:Running - Sprinting - Middle Distance Running- Long Distance Running,Jumping,Pushing or Pulling, ThrowingEvents.Biomechanical Analysis of Skill of Major Games.

Total Hours: 60 Hours

TEXT BOOK:

1. Rout M, Kinesiology and Bio Mechanics, Sports Publication, New Delhi, 2017.
2. Mahaboobjan A, Kinesiology and Biomechanics, Khel Sahitya Kendra, New Delhi, 2010.

REFERENCES:

1. Jogishwar Goswami, Essential Tips Basic Kinesiology, Friends Publications, New Delhi, 2007.
2. Piyush Jain, Kinesiology, Care of Athletic Injuries and Health Education, Khel Sahitya Kendra, New Delhi, 2009.
3. Shekar K.C, Kinesiology, Khel Sahitya Kendra, New Delhi, 2009.
4. Sinku Kumar Singh, Biomechanics and Kinesiology of Human Motion, Khel Sahitya Kendra, New Delhi, 2009.
5. Sinku Kumar Singh, Biomechanics in Sports, Khel Sahitya Kendra, New Delhi, 2009.
6. Vibha Gupta, Kinesiology, Biomechanics and Sports Injuries, Sports Publication, New Delhi, 2015.
7. Vijaya Lakshmi, Biomechanics of Body Movements in Sports, Khel Sahitya Kendra, New Delhi, 2005.
8. Vishan Singh Rathore, Sports Biomechanics, Sports Publication, New Delhi, 2013.

SPORTS MANAGEMENT AND CURRICULUM DESIGN
(CORE COURSE THEORY)

4 CREDITS - SYLLABUS

L	T	P	C
4	0	0	4

Learning Objectives

1. To identify the basic principles of Sports Management.
2. To know about organizational management and leadership.
3. To identify important issues and future trends in the field of sports management

Learning Outcome

CO1: Know sports management and employ principles of strategic planning, and financial and human resource management.

CO2: Assess marketing needs and formulate short term and long-term solutions.

CO3: Develop critical thinking in analysing sport management issues and in managerial planning and decision-making.

CO4: Able to organize recreational camp and activities.

CO5: Peer Group Teaching and Discussion Concept

Preparation and Discussion on Sports Event Management. Discussion on Budget for annual programme and special programmes. Teaching and Discussion on organizing recreational camp and activities.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	M	-	-	-	-	-							M
CO2	S	S	M	-	-	-	-	S							M
CO3	S	S	M	-	-	-	-	S							M
CO4	S	S	M	-	M	-	-	S							M
CO5	S	S	M	-	M	-	-	S	M						M

**SPORTS MANAGEMENT AND CURRICULUM DESIGN
(CORE COURSE THEORY)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Meaning and Definition of Sports Management - Scope of Sports Management - Progressive Concept of Sports Management - Essential Skills of Sports Management - Qualities and Competencies required for the Sports Manager.

UNIT II

12 Hours

Meaning and Definition of Leadership, Methods, Style, Elements - Forms of Leadership - Autocratic, Laissez - Faire, Democratic. Administrative Leader: Preparation and Qualities of Leadership and Organizational Performance - Professional Ethics.

UNIT III

12 Hours

Sports Management - Planning of School, College and University Sports Programme- Factors affecting Planning - Directing and Controlling of School College and University Sports Programme - Developing Performance Standard - The Reward and Punishment System.

UNIT IV

12 Hours

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

UNIT V

12 Hours

Curriculum: Old and new concepts, Mechanics of curriculum planning- Basic principles of curriculum construction- Curriculum Design: Meaning, Importance and factors affecting curriculum design- Principles of Curriculum design according to the needs of the students and state and national level policies- Role of Teachers .

Total Hours: 60 Hours

TEXT BOOK:

1. Deepak Jain, Physical Education and Recreational Activities, Khel Sahitya Kendra, Delhi, 2007.
2. Satyanarayana V, Sports Management, Sports Publication, New Delhi, 2017.

REFERENCES:

1. Baljitsingh. (2009). Organisation and Administration in Physical Education. New Delhi: Sports Publication.

2. Kulbir Singh, Sports Management and Curriculum Design in Physical Education, Sports Publication, 2015.
3. Samiran Chakraborty, Sports Management, Prerna Prakashan, 2007.
4. Santanu Patar & Kallal Chatterjee Hand Book Of Recreation Games, Angel Publication, 2014.
5. Vivek Solanki, Sports Management, Khel Sahitya Kendra, 2010.
6. Williams, J.F, Principles of Physical Education, College Book House, Meerut, 2003.
7. Yadvinder Singh, Sports Management, Lakshay Publication, 2005.
8. Cassidy, R. (1986). Curriculum Development in Physical Education. New York: Harper & Company.
9. Cowell, C.C. & Hazelton, H.W. (1965). Curriculum Designs in Physical Education. Englewood Cliffs: N.J. Prentice Hall Inc.

**THEORIES OF SPORTS AND GAMES, COACHING AND OFFICIATING- PART II
(CORE COURSE THEORY)****4 CREDITS - SYLLABUS**

L	T	P	C
4	0	0	4

Learning Objectives

1. To understand and apply various skills.
2. To promote knowledge and awareness of rules and regulation.
3. To know about the various games in detail

Learning Outcomes

CO1: Know the fundamental of all the games and sports

CO2: Understand the rules of all the games and sports.

CO3: Preparing the students for the competition.

CO4: Classify the students accordingly for various games and sports.

CO5: Design and practice the new methods of technique and training.

CO6: Peer Group Teaching and Discussion Concept

Preparation for practical implication of play field marking. Role Play on as Officials for the competitors in specific situations. Preparing Models for teaching the Measurement and Markings. Discussion on Tie Breaking with suitable examples.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M
CO2	S	S	S	S	S	L	-	-	-	-	L	-	-	-	M
CO3	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M
CO4	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M
CO5	S	S	S	S	S	L	-	-	-	-	L	-	-	-	M
CO6	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M

Bachelor of Physical Education (B.P.Ed - 2 Years)

CCT - PART - I

Course Code: 75221CC10

**THEORIES OF SPORTS AND GAMES, COACHING AND OFFICIATING- PART II
(CORE COURSE THEORY)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Badminton, Ball Badminton, Lawn Tennis and Table Tennis: World and Indian History – Marking and Measurements of Play Fields and Standard Equipment.

UNIT II

12 Hours

Kabaddi, Kho-Kho, Netball, Softball, Swimming: World and Indian History – Marking and Measurements of Play Fields and Standard Equipment of the games.

UNIT III

12 Hours

Badminton, Ball Badminton, Lawn Tennis and Table Tennis: Rules and Interpretations: Duties of Officials, Methods of Breaking Ties, Mechanism and System of Officiating, Official signals of the games.

UNIT IV

12 Hours

Kabaddi, Kho-Kho: Rules and Interpretations: Duties of Officials, Methods of Breaking Ties, Mechanism and System of Officiating, Official signals of the games and sports. Eligibility rules for Inter- School Tournaments: RDG, BDG, RDS and SGFI Tournaments. Eligibility Rules for Inter University and Inter Collegiate Tournaments.

UNIT V

12 Hours

Netball, Softball, Swimming: Rules and Interpretations: Duties of Officials, Methods of Breaking Ties, Mechanism and System of Officiating, Official signals of the games.

Total Hours: 60 Hours

TEXT BOOK:

1. Kalpana Sharma, Rules of Games and Sports. Khel Sahitya Kendra, New Delhi, 2018.
2. Pradeep K. Biswal, Theory of Sports and Games, Sports Publication, New Delhi, 2017.

REFERENCES:

1. Jagdish Raj Sharma & Renu Sharma, Netball A Players Guide, Friends Publication, New Delhi, 1999.
2. Jain D, Table Tennis Skills & Rules, Khel Sahitya Kendra, New Delhi, 2005.
3. Kaur, Officiating and Coaching, Sports Publication, New Delhi, 2018.
4. Krik Walker, The Softball Drill Book, Human Kinetics, 2007
5. Mariayya P & Alagesan S, Kabaddi Games, Teacher Publishing House, 2007.
6. Mariayya P, Kho-Kho Games, Teacher Publishing House, 2010.
7. Narang P. Swimming Rule Book 2004, Sports Publication, New Delhi, 2004.
8. Subhash Kumar, Badminton Skills & Techniques, Khel Sahitya Kendra, New Delhi, 2006.
9. Wallis Myers A, Teaching & Coaching Lawn Tennis, Sports Publication, New Delhi, 2006.

SPORTS PSYCHOLOGY AND SOCIOLOGY
(CORE COURSE THEORY)

L	T	P	C
4	0	0	4

Learning Objectives

1. To know and to understand the sportsperson behavior.
2. To know the various psychological factors affecting sport performance.
3. To know the relationship of the sports person with society in various sports settings.

Learning Outcomes

CO1: Explain group mechanisms and group psychology in a sports context

CO2: Reflect upon motivational psychology as applied to sports activities

CO3: Formulate relevant constructs of exercise psychology

CO4: Demonstrate the ability to discuss sociological theories, concepts, and ideas in large and small groups and to express empirically as well as theoretically based opinions.

CO5: To apply core sociological theories to specific social problems in order to analyze social problems.

CO6: Peer Group Teaching and Discussion Concept

Group Discussion on Role of Sports Psychology. Role Play as Player, Coach, and Psychologist. Group Discussion on: Current Problems in Sports and Future Directions - Sports Social Crisis Management -Gender inequalities in Sports.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	M	-	-	-	-	-	S	-	M	-	-
CO2	S	S	-	-	M	-	-	M	-	-	M	-	M	M	M
CO3	S	S	-	-	S	-	-	S	-	-	S	M	M	M	M
CO4	S	S	-	-	M	-	-	S	-	-	L	M	M	L	M
CO5	S	S	-	-	M	-	-	L	-	-	L	M	L	L	M
CO6	S	S	-	-	M	-	-	L	-	-	L	M	M	L	M

**SPORTS PSYCHOLOGY AND SOCIOLOGY
(CORE COURSE THEORY)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

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

UNIT II

12 Hours

Learning - Nature, types, learning styles, Law, principles and theories of learning, learning -curve and its application in sports; Plateau in learning & transfer of learning o Personality -Meaning -Characteristics of Personality- Dimension- Types of Personality - Motivation: Meaning - Types: Intrinsic- Extrinsic- Effects of Motivation on sports performance -Measures of psychological aspects: personality - Motivation- Anxiety: general- competition -Include the emotional aspects of tension and stress - Included the concept of Sigmund Freud -Changed as measures of emotional aspects from psychological aspects

UNIT III

12 Hours

Anxiety: Meaning and Definition-Nature, Causes- Competitive Anxiety and Sports Performance. Stress: Meaning and Definition-Causes-Stress and Sports Performance. Aggression: Meaning and Definition, Aggression and Sports Performance. Self-Concept: Meaning and Definition

UNIT IV

12 Hours

Sports Sociology: Meaning and Definition - Sports and Socialization of Individual- Sports as Social Institution- National Integration through Sports. Fans and Spectators: Meaning and definition- Advantages and disadvantages of Sports Performance. Leadership: Meaning- Definition- types - Leadership and Sports Performance.

UNIT V

12 Hours

Group: Meaning and Definition- Group Size- Groups on Composition- Group Cohesion- Group Interaction- Group Dynamics. Current Problems in Sports and Future Directions - Sports Social Crisis Management - Women in Sports: Sports Women in our Society- Participation pattern among Women, Gender inequalities in Sports.

Total Hours: 60 Hours

TEXT BOOK:

1. Thelma Horn, Advances in Sports Psychology. Human Kinetic, 2002.
2. Satyanarayan V, Sports Psychology and Sociology, Sports Publication, 2018.

REFERENCES:

1. Authors Guide, National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests, National Council of Educational Research and Training Publication, New Delhi, 2013.
2. Jay Coakley, Sports in Society - Issues and Controversies in International Education, Mc-Craw, 2001. Seventh Ed.
3. John D Lauther, Psychology of Coaching. Prenticce Hall Inc, 2000.
4. Jain, Sports Sociology, Heal SahetyKendre Publishers, 2002.
5. John D.Lauther, Sports Psychology. Englewood, Prentice Hall Inc, 1998.
6. MiroslawVauks & Bryant Cratty, Psychology and the Superior Athlete, The Macmillan Co, London, 1999.
7. Richard & J. Crisp Essential Social Psychology, Sage Publications, 2000.
8. Robert N. Singer, Motor Learning and Human Performance, The Macmillan Co, New York, 2001.
9. Whiting, K, Karman, Hendry L.B & Jones M.G, Personality and Performance in Physical Education and Sports. London: Hendry Kimpton Publishers, 1999.

EXERCISE PHYSIOLOGY AND SPORTS NUTRITION
(CORE COURSE THEORY)

L	T	P	C
4	0	0	4

Learning Objectives

1. Is fostering physical education and the teaching how to implement it in social, professional, physical and recreational activities.
2. Is to develop a comprehensive outlook of an individual with a strong civic position, moral, qualities, sense of responsibility, an independent initiative, tolerant person who is able to successfully socialize and to use different forms of physical education and sports in daily life to protect his or her our health and promote effective professional activities..

Learning Outcomes

- CO1: Demonstrate the ability to administer and interpret health appraisals, fitness and clinical exercise testing.
- CO2: Describe and understand issues involved with patient management and medications.
- CO3: Design and monitor exercise prescriptions and fitness programming.
- CO4: Demonstrate knowledge of show ability to carry out the research process in a collaborative environment.
- CO5: Utilize the nutrition care process to deliver state of the art safe and effective nutrition care.
- CO6: Engage in advocacy on issues that affect public health and nutrition policy.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	M	-	-	-	-	-	S	-	M	-	-
CO2	S	S	-	-	M	-	M	-	-	-	M	-	M	M	M
CO3	S	S	-	-	S	-	S	S	-	-	S	M	M	M	M
CO4	S	S	-	-	M	-	-	S	-	-	L	M	M	L	M
CO5	S	S	-	-	M	-	-	-	-	-	L	M	L	L	M
CO6	S	S	-	-	M	-	-	S	-	-	L	M	M	L	M

**EXERCISE PHYSIOLOGY AND SPORTS NUTRITION
(CORE COURSE THEORY)**

4 CREDITS - SYLLABUS

UNIT I 12 Hours

Muscular Contraction And Exercise: Properties and composition of voluntary muscles. Minute structure of voluntary muscle. Sliding Filament Theory of Muscular Contraction- Conditions affecting muscular contraction.

UNIT II 12 Hours

Effect of Exercise on Human Body System: Effect of exercise on: Muscular system, Circulatory system – Respiratory system.

UNIT III 12 Hours

Effect of Exercise on Human Body System: Effect of exercise on: Nervous system- Digestive system - Endocrine system.

UNIT IV 12 Hours

Basic Food Group: Carbohydrates, Fats and Protein as a source of fuels. Vitamins - Fat-soluble and Water soluble- Minerals. Balanced diet. Importance of water in an athletic diet.

UNIT V 12 Hours

Sports Nutrition: Diet for sports competition- supplement to the daily diet. Vitamins, Minerals, Fluids. Electrolyte replacement, Carbohydrate loading, Protein loading, Calcium and iron supplement. Pre-event meal. Time for pre-event meal, Alternate eating pattern, Foods to avoid. Exercise and weight control, Crash dieting, Weight Control.

Total Hours: 60 Hours

TEXT BOOK:

1. Amrit Kumar, Introduction to Exercise Physiology, Chennai: Poompugar Pathipagam, 2000.

REFERENCE:

1. Clarke, D.H., Exercise Physiology. New Jersey: Prentice Hall Inc., 2001.
2. David, L Costill, Physiology of Sports and Exercise. New Jersey: Human Kinetics, 2004.
3. Fox, E.L.,& Mathews, D.K, The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing, 1998.
4. Gayton A.C, Functions of the Human Body. London: W.B. Saunders & Co., 1999.
5. Guyton, A.C, Textbook of Medical Physiology. Philadelphia: W.B. Sanders co, 1997.

**EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING
PHYSICAL EDUCATION
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
4	0	0	4

Learning Objectives

1. To know the necessity of computers in Physical Education and Sports
2. Helps to improves the computer assisted works in Physical Education and Sports
3. Able use the applications of computer in Teaching Physical Education and Sports

Learning Outcome

- CO1: Perform and report on the exploratory analysis of data collected using sports technology
- CO2: Analyze sporting data of various types via astute use of statistical packages.
- CO3: Practice mathematics, statistics, information technology in sport technology related problems.
- CO4: Support a conclusion based upon quantitative prediction, performance and analysis of a sporting team, code, or gaming environment.
- CO5: Offer Hands on Knowledge in sports Technology
- CO6: Peer Group Teaching and Discussion Concept

Teaching the selected area of subject using the ICT gadgets – Discussion on Merits and Demerits of various methods of Teaching. Encouraged to Prepare Teaching Aids from Waste Products. Hand on experience in the ICT lab.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	-	-	-	-	-	-	S	-	-	-	-
CO2	S	S	S	-	-	-	M	-	-	-	S	L	S	-	S
CO3	S	S	S	-	-	-	M	-	-	-	S	L	S	-	S
CO4	S	S	S	-	-	-	L	-	-	-	S	M	M	-	S
CO5	S	S	S	-	-	-	L	-	-	-	S	M	M	-	S
CO6	S	S	S	-	-	-	L	-	-	-	S	L	M	-	S

**EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING
PHYSICAL EDUCATION
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

UNIT I **12 Hours**

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

UNIT II **12 Hours**

Teaching Technique: Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, Project method. Micro Teaching – Meaning, Types and steps of micro teaching. Simulation Teaching - Meaning, Types and steps of simulation teaching.

UNIT III **12 Hours**

Teaching Aids: Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids. Teaching aids – Audio aids, Visual aids, Audio – Visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture. Team Teaching – Meaning, Principles and advantage of team teaching. Difference between Teaching Methods and Teaching Aid.

UNIT IV **12 Hours**

Lesson Planning and Teaching Innovations: Lesson Planning – Meaning, Type and principles of lesson plan- General and specific lesson plan- Micro Teaching – Meaning, Types and steps of micro teaching- Simulation Teaching - Meaning, Types and steps of simulation teaching- Teaching of various physical activities.

UNIT V **12 Hours**

Movement Education: Definition and meaning of movement education- Key concept of movement education, Strategy to be followed while teaching movement- Factors affecting movement- Teaching fundamental movement skills- Movement analysis - body awareness.

.Total Hours: 60 Hours

TEXT BOOK:

1. Marilyn, M. & Roberta, B, Computers in your Future. 2nd Edition, Prentice Hall, 2002.
2. Satyanarayana V, Education Technology & Methods of Teaching in Physical Education, Sports Publication, New Delhi, 2018.

REFERENCES:

1. Irtegov, D., Operating System Fundamentals. Firewall Media, 2004.
2. Kadu, Computer Application in Physical Education, Sports Publication, New Delhi, 2018.
3. Milke, M., Absolute Beginner's Guide to Computer Basics. Pearson Education Asia, 2007.
4. Sinha, P. K. & Sinha, P., Computer Fundamentals. BPB Publication, 2002, 5th edition.
5. Greyson Daughtrey.(1969). Methods in Physical Education and Health for Secondary Schools. London: W. B. Saunders Company.
6. Tirunarayanan, C. & Hariharan, S. (1969). Methods in Physical Education. Karaikudi: South India Press.

**FIRST AID AND MASSAGE TECHNIQUES
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
2	0	0	2

Learning Objectives

1. Apply various concepts of First Aid.
2. Understand the concepts of bandages and wounds
3. Recognize possibilities of sports Injuries and its management

Learning Outcomes

CO1: Able to understand the concepts of First Aid.

CO2: Able to do various bandages and wounds

CO3: Able to identify and recognize possibilities of sports Injuries and its management

CO4: Able to understand the concepts of Massage and Techniques

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	M	-	S	-	-	-	-	-	L	-	-	-	M
CO2	S	S	S	L	S	-	-	-	-	-	M	-	S	L	M
CO3	S	S	M	L	S	-	-	-	-	-	M	-	S	M	M
CO4	S	S	M	L	S	-	-	-	-	-	L	-	M	M	M

**FIRST AID AND MASSAGE TECHNIQUES
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

UNIT I

6 Hours

Principles and practice of first aid for sports injuries - PRICE - aims of first aid - the responsibility of the first aider - action at emergency. Cardiopulmonary resuscitation - CPR for adults - CPR for children's - rules of first aid.

UNIT II

6 Hours

First aid techniques; dressing - types of dressing, application of dressing, bandages - types of bandages, tying the bandages - slings and its uses, different types of slings, applying the sling for different parts of the body according to the area.

UNIT III

6 Hours

First aid for different type of wounds, abrasions wound, incision wound, contused wound, lacerated wound, punctured wound and gun shot wound - Complications of wounds - Bleeding its types and its management - First aid for asphyxia.

UNIT IV

6 Hours

Fractures its types and its first aid management - First aid for fractures of spine, skull, collar bone, lower jaw, rib, humerus, forearm, hand, fingers, pelvis, femur, leg and foot - First aid for muscles and tendons injuries cramps, sprain and strain- Emergency First aid Response, Emergency care of patient with suspected spinal cord injury.

UNIT V

6 Hours

Massage -Definition and importance of massage, Classification of Manipulation (Sweedish System) and Physiological Effect of Massage- Types and techniques- Therapeutic application of massage - Needling- Meaning, types and techniques- Physiological effects of Needling- Acupuncture: Meaning, types and techniques- Physiological effects of Acupuncture.

Total Hours: 30 Hours

TEXT BOOK:

1. Baker, The Hughston Clinic Sports Medicine Book, Williams & Wilkins Lillegard, 2008.
2. Butcher &Rucker, Handbook of Sports Medicine: A symptom Oriented Approach, Butterworth & Heinemann, 2009.

REFERENCES:

1. Reed, Sports Injuries - Assessment and Rehabilitation, W.B.Saunders, 2007.
2. Richard B. Birrer, Sports Medicine for the primary care Physician, CRC Press, 2005.
3. Stephen Eustace, Ciaran Johnston, Pat O'Neill, John O'Byrne., Sports injuries examination, imaging and management, 2005.
4. Reed(2007) Sports Injuries - Assessment and Rehabilitation, W.B.Saunders.
5. Stephen Eustace, Ciaran Johnston, Pat O'Neill, John O'Byrne.(2005) Sports injuries examination, imaging and management.

**OLYMPIC MOVEMENT
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
4	0	0	4

Learning Objectives

1. To know the origin and development of Olympic movement.
2. To understand the Olympic symbols, ideals, objectives and values.
3. Provides the knowledge of different Olympic Games.

Learning Outcomes

CO1: Understand the Educational and cultural values of Olympic movement.

CO2: Analyze the Modern Olympic Games and Rules of Eligibility for Competition.

CO3: Know about The organizational structure and functions of Para Olympic Games

CO4: Analyze the Achievement of India in Team Games and Individual Sports.

CO5: Peer Group Teaching and Discussion Concept

Group Discussion on Indian Performance in Olympics and Road Map for Next Olympics. Preparing and Teaching the Biography of Olympians with Power Point Presentation. Discussion on Chronological Development in Modern Olympics.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M
CO2	S	S	S	S	S	L	-	-	-	-	L	-	-	-	M
CO3	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M
CO4	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M
CO5	S	S	S	S	S	L	-	-	-	-	L	-	-	-	M

**OLYMPIC MOVEMENT
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Origin of Olympic Movement: The early history of the Olympic Movement, Philosophy of Olympic Movement, Goals of the Olympic movement, Educational and cultural values of Olympic movement. Ancient Olympic Games: Significance of ancient Olympics - Rules of eligibility for competition - Conduct of games, Awards - Decline and Termination of the ancient Olympics. Modern Olympics: The significant stages in the development of the modern Olympic movement. Rules of Eligibility for Competition - Conduct of Games.

UNIT II

12 Hours

Olympic Ideals: Significance of Olympic Ideals, Olympic Symbol - Olympic Flag - Olympic Motto - Olympic Anthem - Olympic Emblem - Olympic flame and torches - Olympic Designations - Olympic protocol for member countries - Olympic Charter - Olympic code of Ethics - Olympism in action - Sports for All.

UNIT III

12 Hours

Different Olympic Games: The Organizational Structure, Aim, Objectives and Functions of Para Olympic Games, Summer Olympics, Winter Olympics, Youth Olympic Games. Election of host city - Location, sites and venues -Olympic Village - E Protocol (Use of Flag and Flame, Opening and Closing Ceremony - Victory, Medal, and Diploma ceremonies and Roll of Honour) - Disputes.

UNIT IV

12 Hours

Committees of Olympic Games: Governing Body: International Olympic Committee - Structure and Functions, National Olympic committees and their role in Olympic movement, Olympic commission and their functions, Rights and Eligibility for Competitors.

UNIT V

12 Hours

Achievements of India in Olympics: Pre-Independence Period- After Independence. Achievement of India in Team Games and Individual Sports- Achievements of India in Hockey. Olympic Medal winners of India. Indian Women in Olympics.

Total Hours: 60 Hours

TEXT BOOK:

1. Ajmeer Sing, Jagdish Bans, Jagtar Sing Gill, Rachpal Singh Brar and Nirmaljit Kaur Rathee, Essentials of Physical Education, Kalyani Publishers, New Delhi 2004.
2. Osim Mohammad, Olympic Movement, Sports Publication, New Delhi, 2018.

REFERENCES:

1. Bill Mallon & Jeroen Heijmans, Historical Dictionary of the Olympic Movement, Scarecrow Press, 2011, fourth edition.
2. Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H., Olympic dreams: the impact of mega-events on local politics, Lynne Rienner, 2001.
3. Osborne, M.P., Magictree House Fact Tracker: Ancient Greece and the Olympics: A Nonfiction Companion To Magic Tree House: Hour of the Olympics. Random house books for young readers, New York, 2004.

THEORY OF GAMES SPECIALIZATION
(DISCIPLINE SPECIFIC ELECTIVE COURSE)

L	T	P	C
4	0	0	4

Learning Objectives

1. To understand and apply various skills.
2. To promote knowledge and awareness of rules and regulation.
3. To know about the various games in detail

Learning Outcomes

CO1: Know the fundamental of all the games and sports

CO2: Understand the rules of all the games and sports.

CO3: Preparing the students for the competition.

CO4: Classify the students accordingly for various games and sports.

CO5: Design and practice the new methods of technique and training.

CO6: Peer Group Teaching and Discussion Concept

Preparation for practical implication of play field marking. Role Play on as Officials for the competitors in specific situations. Preparing Models for teaching the Measurement and Markings. Discussion on Tie Breaking with suitable examples.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M
CO2	S	S	S	S	S	L	-	-	-	-	L	-	-	-	M
CO3	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M
CO4	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M
CO5	S	S	S	S	S	L	-	-	-	-	L	-	-	-	M
CO6	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M

**THEORY OF GAMES SPECIALIZATION
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Introduction - Origin and development of the games - History of the Games: World & India - Organizations of Games: (Working Federations): World and India.

UNIT II

12 Hours

Play field: Layout and maintenance of the play field - Equipment: specifications and dimensions.

UNIT III

12 Hours

Fundamental skills - specific warming up and conditioning exercises for the games lead-up games – various system of play – selection of players

UNIT IV

12 Hours

Techniques and Tactics – Training - Specific Warm up - Warming down for the Games - Essential fitness Components and Conditioning.

UNIT V

12 Hours

Officiating: Rules of the game – interpretation – method of officiating and scoring

Total Hours: 60 Hours

TEXT BOOK:

1. Kalpana Sharma, Rules of Games and Sports. Khel Sahitya Kendra, New Delhi, 2018.
2. Goel. R. G, "Encyclopedia of sports and games," Vikas publishing house Pvt., Ltd., Delhi, 2000.

REFERENCES:

1. Jagdish Raj Sharma & Renu Sharma, Netball A Players Guide, Friends Publication, New Delhi, 1999.
2. Jain D, Table Tennis Skills & Rules, Khel Sahitya Kendra, New Delhi, 2005.
3. Kaur, Officiating and Coaching, Sports Publication, New Delhi, 2018.
4. Krik Walker, The Softball Drill Book, Human Kinetics, 2007
5. Mariayya P & Alagesan S, Kabaddi Games, Teacher Publishing House, 2007.
6. Mariayya P, Kho-Kho Games, Teacher Publishing House, 2010.
7. Narang P. Swimming Rule Book 2004, Sports Publication, New Delhi, 2004.
8. Subhash Kumar, Badminton Skills & Techniques, Khel Sahitya Kendra, New Delhi, 2006.

**SPORTS INJURIES, PHYSIOTHERAPY AND REHABILITATION
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
4	0	0	4

Learning Objectives

1. Understand about basic principle knowledge of Sports medicine.
2. Know to idea how can overcome in sports injuries such as prevention, management, rehabilitation of sports, exercise and physical activity related injuries and occupational problems.
3. Gain knowledge about Injuries, Posture, Physiotherapy, Electrotherapy, Hydrotherapy, Therapeutic Exercise and First Aid Treatment

Learning Outcomes

- CO1: To provide knowledge about the preventive measures of sports injuries.
- CO2: To aware the sports person & athlete about the different kinds of injury in respect of different games.
- CO3: It gives experience in sports pre participation and wellness, treatment of acute and chronic musculoskeletal injuries.
- CO4: To perform appropriate physical examinations on patients.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	M	-	-	-	-	L	S	M	-	-	-
CO2	S	S	-	L	M	-	-	-	-	M	S	M	M	-	-
CO3	S	S	-	L	M	-	-	-	-	M	S	M	L	-	-
CO4	S	S	-	L	M	-	-	-	-	M	M	M	L	-	-

**SPORTS INJURIES, PHYSIOTHERAPY AND REHABILITATION
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Sports Injuries: Meaning- Types, Importance and Prevention of Injuries in Sports. Fractures, Dislocations, wounds, abrasions wound, incision wound, contused wound, lacerated wound, punctured wound and gun shot wound.

UNIT II

12 Hours

Physiotherapy: Definition – Guiding Principles of Physiotherapy, Importance and role of Physiotherapy in sport, Introduction and Demonstration of Treatments – Electrotherapy – Infrared Radiation Therapy- Ultraviolet Radiation Therapy – Short Wave Diathermy –Ultrasound Therapy.

UNIT III

12 Hours

Hydrotherapy: Introduction and demonstration of treatments of Cryotherapy, Thermotherapy, Contrast Bath, Whirlpool Bath – Wax bath- Hot Water Fomentation – Massage –Definition and importance of massage, Classification of Manipulation (Sweedish System) and Physiological Effect of Massage.

UNIT IV

12 Hours

Posture, First Aid and Sports Injuries: Definition, Types and Postural Deformities: Knock Knee, Bow Legs, Flatfoot, Scoliosis, Lordosis and Kyposis. General Rules and First Aid Treatment: Shock, Sun Stroke, Fainting, Dog Bite, Snake Bite, Poisoning, Drowning, Bleeding. Common Sports Injuries, Diagnosis and First Aid Treatment: Abrasion – Laceration – Blisters – Contusion – Strain – Sprain – Fracture – Dislocation and Cramps. Bandages – Kinds of Bandages and Dressings – Strapping and Supports.

UNIT V

12 Hours

Therapeutic Exercise: Definition and Scope – Principles of Therapeutic Exercise – Classification, Effects and Uses of Therapeutic Exercise a) Active Movements – Voluntary Movement: Free Exercise, Assisted Exercise, Assisted – Resisted Exercise, Resisted Exercise, Involuntary Movement – Reflex Movement b) Passive Movement – Relaxed Passive Movement including Accessory Movement- Passive Manual Mobilization Techniques-Mobilization of joints-Manipulation of Joints-Controlled sustained Stretching of Tightened Structure.

Total Hours: 60 Hours

TEXT BOOK:

1. Abhay N. Buchha, Sports Medicine, Physiotherapy and Rehabilitation, Sports Publication, New Delhi, 2018.
2. Hament Verma, Sports Medicine, Physiotherapy and Rehabilitation, Sports Publication, New Delhi, 2016.

REFERENCES:

1. Ajay V Gulhane, Athletics Care and Rehabilitation, Sports Publication, New Delhi, 2018.
2. Ajmer Singh, Essentials of Physical Education, Kalyani Publishers, Delhi, 2008.
3. Conley, M., Bioenergetics of exercise training. In T.R. Baechle, & R.W. Earle, 2000.
4. David, R. M., Drugs in sports, Routledge Taylor and Francis Group, 2005, 4th Ed.
5. Hament Verma, First Aid, Sports Publication, New Delhi, 2017.
6. Ramesh Chandra, Sports Medicine, Sports Publication, New Delhi, 2018.

**THEORIES OF GYMNASTICS EVENTS
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
4	0	0	4

Learning Objectives

1. To understand and apply various skills.
2. To promote knowledge and awareness of rules and regulation.
3. To know about the Gymnastics in detail

Learning Outcomes

- CO1: Know the fundamental of all the Gymnastics
- CO2: Understand the rules of all the Gymnastics.
- CO3: Preparing the students for the competition.
- CO4: Classify the students accordingly for Gymnastics.
- CO5: Design and practice the new methods of technique and training.
- CO6: Peer Group Teaching and Discussion Concept

Preparation for practical implication of play field marking. Role Play on as Officials for the competitors in specific situations. Preparing Models for teaching the Measurement and Markings. Discussion on Tie Breaking with suitable examples.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M
CO2	S	S	S	S	S	L	-	-	-	-	L	-	-	-	M
CO3	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M
CO4	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M
CO5	S	S	S	S	S	L	-	-	-	-	L	-	-	-	M
CO6	S	S	M	S	S	L	-	-	-	-	L	-	-	-	M

**THEORIES OF GYMNASTICS EVENTS
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

History of Gymnastics: Origin and development of the games - History of the Games India, Asia, and World Organization of Gymnastics: Federations - India, World. Events in Gymnastics - Warming-up, Specific Exercises for Gymnasts, Training Qualities, Load, Safety Hints, Warm-down.

UNIT II

12 Hours

Safety Measures in Gymnastics- Measurements of Apparatus and Basic Skills on: Parallel Bars, Horizontal Bar, Roman Rings, Vaulting Horse, Floor, Spring Board., Equipment's and their specification, Maintenance of Equipment's.

UNIT III

12 Hours

Fundamental skills of Gymnastics - specific warming up and conditioning exercises for the games lead-up games – various system of play - selection of players

UNIT IV

12 Hours

Parallel Bars, Horizontal Bar, Roman Rings, Vaulting Horse, Floor, Spring Board Techniques and Tactics – Training - Specific Warm up - Warming down for the Games - Essential fitness Components and Conditioning.

UNIT V

12 Hours

Officiating: Rules and Regulations and Officiating – interpretation – method of officiating and scoring.

Total Hours: 60 Hours

TEXT BOOK:

1. Cavendish, Ltd..Coopn Phyllis and Milan Trnka, (1982), Teaching Gymnastic Skills to men and Women, Delhi, Surject Publications.

REFERENCES:

1. Ayleoyd Peter, (1982), skills and Tactics of Gymnastics, Hong Kong : Marshall Elango.M, Kandasamy. M , Sivagnanam.P . (2007), Basic Gymnastics: Krishna Publications.
2. Modak pintum Gymnastics: A Scientific Approach (1996), Pilani : Runthala Publisher's and Printers.

**DISABILITY AND INCLUSIVE EDUCATION
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
4	0	0	4

Learning Objectives

1. Benefits of Physical Education for persons with Disabilities
2. Know about classifications of Disability
3. Analyze adaptation of motor activities

Learning Outcome

CO1: Understand about classification of Disabilities.

CO2: Understand adopted games for disability persons.

CO3: Known the benefits of exercise for disability persons.

CO4: Peer Group Teaching and Discussion Concept

Discussion on types of Disabilities Role Play as Disabled Person and Facilitator. Teaching Recreational and Inclusive Games among the peers.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	-	M	-	-	M	-	S	M	-	-	-
CO2	S	S	-	-	M	L	M	L	M	-	S	M	M	-	-
CO3	S	S	-	-	M	M	M	M	M	-	S	M	L	-	-
CO4	S	S	-	-	M	M	L	-	M	-	M	M	L	-	-

**DISABILITY AND INCLUSIVE EDUCATION
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Definition of Disabling Conditions - Benefits of Physical Education for persons with Disabilities - Recreational Sports Opportunities, Competition Opportunities - Special Olympics, Paralympics and Deaflympics.

UNIT II

12 Hours

Classification of Disability: Visual, Auditory, Neuro muscular, Orthopedic- Cardiovascular, Respiratory, Mental, Emotional. Adapted Physical Education Activities - Specific Guidelines for: Visual Impairment, Hearing Impairment, intellectually challenged, Orthopedically Handicapped.

UNIT III

12 Hours

Adaptation of Motor Activities - Principles for Adaptation of Motor Activities - Facilities and Equipment for different disabilities. Orientation on Facilities - Types of Equipment- Minimum equipment, Additional Equipment, Evaluation of Equipment. Leisure, Recreation and Sports Facilities for persons with disabilities.

UNIT IV

12 Hours

Adapted Games for Persons with Disability: Rules of Adapted games and Class Management - Adapted Games for the blind: Adapted Volleyball, Kabaddi, Tennis, Table Tennis and Adapted minor games and Track and Field events. Teaching methods to be adapted by the Special Educator in Sports, Recreation and Games. Kinesthetic - one on one teaching, group teaching, circular method of teaching. Unified Sports.

UNIT V

12 Hours

Inclusive Education: Meaning, Definition, Aim and Objectives. Strategies for including students. Steps for modifying and adaptation of the physical education curriculum. Methods of playing Inclusive games: Hula Contortion, Lasso, Pumkin Fun, Snickers & Hoots, What Do You Like To Eat, Mr. & Mrs. Owl?, Toy soldier, Clean-up Your Own Back Yard, Parachute Activities, Freeze Tag Not!, Peace Release, Top Gun High Five's and Rock, Paper, Scissors, Dynamite.

Total Hours: 60 Hours

TEXT BOOK:

1. Jain, A., Adapted Physical Education. Sports Publication, Delhi, 2003.
2. Thind, M. N., Special Olympics Bharat Trainer Manuel, Special Olympics Bharat, New Delhi, 2010.

REFERENCES:

1. Auxter, D., Principles and Methods of Adapted Physical Education. Mosby Publications, 1993.
2. Kassar, Susan. Inclusive Games. Human Kinetics Champaign, IL, 1995.
3. Lau, D. S., Physical Education for the Physically Handicapped. Khel Sahitya Kendra, Delhi, 2001.
4. Mary E. Samples , Camarillo, CA 93012, www.venturacountyselpa.com, 2012.
5. Sharma, D., Adapted Physical Education, Friends Publication, New Delhi, 2006.

**CONTEMPORARY ISSUES IN PHYSICAL EDUCATION,
FITNESS AND WELLNESS
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
4	0	0	4

Learning Objectives

1. Understand physical education as more diversified and systematized process
2. Develop competencies, skills and knowledge required for the fitness management
3. To understand the relationship between fitness and wellness

Learning Outcome

- CO1: Discuss research from a multidisciplinary perspective relative to current issues in physical activity and health.
- CO2: Apply qualitative research methods to explore and critically examine a variety of curricular topics.
- CO3: Demonstrate application of relevant research and theory to a contemporary issue in physical activity and exercise science.
- CO4: Explain the contemporary issues and to pertaining to the physical activity and health field.
- CO5: Peer Group Teaching and Discussion Concept

Group Discussion on. Modern concept of Physical fitness and Wellness. Physical Education and its Relevance in Inter Disciplinary Context. Role Play as Trainer and Client to calculate Exercise Intensity. Discussion on Diet for sports competition, eating pattern, Foods to avoid.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	-	-	-	-	-	-	S	M	-	-	-
CO2	S	S	-	-	-	-	-	-	-	-	S	M	M	-	-
CO3	S	S	-	-	-	-	-	-	-	-	S	M	L	-	-
CO4	S	S	-	-	-	-	-	-	-	-	M	M	L	-	-
CO5	S	S	-	-	-	-	-	-	-	-	M	M	L	-	-

**CONTEMPORARY ISSUES IN PHYSICAL EDUCATION,
FITNESS AND WELLNESS
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Fitness and wellness: Definition, aims, and objectives of physical education, fitness and wellness - Importance and scope of fitness and wellness - Modern concept of physical fitness and wellness- Physical Education and its relevance in inter disciplinary context- Relationship between Fitness and Wellness.

UNIT II

12 Hours

Fitness and lifestyle challenges: Fitness and Lifestyle- Fitness-types of fitness and components of fitness - Understanding of fitness- Modern lifestyle and hypo kinetic disease-prevention and management - Cholesterol, High blood pressure, Diabetes, osteoporosis and Obesity- Alcohol, Tobacco, habits and addictions cause and effects - Physical activity and health benefits.

UNIT III

12 Hours

Problems of Modern Life-Style: Tension - health problems - ecological problem/ rupture in ozone layer - disturbed family relations- Violence and cruelty - corruption/dishonesty/ immorality- Drug - addiction- neglect of law and order and ethical- Moral and social discipline- Armaments/ nuclear weapons (militarism) - exploitation

UNIT IV

12 Hours

Principle of Exercise Program: Means of fitness development-aerobic and anaerobic exercise- Exercise and heart rate zones of various aerobic exercise intensities- Concept of free weight and machine, sets, and repetition etc- Concept of designing different fitness training program for different age group

UNIT V

12 Hours

Lifestyle management: Definition, implementation, benefits- Services: health promotion, occupational health, healthy behavior, wellness programme- Weight management and physical activity, diet and nutrition- Stress management, smoking cessation- Sleep improvement, depression management

Total Hours: 60 Hours

TEXT BOOK:

1. Buccha, Contemporary Issues in Physical Education, Fitness and Wellness, Sports Publication, New Delhi, 2018.
2. Williams, S. & Rod, W., Nutrition and Diet, Therapy, W.B. Saunder College Publishing, London, 2001, 2nd Edition.

REFERENCES:

1. Difiore, J., Complete guide to postnatal fitness. London: A & C Black, 1998.
2. Ken Hardman, Ken Green, Contemporary Issues in Physical Education, Meyer & Meyer Verlag, 2011.
3. Ken Green, Kenneth Hardman, Physical Education Essential Issues, Sage, 2004.
4. William, D. Mc Aradle., Exercise Physiology, Energy, Nutrition and Human Performance. Philadelphia: Lippincott Williams Company, 1996.
5. Vivian, H. Heyward. (2006). Advanced Fitness Assessment and Exercise Prescription. New Mexico: Burgess publishing company.
6. Michael, J. Alter. (1998). Sport Stretch. USA: Human kinetics. Muller. (2000). Health and Fitness. New Delhi: Sports Publication.
7. Difiore, J. (1998). Complete Guide to Postnatal Fitness. London: A & C Black. McGlynn, G., (1993). Dynamics of Fitness. Madison: W.C.B Brown.
8. Sharkey, B. J. (1990). Physiology of Fitness, Human Kinetics Book.

TRADITIONAL SPORTS AND GAMES
(DISCIPLINE SPECIFIC ELECTIVE COURSE)

L	T	P	C
4	0	0	4

Learning Objectives

1. Helps to identify Symbolic Significance of Traditional Sports and Games.
2. Develops lot of professional and personal skills.
3. Gains more environment friendly values.

Learning Outcome

CO1: Appreciate the Influence of Traditional Games in the Indian Culture.

CO2: To give students an opportunity to explore and play Indian Traditional Games.

CO3: To be able to work as a team and engage in fair play.

CO4: Improves precision ability, and hence enhances concentration..

CO5: Improves aim and focus.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	M	-	-	-	-	S	-	-	-	-	L
CO2	S	S	-	-	S	-	-	-	-	S	M	-	-	L	L
CO3	S	S	-	-	S	M	-	-	-	S	M	-	L	M	L
CO4	S	S	-	-	S	L	-	-	-	S	M	-	M	L	L
CO5	S	S	-	-	S	M	-	-	-	M	M	-	L	L	L

**TRADITIONAL SPORTS AND GAMES
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Traditional Games and Sports: Introduction, Meaning and definition-Aims and objectives-Importance and scope of Traditional games-Traditional methods of recreation. Types of traditional games: Board games, Indoor games, Outdoor games, Marriage games, and Property games

UNIT II

12 Hours

Structure of Indian Games: Historical backgrounds- rules and roles- reading sources and writing sources. Factors influencing games: significance of industrialization- sport and its organization- religion- cultural diversity- identity and bearers of cultural initiatives.

UNIT III

12 Hours

Traditional games and Regional Sports: A-Z of traditional sports in India- Regional sports of Tamilnadu, Kerala, Andra Pradesh, Maharastra and Karnataka.

UNIT IV

12 Hours

Indian Martial Arts: History - ancient and modern period: antiquity, classical period, middle ages, maratha dynasty, modern period. Texts - Agni purana, arthashastra. Weapons - swordship, staff play, spear play, archery, mace fighting. Systems - regional styles. Wrestling, boxing, kicking, pugilism and Silambam

UNIT V

12 Hours

Special Identities: Indian traditional games for Kids and online traditional games. Modified traditional games for special students.

Total Hours: 60 Hours

TEXT BOOK:

1. Edwards, K. (2017). Indigenous traditional games-planning resource
2. El-Nasr, M. S., Drachen, A., & Canossa, A. (2016). Game analytics. Springer London Limited.

REFERENCES:

1. Winnick, J., & Porretta, D. (Eds.). (2016). Adapted Physical Education and Sport, 6E. Human Kinetics.
2. Oliveira, M. F., Ma, M., & Hauge, J. B. (Eds.). (2014). Serious games development and applications. Springer International Publishing.
3. Peterson, M. (2016). Computer games and language learning. Springer.
4. Liszio, S., & Masuch, M. (2016, September). Designing shared virtual reality gaming experiences in local multi-platform games. In International Conference on Entertainment Computing (pp. 235-240). Springer, Cham.

ADAPTED PHYSICAL EDUCATION
(DISCIPLINE SPECIFIC ELECTIVE COURSE)

L	T	P	C
4	0	0	4

Learning Objectives

1. Know the importance of Adapted Physical Education.
2. Know the classification of disabilities.
3. Know the facilities and equipment for disabled sports.
4. Know the Adapted Games and Sports for persons with disabilities.
5. Understand the Academic instructions, Adaptations and modifications in Inclusive Education.

Learning Outcome

CO1: Understand about classification of Disabilities.

CO2: Understand adopted games for disability persons.

CO3: Known the benefits of exercise for disability persons.

CO4: Group Discussion on. Adapted physical education. Physical Education and its Relevance in Inter Disciplinary Context.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	M	-	-	-	-	S	-	-	-	-	-
CO2	S	S	-	-	S	-	-	-	-	S	M	-	-	-	-
CO3	S	S	-	-	S	M	-	-	-	S	M	-	L	-	-
CO4	S	S	-	-	S	L	-	-	-	S	M	-	M	-	-

**ADAPTED PHYSICAL EDUCATION
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

.UNIT I

12 Hours

Introduction to Adapted Physical Education- Meaning and Definition: Adapted physical education - definition of disabling conditions- Physical education for persons with disabilities- Benefits of physical education for students with disabilities- Recreational sports opportunities, competition opportunities- Special Olympics, Paralympics and deaf Olympics.

UNIT II

12 Hours

Adapted physical education program Organization and administration: Guiding principles of adapted physical education- communication with parents - parents as teachers - Unified sports- Facilities and equipment: Disabled friendly facilities - orientation on facilities and equipment- Minimum equipment- additional equipment, evaluation equipment- Physical Fitness: Values of physical fitness - factors contributing to poor fitness- Evaluating physical and motor fitness for Persons with Disabilities.

UNIT III

12 Hours

Classification of Disabilities and Activities Adaptations- Intellectual Disabilities, Emotional Impairment, Visual Impairment- Hearing Impairment, Neuromuscular Impairment, Orthopaedic Impairment- Adapted physical education activities - aims and objectives- Specific guidelines - visual impairment, hearing impairment- Specific guidelines - Intellectual Disabilities, orthopaedic Impairment.

UNIT IV

12 Hours

Introduction to Inclusive Education- Meaning & Definition: Marginalization vs Inclusion- Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion - Diversity in Classrooms- Learning Styles, Linguistic & Socio-Cultural Multiplicity - Principles of Inclusive Education- Access, Equity, Relevance, Participation & Empowerment - Barriers to Inclusive Education- Attitudinal, Physical & Instructional

UNIT V

12 Hours

Inclusive Academic Instructions, Adaptations and Modifications- Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment - Co-Teaching Methods- One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching- Specifics Adaptations and Modifications: Children with Sensory Disabilities- Specifics Adaptations and Modifications: Children with Neuro- Developmental Disabilities- Specifics Adaptations and Modifications: Children with Loco Motor & Multiple Disabilities - Engaging Gifted Children

Total Hours: 60 Hours

TEXT BOOK:

1. Anoop Jain. (2003). Adapted Physical Education. New Delhi: Sports Publications.
2. Crawford, Michael E., & Ron Mendell. (1987). Therapeutic Recreation and Adapted Physical Activities for Mentally Retarded Individuals. New Jersey: Prentice Hall.
3. Horvat, Michael., Block, Martin E., & Kelly, Luke E. (2007). Human Kinetics. Lepore, Monica., Gayle, G.William., & Stevens, Shawn. (2007). Adapted Aquatics Programming - A Professional Guide. Human Kinetics.

REFERENCES:

1. Lieberman, Lauren J., & Wilson, Cathy Houston. (2002). Strategies for Inclusion- A Handbook for Physical Educators. Human Kinetics.
2. Miller, Arthur G., & Sullivan, James V. (1982). Teaching Physical Activities to Impaired Youth. New York: John Wiley & Sons.
3. Sitaram Sharma. (2005). Adapted Physical Education. New Delhi: Friends Publications.
4. Suresh Kumar Lau. (1998). Physical Education for Handicapped Children. New Delhi: Khel Sahitya Kendra.
5. Winnick, Joseph P. (2005). Adapted Physical Education and Sports. Human Kinetics
6. Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company.
7. Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.
8. Gore, M.C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Crownin Press, Sage Publications.

**RESEARCH AND STATISTICS IN PHYSICAL EDUCATION
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
4	0	0	4

Learning Objectives

1. Gain knowledge about research and statistics
2. To testing the existing theories/trainings and modifying
3. To develop systematic and scientific approach and ability to interpret the data.

Learning Outcomes

CO1: Identify the research problem in the field of physical Education and sports

CO2: Know to summarize the various research literatures

CO3: Understand and apply the basics of statistics in research.

CO4: Organize the samples and sampling techniques, which is relevant to the study.

CO5: Peer Group Teaching and Discussion Concept

Group Discussion on Qualities of Good Researcher and Criteria for Selecting Good Research. Discussion with Research Problem: Selection of Variables, Tools, Data Analysis and Report Writing. Working out Statistical Problems.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	-	-	-	S	-	-	M	-	-	-	M
CO2	S	S	-	-	M	M	-	S	-	-	M	-	-	L	M
CO3	S	S	-	-	L	M	-	S	-	-	M	-	-	L	M
CO4	S	S	-	-	L	M	-	S	-	-	M	-	-	L	M
CO5	S	S	-	-	L	M	-	S	-	-	M	-	-	M	M

**RESEARCH AND STATISTICS IN PHYSICAL EDUCATION
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Meaning and Definition of Research -Need, Nature and Scope of research in Physical Education. Classification of Research: Basic/Fundamental Research, Applied/Action Research, Historical research, survey Experimental research- Meaning and Nature of experimental Research, Types of Experimental Design - Location of Research Problem - Criteria for selection of a research problem. Qualities of a good researcher.

UNIT II

12 Hours

Meaning and Definition of Hypothesis. Formulation of Hypothesis. Review of related literature-Meaning of variable - Types of Variables -. Research design: Single Group Design, Reverse Group Design, Repeated Measure Design, Static Group Comparison Design, Equated Group Design, Factorial Design.

UNIT III

12 Hours

Report Writing: Front Materials, Body of Thesis - Back Materials. Method of Writing Research Proposal, Thesis / Dissertation: Method of Writing Abstract, Mechanics of Writing Research Report, Bibliography Writing- Method of Writing Research article

UNIT IV

12 Hours

Meaning and Definition of Statistics - Need and importance of Statistics. Types of Statistics. Meaning, uses and construction of frequency table. Meaning, Purpose, Calculation and advantages of Measures of central tendency -Mean Median and Mode. Data - Types of Data.

UNIT V

12 Hours

Meaning, Purpose, Calculation and advantages of Range, Quartile Deviation, Mean Deviation, Standard Deviation., Probable Error. Meaning, Purpose, Calculation and advantages of Scoring scales: Sigma scale, Z Scale, Hull scale. Graphical Representation in Statistics: Line Diagram, Pie diagram, bar diagram, Histogram, Frequency Polygon, Ogive Curve.

Total Hours: 60 Hours

TEXT BOOK:

1. Mahaboobjan. A, Research Methodology in Physical Education, Kalpaz Publications, New Delhi, 2010.
2. Mishra, Research & Statistics in Physical Education, Sports Publication, New Delhi, 2017.

REFERENCES:

1. Abu Sufiyan Zilli, NarederK.Chadha, Research Methods for Sports Scientists, Friends Publication, New Delhi, 2001.
2. BasavarajVastrad, Methodology of Research in Physical Education and Sports Science, Khel Sahitya Kendra, New Delhi, 2010.
3. Kamlesh, M.L., Methodology of Research in Physical Education and Sports (Fourth Edition), Sports Publication, New Delhi, 2015.
4. Mahesh Chand Sharma and Dinesh Chandra K, Research Methods and Statistics in Physical Education, Sports Publication, New Delhi, 2014.
5. RokadePandharinath. R, Statistics and Computer Application in Physical Education, Lakshay Publication, New Delhi, 2013.
6. Sivaramakrishnan. S., Statistics for Physical Education, Friends Publication, Delhi, 2006.
7. Subramanian.R, Thirumalai Kumar S & Arumugam.C, Research Methods in Health, Physical Education and Sports, Friends Publication, New Delhi, 2010.

SPORTS JOURNALISM
(DISCIPLINE SPECIFIC ELECTIVE COURSE)

L	T	P	C
4	0	0	4

Learning Objectives

1. To acquire knowledge of types and canons of journalism.
2. To learn the ethics of sports journalism.
3. To understand the mass communication techniques.
4. To improve spectrum efficiency.
5. To quickly gain exposure and show their talents in the public eye.
6. 5. To create own sports You-tube channels.

Learning Outcome

- CO1: Understand types, canons and ethics of journalism.
- CO2: Learn the need and importance of sports journalism.
- CO3: Know role of mass communication in sports.
- CO4: Reporter on important news events can give the journalist a sense of achievement.
- CO5: Meet and interview famous athletes.
- CO6: Learn verbal, visual and prevails in the efficiency of communication.

Mapping with Programme Outcomes															
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	-	-	-	-	S	-	M	-	M	M	L
CO2	S	S	-	-	L	-	-	S	S	-	M	L	M	M	L
CO3	S	S	-	-	L	-	-	S	S	-	M	L	M	M	L
CO4	S	S	-	-	M	-	-	M	S	-	M	L	M	M	L
CO5	S	S	-	-	-	-	-	-	S	-	M	-	M	M	L
CO6	S	S	-	-	L	-	-	S	S	-	M	L	M	M	L

**SPORTS JOURNALISM
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Journalism: History of journalism-types of journalism-ethics of journalism- Canons of journalism- Journalism and Sports education. Sports Journalism: History of sports journalism-Types of sports journalism- Components of journalism in sports- Sports ethics and sportsmanship - R- Sports organization and sports journalism.

UNIT II

12 Hours

Online Journalism: Define online journalism-Types of online journalism- Importance of online- Journalism-Methods of journalism. Mass Communication: Definition- Need and importance- Types of mass communication- Elements - Process- Effective communication.

UNIT III

12 Hours

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

UNIT IV

12 Hours

Commentary Announcement strategies- Styles - Order of events- Radio-TV commentary Running comments. Organizing A Press Meet: Pre-meet work- Press kit- During press meet duties- Post press meet follow-up publication in newspaper - Organizing press meet

UNIT V

12 Hours

Careers In Journalism: Career Explore in broadcast journalism- Job opportunities - Skill requirement Challenges and Opportunities. Channel Creation: Creating own sports youtube channels- Blog- Podcast-Website- News channel Internet- Convergence of technology -New media comparative study of internet media and older media

Total Hours: 60 Hours

TEXT BOOK:

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

REFERENCES:

1. Singhal and Rogers. India's Communication Revolution. Sage.
2. Kumar, KJ. Mass Communication in India. Jaico. Mumbai. 2007.
3. Natrajan. History of Press in India. Publications Division. Delhi.
4. Peter Hobley Davison, Rolf Meyerson, Edward shils (1978), Mass media and mass Communication, Somerset House Publisher.
5. Phil Andrews (2005), Sports journalism: A Practical introduction, SAGE Publisher, India.
6. Richard Craig (2005), online journalism: Reporting, Writing and Editing for new Media, Thomson/Wadsworth publisher, United States.

**METHODS OF EXERCISE PRESCRIPTION
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

L	T	P	C
4	0	0	4

Learning Objectives

1. To learn the various types of exercises
2. To gain the practical experience of the exercise.

Learning Outcome

- CO1: Know about the free hand and calisthenics exercises.
- CO2: Be familiar with the exercises doing without equipments.
- CO3: Knowledge about the barbell and weight training exercises
- CO4: to know about the aerobic and anaerobic exercises.
- CO5: Impart the knowledge about physical activities and various types of exercises.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	S	-	-	M	L	-	-	S	-	-	-
CO2	S	S	M	-	S	M	L	M	L	-	M	S	S	-	-
CO3	S	S	M	-	S	M	L	L	L	-	M	S	S	-	-
CO4	S	S	M	-	S	M	L	L	L	-	M	S	S	-	-
CO5	S	S	M	-	S	M	L	L	L	-	M	S	S	-	-

**METHODS OF EXERCISE PRESCRIPTION
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Fitness Evaluation: Health related physical fitness and skill related physical fitness components - procedures and availability of various assessing methods. Calculating Target Heart rates for moderate Physical activities using percentage of Heart Rate Reserve Method - Evaluating Cardiovascular fitness.

UNIT II

12 Hours

Evaluating Flexibility - Evaluating muscle strength - Evaluating muscular endurance - Skin fold measurements - Height / weight and circumference measures- Strength evaluation - intensity - frequency - repetition - recovery - load progression strength test - 1 RM test procedures.

UNIT III

12 Hours

Equipments for health and fitness assessment and evaluation - preparation of health chart - fitness chart - skin fold measurement tables - Calories expended in life style physical activities - nutritional analysis of various diets.

UNIT IV

12 Hours

Calisthenics / Free Hand Exercises and Stretching Exercises: Types, Method, types of movement, muscles involving contradiction. Barbell Exercises and Dumbbell Exercises: Types, Method, types of movement, muscles involving contradiction. Aerobic Exercises: Walking, Jogging, Running, Swimming, Stepping on the bench, Skipping, Spot running, Side stepping

UNIT V

12 Hours

Weight Machines: Types of Exercise with machines- Types of machine. Aerobic Training Equipments: Treadmill (Motorized), Stationary Bicycle, Stepper, Rowing machine, Orbitrek , Ecliptor.

Total Hours: 60 Hours

TEXT BOOK:

1. Batman P. and Van Capelle M. (1995) The Exercise Guide to Resistance training. FITAU publications. Australia.
2. Dick, Frank W. (1980) sports Training Principles. London Lepus Books
3. Fleck S.J.and Kraemer W.J. (1997) Designing Eesistsnse Training Programs. Second Edition. Human Kinetics,

REFERENCES:

1. Batman P. and Van Capelle M.(1995) The Exercise Guide to Resistance training . FITAU publications. Australia.
2. Dick, Frank W. (1980) sports Training Principles. London Lepus Books
3. Fleck S.J.and Kraemer W.J. (1997) Designing Resistance Training Programs. Second Edition. Human Kinetics,

**RESEARCH PROJECT
(DISCIPLINE SPECIFIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

Aim

To develop the research knowledge at UG level in Physical Education health assessment programme evaluation, physical, physiological, psychological status of the students, staff and other stakeholders in school level.

Research Project Area

A project is to be undertaken by the student under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment programme evaluation, physical, physiological, psychological status of the students, staff and other stakeholders etc. and submit the report to the institution.

Research Project Submission

The research report must be submitted on or before the last theory examination of the IV Semester through Guide and Head of Department/ Principal of the College. The Prescribed format of the University must be followed.

COMPUTER APPLICATION IN PHYSICAL EDUCATION
(GENERIC ELECTIVE COURSE)

L	T	P	C
4	0	0	4

Learning Objectives

1. To know the necessity of computers in Physical Education and Sports
2. Helps to improves the computer assisted works in Physical Education and Sports
3. To obtain the knowledge of computer application in physical education.
4. To understand the basic knowledge of computer.
5. To learn the MS word and excel.
6. To learn the MS power point.
7. To learn the statistical package.

Learning Outcome

CO1: Perform and report on the exploratory analysis of data collected using sports technology

CO2: Analyze sporting data of various types via astute use of statistical packages.

CO3: Practice mathematics, statistics, information technology in sport technology related problems.

CO4: Support a conclusion based upon quantitative prediction, performance and analysis of a sporting team, code, or gaming environment.

CO5: understand the basic knowledge of computer.

CO6: Learn the importance of information and communication technology.

Teaching the selected area of subject using the ICT gadgets - Discussion on Merits and Demerits of various methods of Teaching. Encouraged to Prepare Teaching Aids from Waste Products. Hand on experience in the ICT lab.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	M	-	S	M	-	M	S	-	M	M	L
CO2	S	S	-	-	M	-	S	M	L	M	S	-	M	M	L
CO3	S	S	-	-	M	-	S	M	L	M	S	-	M	M	L
CO4	S	S	-	-	M	-	S	M	M	M	S	-	M	M	L
CO5	S	S	-	-	M	-	S	M	M	M	S	-	M	M	L
CO6	S	S	-	-	M	-	S	M	S	M	S	-	M	M	L

**COMPUTER APPLICATION IN PHYSICAL EDUCATION
(GENERIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

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

UNIT II

12 Hours

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

UNIT III

12 Hours

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

UNIT IV

12 Hours

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

UNIT V

12 Hours

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

Total Hours: 60 Hours

TEXT BOOK:

1. Marilyn, M. & Roberta, B, Computers in your Future. 2nd Edition, Prentice Hall, 2002.
2. Dhanasekaran (2014) Introduction to Computer and its Applications: Computer Applications; Manikandan Palanisamy Publisher.

3. Milke (2007) Absolute Beginner's Guide to Computer Basics. Pearson Education Asia.
4. Rudy Lecorp (2002) Microsoft Excel Fundamentals; RGL Learning and Publishing.
5. Angela Bessant (2001) Learning to use Power point; Creative Effective Presentations; Heinemann Publisher.

REFERENCES:

1. Norman (1975) SPSS: Stastical Package for the Social Sciences; McGraw-Hill
2. Publisher.
3. Integov (2004); Operating System Fundamentals; Firewall Media.
4. Marilyn & Roberta (n.d.). Computers in Your Future; 2nd edition, India: Prentice Hall.
5. Sinha& Sinha (n.d.). Computer Fundamentals; 4th edition, BPB Publication.

COUNSELLING IN SPORTS
(GENERIC ELECTIVE COURSE)

L	T	P	C
4	0	0	4

Learning Objectives

1. The student would be able to Counsel athletes in matters of handling success and failure.
2. He would also be able to orient the athletes in future opportunities.

Learning Outcome

CO1: Perform and report on the exploratory analysis of data collected using sports technology

CO2: Analyze sporting data of various types via astute use of statistical packages.

CO3: Practice mathematics, statistics, information technology in sport technology related problems.

CO4: Support a conclusion based upon quantitative prediction, performance and analysis of a sporting team, code, or gaming environment.

CO5: Understanding athletes, coaching approaches and styles. Psyche of sport officials, psychological preparation of athletes, coaches and officials

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	M	-	S	M	-	M	S	-	-	S	S
CO2	S	S	-	-	M	-	S	M	-	M	S	-	L	S	S
CO3	S	S	-	-	M	-	S	M	-	M	S	-	L	S	S
CO4	S	S	-	-	M	-	S	M	-	M	S	-	L	S	S
CO5	S	S	-	-	M	-	S	M	-	M	S	-	L	S	S

**COUNSELLING IN SPORTS
(GENERIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Meaning and Definition of Guidance and Counseling-Basic skills in counseling- Characteristics of a counselor-Importance of counseling in sports

UNIT II

12 Hours

Counselling in Physical Education and Sports: Meaning, definition and scope of Counselling in sports- Aims and Objective of Counselling in sports- Principles of Counselling- Need and importance of Counselling.

UNIT III

12 Hours

Stress & Anxiety in Sports: Meaning and definition of stress and anxiety- Types of stress and anxiety- Symptoms and effects of stress, anxiety and competition anxiety- Management of stress and anxiety.

UNIT IV

12 Hours

Motivation and Sports Performance: Meaning and definition of Motivation- Types and techniques of motivation- Principles and Importance of motivation- Role of coach / teacher / government in motivation.

UNIT V

12 Hours

Counselling to Athletes: Counselling on injuries and rehabilitation..- Counselling on handling success and failure in sports- Counselling on drugs in sports- Counselling on job opportunities and life after retirement from sports.

Total Hours: 60 Hours

TEXT BOOK:

1. Bellack, A. S., Hersen, M., & Kazdin, A. E. (Eds.) (2012). International handbook of behavior modification and therapy. New York: Springer Science & Business Media.
2. Corey, G. (2015). Theory and practice of counseling & psychotherapy. New Delhi: Pearson.
3. Cormier, L. S., & Nurius, P. S. (2003). Interviewing and change strategies for helpers (Fifth ed.). Pacific Grove, CA: Brooks/Cole.
4. Gladding, S. T. (2012). Counseling: A comprehensive profession. New Delhi: Pearson.
5. Joyce, P., & Sills, C. (2014). Skills in gestalt counseling & psychotherapy. Los Angeles: Sage.

REFERENCES:

1. Lister-Ford, C. (2002). Skills in transactional analysis counseling & psychotherapy. Los Angeles: Sage.
2. Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India.
3. Reichenberg ,L.W.(2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed.Indian reprint: Pearson.
4. Seligman, L. (1990). Selecting effective treatments. San Francisco: Jossey – Bass.
5. Sharf, R. S. (2012). Theories of Psychotherapy &Counselling: Concepts and Cases (5th Ed). Brooks/ Cole Cengage Learning
6. Snyder, C. R., & Lopez, S. J. (2002). Handbook of positive psychology. New York: Oxford University.

MASS MEDIA AND COMMUNICATION TECHNOLOGY
(GENERIC ELECTIVE COURSE)

L	T	P	C
4	0	0	4

Learning Objectives

1. Understand the importance, functions & scope of communication and media.
2. Describe the growth and development of communication and media.
3. Understand the periodic changes in the media.

Learning Outcome

CO1: Understand the literature of social networks and their properties.

CO2: Explain which network is suitable for whom.

CO3: Develop skills to use various social networking sites like twitter, flickr, etc.

CO4: Learn few GOI digital initiatives in higher education.

CO5: Apply skills to use online forums, docs, spreadsheets, etc for communication, collaboration and research.

CO6: Get acquainted with internet threats and security mechanisms.

This acquainting the students with basic ICT tools which help them in their day to day and life as well as in office and research.

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	M	-	S	M	-	M	S	-	-	S	S
CO2	S	S	-	-	M	-	S	M	-	M	S	-	L	S	S
CO3	S	S	-	-	M	-	S	M	-	M	S	-	L	S	S
CO4	S	S	-	-	M	-	S	M	-	M	S	-	L	S	S
CO5	S	S	-	-	M	-	S	M	-	M	S	-	L	S	S
CO6	S	S	-	-	M	-	S	M	-	M	S	-	-	S	S

**MASS MEDIA AND COMMUNICATION TECHNOLOGY
(GENERIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Communication & Media: Communication & Media: Definition, meaning & concept- Different types of communication: Verbal and written- Scope and Process of Mass Communication: Concept & Characteristics.

UNIT II

12 Hours

History of Mass Media: Mass Media: Meaning & Concept- Introduction to Indian Press- Brief account of the origin and development of newspaper and magazine in India- History of the development of electronic media in India: Radio & TV

UNIT III

12 Hours

Fundamentals of Internet: Internet applications, Internet Addressing - Entering a Web Site Address, URL-Components of URL, Searching the Internet, Browser -Types of Browsers, Introduction to Social Networking: Twitter, Tumblr, LinkedIn, Facebook, flickr, Skype, yahoo, YouTube, WhatsApp

UNIT IV

12 Hours

E-mail: Definition of E-mail -Advantages and Disadvantages -User Ids, Passwords, Email Addresses, Domain Names, Mailers, Message Components, Message Composition, Mail Management. G-Suite: Google drive, Google documents, Google spread sheets, Google Slides and Google forms.

UNIT V

12 Hours

Overview of Internet security, E-mail threats and secure E-mail, Viruses and antivirus software, Firewalls. SWAYAM, Swayam Prabha, National Academic Depository, National Digital Library of India, E-Sodh-Sindhu, Virtual labs, eeacharya- e-Yantra and NPTEL).

Total Hours: 60 Hours

TEXT BOOK:

1. Kumar, Kewal J Mass Communication in India, Jaico Books, New Delhi,
2. Yadava & Pradeep Mathur Issues in Mass Communication: The Basic Concepts, Kanishka Publishers, Delhi, 2008
3. Shyamali Bhattacharjee., Media and Mass Communication: An Introduction, Kanishka Publishers, Delhi, 2005

REFERENCES:

1. In-line/On-line : Fundamentals of the Internet and the World Wide Web, 2/e -By Raymond Green law and Ellen Hepp, Publishers : TMH
2. Internet technology and Web design, ISRD group, TMH.
3. Information Technology - The breaking wave, Dennis P.Curtin, Kim Foley, Kunai Sen and Cathleen Morin, TMH

SPORTS ENGINEERING
(GENERIC ELECTIVE COURSE)

L	T	P	C
4	0	0	4

Learning Objectives

1. To understand the procedure of selection and use of various sports engineering and technologies
2. To learn the mechanics of engineering materials in sports field
3. Help to improve knowledge about building and maintain playing surface.

Learning Outcomes

CO1: Design, properties and testing of sports equipment

CO2: Explain the concepts of designing sports shoes, sports surfaces, racquets, bats and clubs

CO3: Explain the principles of equipment performance and matching; Design sports equipment based on the rules of governing sporting bodies

CO4: Demonstrate the capability of designing protective equipment; Calculate mechanical properties of equipment

CO5: Explain principles of quantification of performance and optimisation of training with sports biomechanics methods; Explain the principles of holistic innovation of sports equipment;

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15
CO1	S	S	-	-	-	-	-	M	-	-	-	-	-	-	-
CO2	S	S	M	-	-	-	S	M	M	-	S	-	S	L	-
CO3	S	S	M	-	-	-	S	M	S	-	S	-	S	L	-
CO4	S	S	M	-	-	-	S	M	M	-	S	-	M	L	-
CO5	S	S	M	-	-	-	S	M	M	-	S	-	M	L	-

**SPORTS ENGINEERING
(GENERIC ELECTIVE COURSE)**

4 CREDITS - SYLLABUS

UNIT I

12 Hours

Introduction to sports engineering and Technology Meaning of sports engineering, human motion detection and recording, human performance, assessment, equipment and facility designing and sports related instrumentation and measurement.

Unit - II

12 Hours

Mechanics of engineering materials Concept of internal force, axial force, shear force, bending movement, torsion, energy method to find displacement of structure, strain energy. Biomechanics of daily and common activities -Gait, Posture, Body levers, ergonomics, Mechanical principles in movements such as lifting, walking, running, throwing, jumping, pulling, pushing etc.

Unit- III

12 Hours

Sports Dynamics Introduction to Dynamics, Kinematics to particles – rectilinear and plane curvilinear motion coordinate system. Kinetics of particles – Newton's laws of Motion, Work, Energy, Impulse and momentum.

Unit- IV

12 Hours

Building and Maintenance: Sports Infrastructure- Gymnasium, Pavilion, Swimming Pool, Indoor Stadium, Out-door Stadium, Play Park, Academic Block, Administrative Block, Research Block, Library, Sports Hostels, etc.

Requirements: Air ventilation, Day light, Lighting arrangement, Galleries, Store rooms, Office, Toilet Blocks (M/F), Drinking Water, Sewage and Waste Water disposal system, Changing Rooms (M/F), Sound System (echo-free), Internal arrangement according to need and nature of activity to be performed, Corridors and Gates for free movement of people, Emergency provisions of lighting, fire and exits, Eco-friendly outer surrounding. Maintenance staff, financial consideration.

Building process: design phase (including brief documentation), construction phase functional (occupational) life, Re-evaluation, refurnish, demolish. Maintenance policy, preventive maintenance, corrective maintenance, record and register for maintenance.

Unit - V

12 Hours

Facility life cycle costing Basics of theoretical analysis of cost, total life cost concepts, maintenance costs, energy cost, capital cost and taxation

REFERENCE BOOKS

1. Franz K. F. et. al., Editor, Routledge Handbook of Sports Technology and Engineering (Routledge, 2013)
2. Steve Hake, Editor, The Engineering of Sport (CRC Press, 1996)
3. Franz K. F. et. al., Editor The Impact of Technology on Sports II (CRC Press, 2007)
4. Helge N., Sports Aerodynamics (Springer Science & Business Media, 2009)
5. Youlin Hong, Editor Routledge Handbook of Ergonomics in Sport and Exercise (Routledge, 2013)
6. Jenkins M., Editor Materials in Sports Equipment, Volume I (Elsevier, 2003)
7. Colin White, Projectile Dynamics in Sport: Principles and Applications Eric C. et al., Editor Sports Facility Operations Management (Routledge, 2010)

Bachelor of Physical Education (B.P.Ed - 2 Years)

AECC - PART - IV

Course Code: 75221AE01

**COMMUNICATION SKILL
(ABILITY ENHANCEMENT COURSE)**

2 CREDITS - SYLLABUS

L	T	P	C
2	0	0	2

Learning Objectives

1. Promote the basic abilities need for better communication
2. Create awareness among youth the need and importance of communication skills.

Learning Outcomes

CO1: Able to communicate better

CO2: Understands the need and importance of communication skills.

UNIT I

6 Hours

Recap of Language Skills - Speech, Grammar, Vocabulary, Phrase, clause, sentence, Punctuation. Fluency building: What is fluency - Why is fluency important - Types of fluency - Oral fluency - Reading fluency - Writing fluency - Barriers of fluency - How to develop fluency.

UNIT II

6 Hours

Principles of communication: LSRW in communication. What is meant by LSRW Skills - Why it is important - How it is useful - How to develop the skills?. Oral - Speaking words, articulation, speaking clearly.

UNIT III

6 Hours

Written communication - Generating ideas/ gathering data organizing ideas, Setting goals, Note taking, Outlining, Drafting, Revising, Editing and Proof reading.

Non verbal communication - Body language, Signs and symbols, Territory/Zone, Object language.

UNIT IV

6 Hours

Speaking Skills: Formal and Informal Conversation - Conversation in the work place - Interviews - Public. Speech - Lectures. Listening Skill: Comprehending - Retaining - Responding - Tactics - Barries to Listening - Overcoming. listening barriers - Misconception about listening.

UNIT V

6 Hours

Reading Skill: Acquiring reading - Reading Development - methods teaching - Reading difficulties. Writing skill: Note-making - CV's - Report writing, copy writing, Agenda - Minutes - Circular - Essay writing on any current issues - paragraph - Essay writing, Writing Research papers - Dissertation.

Total Hours: 30 Hours

TEXT BOOK:

1. Hewing & Martin, Advanced English Grammar: A Self-study References and practice, 1999.
2. Minippally & Methukutty.M, Business Communication Strategies, 2001, 11thReprint.

REFERENCES:

1. Book for South Asian Students. Cambridge University Press, New Delhi, 2003.
2. John & Seely, The Oxford guide to writing and speaking. Oxford U P, 1998.

3. Norman, Word Power Made Easy, Pocket Books, 1991.
4. SasiKumar.V and P.V. Dharmija, Spoken English: A Self-Learning Guide Conversation Practice, Tata McGraw - Hill. New Delhi, 1993, 34th Reprint.
5. Swets, Paul. W, The Art of Talking So That People Will Listen: Getting Through to Family, Friends and Business Associates. Prentice Hall Press. New York, 2011.

**ENVIRONMENTAL STUDIES
(ABILITY ENHANCEMENT COURSE)**

2 CREDITS - SYLLABUS

L	T	P	C
4	0	0	4

Learning Objectives

1. Promote the knowledge of our environment
2. Create awareness among youth, various health problems due to environmental pollution
3. Able understand the importance of environment and to create good environment.

Learning Outcome

CO1: Able to explain and understand the concepts of Environmental studies

CO2: Able to interpret and identify the Environmental Science problems

UNIT I **6 Hours**

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.

UNIT II **6 Hours**

Plastic recycling & probation of plastic bag / cover. Role of school in environmental conservation and sustainable development.

UNIT III **6 Hours**

Natural Resources and related environmental issues: Water resources, food resources and Land resources.

UNIT IV **6 Hours**

Definition, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution. Management of environment and Govt. policies, Role of pollution control board.

UNIT V **6 Hours**

People and Environment: People and environment interactions, Sources of pollution, Pollutants and their impact on human life, exploitation of natural and energy resources, Natural hazards and mitigation.

Total Hours: 30 Hours

TEST BOOKS:

1. Agrawal, K.C., Environmental biology. Bikaner: Nidhi Publishers Ltd., 2001
2. Desai, Neera and M. Krishnaraj, Women and Society in India, Delhi: Ajanta, 1998.

REFERENCE BOOKS

1. Frank, H. & Walter, H., Turners school health education. Saint Louis: The C.V. Mosby Company, 1999.
2. Nemir, A., The school health education. New York: Harber and Brothers, 2018.
3. Odum, E.P. Fundamental of ecology. U.S.A.: W.B. Saunders Co., 2000.

**SOFT SKILL
(ABILITY ENHANCEMENT COURSE)
2 CREDITS - SYLLABUS**

L	T	P	C
2	0	0	2

Learning Objectives

1. Promote the basic abilities need for better Soft skills
2. Create awareness on skills required for attending interview and presentation skills.
3. Understand the qualities required for an individual development

Learning Outcomes

CO1: Developing the abilities need for better Soft skills

CO2: Developing the skills required for attending interview and presentation skills.

CO3: Understand and develops the qualities required for an individual development.

UNIT I

6 Hours

Soft Skills - Meaning, Definition, need and importance. Interview Skills - Preparing for an interview .Presentation Skills: Body Language - Speaking , Pronunciation , structuring of presentation, Group discussion :Skills in listening and expressing effectively.

UNIT II

6 Hours

Importance of Attitude: Meaning and Definition. Attitude and Success - Factors Determining Attitude. Benefits of Positive Attitude. Steps in Building Positive attitude. Comparison of Winners and Looses.

UNIT III

6 Hours

Success: Meaning and Definition. Qualities to make a person successful- Obstacles of Success- Methods to overcome Obstacles. Meaning and Definition- Values and Vision: Meaning and Definition -Judging value system - Change in value system- Character- Priceless-Life worth saving.

UNIT IV

6 Hours

Motivation: Meaning and Definition. Comparison of Inspiration and Motivation. Internal and External Motivation. Self Esteem: Meaning and Definition. Advantages of High Self Esteem. Causes of low self-esteem. Building Confidence.

UNIT V

6 Hours

Inter- Personal Skills: Meaning and Definition. Life of Boomerang. Trust-Difference between ego and Pride. Steps in building Positive personality. Subconscious Mind and Habits: Meaning and Definition. Good Habits -Formation of Habits- Conditioning- Forming Positive habits.

Total Hours: 30 Hours

TEXT BOOK:

1. Authors Guide, Communication Skills, University of Madras, Chennai, 2014.

REFERENCES:

1. Authors Guide, Soft Skills, University of Madras, Chennai, 2014.
2. Mangal .S.K, Advanced Educational Psychology, Prentice Hall of India, New Delhi, 2002.
3. Shiv Khera, You Can Win, Macmillan, New Delhi, 2006.

**SWAYAM ONLINE COURSE
(SKILL ENHANCEMENT COMPULSORY COURSE)**

2 CREDITS - SYLLABUS

L	T	P	C
2	0	0	2

Online Course:

Student has to complete any one approved online Course.

Bachelor of Physical Education (B.P.Ed - 2 Years)

SECC - PART - IV

Course Code: 75221SE02

**OBESITY AND WEIGHT MANAGEMENT
(SKILL ENHANCEMENT COMPULSORY COURSE)**

2 CREDITS - SYLLABUS

L	T	P	C
2	0	0	2

Learning Objectives

1. To understand the basics of Obesity and its types.
2. To understand the various methods of Obesity assessment.
3. To understand methods of weight management

Learning Objectives

- CO1: Able to understand the basics of Obesity and its types.
CO2: Able to understand the various methods of Obesity assessment.
CO3: Able to Understand methods of weight management

UNIT I

6 Hours

Obesity – Introduction – Definition – Epidemiology – Prevalence – Incidence – fax variance- Etiology of obesity – Psychological correlation – Genesis influence. Types of Obesity – Android Obesity – Gynoed obesity, Pathophysiology of obesity-Compilations of obesity

UNIT II

6 Hours

Assessment of obesity – Health related Quality of life assessment-Body composition Assessment – Laboratory methods, field's method - Clinical evaluation of obesity. Basics of Body composition: Definition, Meaning and Need. Methods of measurements- skin fold measurements – Circumference measurements – Body composition Assessment and Report. Skin fold measurement techniques: Sites of measurement. Calculation of Body percent Fat.

UNIT III

6 Hours

Weight Management: Meaning, Concept of Weight Management in the Modern Era – Factors affecting Weight Management and Values of Weight Management - Maintaining a Healthy Life Style - Body Mass Index (BMI)

UNIT IV

6 Hours

Planning of Weight Management: Determination of Desirable Body Weight – Daily Caloric Intake and Expenditure – Balanced Diet for Indian School Children – Weight Management Programme for Sporty Children – Role of Diet and Exercise in Weight Management – Diet Plan and Exercise Schedule for Weight Gain and Loss.

UNIT V

6 Hours

Establish Desirable body weight. Best way to loose weight – unhealthy approaches to loose weight. Causes and Solution for overcoming Obesity. Myths of Spot Reduction and Weight Loss – Dieting and Exercise for Weight Control

Total Hours: 30 Hours

TEXT BOOK:

1. Edward T. Howley B. Don Franks, Health Fitness Instructors Hand book, Human Kinetics, Canada, 2003.
2. Satyanarayana V, Sports Nutrition & Weight Management, Sports Publication, New Delhi, 2018.

REFERENCE:

1. Colin Waine & Nick Bosanquet, Obesity and Weight Management in Primary Care, Wiley-Blackwell, 2008.

**SPORTS FIRST AID
(SKILL ENHANCEMENT COMPULSORY COURSE)**

2 CREDITS - SYLLABUS

L	T	P	C
2	0	0	2

Learning Objectives

1. Apply various concepts of First Aid.
2. Understand the concepts of bandages and wounds
3. Recognize possibilities of sports Injuries and its management

Learning Outcomes

CO1: Able to understand the concepts of First Aid.

CO2: Able to do various bandages and wounds

CO3: Able to identify and recognize possibilities of sports Injuries and its management

UNIT I

6 Hours

Principles and practice of first aid for sports injuries - PRICE - aims of first aid - the responsibility of the first aider - action at emergency. Cardiopulmonary resuscitation - CPR for adults - CPR for children's - rules of fist aid.

UNIT II

6 Hours

First aid techniques; dressing - types of dressing, application of dressing, bandages - types of bandages, tying the bandages - slings and its uses, different types of slings, applying the sling for different parts of the body according to the area.

UNIT III

6 Hours

First aid for different type of wounds, abrasions wound, incision wound, contused wound, lacerated wound, punctured wound and gun shot wound - Complications of wounds - Bleeding its types and its management - First aid for asphyxia.

UNIT IV

6 Hours

Fractures its types and its first aid management - First aid for fractures of spine, skull, collar bone, lower jaw, rib, humerus, forearm, hand, fingers, pelvis, femur, leg and foot - First aid for muscles and tendons injuries cramps, sprain and strain.

UNIT V

6 Hours

Care and prevention of sports injuries - protective equipment's for sports - technical factors in overuse injuries. Emergency First aid Response, Emergency care of patient with suspected spinal cord injury.

Total Hours: 30 Hours

TEXT BOOK:

1. Baker, The Hughston Clinic Sports Medicine Book, Williams & Wilkins Lillegard, 2008.
2. Butcher & Rucker, Handbook of Sports Medicine: A symptom Oriented Approach, Butterworth & Heinemann, 2009.

REFERENCES:

1. Reed, Sports Injuries - Assessment and Rehabilitation, W.B.Saunders, 2007.
2. Richard B. Birrer, Sports Medicine for the primary care Physician, CRC Press, 2005.
3. Stephen Eustace, Ciaran Johnston, Pat O'Neill, John O'Byrne., Sports injuries examination, imaging and management, 2005.

Bachelor of Physical Education (B.P.Ed – 2 Years)

CCC – PART - IV

Course Code: 75221CO01

**INTERNSHIP IN FITNESS CENTRES / GYM / SPORTS CLUBS / YOGA CENTRES
(CO-CURRICULAR COURSE)**

2 CREDITS - SYLLABUS

L	T	P	C
0	0	2	2

30 hours in (5 Days)

A student has to attend the internship programme for a period of one week in the summer vacation of first year. He/she will be visiting the established Fitness Centres / Gym / Sports Clubs / Yoga Centres to gain hands on experience and submit the internship report in the college.

**ANNUAL LEADERSHIP TRAINING CAMP / PICNIC / STADIUM VISIT
(CO-CURRICULAR COURSE)**

2 CREDITS - SYLLABUS

L	T	P	C
0	0	0	2

30 hours in (5 Days)

LEADERSHIP TRAINING CAMP

CAMPING: Introduction - What Is Camping - The Need for Organized Camping.

OBJECTIVES OF CAMPING: Our Camp Site - Organization.

PROGRAMME: Devotion- Music - Camp Craft - Handicrafts - Aquatics - Camp games - Camp Fire and Ceremonies

LEADERSHIP: Camp Leaders and Their Duties

CAMP ACTIVITIES: Devotion - Flag Ceremony - Physical Jerks - Camp Craft Stunts & Contests - Handicraft - Camp Games - Aquatics - Music: Community Singing - Treasure Hunt - Camp Fire activities - Competitions [Inter-Unit and group] - Special Activities mock sports - Discussion, Talk, Folk dancing etc., - Sentry duty.

ALLOTMENT OF CAMPERS: Direction to Campers.

CAMP FIRE OPENING CEREMONY: Camp Fire opening programme

CAMP FIRE LIGHTING CEREMONY: Spirit of Health- Spirit of Democracy - Spirit of friendship - Spirit of fund and happiness

**COMMUNITY ENGAGEMENTS –VILLAGE PLACEMENT PROGRAMME
(CO-CURRICULAR COURSE)**

2 CREDITS - SYLLABUS

L	T	P	C
0	0	0	2

30 hours in (5 Days)

Community engagements (Village Placement Programme). The programme includes teaching indigenous activities, basic skills in sports and games giving exposure to teachers in the teaching-learning process.

For the Community engagements (Village Placement programme) the students shall visit the neighboring village for a minimum period of five days and organize the programmes such as

1. Physical Education/ Physical Exercise related programmes
2. Awareness Programmes related to health and fitness
3. Cleaning, creation of place for physical activities, sports and games.
4. Survey related to health and fitness of the public.

The Community engagements (Village Placement programme) record with details of programmes organized and photo graphs shall be submitted at the time of the University practical examinations for the evaluation of external examiners.

**INDUSTRIAL VISIT TO SAI CENTERS AND SPORTS INFRASTRUCTURE
(CO-CURRICULAR COURSE)**

2 CREDITS - SYLLABUS

L	T	P	C
0	0	0	2

30 hours in (5 Days)

A student has to attend the internship programme for a period of one week in the summer vacation of first year. He/she will be visiting the SAI Centers and Sports Infrastructure to gain hands on experience and submit the internship report in the college.

GAMES AND SPORTS - I
(Badminton, Football, Kho-Kho, Netball and Volleyball)
(CORE COURSE PRACTICAL)

4 CREDITS - SYLLABUS

L	T	P	C
0	0	6	4

Badminton: Fundamental Skills

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

Football: Fundamental Skills

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

Kho Kho: Fundamental Skills

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

Netball: Fundamental Skills

- Catching: one handed, two handed, with feet grounded, inflight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, lob); two handed passes (push, overhead, bounce).

- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- Shooting: one hand; two hands; forward step shot; backward step shot.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).
- Intercepting: pass; shot.
- The toss-up.
- Role of individual player
- Rules and their interpretations and duties of officials.

Volleyball: Fundamental Skills

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

**TRACK AND FIELD EVENTS I (TRACK EVENTS)
(CORE COURSE PRACTICAL)**

4 CREDITS - SYLLABUS

L	T	P	C
0	0	6	4

Track and Field Events Part I:

Running Event: Sprint, Middle and Long Distance Running, Walking

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

Relays: Fundamental Skills

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

Hurdles

- Start and Approach to first Hurdles
- Take off
- Lead Leg
- Trail Leg
- Clearance stride
- Running between the Hurdle
- Last Hurdle to Finish line

**YOGA, GYMNASTICS MARCHING & MINOR GAMES
(CORE COURSE PRACTICAL)**

4 CREDITS - SYLLABUS

L	T	P	C
0	0	6	4

YOGIC PRACTICES

Surya Namaskara - Pranayams - Corrective Asanas - Kriyas - Asanas

Sitting - Standing - Laying Prone Position - Laying Spine Position

GYMNASTICS: Tumbling and Pyramids

Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap, scissors leap.

Vaulting Horse: Approach Run, Take off from the beat board, Cat Vault, Squat Vault.

MARCHING

Attention - Stand - at - ease - Right Turn - Left Turn - Above Turn - Marching

MINOR GAMES:

Relay Games - Circle Games - Tag Games - Goal/Point Scoring Games - Miscellaneous Games.

**CALISTHENICS, LIGHT APPARATUS, RHYTHMIC ACTIVITIES &
INDIGENOUS ACTIVITIES
(CORE COURSE PRACTICAL)**

4 CREDITS - SYLLABUS

L	T	P	C
0	0	6	4

CALISTHENICS

Attention - Stand - at - ease - Off Right Turn - Exercise with verbal command, drum, whistle and music - Two count, four count, eight count and sixteen count - Standing Exercise - Sitting Exercise - Launching Exercise - Jumping Exercise - Moving Exercise - Clapping Exercise - Combination of above all

LIGHT APPARATUS AND RHYTHMIC ACTIVITIES

Lathi-Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises - Ghati Lezuim-Aath Aawaaz, Bethak awaaz, Aage Paon, Aagekadam, Do pherawaaz, Chau pherawaaz, Kadamtaal, Pavitra, Uchhakpavitra,Kadampavitra.

Mass P.T. Exercises-Two count, four count and eight count exercises.

Hindustani Lezuim - Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.

Drill and Marching

INDIGENOUS ACTIVITIES

Dumbells/ Wands/ Hoop/Umbrella/Tipri: Fundamentalsskills

Apparatus/ Light apparatus Grip - Attention with apparatus/ Lightapparatus - Stand - at - ease with apparatus/ lightapparatus - Exercise with verbal command, drum, whistle and music - Two count, four count, eight count and sixteen count. Standing Exercise - Jumping Exercise - Moving Exercise - Combination of above all.

GAMES AND SPORTS - II
(Handball, Kabaddi, Mallkhamb, Tennikoit and Throw ball)
(CORE COURSE PRACTICAL)

4 CREDITS - SYLLABUS

L	T	P	C
0	0	6	4

Hand Ball: Fundamental Skills

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

Kabaddi: Fundamental Skills

- Skills in Raiding-Touching with hand, various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.
- Skills of Holding the Raider-Various formations, Catching from particular position, Different catches, Luring the raider to take particular position so as to facilitate catching, catching formations and techniques.
- Additional skills in raiding-Bringing the antis in to particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense.
- Ground Marking, Rules and Officiating

Mallkhamb

- Malkhamb-Salaami, Hold, Saadiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Soydoro, Phirki, Padmasana, T.Balance, Pataka, Landing.
- Rope Malkhamb-Salaami, PadmasanaChadh, Katibandh1-2, Sadiadhi, Rikebpakkad, Rikebpagniadhi, Kamaradhi, Nakkikasadhi, Kamaradhi, Nakkikasadhi, Urubandhtedhi, Sadibagli, Do hatibagli, Kamarbandhbagli, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing.

Tennikoit: Fundamental Skills

Basic Exercises with KOIT

- Basic Exercise
- Spinning the KOIT in front of the body
- Spinning the KOIT Fore hand side
- Spinning the KOIT Back hand side 1
- The Skills

Combination Exercise

- Combination Exercise
- The Skills

KOIT Combination

- KOIT Combination
- Combination exercise with KOIT

- Points to remember

Throw ball: Fundamental Skills

- Catching: one handed, two handed, with feet grounded, inflight.
- Throwing (different passes and their uses): one handed passes (shoulder, low shoulder, underarm,);
- Footwork: landing; pivot; standing.
- Shooting: one hand throw; forward step shot; backward step shot.
- Service-Under Arm Service
- Ground Marking, Rules and Officiating

GAMES AND SPORTS - III
(Ball Badminton, Hockey, Softball, Table Tennis, Tennis)
(CORE COURSE PRACTICAL)

4 CREDITS - SYLLABUS

L	T	P	C
0	0	6	4

Ball Badminton: Fundamental Skills

- Racket parts, Racket grips, ball Grips.
- The basic stances.
- The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm
- Drills and lead up games
- Rules and their interpretations and duties of officials.

Hockey: Fundamental Skills

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

Softball: Fundamental Skills

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

Tennis: Fundamental Skills.

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

Table Tennis: Fundamental Skills

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

**TRACK AND FIELD EVENTS - II (FIELD EVENT)
(CORE COURSE PRACTICAL)**

4 CREDITS - SYLLABUS

L	T	P	C
0	0	6	4

Jumping Events: Triple Jump, Long Jump, Pole Vault, High Jump,

- High Jump (Straddle Roll)
- Approach Run,
- Takeoff
- Clearance over the bar.
- Landing
- Basic Skills and techniques of the Jumping events
- Ground Marking / Sector Marking
- Interpretation of Rules and Officiating.

Track and fields (Throwing Events)

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

**COMBATIVE SPORTS AND MARTIAL ARTS
(CORE COURSE PRACTICAL)**

4 CREDITS - SYLLABUS

L	T	P	C
0	0	6	4

Boxing

- Boxing Stance
- Boxing Steps
- Basic Punches
- Basic Defenses
- Combinations of Punches
- Feinting
- Boxing in Various Distances

Karate :

- Fundamental Skills

Silambam

Lathi: Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.

Teakwondo :

- Skills
- Moves
- Hand attacks
- Kick (*Chagi*)
- Blocks
- Patterns, Poomsae, Hyung, Tul
- Self defence
- Taekwondo Poomsae (Forms)
- Belt Testing and Promotion Requirements

Judo

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

**FIRST AID AND MANAGEMENT OF ATHLETIC INJURIES
(CORE COURSE PRACTICAL)**

4 CREDITS - SYLLABUS

L	T	P	C
0	0	6	4

Prevention and management of injuries:

- Warm-up
- cool-down and stretch
- Physical conditioning
- Technique
- Fair play
- Protective equipment
- Hydration and nutrition
- Environment
- Injury management.

Physiotherapy treatments

- Range of Motion (ROM) Exercises
- Electrotherapy
- Cryotherapy and Heat Therapy
- Ultrasound

Rehabilitative processes and massage.

- Swedish massage
- Therapeutic massage
- Deep tissue massage
- Sports massage

GAMES AND SPORTS - IV
(Basketball, Cricket, Power Lifting, Swimming and Weight Lifting)
(CORE COURSE PRACTICAL)

4 CREDITS - SYLLABUS

L	T	P	C
0	0	6	4

Basketball: Fundamental Skills

- Player stance and ball handling
- Passing-Two Hand chest pass, two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass.
- Receiving-Two Hand receiving, one hand receiving, receiving in stationary position, Receiving while jumping, Receiving while running.
- Dribbling-How to start dribble, How to drop dribble, High dribble, Low dribble, Reverse dribble, Rolling dribble.
- Shooting-Layup shot and its variations, one hand set shot, one hand jump shot, Hook shot, Free throw.
- Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization.
- Individual Defensive-Guarding the man with the ball and without the ball.
- Pivoting.
- Rules and their interpretations and duties of the officials.

Cricket: Fundamental Skills

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

Power Lifting: Fundamental Skills

- Squat
- Skill Progression – Squat
- Faults & Fixes Chart – Squat
- Bench Press
- Skill Progression – Bench Press
- Faults & Fixes Chart – Bench Press
- Deadlift
- Skill Progression – Deadlift
- Faults & Fixes Chart – Deadlift
- Supplementary Exercises
- Weekly Workout Schedule
- Modifications and Adaptations
- Cross Training in Powerlifting

Swimming: Fundamental Skills

- Entry into the pool.

- Developing water balance and confidence
- Water fear removing drills.
- Floating-Mushroom and Jelly fish etc.
- Gliding with and without kickboard.
- Introduction of various strokes
- Body Position, Leg, Kick, Arm pull, Breathing and Coordination.
- Start and turns of the concerned strokes.
- Introduction of Various Strokes.
- Water Treading and Simple Jumping.
- Starts and turns of concerned strokes.
- Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.

Weight Lifting: Fundamental Skills

- Squats
- Deadlifts
- Bench press
- Barbell row
- Overhead barbell press

TRACK AND FIELD EVENTS - III (Combined Events)
(CORE COURSE PRACTICAL)

4 CREDITS - SYLLABUS

L	T	P	C
0	0	6	4

Combined Events:

Event	Track				Field					
	100 m	400 m	1500 m	110 m hurdles	Long jump	High jump	Pole vault	Shot put	Discus throw	Javelin throw
Men's decathlon										
Women's heptathlon		200 m	800 m	100 m hurdles	Long jump	High jump		Shot put		Javelin throw
Men's heptathlon (indoor)	60 m		1000 m	60 m hurdles	Long jump	High jump	Pole vault	Shot put		
Women's pentathlon (indoor)			800 m	60 m hurdles	Long jump	High jump		Shot put		

- Basic Skills and techniques of the events
- Ground Marking / Sector Marking
- Interpretation of Rules and Officiating
- Grip
- Stance
- Release
- Reserve/ (Follow through action)
- Rules and their interpretations and duties of officials

**FITNESS TRAINING
(CORE COURSE PRACTICAL)**

4 CREDITS - SYLLABUS

L	T	P	C
0	0	6	4

Conditioning Exercises:

General & Specific. Training Methods:

- Weight Training (Free Weights and Machine Weights)
- Circuit Training
- Interval Training
- Fartlek Training
- Plyometric,
- Swiss ball Training
- Medicine Ball Training.

Bachelor of Physical Education (B.P.Ed – 2 Years)

IP – PART - III

Course Code: 75221IP01

**ORGANISATION AND PARTICIPATION - I
INTERNSHIP PRACTICAL**

2 CREDITS

L	T	P	C
0	0	6	4

Intramural and Extramural tournaments, Project track and field meets and care & maintenance of play fields.

IP – PART - III

Course Code: 75221IP02

**SCHOOL INTERNSHIP/ TEACHING PRACTICE GENERAL & PARTICULAR
LESSONS
INTERNSHIP PRACTICAL**

4 CREDITS

L	T	P	C
0	0	6	4

While the Internship shall be put in by student-teachers in designated schools, the rest of the Two weeks shall be spread over other semesters and involve activities like school visit, classroom observation, individual and group assignments.

Bachelor of Physical Education (B.P.Ed – 2 Years)

IP – PART - III

Course Code: 75221IP03

**TEACHING PRACTICES: I (GENERAL LESSON PLAN)
INTERNSHIP PRACTICAL**

4 CREDITS

L	T	P	C
0	0	6	4

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

IP – PART - III

Course Code: 75221IP04

**TEACHING PRACTICES: I (PARTICULAR LESSON PLAN) INTERNSHIP
PRACTICAL**

4 CREDITS

L	T	P	C
0	0	6	4

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

Bachelor of Physical Education (B.P.Ed – 2 Years)

IP – PART - III

Course Code: 75221IP05

ORGANISATION AND PARTICIPATION - II

INTERNSHIP PRACTICAL

2 CREDITS

L	T	P	C
0	0	6	4

Intramural and Extramural tournaments, Project track and field meets and care & maintenance of play fields.

IP – PART - III

Course Code: 75221IP06

ORGANISATION AND PARTICIPATION - III

INTERNSHIP PRACTICAL

2 CREDITS

L	T	P	C
0	0	6	4

Intramural and Extramural tournaments, Project track and field meets and care & maintenance of play fields.

Bachelor of Physical Education (B.P.Ed – 2 Years)

IP – PART - III

Course Code: 75221IP07

**SPORTS ENTREPRENEUR SKILL DEVELOPMENT TRAINING / SWACHCHA
BHARAT ABHIYAN
INTERNSHIP PRACTICAL**

2 CREDITS

L	T	P	C
0	0	6	4

Sports Entrepreneur Skill Development Training or Swachcha Bharat Abhiyan during first year summer vacation for 15 days.

[

IP – PART - III

Course Code: 75221IP08

**INTENSIVE TEACHING PRACTICE - COACHING LESSON AND SCHOOL
INTERNSHIP
(TEAM GAMES AND TRACK & FIELD EVENTS)
INTERNSHIP PRACTICAL**

4 CREDITS

L	T	P	C
0	0	6	4

While the Internship shall be put in by student-teachers in designated schools, the rest of the Two weeks shall be spread over other semesters and involve activities like school visit, classroom observation, individual and group assignments.

Bachelor of Physical Education (B.P.Ed - 2 Years)

IP - PART - III

Course Code: 75221IP09

**TEACHING COACHING IN GAME OF SPECIALIZATION
INTERNSHIP PRACTICAL**

4 CREDITS

L	T	P	C
0	0	6	4

GAMES SPECIALIZATION

Badminton, Ball Badminton, Basketball, Cricket, Football, Handball, Hockey, Kabaddi, Kho-kho, Tennis, Volleyball

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

IP - PART - III

Course Code: 75221IP10

**TEACHING COACHING IN TRACK AND FIELD EVENTS
INTERNSHIP PRACTICAL**

4 CREDITS

L	T	P	C
0	0	6	4

TRACK AND FIELD SPECIALIZATION

Track Events (100mts, 200mts, 400mts, 800mts, 1500mts, 5000mts, 10000mts, 20000mts, Race Walk, Half Marathon, Full Marathon)

Throwing Events (Shot put, Discuss, Javelin, Hammer)

Jumping Events (Long Jump, Triple Jump, High Jump, Pole vault)

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