TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Chennai – 600 127

BACHELOR OF PHYSICAL EDUCATION (B.P.Ed) DEGREE COURSE

(Two Years)

Choice Based Credit System

Regulations

(for students admitted from 2018 – 2019 & Onwards)

TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY Chennai- 600 127

Bachelor of Physical Education (B.P.Ed) Degree Course
(Two Years)
Choice Based Credit System

REGULATIONS AND SYLLABUS

(for students admitted from 2018 -2019 & Onwards)

1. Eligibility for Admission to the Course

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

or

(ii) Bachelor's degree in Physical Education with 45%

marks. or

(iii) Bachelor's degree in any discipline with 45% marks and studied physical education as compulsory / elective subject.

or

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

or

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

or

(vi) Graduation with 45% marks and at least three years of teaching experience (for deputed in – service candidates i.e. trained physical education teachers / coaches).

Note: A candidate shall be eligible for admission to the Bachelor of Physical Education degree course (B.P.Ed) if he/she has received a degree in 10+2+3 pattern from a University recognized by Tamil Nadu Physical Education and Sports University.

A minimum inter school level participation in sports and games is compulsory.

b) The candidates should not have completed 30 years of age as on 1st July. However, relaxation of 3 years shall be given for SC/ST candidates.

c) Ex-Servicemen / Experienced Physical Education Teachers shall be given relaxation of 6 years of age.

d) The candidate should be medically fit and free from any deformity.

e) Pregnant women are not permitted either for admission or to undergo the course. If violated, they will not be permitted to continue the course.

g. Admission shall be made on the basis of ranking for a total of 150 marks as detailed below:-

1	Qualifying Examination	20 marks
2	Participation in Games & Sports	25 marks
3	Games and Sports Skill test	50 marks
4	Track and Field Skill test	50 marks
5	Bonus marks for possession of basic degree in Physical Education (B.Sc Physical Education, Health Education and Sports or Bachelor of Physical Education (B.P.E) or Bachelor of Physical Education and Sports (B.P.E.S) or Diploma in Physical Education (D.P.Ed)	05 marks
	Total	**150 marks**

Note

Marks obtained in qualifying Degree shall be converted to a maximum of 20 marks. For example if a candidate secured 1800 marks out of 2400. His / Her marks for qualifying examinations is [1800 / 2400] x 20 = **15 marks.**

Games and Sports Participation: (Maximum marks: 25)

The norms for award of marks for the sports and games participation are furnished hereunder.

Any one which is applicable / advantageous.

1.	Representing the Country	25
2.	Securing first two places in National / All India / Inter – University	20
3.	Representing State / University	15
4.	Representing District / Division	10
5.	Representing Colleges / School	05

(Supporting certificates should be produced)

Games and Sports Skill Test: Maximum Marks: 50

The candidate should choose any one of the games included in the All India Inter University (AIU) competitions.

Track and Field: Maximum Marks: 50

Candidates will be tested in the following Track and Field events:-

a)	100 Mts.	- 20 Marks
b)	Shot-Put	- 15 Marks
c)	Long Jump	- 15 Marks

Note

The games skill test and Track and Field events will be conducted by three judges.

2. Course of Study

a. Duration of the Course - The duration of the course of study is two (02) academic years, consisting of four semesters. The total working days shall not be less than 200 days in an Academic year. Each semester consists of not less than 100 working days excluding examination.

b. Each working day shall consist of four hours of Practical Work (Morning and Evening – 2 hours for each session) and three hours of theory in between.

c. Undergoing Internship, Intensive Practice Teaching in neighboring schools and attending the annual leadership training camp and village placement programme shall be compulsory for all the students.

d. The Course of study shall consist of three parts Viz Part I, Part II, Part III and Part IV as follows.

e. **Part I-Theory** (Core, Discipline Specific Elective and Generic Elective)

Part II - **Practicum**

Part III - **Internship**

Part IV - **Ability and Skill Enhancement Courses** (Ability Enhancement Compulsory Course Skill Enhancement Courses and Co- Curricular Courses)

3). SCHEME OF INSTRUCTION AND EXAMINATION

First Semester

Part	Subject Code	Name of Paper/Component	Hours of Instruction/ week		Scheme of Examination				
			Theory	Practical	Duration of Exam	CIA	CE	Total	Credit
I		**Core Course– Theory**							
	B15101	History, Principles and Foundation of Physical Education	4	-	3	25	75	100	4
	B15102	Anatomy and Physiology and Health Education	4	-	3	25	75	100	4
	B15103	Yoga Education	4	-	3	25	75	100	4
		Discipline Specific Elective Course							
		Any one paper from the basket of Choices for Odd Semester	4	-	3	25	75	100	4
II		**Core Course – Practicum**							
	B15105 A	Marching, Indigenous Activities and Yogic Practices	-	4	-	50	-	50	2
	B15105 B	Calisthenics. Light Apparatus and Rhythmic Activities		4	-	100	-	100	2
	B15105 C	**Games and Sports – I :** Basketball, Football, Handball, and Volleyball. **Minor Games:** Relay Games, Circle Games, Tag Games, Goal/ Point Scoring Games and Miscellaneous Games.	-	6	-	100	-	100	3
	B15105 D	**Track and Field Events Part I :** Sprint, Middle and Long Distance Running, Long Jump, Shot Put, Discus Throw, Javelin Throw and Relay Races.	-	6	-	100	-	100	3
		Internship							
III	B15106	Care and Maintenance of Play Fields- Part I, Participating Intramural and Extramural Tournaments	-	6	-	50	-	50	3
			16	**26**	**-**	**500**	**300**	**800**	**29**
			42 hrs						

Part	Semester	Ability Enhancement Compulsory Courses (AECC)				
IV	1		Communication skill	2	Remarks	2

Second Semester

Part	Subject Code	Name of Paper/Component	Hours of Instruction/ Week		Scheme of Examination				
			Theory	Practical	Duration of Exam	CIA	CE	Total	Credit
I		**Core Course – Theory**							
	B15201	Sports Training	4	-	3	25	75	100	4
	B15202	Organization ,Administration and Methods in Physical Education	4	-	3	25	75	100	4
	B15203	Theories of Sports and Games, Coaching and Officiating- Part I	4		3	25	75	100	4
		Discipline Specific Elective Course							
	B 15204	Any one paper from the basket of Choices for Even Semester	4	-	3	25	75	100	4
II		**Core Course – Practicum**							
	B15205	**Gymnastics**: Tumbling and Pyramids. **Games and Sports – II :** Cricket and Hockey	-	6	3	50	-	50	3
III		**Internship**							
	B15206 A	Teaching Practice (General Lesson)	-	6	3	50	50	100	3
	B15206 B	Teaching Practice (Particular Lesson)	-	6	3	50	50	100	3
	B15206 C	School Internship/ Teaching Practice General & Particular Lessons		4	3	100	-	100	2
	B15206 D	Care and Maintenance of Play Fields- Part II, Participating Intramural and Extramural Tournaments		4	3	50		50	2
			16	**26**		**400**	**400**	**800**	**29**
			42 hrs						

Part	Semester	**Ability Enhancement Compulsory Courses (AECC)**				
IV	2		Environmental Studies	2	Remarks	2
			Soft skill	2	Remarks	2
		Co -Curricular course				
			Community Engagements - Village Placement programme	2	Remarks	2

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

Third Semester

Part	Subject Code	Name of Paper/Component	Hours of Instruction/week		Scheme of Examination				
			Theory	Practical	Duration of Exam	CIA	CE	Total	Credit
I		**Core Course – Theory**							
	B15301	Measurement and Evaluation in Physical Education	4	-	3	25	75	100	4
	B15302	Research and Statistics in Physical Education	4	-	3	25	75	100	4
	B15303	Sports Management and Recreation and Camping	4	-	3	25	75	100	4
		Discipline Specific Elective Course							
	B15304	Any one paper from the basket of Choices for Odd Semester	4	-	3	25	75	100	4
		Generic Elective Any one paper from the basket of choices for Generic Electives	4	-	3	25	75	100	4
II		**Core Course – Practicum**							
	B15305 A	**Track and Field Events Part II:** Triple Jump, Pole Vault, High Jump, Hammer Throw, Hurdles, Combined Events.	-	6	3	100	-	100	3
	B15305 B	**Games and Sports – III:** Badminton, Ball Badminton, Kabaddi, Kho-Kho, Netball, Softball, Swimming, Lawn Tennis, Table Tennis, Tennikoit, Throwball, and Weight Lifting	-	6	3	50	-	50	3
	B15305 C	**Combative Sports & Martial Arts**: Boxing, Fencing, Stick Fencing (Silambam), Kalari, Judo, Karate, Taekwondo and Kung-Fu.	-	4	3	50	-	50	2
	B15305 D	**Fitness Training:** Conditioning Exercises: General and Specific. Training Methods : Weight Training (Free Weights and Machine Weights)- Circuit Training – Interval Training- Fartlek Training - Plyometric, Swiss ball Training – Medicine Ball Training – Core Board Training- Cross Training.	-	4	3	50	-	50	2
		Internship							
III	B15306 A	Care and Maintenance of Play Fields- Part III, Participating Intramural and Extramural Tournaments Educational Tour, Stadium Visit, Organizing Project Sports Meet,	-	4	3	50	-	50	2
	B15306 B	**Sports Entrepreneur Skill Development Training Or Swachcha Bharat Abhiyan.**	-	-	-	100	-	100	2
			16+4	**24**		**525**	**375**	**900**	**34**
			44 hrs						

Part	Semester	Skill Enhancement Course				
IV	3		**Obesity and Weight Management (or) Sports First Aid**	2	Remarks	2
		Co -Curricular course				
			Annual Leadership Training Camp/ Picnic/ Hiking/ Trekking	2	Remarks	2

Fourth Semester

Part	Subject Code	Name of Paper/Component	Hours of Instruction/week		Scheme of Examination				
			Theory	Practical	Duration of Exam	CIA	CE	Total	Credit
I		**Core Course – Theory**							
	B15401	Theories of Sports and Games, Coaching and Officiating- Part II	4	-	3	25	75	100	4
	B15402	Kinesiology and Biomechanics	4	-	3	25	75	100	4
	B15403	Sports Psychology and Sociology	4	-	3	25	75	100	4
		Discipline Specific Elective Course							
	B15404	Any one paper from the basket of Choices for Even Semester	4	-	3	25	75	100	4
II		**Core Course – Practicum**							
	B15405 A	Game of Specialization (Any one of the Major Games)		6	3	50	50	100	3
	B15405 B	Track and Field Specialization (Any one Track and Field Events)		6	3	50	50	100	3
		Internship							
III	B15406 A	School Internship/ Intensive Teaching Practice- Coaching Lesson (Track and Field and Team Games)		6	3	100	-	100	3
	B15406 B	**First Aid and Management of Athletic Injuries in the Play Fields :** Prevention and Management of Injuries, Physiotherapy Treatments, Rehabilitative processes and Massage. Care and Maintenance of Play Fields- Participating Intramural and Extramural Tournaments		4	3	50	-	50	2
	B15406 C	Internship in Fitness Centres / Gym/ Sports Clubs /Yoga Centres		4	3	50	-	50	2
			16	**24**		400	400	800	**29**
		Total	**42 hrs**						

Note

Minimum marks required for Pass is 50% in each activity.

Part IV Ability and Skill Enhancement Courses

Sem	Subject code	Course/Components	Hours of Instruction week/course	Remarks	Total credits
Part IV					
	Ability Enhancement Compulsory Courses (AECC)				
1		Communication skills	2	Remarks	2
2		Environmental Studies	2	Remarks	2
2		Soft skills	2	Remarks	2
3	**Skill Enhancement Courses**		20 hrs	Remarks*	2
	Co-Curricular course				
2		Community Engagements - Village Placement programme	5 Days	Remarks*	2
3		Annual Leadership Training Camp/Picnic/Hiking/ Trekking	5 Days	Remarks*	2
				Total Credits (Part IV)	**12**

*** Excellent /Good/ Satisfactory/Unsatisfactory**

Total Minimum Credits to earn the degree	
Components	**Credits**
Part I, II, II Sem 1- 4 **(29+29+34+29)**	**121**
Part IV (1-3)	**12**
Total Minimum Credits	**133**

Other Courses offered by the Department

Generic Elective Course

1. **Construction and Maintenance of Play fields**
2. **Tourism Management in India**

Skill Enhancement Courses

1. **Obesity and Weight Management**
2. **Sports First Aid**

CREDIT AND MARKS ABSTRACT

SEMESTER	CREDITS	TOTAL MARKS
I	**31**	**800**
II	**35**	**800**
III	**38**	**900**
IV	**29**	**800**
Grand Total	**133**	**3300**

CREDIT ABSTRACT

Part	Semester – Credits Subject	I	II	III	IV	Total Credit
I	Core –Theory	12	12	12	12	**48**
	DSE	4	4	4	4	**16**
	Generic Elective	0	0	4	0	**4**
II	Core – Practical	10	3	10	6	**29**
III	Internship	3	10	4	7	**24**
IV	**Ability and Skill Enhancement Courses**	0	0	0	0	0
	Ability Enhancement Compulsory Courses (AECC)	2	4	0	0	6
	Skill Enhancement Courses	0	0	2	0	2
	Co-Curricular course	0	2	2	0	4
	Grand Total	31	35	38	29	133

MARKS ABSTRACT

Part	Semester – Credits Subject	I	II	III	IV	Total Marks
I	Core –Theory	300	300	300	300	1200
	DSE	100	100	100	100	400
	Generic Elective			100		100
II	Core – Practical	350	50	250	200	850
III	Internship	50	350	150	200	750
IV	Ability and Skill Enhancement Courses					
	Ability Enhancement Compulsory Courses (AECC)	Remarks (2 Credits)	Remarks (4 Credits)			Remarks (6 Credits)
	Skill Enhancement Courses			Remarks (2 Credits)		Remarks (2 Credits)
	Co-Curricular course		Remarks (2 Credits)	Remarks (2 Credits)		Remarks (4 Credits)
	Grand Total	**800**	**800**	**900**	**800**	**3300**

4. Attendance

1) A Student must have 90% attendance in theory and practical classes to appear for university examination.

2) A maximum of 10 % of relaxation shall be permitted for the medical reasons . He / she must produce a reliable Medical Certificate with prior permission and following the due procedures.

3) A candidate with 80% to 89% shall not be permitted to write the examination in the current semester. However he / she may be permitted to appear in the next semester by carry over provided he/she must compensate the attendance by attending additional classes.

4) A candidate with 79% and below shall not be permitted to write the examination in the current semester. He/she should **REDO the semester.**

5. Continuous Internal Assessment for Part I – Theory Papers

a. Written Examination - 20 Marks

I. Continuous Internal assessment shall be graded by the concerned subject teachers. Three tests will be conducted for each paper.

II. Each test carries a maximum of 20 marks and the average of best two tests shall be considered.

III. However, in the case of students who miss the tests for any valid reasons with prior permission from the Head of the Department /Principal of the College (Viz. Participating in Sports and Games competitions), he/she may be granted special permission to write the tests before the commencement of semester examination.

b. Assignment / Seminar - 5 Marks

The teachers shall give assignments to the students and 5 marks are allotted for assignments. This may be of any accepted method such as Peer Group Teaching and Discussion Concept (PGTDC), Seminar, Project, Written materials, Record etc.

Method of Calculation

First Test : 20 Marks. Second Test: 20 Marks. Third Test: 20 Marks.

Average of the best two tests	=	20 Marks
Assignment	=	05 Marks
Total	=	**25 Marks**.

Pre-Semester/ Model Examination (75 Marks)

i. Pre-Semester/ Model examination shall be held at the end of each semester before the final semester examination covering all the portions and 75 marks are awarded for this examination.

ii. Each paper carries 75 marks and this will be converted into 25 marks.

iii. The Continuous Internal assessment marks plus Pre semester/Model Examination divided by two shall be the **final internal mark for 25.**

6. Requirement for Passing

No candidate shall be eligible for the award of the B.P.Ed degree unless he/she has passed the written examinations Part I, Part II, Part III and Part IV.

7) Scheme of Teaching Practice Examination

Examination	Lesson		Credits	Marks
University External Practice Teaching Examination (II Semester)	General lesson	Internal	2	50
		External	2	50
		Total	**4**	**100**
	Particular Lesson	Internal	2	50
		External	2	50
		Total	**4**	**100**
Intensive Teaching Practice (During School Visit) (II Semester)	General lesson & Particular Lesson	Internal	**4**	**100**
		External	–	-
		Total	**4**	**100**
University External Coaching Lesson (IV Semester)	Track and Field	Internal	2	50
		External	2	50
		Total	**4**	**100**
	Game of Specialization	Internal	2	50
		External	2	50
		Total	**4**	**100**
Coaching Lesson School Internship/ Intensive Teaching Practice- (During School Visit) (IV Semester)	Coaching Lesson (Track and Field and Team Games)	Internal	2	100
		External	-	-
		Total	**4**	**100**

The practice teaching examination shall be conducted by the University at the end of the II & IV Semesters. There shall be one external and one internal examiner. The Practice teaching lesson plan record shall be submitted at the time of the University practice teaching practical examinations.

Note

i. For the practice teaching examination conducted by the University, there shall be one External and one Internal Examiner.

ii. For Practice Teaching, each student shall maintain a Teaching Practice Record book, which shall contain records of 10 general and 10 Particular lessons.

iii. A candidate who fails in Practice Teaching Examination may present himself/herself in the subsequent University practice teaching Examination.

8). Internship/ Teaching Practice/ Community engagements

a) In internship a student (teacher trainee) is undergoing supervised practical training. Internship/ Teaching practice includes Teaching & observation in the Department/ College. Intensive Teaching Practice in the neighboring Schools,

b) Schools for intensive teaching shall be decided by the Staff-in-charge of Teaching Practice and Head of the Department / Principal of the College.

c) A minimum of 30 lessons, Students shall complete 15 General and 15 Particular lessons/ Coaching Lessons in 15 working days under the supervision of the assigned Department /College and physical education staff in the schools.

d) 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.

d) For the Community engagements (Village Placement programme) the

students shall visit the neighboring village for a minimum period of five

days and organise 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 organised and photo graphs shall be submitted at the time of the University practical examinations for the evaluation of external examiners.

9. Ability and Skill Enhancement Courses:(Part IV)

To successfully complete the BPEd course the students must under go the Ability and Skill Enhancement Courses under the sub headings of Ability Enhancement Compulsory Courses (AECC) , Skill Enhancement Courses and Co-Curricular course.

10 . Generic Elective

To successfully complete the BPEd course the students must undergo and complete anyone of the generic elective (Open Elective) in the third Semester.

11. Peer Group Teaching and Discussion Concept

BPEd is a Teacher Trainer Course in Physical Education, to inculcate the teaching and discussion habits on the subject matter Peer Group Teaching and Discussion Concept(PGTDC) is included in the syllabus. Teachers of the concerned subjects are asked to encourage the students in this activity.

12. Inter University Sports Participation and Special Permission for University Examination

a) University Examination – Special Permission

A student representing the University / State / Nation in a game or sport and misses the University Semester Examination will appear for a special supplementary University Examination as stipulated by the University. Special permission may be granted by the controller of examination as per the rules and regulations of the university examinations provided the request must be submitted through proper channel well in advance. The Special Examinations will be conducted in the University Main Campus , Chennai 600127 only.

b) Internal Test – Special Permission

In case, a student unable to appear for an internal test due to participation in inter collegiate/ university sports competition / any such programme of the University with prior

permission from the concerned head of the faculty / department/ Principal, he / she may be permitted to appear for a special test / tests before the pre-semester examination.

Such a student appearing for a special supplementary University Examination shall not be considered as an arrear / arrears in a paper / papers and shall not be deprived of ***RANK in the University***.

A student who fails in any one or more papers in the semester examination will be permitted to rewrite the paper or papers in the subsequent semester examination.

To qualify for the degree, supplementary candidates are required to pass all the papers prescribed for the course within a period of three years after he/she complete the course. Beyond this period, the candidate shall follow the current syllabi for the examination if applicable. Examination fee will be collected normally according to the rules and regulations of the university. A Separate examination fee will be collected in this case.

Students who fail in a paper/papers are permitted to apply for recounting or re valuation in examination section of the University within the prescribed period with specified fee.

Appeal against the results of the semester examination shall be made to the controller of examinations by the student concerned through the Head of the Department/ Principal of the affiliated college within 15 days of the publication of results by paying re-totaling /revaluation fee.

13. Instant Examination for Outgoing Students

Instant Examinations will be conducted only in the University Main Campus, Chennai 600127 for the outgoing students who failed in **only one theory paper** by paying prescribed examination fee**.** The date of instant examination will be intimated by Controller of Examinations of Tamil Nadu Physical Education and Sports University.

CORE PAPER – I

HISTORY, PRINCIPLES AND FOUNDATIONS OF PHYSICAL EDUCATION

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

UNIT I

Meaning and Definition of Education, Physical Education, Physical Training and Physical culture. Aims and Objectives of Physical Education. Role of Physical Education in General Education. Theories of Play. Development of Teacher Education in Physical Education. Professional Courses in Physical Education and Sports.

UNIT II

Physical Education in India: Pre Independence period :Vedic age, Epic age, Muslim period, British period. Contributions of YMCA College of Physical Education. Physical Education in Ancient Greece(Sparta – Athens). Physical Education in Rome, Germany, Sweden, Denmark and Russia. Origin and Developments of: Ancient Olympic Games - Modern Olympic Games – Asian Games – Common Wealth Games. National Sports Day.

UNIT III

Post Independence period: All India Council of Sports - National Discipline Scheme – NCC – NSO - NSS - Scouts and Guides - Sports Authority of India - Sports Development Authority of Tamil Nadu - School Games Federation of India - Association of Indian Universities - Indian Olympic Association. RDG-BDG-RDS. Awards: Arjuna award - Dronacharya award - Rajiv Gandhi Khel Rathna award.

UNIT IV

Biological Foundations: Biological foundations of physical education - Hereditary traits - Muscle tone -Athletic heart- Unsynchronised development - Reciprocal innervations- Reflex arc - Vital capacity. Growth and Development at various Levels of Childhood: Pre - Adolescence –Adolescence – Adulthood. Differences in boys and girls. Chronological Age- Physiological Age and Mental Age. Classification of body types: Sheldon – Krestchmer.

UNITV

Learning: Meaning and Definition – Theories of Learning :Trial and Error theory, Conditioned Response theory, Insightful Learning. Laws of Learning: Law of readiness, Law of use and disuse, Law of effect, Law of Recency, Law of Frequency. Types of Learning : Primary, Associate, Concomitant; Transfer of Learning – Learning Curve .

Learning Course Outcome

1. Know the origin and development of Physical Education
2. Apply the knowledge of Olympism in organizing various sport activities.

3. Distinguish the functional operations on National and International Olympic Federations.
4. Analyze the concepts and issues pertaining to Physical Education.
5. Formulate the principles, philosophy and concepts about Physical Education

Peer Group Teaching and Discussion Concept

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.

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CORE PAPER – II

ANATOMY, PHYSIOLOGY AND HEALTH EDUCATION

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

UNIT I

Meaning and Definition of Anatomy and Physiology. Cell: Structure and functions of Cell- Tissues-Organs. Skeletal System: Structure and functions of Skeletal System. Axial and Appendicular Skelton Joints: Definition - Classification of Joints, Types of Muscles.

UNIT II

Cardio Respiratory System: Structure and Functions of Heart. Functions of Blood - Composition of Blood - Blood groups - Blood clotting. Cardiac Cycle, Types of Blood circulation. 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 – blood pressure.

UNIT III

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 and Sex glands.

UNITIV

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.

UNIT V

Health Education: Meaning and Definition – Factors influencing Health: Heredity and Environment. Infection, Immunity and Immunization – Public health measures to combat infection. Common communicable Diseases: Definition – Causes, Symptoms, Mode of Transmission and Prevention : Malaria – Filaria – Typhoid – Cholera - Measles - Mumps - Whooping Cough - Chicken Pox – Dysentery - Dengu - AIDS. Personal Hygiene – School health Programme – Health Instruction – Health Services – Health Supervision.

Learning Outcomes

1. Understand the basic principles of Anatomy, Physiology and Health Education
2. Apply the knowledge in the field of physical education and movement activity.
3. Analyze the practical knowledge during the practical situation.

4. Remember and recall the definition of anatomy and physiology and co-relate the principles of physiology.
5. Appraise the effects of health condition during the training and practical sessions

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.

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CORE PAPER – III

YOGA EDUCATION

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

UNIT I

Yoga: Meaning and Definition. Origin and History – Yoga Sutra – Hatha yoga texts. 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

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

UNIT III

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: Vrkshasana – Trikonasana – Padhahastasana. Seated Asanas: Siddhasana - Padmasana – Paschimottanasana. Inverted asanas: Sarvangasana – Halasana. Prone position: Mayurasana – Sirsasanana. Back bend asanas: Bujangasana, Salabhasana, Dhanurasana, Ushtrasana. Supine position: Navasana, Suptavajrasana, Twisting: Vakrasana, Ardhamatsyendrasana, Kukutasana.

UNIT IV

Pranayama: Definition, Types and Benefits: Nadi Shodhana, Surya Bhedana, Chandra bhedana, Kapalabhati, Bhastrika, Sitakari, Sitali, Bhramari – Ujjai. Nadi: Ida, Pingala, Sushumna.

UNIT V

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.

Learning Outcomes

1. Understand the basic Concepts of Yoga
2. Apply the principles of Yoga to live healthy and active life style.
3. Promote the awareness of health through yoga
4. Analyze the techniques and of body posture to bring out healthy change.
5. Able to execute loosening exercise , Asanas, Pranayama and Shatkriyas.

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.

REFERENCE

Authors Guide (2015) , International Day of Yoga, Common Yoga Protocol, New Delhi: Ministry of AYUSH, Government of India.

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CORE PAPER – V

SPORTS TRAINING

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

UNIT I

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

UNIT II

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.

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UNIT III

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 strength improvement - Loading procedure for strength training.

UNIT IV

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

UNIT V

Endurance: Definition – Types – Importance – Training Methods for improving Endurance – Coordinative Abilities: Definition – Types and Training Methods for Improving Coordinative Abilities – Flexibility : Definition – Types - Methods for Improving Flexibility

Learning Outcomes

1. Understand training as performance based science
2. Explain different means and methods of various training
3. Prepare training schedule for various sports and games
4. Appraise types of periodization for performance development
5. Create various training facilities and plans for novice to advance performers

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.

REFERENCE

Anand, R.L (1987) Play Field Manual, Patiala : NIS Publication.

Arnheim, D., & William, E Prentice. (1991). Principles of Athletic Training. St.Louis: Mosby Year Book.

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CORE PAPER – VI
ORGANIZATION, ADMINISTRATION AND METHODS IN PHYSICAL EDUCATION

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

UNIT I

Meaning of organization and administration. Importance of organization, administration, Guiding principles of organization. Organisation scheme and physical education in schools, Colleges, Universities, Districts, States. Teaching-load and teacher pupil ratio. Types and preparation of time table: Types of physical education periods, Types of records, registers and reports to be maintained in Physical Education.

UNIT II

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. Method: Meaning – Factors influencing method, Presentation techniques: Planning - Presentation – Steps in the way of presentation. Teaching aids – Class management – General – Specific – Principles to be adopted for good class management. Age Characteristics of pupils and selection of activities.

UNIT III

Lesson plan: Values. Types: General, Particular lesson plan and Coaching Lesson Plan. Command : Response Command – Rhythmic Command. Methods of Teaching Physical Activities: Command, Oral, Demonstration, Imitation, Dramatization, At-will, Set-drill, Part, Whole, Whole-Part-Whole methods.

UNIT IV

Tournaments – Meaning-Types. Method of drawing fixtures for knock out/ elimination - league/ Round Robin. Combination Tournament : Knock out – cum – knock out, knock out – cum – league, league – cum – league, league – cum – knock out . Challenge Tournament. Intramural – Extramural; Sports Meet: Standard sports meet – Non-standard sports meet . Play day - Games tour.

UNIT V

Qualities and Qualifications of Physical Education Personnel. Guiding principles of supervision: Qualities and qualification of a supervisor – Concept of techniques of Supervision. Techniques of Supervision: Visitation – Periodical – Surprise – Request- Social, Visitation procedure – Report on the visit – Individual and Group Meeting – Role of primary school teachers towards physical education programme. Functions of DIET / SCERT / NCERT / NCTE / Nehru Yuva Kendra.

Learning Outcomes

1. Understand the principles and process of Administration and Management
2. Administer physical education and sports programs in schools.
3. Develop appropriate physical education curriculum, tools and budget to manage school programs
4. Appraise and manage physical education facilities and personnel in school
5. Design tournament fixtures and structures to organize competitions

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.

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Authors Guide (1986) Organization, Administration and Recreation in Physical Education. Ludhiana :Parkash Brothers Educational Publishers.

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CORE PAPER VII

THEORIES OF SPORTS AND GAMES, COACHING AND OFFICIATING- PART I

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

UNIT I

History of Athletics: World and India. Marking and Measurements of Non Standard Track (200m). Marking and Measurements of Field Events

UNIT II

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

UNIT III

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, Combined Events (Triathlon – Pentathlon – Heptathlon - Decathlon)

UNIT IV

World and Indian History, Rules and Interpretation, Marking and Measurements of Play Fields and Standard Equipments for the following games: Basketball, Football, Handball, Volleyball , Cricket and Hockey

UNIT V

Coaching: Meaning and Definition. Teaching, Training and Coaching – Philosophy of Coaching – Qualification and Qualities of a Coach

Learning Outcomes

1. Able to mark Track and Field and Officiate
2. Able to understand the rules of the games and sports
3. Able to give seeding and Heats in Track and Field. Combined Events .
4. Design and practice the new methods of technique of officiating.

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.

REFERENCE

Anand, R.L (1987) Play Field Manual, Patiala : NIS Publication.

Arnheim, D., & William, E Prentice. (1991). Principles of athletic training. St. Louis: Mosby Year Book.

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CORE PAPER – IX

MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

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

UNIT I

Meaning and Definition of Test, Measurement and Evaluation. Need and Importance of Test and Measurement in Physical Education

UNIT II

Criteria and Administration Of test: Criteria of Test: Scientific Authenticity – Reliability, Objectivity, Validity, Availability of Norms, Administrative Feasibility and Education Application. Administration of Test :Duties of Advance Preparation – Duties during testing – Duties after testing

UNIT III

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

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

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

Learning Outcomes

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

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

3. Apply the tests in minor research areas.

4. Analyze the performance and movements in the field of sports.

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

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.

REFERENCE

Barrow, H.M.. and McGee, R.,A (1964.) Practical Approach to Measurement in Physical Education, Lea and Febiger, Philadelphia.

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CORE PAPER X

RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

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.

UNIT I

Meaning and Definition of Research - Need, Nature and Scope of research in Physical Education. Classification of Research: Basic Research, Applied Research, Action Research. Location of Research Problem - Criteria for selection of a problem. Qualities of a good researcher.

UNIT II

Meaning and Definition of Hypothesis. Formulation of Hypothesis. Experimental Methods of Research: Meaning of variable - Types of Variables - Meaning and Nature of experimental Research. Types of Experimental Design: Single Group Design, Reverse Group Design, Repeated Measure Design, Static Group Comparison Design, Equated Group Design, Factorial Design.

UNIT III

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.

UNIT IV

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.

UNIT V

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.

Learning Outcomes

1. Identify the research problem in the field of physical Education and sports
2. Know to Summarize the various research literature
3. Understand and apply the basics of statistics in research.
4. Organize the samples and sampling techniques which is relevant to the study.

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.

REFERENCE

Best, J.W. (1971) Research in Education, Englewood Cliffs,: Prentice Hall.

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Clarke David.H & Clarke H, Harrison (1984) Research processes in Physical Education. New Jersey : Prentice Hall Inc.

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CORE PAPER XI

SPORTS MANAGEMENT, RECREATION AND CAMPING

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

UNIT I

` 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 - Event Management in Physical Education and Sports.

UNIT II

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

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 – Establishing a Reporting System - The Reward and Punishment System.

UNIT IV

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

UNIT V

Camping - Definition and Meaning – Scope and significance of Camping – Types of Camps – Selection and layout of campsites – organization and administration of camps – camp progrmmes and activities – Evaluation of camp work.

Learning Outcome

1. Know sports management and employ principles of strategic planning, and financial and human resource management.
2. Assess marketing needs and formulate short term and long term solutions.
3. Develop critical thinking in analysing sport management issues and in managerial planning and decision making.
4. Able to organize recreational camp and activities.

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.

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Authors Guide (1986) Organization, Adminsitration and Recreation in Physical Education, Parkash brothers, Educational Publishers, Ludhiana.

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CORE PAPER XIII

THEORIES OF SPORTS AND GAMES, COACHING AND OFFICIATING- PART II

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Learning Outcomes

1.Know the fundamental of all the games and sports

2. Understand the rules of all the games and sports

3.Preparing the students for the competition

4. Classify the students accordingly for various games and sports.

5. Design and practice the new methods of technique and training.

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.

REFERENCE

Anand, R.L (1987) Play Field Manual, Patiala : NIS Publication.

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CORE PAPER XIV
KINESIOLOGY AND BIOMECHANICS

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.

UNIT I

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

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

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

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

UNIT V

Biomechanical Analysis: Biomechanical Analysis of following Track and Field Events: Running, Horizontal and Vertical Jumping, Throwing Events. Biomechanical Analysis of Skill of Major Games.

Learning Outcomes

1. Analyze and explain the mechanisms underlying biomechanical, physiological, and psychological changes that occur during after acute and chronic exercise.
2. Understand mechanical principles can be applied to the analysis of human movement to assess and improve performance and reduce risk of injury.
3. Know effectiveness of human movement using mechanical principles.

Peer Group Teaching and Discussion Concept

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

REFERENCE

Bunn, J. W. (1972).*Scientific principles of coaching.* Englewood Cliffs, N.J.: Prentice Hall Inc.

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Hay, J. G. & Reid, J. G.(1988).*Anatomy, mechanics and human motion.* Englewood Cliffs,N.J.: prentice Hall Inc.

Hay, J. G. (1970).*The biomechanics of sports techniques*. Englewood Cliffs, N.J.: Prentice Hall, Inc.

Simonian, C.(1911).*Fundamentalsof sport biomechanics.* Englewood Cliffs, N.J.: Prentice Hall Inc.

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CORE PAPER XV

SPORTS PSYCHOLOGY AND SOCIOLOGY

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.

UNIT I

Meaning, Definition, Need and Importance of Sports Psychology. Motor Learning: Basic Considerations in Motor Learning – Motor Perception - Factors Affecting Perception – Perceptual Mechanism. Intelligent Quotient.

UNIT II

Personality: Meaning, Definition, Structure, Types, Effects of Personality on Sports Performance. Motivation: Meaning and Definition, Types of Motivation: Intrinsic, Extrinsic. Achievement Motivation. Theories and Dynamic of Motivation in sports.

UNIT III

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

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

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.

Learning Outcomes

1.Explain group mechanisms and group psychology in a sports context

2.Reflect upon motivational psychology as applied to sports activities

3.Formulate relevant constructs of exercise psychology

4.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.

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

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.

REFERENCE

Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication.

Jay Coakley. (2001). Sports in Society - Issues and Controversies in International Education, Mc-Craw Seventh Ed.

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Robert N. Singer. (1989) The Psychology Domain Movement Behaviour. Philadelphia: Lea and Febiger.

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Whiting, K, Karman.,. Hendry L.B & Jones M.G..(1999) Personality and Performance in Physical Education and Sports. London: Hendry Kimpton Publishers.

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LIST OF DISCIPLINE SPECIFIC ELECTIVE

ODD SEMESTER

A. Olympic Movement

B .Gender Studies

C. Sports Medicine, Physiotherapy and Rehabilitation.

D. Contemporary Issues in Physical Education, Fitness and Wellness

EVEN SEMESTER

A. Educational Technology and Computer Application in Physical Education

B. Sports Nutrition and Weight Management

C. Disability and Inclusive Education

D. Research Project (IV Semester Only)

DISCIPLINE SPECIFIC ELECTIVE

OLYMPIC MOVEMENT

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

UNIT I

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

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

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

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

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.

Learning Outcomes

1. Understand the Educational and cultural values of Olympic movement.
2. Analyze the Modern Olympic Games and Rules of Eligibility for Competition.
3. Know about The organizational structure and functions of Para Olympic Games
4. Analyze the Achievement of India in Team Games and Individual Sports.

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.

REFERENCE

Osborne, M. P. (2004). Magictree House Fact Tracker: Ancient Greece and the Olympics: A Nonfiction Companion To Magic Tree House: Hour of the Olympics. New york: random house books for young readers.

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

Ajmeer Sing, Jagdish Bans, Jagtar Sing Gill , Rachpal Singh Brar and Nirmaljit Kaur Rathee (2004) Essentials of Physical Education, New Delhi: Kalyani Publisheres.

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DISCIPLINE SPECIFIC ELECTIVE

GENDER STUDIES

Learning Objectives

1. Able to understand the concepts of gender studies
2. Able to identify the gender issues and problems

UNIT I

Social Construction of Gender: Gender vs. Biology, Equality vs. Difference, Women in the family: socialization, Nature vs. Gender, gender roles, private–public dichotomy, sexual division of labour.

UNIT II

Patriarchy as ideology and practice. Transgender: The Science Behind Transgender- Characteristics and Problems of Transgender- Role of Family and Society on Transgender. The Psychology of Sex Differences.

UNIT III

Emergence of Feminist Thought: Socio-historical perspective, Mapping various women's movements, Emergence of women's studies Gender based Division of Labour/Work Production vs. Reproduction.

UNIT IV

Household work, invisible work Women's work and technology Development policies, liberalisation and globalisation and their impact on women.

UNIT V

Alternative conceptions of gender–caste and gender; class and gender. Gender Issues and problems in Sports.

Learning Outcome

1. Able to explain and understand the concepts of gender studies
2. Able to interpret and identify the gender issues and problems

Peer Group Teaching and Discussion Concept

Group Discussion on Feminist Thought - Influence of Westerners concepts in Feminist Thought - Challenges in Women Sports Participation

REFERENCE

Chodrow, Nancy. 1978. The Reproduction of Mothering. Berkeley: University of California Press.

Desai, Neera and M. Krishnaraj. 1987. Women and Society in India. Delhi: Ajanta.

Maccoby, Eleaner and Carol Jacklin. 1975. The Psychology of Sex Differences. Stanford: Stanford University Press.

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DISCIPLINE SPECIFIC ELECTIVE
SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION

UNIT I

Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance. Athletic Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches, Sports Injuries: Meaning, Importance, Prevention of Injuries in Sports

UNIT II

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

UNIT III

Hydrotherapy: Introduction and demonstration of treatments of Cryotherapy, Thermotherapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation – Massage – Classification of Manipulation (Sweedish System) Physiological Effect of Massage.

UNIT IV

Therapeutic Exercise: Definition and Scope – Principles of Therapeutic Exercise – Classification, Effects and Uses of Therapeutic Exercise – Passive Movements (Relaxed, Forced and Passive Stretching) – Active Movements: Assisted, Free Exercise, Assisted – Resisted, Resisted. Application of the Therapeutic Exercise: Free Mobility Exercise – Shoulder, Elbow, Wrist and Finger Joints – Hips, Knee, Ankle and Foot Joints – Trunk, Head and Neck.

UNIT V

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

REFERENCE

Christine, M. D., (1999). Physiology of sports and exercise.USA: Human Kinetics.

Conley, M. (2000). Bioenergetics of exercise training. In T.R. Baechle, & R.W. Earle, (Eds.),

Essentials of Strength Training and Conditioning (pp. 73-90). Champaign, IL: Human Kinetics.

David, R. M. (2005).Drugs in sports, (4th Ed). Routledge Taylor and Francis Group.

Hunter, M. D. (1979). A dictionary for physical educators. In H. M. Borrow & R. McGee, (Eds.), A Practical approach to measurement in Physical Education (pp. 573-74).Philadelphia: Lea &Febiger.

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DISCIPLINE SPECIFIC ELECTIVE

EDUCATIONAL TECHNOLOGY AND COMPUTER APPLICATION IN PHYSICAL EDUCATION

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

UNIT I

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

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

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

Introduction to Computer and MS Word: Meaning, Need and Importance of Information and Communication Teaching (ICT) .Application of Computers in Physical Education. MS Word: Introduction to MS Word – Creating, Saving and Opening a Document – Formatting, Editing Features – Mail Merge -Drawing Table – Page Setup, Paragraph Alignment – Spelling and Grammar Check – Printing Option. Inserting: Page Number, Graph, Footnote and End Notes.

UNIT V

MS Excel and Power Point : Introduction to MS Excel, Creating, saving and opening spreadsheet, Creating formulas. Format and editing features adjusting columns width and row height understanding charts. MS Power Point: Introduction to MS Power Point, Creating, saving and opening a ppt. file, format and editing features slide show , design , inserting slide number, picture ,graph ,table, Preparation of Power point presentations.

Learning Outcome

1. Perform and report on the exploratory analysis of data collected using sports technology
2. Analyze sporting data of various types via astute use of statistical packages.
3. Practice mathematics, statistics, information technology in sport technology related problems.
4. Support a conclusion based upon quantitative prediction, performance and analysis of a sporting team, code, or gaming environment.
5. Offer Hands on Knowledge in sports Technology

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.

REFERENCE

Irtegov, D. (2004). Operating System Fundamentals. Firewall Media.

Marilyn, M.& Roberta, B.(n.d.).Computers in your Future. 2nd Edition, India: Prentice Hall.

Milke, M.(2007). Absolute Beginner's Guide to Computer Basics. Pearson Education Asia.

Sinha, P. K. & Sinha, P..Computer Fundamentals. 4th edition, BPB Publication.

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DISCIPLINE SPECIFIC ELECTIVE

DISABILITY AND INCLUSIVE EDUCATION

Learning Objectives

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

UNIT I

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

UNIT II

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

UNIT III

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

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

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.

Course Outcome

- Understand about classification of Disabilities.
- Understand adopted games for disability persons.
- Known the benefits of exercise for disability persons.

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.

REFERENCE

Auxter, D. (1993). Principles and Methods of Adapted Physical Education. Mosby Publications.

Chapman, F. M. (1960). Recreation Activities for the Handicapped. New York: The Ronald Press Company.

Daniel, R. C. (1982). Games Sports and Exercises for the Physically Handicapped. Philadelphia Jaimitra.S (1990) Physical Education for the Blind Chennai: Grace Printer,

Jain, A. (2003). Adapted Physical Education. Delhi: Sports Publication.

Kassar, Susan (1995). Inclusive Games. Human Kinetics Champaign, IL.

Lau, D. S. (2001). Physical Education for the Physically Handicapped. Delhi: Khel Sahitya Kendra.

Mary E. Samples (2012) Camarillo, CA 93012, www.venturacountyselpa.com

Schiffer, M. (1971). The Therapeutic Play Group. London: George Allen and Unwin ltd.

Sharma, D. (2006), Adapted Physical Education. New Delhi: Friends Publication.

Sullivan, G. M. (1982), Teaching Physical Activities to Impaired Youth: An Approach to Mainstreming. USA: Jhon Wilkey and Sons.

Thind, M. N. (2010), Special Olympics Bharat Trainer Manuel. New Delhi: Special Olympics Bharat.

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DISCIPLINE SPECIFIC ELECTIVE

SPORTS NUTRITION AND WEIGHT MANAGEMENT

Learning Objectives

1. Identify dietary carbohydrate and protein sources, Identify proper hydration principles and discuss the importance of hydration for physical performance
2. Demonstrate knowledge of a healthy diet for physical performance and demonstrate an ability to utilize this knowledge to complete a self-diet critique.
3. Demonstrate an understanding of obesity, over weight and its ill-effects and to develop determination and values of desirable body weight.

UNIT I

Introduction to Sports Nutrition – Nutrition, Sports Nutrition : Meaning and Definition – Basic Nutritional Guidelines – Role of Nutrition in Sports – Factors to be considered for developing Nutritional Plan.

UNIT II

Nutrients: Ingestion to Energy Metabolism: Carbohydrates, Protein, Fat – Meaning, Classification and its Functions. Role of Carbohydrates, Fat and Protein during Exercise. Vitamins, Minerals, Water : Meaning, Classification and its Function. Role of Hydration during Exercise, Water Balance.

UNIT III

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

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

Obesity: Meaning – Definition – Types – Causes and Solution for overcoming Obesity. Myths of Spot Reduction and Weight Loss – Dieting and Exercise for Weight Control

Learning Outcomes

1. Restate the role of nutrients and caloric requirements
2. Sketch the basic classification, functions and utilization of nutrients.
3. Point out diet for various competitions and nutrient supplements for performance.
4. Evaluate the factors affects weight management and solutions for obesity.
5. Design caloric requirements for various sports and age groups.

Peer Group Teaching and Discussion Concept

Group Discussion on Role of Nutrition in Sports. Role Play as Obsessed Person and Nutrition in Assessment. Designing and Discussing Weight Reduction plan and Diet Plan. Assessing BMI and Energy Requirement for the peer student under the supervision of Teacher.

REFERENCE

Bessesen, D. H. (2008). Update on obesity. J ClinEndocrinolMetab.93(6), 2027-2034.

Butryn, M.L., Phelan, S., &Hill, J. O.(2007). Consistent self-monitoring of weight: a key component of successful weight loss maintenance.Obesity(Silver Spring). 15(12), 3091- 3096.

Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a metaanalysis . Am J ObstetGynecol, 197(3), 223-228.

DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. N Engl J Med,356(21), 2176-2183.

Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. JAMA. 299

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DISCIPLINE SPECIFIC ELECTIVE

CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND WELLNESS

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

UNIT I

Concept of Physical Education and Fitness : Definition, Aims and Objectives of Physical Education, fitness and Wellness. Importance and Scope of fitness and wellness. . Modern concept of Physical fitness and Wellness. Physical Education and its Relevance in Inter Disciplinary Context.

UNIT II

Fitness, Wellness and Lifestyle ; Fitness – Types of Fitness and Components of Fitness. Understanding of Wellness. Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management. Physical Activity and Health Benefits

UNIT III

Principles of Exercise Programme: Means of Fitness development – aerobic and anaerobic exercises. Exercises and Heart rate Zones for various aerobic exercise intensities. Concept of free weight Vs Machine, Sets and Repetition . Concept of designing different fitness training programme for different age group.

UNIT IV

Safety Education and Fitness Promotion: Health and Safety in Daily Life. First Aid and Emergency Care. Common Injuries and their Management. Modern Life Style and Hypo-kinetic Disease –Prevention and Management

UNIT V

Sports Nutrition**:** Diet for sports competition- supplementation 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.

Learning Outcome

1. Discuss research from a multidisciplinary perspective relative to current issues in physical activity and health.
2. Apply qualitative research methods to explore and critically examine a variety of curricular topics.
3. Demonstrate application of relevant research and theory to a contemporary issue in physical activity and exercise science.
4. Explain the contemporary issues and to pertaining to the physical activity and health field.

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.

REFERENCE:

Difiore, J.(1998). Complete guide to postnatal fitness. London: A & C Black,.

Giam, C.K & The, K.C. (1994). Sport medicine exercise and fitness. Singapore: P.G. Medical Book.

Mcglynn, G., (1993). Dynamics of fitness. Madison: W.C.B Brown.

Sharkey, B. J.(1990). Physiology of fitness, Human Kinetics Book.

William, D. Mc Aradle. (1996). Exercise Physiology, Energy, Nutrition and Human Performance. Philadelphia: Lippincott Williams Company.

Williams, S. & Rod, W. (2001) Nutrition and Diet, Therapy 2nd Edition, London :W.B. Saunder College Publishing.

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ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)

COMMUNICATION SKILLS

Learning Objectives

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

UNIT I

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

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

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

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

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

Learning Outcomes

1. Able to communicate better
2. Understands the need and importance of communication skills.

REFERENCE

Book for South Asian Students. Reprint 2003. Cambridge University Press. New Delhi.

Hall and Shepherd. The Anti-Grammar Book: Discovery Activities for Grammar Teaching

Hewing, Martin. 1999. Advanced English Grammar: A Self-study Reference and practice

John, Seely The Oxford guide to writing and speaking. Oxford U P, 1998, Delhi. Lewis, Norman. 1991. Word Power Made Easy. Pocket Books.

Minippally, Methukutty. M. 2001. Business Communication Strategies. 11th Reprint. TataMcGraw – Hill. New Delhi.

SasiKumar. V and P.V. Dharmija. 1993. Spoken English: A Self-Learning Guide Conversation Practice. 34th reprint. Tata McGraw – Hill. New Delhi.

Swets, Paul. W. 1983. The Art of Talking So That People Will Listen: Getting Through to Family, Friends and Business Associates. Prentice Hall Press. New York.

The Process of Writing: Planning and Research, Writing, Drafting and Revising.

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ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)

ENVIRONMENTAL STUDIES

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.

UNIT I

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

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

UNIT III

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

UNIT IV

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

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.

Course Outcome

1. Able to promote good practice to promote and preserve environment
2. Able to create awareness on health problems due to environmental pollution
3. Able to explain importance of environment and to create good environment.
4. Able to explain and understand the concepts of gender studies
5. Able to interpret and identify the gender issues and problems

Peer Group Teaching and Discussion Concept

Group Discussion on Waste Management . Preparation for Wealth out of Waste (WoW) Initiatives. Awareness Camping on Pollution control, Say No to Plastic and similar concepts.

REFERENCE

Agrawal, K.C. (2001). *Environmental biology*.Bikaner: Nidhi publishers Ltd.

Frank, H. &Walter, H., (1976). *Turners school health education*. Saint Louis: The C.V. Mosby Company.

Nemir, A. (n.d.). The school health education. New York:Harber and Brothers.

Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co.

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ABILITY ENHANCEMENT COMPULSORY COURSES (AECC) SOFT SKILLS

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

UNIT I

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

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

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

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

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. .

Learning Outcomes

1. Developing the abilities need for better Soft skills
2. Developing the skills required for attending interview and presentation skills.
3. Understand and develops the qualities required for an individual development

REFERENCE

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SKILL ENHANCEMENT COURSE

OBESITY AND WEIGHT MANAGEMENT

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

UNIT I

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

UNIT II

Assessment of obesity – Health related Quality of life assessment -Body composition Assessment – Laboratory methods, fields 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

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

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

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

Learning Objectives

1. Able to Understand the basics of Obesity and its types .
2. Able to Understand the various methods of Obesity assessment.
3. Able to Understand methods of weight management

Peer Group Teaching and Discussion Concept

Group Discussion on teaching Types of Obesity. Discussion on Assessment of Obesity among the peer students under the supervision of Teacher. Discussion on healthy and unhealthy approaches to loose weight.

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SKILL ENHANCEMENT COURSE

SPORTS FIRST AID

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

UNIT I

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

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

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

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

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

Learning Outcomes

1. Able to understand the concepts of First Aid.
2. Able to do various bandages and wounds
3. Able to identify and recognize possibilities of sports Injuries and its management

Peer Group Teaching and Discussion Concept

Group Discussion on concept of First aid, Role Play as First Aider and Victim

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GENERIC ELECTIVE COURSE

CONSTRUCTION AND MAINTENANCE OF PLAY FIELDS

Learning Objectives

1. To Understand the concept of Track and Field Marking
2. To Understand the concept of Play Field Marking
3. To Understand the concept of surfaces of Play Fields

UNIT I

Non Standard Track: Area Required, Calculation of RDR, CDR, Curve, Straight, line, Lane and Track method of calculation and Marking Procedure. Periodical Maintence.

UNIT II

Standard Track as per IAAF: Area Required, Calculation of RDR, CDR, Curve, Straight , line, Lane and Track method of calculation and Marking Procedure. Periodical Maintence.

UNIT III

Filed Events : Method of Marking and Construction of Throwing events: Shot-put, Hammer Discus and Javelin. Method of Marking and Construction of Jumping events: Long Jump, Triple Jump, High Jump, Pole Vault.

UNIT IV

Construction and Maintence of Rectangular Play Fields: Basketball, Football, Hockey, Handball, Kabaddi, Kho- Kho, Volleyball,. Construction and Maintence of Circular : Play Fields: Cricket.

UNIT V

Surface: Natural, Wooden, Artificial/ Synthetic fields. Turf for Indoor Stadium, Turf for Kabaddi. Advantages, and Method of Maintence.

Learning Outcome

1. Able to Mark and Maintain Track and Field
2. Able to Mark and Maintain Play Field Marking
3. Able to Understand the concept of surfaces of Play Fields

Peer Group Teaching and Discussion Concept

Group Discussion on teaching Track marking, field Marking, Rectangular and Circular Field Marking. Discussion on Merits and Demerits of various surfaces.

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GENERIC ELECTIVE COURSE

TOURISM MANAGEMENT IN INDIA

Learning Objectives

1. To Understand the Geographical units of India.
2. To Understand the International and Domestic Tourism
3. To Understand the UNESCO world heritage sites in India.

UNIT I

Geographical unit of India: Location, Position, Neighborhood, Climate, People and language. National Tourism Policy, Enhancing India's Competitiveness as a Tourism Destination.

UNIT II

Definition of Tourism, types of tourism. Basic components of tourism, Motivation of tourism. International tourist, Domestic tourist, Various kinds of tourism.

UNIT III

Accommodation: Definition of hotel types of hotel hotel terminology. Transport : Air transport, Rail transport, Water transport, Road transport.

UNIT IV

Organizations role of NTO, functions of NTO, role of WTO, role of TTDC- role of ITDC in promoting tourism.

UNIT V

UNESCO world heritage sites in India, Monuments, Ancient temple of India , Forts, Palaces, Museums.

Learning Outcomes

1. Able to understand the Geographical units of India.
2. Able to understand the International and Domestic Tourism
3. Able to understand and identify the UNESCO world heritage sites in India.

Peer Group Teaching and Discussion Concept

Group Discussion on teaching Geographical units of India. Comparative Discussion on UNESCO world heritage sites in India. Discussion on Challenges and trends in Indian tourism.

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