

SCHOOL OF STUDIES OF EDUCATION
DEPARTMENT OF PHYSICAL EDUCATION
GURU GHASIDAS VISHWAVIDYALAYA, BILASPUR (C.G.)(A CENTRAL UNIVERSITY)
BACHELOR OF PHYSICAL EDUCATION
SCHEME OF EXAMINATION B.P.ED. PROGRAMME

SEMESTER – I

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBATT1	History, Principles and foundation of Physical Education	4	4	30	70	100
PEBATT2	Anatomy and Physiology	4	4	30	70	100
PEBATT3	Health Education and Environmental Studies	4	4	30	70	100
PEBATP1/ PEBATP2	Officiating & Coaching / Olympic Movement	4	4	30	70	100
PRACTICAL (400)						
PEBALT1	Track & Field (Running Events)	6	4	30	70	100
PEBALT2	Basketball	6	4	30	70	100
PEBALT3	Kabaddi	6	4	30	70	100
PEBALT4	Mass Demonstration Activities: Dumbbells / Wands / Hoop/Umbrella/Flag hoisting	6	4	30	70	100
	TOTAL	40	32	240	560	800

SEMESTER –II

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBBTT1	Yoga Education	4	4	30	70	100
PEBBTT2	Educational Technology and Methods of Teaching in Physical Education	4	4	30	70	100
PEBBTT3	Organization and Administration in Physical Education	4	4	30	70	100
PEBBTP1 / PEBBTP2	Sports Nutrition and Weight Management/ Contemporary issues in Physical Education, fitness and wellness	4	4	30	70	100
PRACTICAL (300)						
PEBBLT1	Track and Field (Jumping Events)	6	4	30	70	100
PEBBLT2	Yoga	6	4	30	70	100
PEBBLT3	Badminton	6	4	30	70	100
TEACHING PRACTICE (100)						
PEBBLT4	Teaching Practices (05 lessons in class room teaching and 05 lessons in Outdoor activities/Gym.)	6	4	30	70	100
	TOTAL	40	32	240	560	800

SEMESTER –III

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBCTT1	Sports Training	4	4	30	70	100
PEBCTT2	Computer Applications in Physical Education	4	4	30	70	100
PEBCTT3	Sports Psychology and Sociology	4	4	30	70	100
PEBCTP1/ PEBCTP2	Sports Medicine, Physiotherapy and Rehabilitation/ Curriculum Design	4	4	30	70	100
PRACTICAL (300)						
PEBCLT1	Track and Field (Throwing Events)	6	4	30	70	100
PEBCLT2	Football	6	4	30	70	100
PEBCLT3	Volleyball	6	4	30	70	100
TEACHING PRACTICE (100)						
PEBCLT4	Teaching Practice (Teaching Lesson Plans for Racket Sport/ Team Games/Indigenous Sports)	6	4	30	70	100
	TOTAL	40	32	240	560	800
Note: B. P. Ed. –III Semester students will undergo the internship programme of 45 days from 15th June to 31st July						

SEMESTER –IV

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBDTT1	Measurement and Evaluation in Physical Education	4	4	30	70	100
PEBDTT2	Kinesiology and Biomechanics	4	4	30	70	100
PEBDTT3	Research and Statistics in Physical Education	4	4	30	70	100
PEBDTP1/ PEBDTP2	Sports Management / Theory of sports and Game	4	4	30	70	100
PRACTICAL (200)						
PEBDLT1	Kho-Kho	6	4	30	70	100
PEBDLT2	Cricket	6	4	30	70	100
TEACHING PRACTICE (200)						
PEBDLT3	Sports specialization: Coaching lessons Plans (T&F) (Practical 5 lessons)	6	4	30	70	100
PEBDLT4	Games specialization: Coaching lessons Plans (Theory 5 lessons)	6	4	30	70	100
	TOTAL	40	32	240	560	800
		160	128	960	2240	3200

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

L:LECTURE, T:TUTORIAL, P:PRACTICAL, IA: INTERNAL ASSESSMENT, ESE:END SEMESTER EXAMINATION

*INTERNAL ASSESSMENT- Two Class Test of 15 Marks each will be conducted

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Programme Outcomes: Graduates will be able to:

- PO1-** To make dynamic leaders in the field of Physical Education.
- PO2-** To apply the knowledge of Physical Education in other Field.
- PO3-** To engage in independent lifelong learning in context to health and wellness.
- PO4-** To initiate own start-ups in the field of sports, health and fitness.
- PO5-** To develop professional ethical principles in teaching learning process.
- PO6-** To make young physical education teacher in school level.
- PO7-** To make young physical education teacher in higher education system.
- PO8-** To make Assistant Director/Sports officer/SAS officer/
trainer/Volunteers/sports entrepreneurship.

Programme Specific Outcomes:

- PSO1:** To produce proficient physical education teachers to teach at primary, middle and secondary level school.

SEMESTER – I

PEBATT1 - HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBATT1	History, Principles and foundation of Physical Education	4	4	30	70	100

Course Objective: This course will enable students to understand the meaning, nature, need and scope of physical education and sports. Study about the scientific principles from various allied subjects in the field of physical education and sports. Describe the national Program of physical education and sports and youth welfare Programmes in the field of physical education and sports; and analyze the historical review of physical education and sports activities of Indian heritage.

Course Outcomes: After completing this course, the students will be able to-

1. Understand the wholesome development of the human being through various theories of physical Education
2. Articulate the scientific relationship of physical Education with other related science.
3. Critically analyze the values of related national programs with sports bodies.
4. Estimate Impact of Olympic movement and international understanding through physical Education and sports.
5. Design the physical education program in comparison with different growth and development.

Unit –I Introduction

Meaning, Definition and Scope of Physical Education.

Aims and Objective 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-II Historical Development of Physical Education in India

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 IOA.

Unit- III Foundation of Physical Education

Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism and Indian Philosophy and Culture.

Modern Olympic Games.

Para Olympic Games.

Unit-IV Principles of Physical Education

Biological - Growth and development.

Age and gender characteristics–

Body Types.

Anthropometric differences.

Psychological -Learning types, learning curve.

Laws and principles of learning.

Attitude, interest, cognition, emotions and sentiments.
 Sociological - Society and culture.
 Social acceptance and recognition.
 Leadership-Social integration and cohesiveness.

References:

Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co.
 Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
 Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep.
 Nixon, E.E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.
 Obertuffer, (1970). Delbert physical education. New York: Harper & Brothers Publisher.
 Sharman, J. R. (1964). Introduction to physical education. New York: A.S. Barnes & Co.
 William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunde

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	2	3	3	2	2	3	3	3
CO2	3	3	3	3	3	3	3	3	3
CO3	2	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	2	3
CO5	3	3	3	3	3	3	3	3	3

Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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SEMESTER – I

PEBATT2- ANATOMY AND PHYSIOLOGY

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBATT2	Anatomy and Physiology	4	4	30	70	100

Course Objective: The objective of this course is to introduce the students about the Anatomy and Physiology; its importance in the field of physical education and sports. To understand how the structure and function of the body are related to each other. The students will understand the structure and function of various systems of the human body.

Course outcomes: Specific skills and competencies expected of students who complete this course include the following:

- 1.It is expected that the students will be able to know the importance of Anatomy and physiology in the area of physical education and sport.
- 2.It is expected that students able to understand about cell, tissue, skeletal system and various types of joints found in the human body.
- 3.Use correct terminology to discuss the components and functions of blood, as well as the formation and anatomy of blood cells.
- 4.Identify and explain the structure and functions of each body system.
- 5.At the end of the semester it is expected that the students will be able to use correct terminology to discuss the anatomical terms.
- 6.It is expected that the students will be able to understand the anatomy and physiology of Circulatory, Respiratory, Digestive, Excretory, Endocrine and Nervous system for the smooth functioning of human body.
- 7.It is expected that the students will be able to understand about the structure, composition, properties and functions of skeletal muscles.
- 8.It is expected that students will be able to understand about importance of physical fitness, warming up, conditioning, fatigue and diet.

UNIT-I

Brief Introduction of Anatomy and physiology in the field of Physical Education.

Importance of Anatomy and Physiology

Introduction of Cell and Tissue.

The arrangement of the skeleton – Function of the skeleton – Ribs and Vertebral column and the extremities.

Joints of the body and their types

Gender differences in the skeleton.

Types of muscles.

UNIT-II

Circulatory system: Constituents of blood and their function –Blood groups, clotting of blood, the structure of the heart, circulation of blood, cardiac cycle, blood pressure, Lymphatic circulation, Cardiac output.

The Respiratory system: The Respiratory passage – the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume.

The Digestive system: structure and functions of the digestive system, Digestive organs, Metabolism, The Excretory system: Structure and functions of the kidneys and the skin.

The Endocrine glands: Functions of glands pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands.

Nervous systems: Parts of the brain, Function of the Autonomic nervous system and Central nervous system. Reflex Action,

Sense organs: A brief account of the structure and functions of the Eye and Ear.

UNIT-III

Definition of physiology and its importance in the field of physical education and sports.
Structure, Composition, Properties and functions of skeletal muscles.
Nerve control of muscular activity: Neuromuscular junction & Transmission of nerve impulse across it.
Fuel for muscular activity
Basic energy requirement for physical activity
Role of oxygen- Oxygen debt, second wind, vital capacity.

UNIT-IV

Effect of exercise and training on cardiovascular system.
Effect of exercise and training on respiratory system.
Effect of exercise and training on muscular system
Physiological concept of physical fitness, warming up, conditioning and fatigue.
Basic concept of balanced diet – Diet before, during and after competition.

References:

Gupta, A. P. (2010). *Anatomy and physiology*. Agra: SumitPrakashan.
Gupta, M. and Gupta, M. C. (1980). *Body and anatomical science*. Delhi: Swaran Printing Press.
Guyton, A.C. (1996). *Textbook of Medical Physiology*, 9th edition. Philadelphia: W.B. Saunders.
Karpovich, P. V. (n.d.). *Philosophy of muscular activity*. London: W.B. Saunders Co.
Lamb, G. S. (1982). *Essentials of exercise physiology*. Delhi: Surjeet Publication.
Moorthy, A. M. (2014). *Anatomy physiology and health education*. Karaikudi: Madalayam Publications.
Morehouse, L. E. & Miller, J. (1967). *Physiology of exercise*. St. Louis: The C.V. Mosby Co.
Pearce, E. C. (1962). *Anatomy and physiology for nurses*. London: Faber & Faber Ltd.
Sharma, R. D. (1979). *Health and physical education*, Gupta Prakashan.
Singh, S. (1979). *Anatomy of physiology and health education*. Ropar: Jeet Publications.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	2	3	3	2	2	3	4	3
CO2	2	3	2	3	3	3	2	3	2
CO3	3	3	2	3	2	2	3	2	3
CO4	3	3	2	2	2	2	3	3	3
CO5	2	2	3	3	2	3	2	3	3
CO6	3	2	3	2	3	3	2	2	3
CO7	2	2	3	3	3	3	2	3	2
CO8	3	3	3	2	3	3	3	3	2

Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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SEMESTER – I

PEBATT3- HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBATT3	Health Education and Environmental Studies	4	4	30	70	100

Course Objective: The objective of this course is to make teachers capable of imparting basic knowledge about introduce the students about the health and its dimensions, scope, parameters and health problems etc.

Course Outcomes: After completing this course, the students will be able to-

1. The student will be able to identify and synthesize the factors that influence health.
2. The student will be able to recognize the health related problems/challenges in current time and able to apply the preventive measures.
3. The student will be able to understand Personal and Environmental Hygiene for schools
4. The student will be able to understand natural resources and related environmental issues.

Unit – I Health Education

Concept, Dimensions, Spectrum and Determinants of Health

Definition of Health, Health Education, Health Instruction, Health Supervision

Aim, objective and Principles of Health Education

Health Service and guidance instruction in personal hygiene

Unit – II Health Problems in India

Communicable and Non Communicable Diseases

Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population,

Personal and Environmental Hygiene for schools

Objective of school health service, Role of health education in schools

Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal,

Health record, Healthful school environment, first- aid and emergency care etc.

Unit – III 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.

Plastic recycling & probation of plastic bag / cover.

Role of school in environmental conservation and sustainable development.

Unit – IV Natural Resources and related environmental issues:

Water resources, food resources and Land resources

Definition, effects and control measures of:

Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution

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

References:

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

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3

Weightage: **1-Sightly; 2-Moderately; 3-Strongly**

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SEMESTER – I

PEBATP1 - OFFICIATING AND COACHING (Elective)

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBATP1	Officiating & Coaching	4	4	30	70	100

Course Objective:

To make teachers capable of imparting basic knowledge about rules, officiating and coaching of games and sports. Also develop skills and competencies to organize school and University level games and sports.

Course Outcomes:

1. The students would be oriented with the rules regulations of the indigenous games.
2. The students would be able to understand the role of a coach as a mentor..
3. The students would be able to organize the concerned sports event and officiate in it.
4. The students would be oriented with the qualities and duties of officials.

Unit- I: Introduction of Officiating and coaching

Concept of officiating and coaching
 Importance and principles of officiating
 Relation of official and coach with management, players and spectators
 Measures of improving the standards of officiating and coaching

Unit- II: Coach as a Mentor

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

Unit- III: Duties of Official

Duties of official in general, pre, during and post-game.
 Philosophy of officiating
 Mechanics of officiating – position, singles and movement etc.
 Ethics of officiating

Unit- IV: Qualities and Qualifications of Coach and Official

Qualities and qualification of coach and official
 General rules of games and sports
 Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills
 Integrity and values of sports

Reference Books:

Bunn, J. W. (1968). *The art of officiating sports*. Englewood cliffs N.J. Prentice Hall.
 Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood cliffs N. J. Prentice Hall.
 Dyson, G. H. (1963). *The mechanics of athletics*. London: University of London Press Ltd.
 Dyson, G. H. (1963). *The mechanics of Athletics*. London: University of London Press Ltd.
 Lawther, J.D. (1965). *Psychology of coaching*. New York: Pre. Hall.
 Singer, R. N. (1972). *Coaching, athletic & psychology*. New York: M.C. GrawHil

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	2	3	3	2	3	3	2	2
CO2	3	3	3	3	3	2	2	3	3
CO3	2	2	3	3	2	3	3	2	2
CO4	3	3	3	3	3	2	2	3	3

Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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SEMESTER – I**

PEBATP2 - OLYMPIC MOVEMENT (ELECTIVE)

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBATP2	Olympic Movement	4	4	30	70	100

Course Objective:

To make teachers capable of imparting basic knowledge about philosophy of Olympic movements. Also provide knowledge about ethics, different Olympic Games etc. so that the student teacher can cater best knowledge to his or her students in their future endeavours.

Course Outcomes:

1. The students would be oriented with the rules regulations of the indigenous game and Gymnastics.
2. The students would be able to lay out and mark the dimensions of the court.
3. The students would be able to organize the concerned sports event and officiate in it.
4. The students would be oriented in the art of coaching the sports team.

Unit – I Origin of Olympic Movement

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

Unit – II Modern Olympic Games

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

Unit – III Different Olympic Games

Para Olympic Games
Summer Olympics
Winter Olympics
Youth Olympic Games

Unit – IV Committees of Olympic Games

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

Reference:

- Osborne, M. P. (2004). Magic tree 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

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	2	3	3	2	2	3	4	3
CO2	2	3	2	3	3	3	2	3	2
CO3	3	3	2	3	2	2	3	2	3
CO4	3	3	2	2	2	2	3	3	3

Weightage: **1-Slightly; 2-Moderately; 3-Strongly**

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SEMESTER -II**

PEBBTT1- YOGA EDUCATION

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBBTT1	Yoga Education	4	4	30	70	100

Course Objectives: This course will enable students to provide theoretical and practical Knowledge, concept about Introduction of yoga. The students will provide theoretical, practical Knowledge and concept about foundation of yoga. The students will provide theoretical and practical Knowledge, concept about Asanas yoga.

Course Outcomes: After completing this course, the students will be able to-

1. Learn about yoga sutra, meaning and concept of yoga.
2. Learn about ashtang yoga.
3. Learn about asnas, pranayam and kriyas

Unit – I: Introduction

Meaning and Definition of Yoga
Aims and Objectives of Yoga
Yoga in Early Upanishads
The Yoga Sutra: General Consideration
Need and Importance of Yoga in Physical Education and Sports

Unit - II: Foundation of Yoga

The Astanga Yoga: Yama, Niyama, Asana, Pranayam, Pratyahara, Dharana, Dhyana and Samadhi
Yoga in the Bhagavad-Gita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

Unit - III Asanas

Effect of Asanas and Pranayam on various system of the body
Classification of Asanas with special reference to physical education and sports
Influences of relaxive, meditative posture on various system of the body
Types of Bandhas and mudras
Type of kriyas

Unit – IV Yoga Education

Basic, applied and action research in Yoga
Difference between yogic practices and physical exercises
Yoga education centres in India and abroad
Competitions in Yogasanas

References:

Brown, F. Y.(2000). *How to use yoga*. Delhi:Sports Publication.
Gharote, M. L. &Ganguly, H. (1988). *Teaching methods for yogic practices*. Lonawala:Kaixydhmoe.
Rajjan, S. M. (1985). *Yoga strentheningofrelexation for sports man*. NewDelhi:AlliedPublishers.
Shankar,G.(1998). *Holistic approach of yoga*. New Delhi:Aditya Publishers.
Shekar,K. C. (2003). *Yoga for health*. Delhi: KhelSahitya Kendra.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	2	3	2	3	3	3	2	3	2
CO2	3	3	2	3	2	2	3	2	3
CO3	3	3	2	2	2	2	3	3	3

Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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SEMESTER -II

**PEBBTT2 - EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN
PHYSICAL EDUCATION**

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBBTT2	Educational Technology and Methods of Teaching in Physical Education	4	4	30	70	100

Course Objectives:- After completing the course the students will be able to explain the meaning, nature and scope of ET and its importance in Physical Educational, explain different modalities of teaching and designing instructional system. The students will apply Educational Technology in formal, non-formal, informal including open and distance education system, define and explain models of teaching and its application. The students will be able to develop instructional systems and design instructional strategies by different teaching methods.

COURSE OUTCOMES:- The Learning Outcomes of this subject are:-

1. To understand the role of Educational Technology in modern Physical educational practices.
2. To be acquainted with the approaches and components of Educational Technology.
3. To understand the stages, levels and maxims of teaching.
4. To keep abreast with different innovations in Educational Technology and try them out for improving teaching learning.
5. To deliver the lessons of physical education skillfully and successfully.
6. To understand the importance and types of teaching methods and techniques with its devices to teach various aspects of Physical Education skillfully.
7. To equip with the skills of advanced Teaching Aids for conduct of physical education program effectively.
8. To be proficient in construction of Lesson Plans for various Physical Education activities.
9. To gain the knowledge of classifying the types of presentation-techniques and technical preparations required for physical education lessons.
10. To understand the principles of class management and factors affecting class management.

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 etc.
Teaching Procedure – Whole method, whole – part – whole method, part – whole Method.
Presentation Technique – Personal and technical preparation
Command- Meaning, Types and its uses in different situations.

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 etc
Team Teaching – Meaning, Principles and advantage of team teaching.
Difference between Teaching Methods and Teaching Aid.

Unit – IV 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.

Smart Class Room Teaching-Meaning, Guidelines and Benefits.

Reference:

Singh, M.K.(2015).Skill of Teaching in Physical Education. Germany: LAMBERT Academic Publishing.

Bhardwaj, A. (2003). *New media of educational planning*. NewDelhi:Sarup of Sons.

Bhatia,& Bhatia,(1959). *The principles and methods of teaching*.New Delhi: Doaba House.

Kochar, S.K. (1982). *Methods and techniques of teaching*.New Delhi: Sterling Publishers Pvt. Ltd.

Sampath, K.,Pannirselvam, A. &Santhanam, S. (1981). *Introduction to educational technology*.New Delhi: Sterling Publishers Pvt. Ltd.

Walia, J.S. (1999). *Principles and methods of education*.Jullandhar:Paul Publishers

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	3	2	3	2	2	3	2	3
CO2	3	3	2	2	2	2	3	3	3
CO3	3	3	2	3	2	2	3	2	3
CO4	3	3	2	2	2	2	3	3	3
CO5	3	3	2	3	2	2	3	2	3
CO6	3	3	2	2	2	2	3	3	3
CO7	3	3	2	3	2	2	3	2	3
CO8	3	3	2	2	2	2	3	3	3
CO9	3	3	2	3	2	2	3	2	3
CO10	3	3	2	2	2	2	3	3	3

Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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SEMESTER -II

PEBBTT3 - ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBBTT3	Organization and Administration in Physical Education	4	4	30	70	100

Course Objective: This course will enable students to understand the organization and administrations. To understand knowledge of basics of Office Management, Record, Register & Budget, Facilities, & Time-Table Management. Focuses on Competition Organization and planning

Course Outcomes: After completing this course, the students will be able to-

1. Understand and to imply the Organization and administration in sports.
2. Get equipped with the knowledge Office Management, Record, Register & Budget, Facilities, & Time-Table Management.
3. Guide for organize and planning tournaments.

Unit – I Organization and administration

Meaning and importance of Organization and Administration in physical education

Qualification and Responsibilities of Physical Education teacher and pupil leader

Planning and their basic principles,

Program planning: Meaning, Importance, Principles of program planning in physical education.

Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.

Unit- II Office Management, Record, Register & Budget

Office Management: Meaning, definition, functions and kinds of office management

Records and Registers: Maintenance of attendance Register, stock register, cash register, physical efficiency record, Medical examination Record.

Budget: Meaning, Importance of Budget making,

Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.

Unit-III Facilities, & Time-Table Management

Facilities and equipment management: Types of facilities Infrastructure-indoor, out door.

Care of school building, Gymnasium, swimming pool, Play fields, Play grounds

Equipment: Need, importance, purchase, care and maintenance.

Time Table Management: Meaning, Need, Importance and Factor affecting time table.

Unit-IV Competition Organization

Importance of Tournament,

Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament.

Organization structure of Athletic Meet

Sports Event Intramurals & Extramural Tournament planning

References:

Broyles, F. J. & Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.

Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*. St. Louis: The C.V. Mosby Co.

Kozman, H.C. Cassidly, R. & Jackson, C. (1960). *Methods in Physical Education*. London: W.B.

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Pandy, L.K. (1977). *Methods in Physical Education*.Delhe: Metropolitan Book Depo.

Sharma, V.M. & Tiwari, R.H.: (1979). *Teaching Methods in Physical Education*.Amaravati:Shakti Publication.

Thomas, J. P.(1967). *Organization & administration of Physical Education*.Madras:Gyanodayal Press.

Tirunarayanan, C. & Hariharan, S. (1969). *Methods in Physical Education*.Karaikudi: SouthIndia Press.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	3	3	3	3	2	3	3	2
CO2	3	3	3	2	2	3	3	2	3
CO3	3	3	3	3	3	2	3	3	2

Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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SEMESTER -II**

PEBBTP1- SPORTS NUTRITION AND WEIGHT MANAGEMENT (ELECTIVE)

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBBTP1	Sports Nutrition and Weight Management	4	4	30	70	100

Course Objectives: - Students will demonstrate knowledge of energy balance in weight management; effects of diet and exercise on body composition and health; nutritional factors in the female athlete triad, eating disorders; misconceptions of inappropriate weight loss methods; calories per nutrient (food) and nutritional ergogenic aids.

Course Outcome: - At the end of the course, students will be able to-

1. Understand the fundamentals of weight loss (calories, protein, carbs, fat & more)
2. Create a diet plan that is perfect for your needs and lifestyle
3. Learn when, what and how much you should eat for optimal fat loss
4. Develop healthy eating habits
5. Avoid weight loss scams and useless supplements
6. Stay motivated for long term results.
7. Describe the importance of daily nutrition in exercise performance.
8. Explain what to eat before, during, and after exercise training or competition

Unit – I Introduction to Sports Nutrition

Meaning and Definition of Sports Nutrition
Basic Nutrition guidelines
Role of nutrition in sports
Factors to be considered for developing nutrition plan

Unit – II Nutrients: Ingestion to energy metabolism

Carbohydrates, Protein, Fat – Meaning, classification and its function
Role of carbohydrates, Fat and protein during exercise
Vitamins, Minerals, Water – Meaning, classification and its function
Role of hydration during exercise, water balance, Nutrition – daily caloric requirement and expenditure.

Unit – III Nutrition and Weight Management

Meaning of weight management, Concept of weight management in modern era, Factor affecting weight management and values of weight management
Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction.
Dieting versus exercise for weight control, Common Myths about Weight Loss.
Obesity – Definition, meaning and types of obesity.
Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.

Unit – IV Steps of planning of Weight Management

Nutrition – Daily calorie intake and expenditure, Determination of desirable body weight.
Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle.
Weight management program for sporty child.
Role of diet and exercise in weight management.
Design diet plan and exercise schedule for weight gain and loss.

References:

- Bessesen, D. H. (2008). Update on obesity. J Clin Endocrinol Metab. 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.
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- 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(3), 316-323.
- Singh, Balbinder (2020). Sports Nutrition and weight management. New Delhi : Friends Publication.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	3	3	3	3	2	3	3	2
CO2	3	3	3	2	2	3	3	2	3
CO3	3	3	3	3	3	2	3	3	2
CO4	3	3	3	3	3	2	3	3	2
CO5	3	3	3	2	2	3	3	2	3
CO6	3	3	3	3	3	2	3	3	2
CO7	3	3	3	2	2	3	3	2	3
CO8	3	3	3	3	3	2	3	3	2

Weightage: 1-Slightly; 2-Moderately; 3-Strongly

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SEMESTER -II

**PEBBTP2 - CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS
ANDWELLNESS (ELECTIVE)**

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBBTP2	Contemporary issues in Physical Education, fitness and wellness	4	4	30	70	100

Course Objectives:-The objective of this course is to provide a clear understanding of contemporary issues in physical education fitness and wellness knowledge to the students. This course will also provide the knowledge to students about of various contemporary and current issues related to fitness, wellness and lifestyle.

Course Outcomes:-At the end of the course, students will be able to-

1. Understand importance of fitness and wellness in modern era.
2. Get advantage with the knowledge of various health benefits through fitness and wellness.
3. Understand hypo kinetic diseases and their prevention and management.
4. Understand different principles of exercise program.
5. Provide guidelines for health and safety measures in daily life.
6. Understand first aid and emergency care

Unit – I Concept of Physical Education and Fitness

Definition, Aims and Objectives of Physical Education, Fitness.

Importance and Scope of fitness.

Physical Education and its Relevance in Inter Disciplinary Context.

Concept of Fitness and Wellness in sedentary population.

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.

Fitness and Health benefits.

Unit – III Principles of Exercise Program

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 etc.

Concept of designing different fitness training program for different age group.

Unit – IV Safety Education and Fitness Promotion

Health and Safety in Daily Life.

First Aid and Emergency Care.

Prevention of Hypo-kinetic Disease for healthy and safety life.

Pregnancy and exercise.

References:

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.

Rani, R. (2018). *Physical Fitness and Wellness*: Friends Publications, Delhi. →Rath, S.S. (2019).

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Education, Fitness and Wellness: Friends Publications, Delhi. → Singh, T.N. (2017). *Fitness and life style Management*: Friends Publications, Delhi. → Uppal, A.K. and Dhankhar, A. (2019). *Wellness and Fitness*: Friends Publications, Delhi

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	3	3	3	3	2	3	3	2
CO2	3	3	3	2	2	3	3	2	3
CO3	3	3	3	3	3	2	3	3	2
CO4	3	3	3	3	3	2	3	3	2
CO5	3	3	3	2	2	3	3	2	3
CO6	3	3	3	3	3	2	3	3	2

Weightage: **1-Sightly; 2-Moderately; 3-Strongly**

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SEMESTER – III

PEBCTT1 - SPORTS TRAINING

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBCTT1	Sports Training	4	4	30	70	100

Course Objective: This course will enable students to know concepts of scientific sports training approach. To describe evident facts about training load, adaptation and recovery. To provide diagnosis to improve motor components. To inculcate periodized sports training practices for efficient sports performance.

Course Outcomes: After completing this course, the students will be able to-

1. Understand scientific sports training means and methods patterns.
2. Understand importance of training load, adaptation, and recovery to improve sports. Performance Enhance understanding about tailor-made diagnostic means and methods to develop motor components.
3. Encourage effective sports training formulation and regulation with correct feedback.

Unit – I Introduction to Sports Training

Meaning and Definition of Sports Training

Aim and Objective of Sports Training

Principles of Sports Training

System of Sports Training – Basic Performance, Good Performance and High

Performance Training

Unit – II Training Components

Strength – Mean and Methods of Strength Development

Speed – Mean and Methods of Speed Development

Endurance - Mean and Methods of Endurance Development

Coordination – Mean and Methods of coordination Development

Flexibility – Mean and Methods of Flexibility Development

Unit – III Training Process

Training Load- Definition and Types of Training Load

Adaptation-Meaning and Process of Adaptation

Technical Training – Meaning and Methods of Technique Training

Tactical Training – Meaning and Methods of Tactical Training

Unit – IV Training programming and planning

Periodization – Meaning and types of Periodization

Aim and Content of Periods – Preparatory, Competition, Transitional etc.

Planning – Training session

Talent Identification and Development

Reference:

Dick, W. F. (1980). *Sports training principles*. London: Lepus Books.

Harre, D.(1982). *Principles of sports training*. Berlin: Sporulated.

Jensen, R. C.& Fisher, A.G. (1979). *Scientific basis of athletic conditioning*. Philadelphia: Lea and Fibiger, 2ndEdn.

Matvyew, L.P. (1981). *Fundamental of sports training*. Moscow: Progress Publishers.

Singh, H. (1984). *Sports training, general theory and methods*. Patials: NSNIS.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	3	3	2	2	3	3	2	3
CO2	3	3	3	3	3	2	3	3	2
CO3	3	3	3	3	3	2	3	3	2

Weightage: **1-Sightly; 2-Moderately; 3-Strongly**

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SEMESTER – III

BEBCTT2 - COMPUTER APPLICATIONS IN PHYSICAL EDUCATION

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBCTT2	Computer Applications in Physical Education	4	4	30	70	100

Course Outcomes: This course will enable students to understand the concept of computer Application.

Course Outcomes: At the end of the course, students will be able to-

1. Understand and to imply the basics of computer.
2. Get equipped with the knowledge of various application software.

Unit – I: Introduction to Computer

Meaning, need and importance of information and communication technology (ICT).

Application of Computers in Physical Education

Components of computer, input and output device

Application software used in Physical Education and sports

Unit – II: MS Word

Introduction to MS Word

Creating, saving and opening a document

Formatting Editing features Drawing table, page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes

Unit – III: MS Excel

Introduction to MS Excel

Creating, saving and opening spreadsheet

Creating formulas

Format and editing features adjusting columns width and row height understanding charts.

Unit – IV: 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

Referances:

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. (n.d.).*Computer fundamentals*.4th edition, BPB Publication.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	3	3	3	3	2	3	3	2
CO2	3	3	3	3	3	2	3	3	2

Weightage: **1-Sightly; 2-Moderately; 3-Strongly**

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PEBCTT3 - SPORTS PSYCHOLOGY AND SOCIOLOGY

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBCTT3	Sports Psychology and Sociology	4	4	30	70	100

Course Objective: This course will enable students to understand the concept, basics theory and methodology of sports psychology and sociology as well. The knowledge of basics of Sports Psychology theory will establish the foundation from which Mental Training and Mental Readiness can be developed among Athletes. It also focuses on applied aspect of mental health or psychopathology which also provides scientific approach that guides the athletes to give good performance.

Course Outcomes: After successfully completing this course the student will be able to:-

1. Sports psychology teach skills and techniques to athletes that enhance their motor skills and learning processes, help them cope better with competitive pressure and anxiety, fine-tune the level of awareness that they need for optimal performance and to not lose focus amidst distractions and in a competitive environment.
2. Understand and to imply the concepts of sports psychology and sociology in various sports and games.
3. Get equipped with the knowledge of various psychological skills in improvement of performance.

Unit -I: Introduction

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 behaviour in relation to physical education and sports

Unit-II: Sports Psychology

Nature of learning, theories of learning, Laws of learning,

Plateau in Learning; & transfer of training

Meaning and definition of personality, characteristics of personality,

Dimension of personality, Personality and Sports performance

Motivation: types, theories and dynamics.

Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imaginary.

Unit-III: Relation between Social Science and Physical Education

Orthodoxy, customs, Tradition and Physical Education.

Festivals and Physical Education.

Socialization through Physical Education.

Social Group life, Social conglomeration and Social group, Primary group and Remote group.

Unit-4 Culture: Meaning and Importance

Features of culture, Importance of culture.

Effects of culture on people life style.

Different methods of studying Observation/ Inspection method, Questionnaire method, Interview method.

References:

Ball, D. W. & Loy, J. W. (1975). Sport and social order; Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc.

Blair, J. & Simpson, R. (1962). Educational psychology, New York: McMillan Co.

Cratty, B. J.(1968). Psychology and physical activity. Eaglewood Cliffs. Prentice Hall.
 Kamlesh, M.L. (1998). Psychology in physical education and sport. New Delhi:Metropolitan Book Co.
 Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978).Sport and social system. London: Addison Wesley Publishing Company Inc.
 Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981).Sports culture and society. Philadelphia:Lea &Febiger.
 Mathur, S.S., (1962). Educational psychology .Agra .Vinod PustakMandir.
 Skinnner, C. E., (1984.). Education psychology. New Delhi: Prentice Hall of India.
 William, F. O.&Meyer, F. N. (1979). A handbook of sociology. New Delhi: Eurasia Publishing House Pvt Ltd.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	2	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	2	3	3	3

Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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PEBCTP1 - SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION (ELECTIVE)

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBCTP1	Sports Medicine, Physiotherapy and Rehabilitation	4	4	30	70	100

Course Objective: This course will enable students to understand the basic concept of sports medicine, physiotherapy, therapeutic exercises, massage and its manipulations, sports injuries and their rehabilitation. To understand each topic at a fairly understandable level to the students at this stage. Each concept has been explained through examples and application oriented problems.

Course Outcomes: At the end of the course, students will be able to-

1. Describe the importance of sports medicine, physiotherapy and rehabilitation.
2. Demonstrate the basics of sport first aid during and after game situation.
3. Understand the effect and use of various therapies.
4. Recognize the type of therapeutic exercise for better movements.
5. Care the athlete in a very effective manner

Unit-I: - Sports Medicine:

Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance.

Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.

Prevention of injuries in sports - Common sports injuries - Laceration, Blisters, Contusion, Strain, Sprain, Fracture, Dislocation and Cramps.

First Aid

Bandages - Types of Bandages - trapping and supports.

Unit-II: Physiotherapy & Modalities

Definition - Guiding principles of physiotherapy, Importance of physiotherapy, Introduction and demonstration of treatments - Electrotherapy - infrared rays - Ultraviolet rays - Short Wave Diathermy - Ultrasonic Rays.

Unit-III: Hydrotherapy: Modalities

Introduction and demonstration of treatments of Cryo therapy, Thermo therapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation – Massage: History of Massage – Classification of Manipulation, 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 (concentric, Eccentric and static) application of the therapeutic exercise: Free Mobility Exercise - Shoulder, Elbow - Wrist and Finger Joints - Hips, Knee, ankle and Foot joints - Trunk. Head and Neck exercises.

References:

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.

Jeyaprakash, C. S., Sports Medicine, J.P. Brothers Pub., New Delhi, 2003.

Khanna, G.L., (1990). *Exercise physiology & sports medicine*. Delhi: Lucky Enterprises.

Mathew, D.K. & Fox, E.L, (1971). *Physiological basis of physical education and athletics*.

Philadelphia: W.B. Saunders Co.

Pandey, P.K., (1987). *Outline of sports medicine*, New Delhi: J.P. Brothers Pub.

Williams, J. G. P. (1962). *Sports medicine*. London: Edward Arnold Ltd.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	2	3	3	3
CO3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	2	3	3	3
CO5	3	3	3	3	3	3	3	3	3

Weightage: 1-Slightly; 2-Moderately; 3-Strongly

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SEMESTER – III**

PEBCTP2 - CURRICULUM DESIGN (Elective)

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBCTP2	Curriculum Design	4	4	30	70	100

Course Objective: This course will enable students to know the concept of curriculum; students will be able to understand the mechanics of curriculum planning.

Course Outcomes: After completing this course, the students will be able to-

1. Understand and to implement the curriculum.
2. To enhance the knowledge of basic guideline for curriculum.
3. To understand the mechanics of curriculum planning

UNIT-I Modern concept of the curriculum

Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.

Factors affecting curriculum - Social factors - Personnel qualifications - Climatic consideration - Equipment and facilities -Time suitability of hours.

National and Professional policies, Research finding

UNIT-II Basic Guide line for curriculum construction; contest (selection and expansion).

Focalization

Socialization

Individualization

Sequence and operation

Steps in curriculum construction.

UNIT-III 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

UNIT-IV Under-graduate preparation of professional preparation.

Areas of Health education, Physical education and Recreation.

Curriculum design-Experience of Education, Field and Laboratory.

Teaching practice.

Professional Competencies to be developed-Facilities and special resources for library, laboratory and other facilities.

Reference:

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

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	2	3	3	3	3	2	3	3
CO2	3	3	3	3	3	3	3	3	3
CO3	3	2	3	3	3	3	2	3	3

Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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SEMESTER – IV

PEBDTT1 - MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBDTT1	Measurement and Evaluation in Physical Education	4	4	30	70	100

Course Objectives: Objectives of the course is to enable the students to understand the meaning, nature, need and scope of the testing procedure to find the performance of the sports persons.

Course Outcomes: After completing this course, the students will be able to-

1. Identify the values of test and measurement with application backup.
2. Practice Criteria of test with the norms of validity, reliability and objectivity.
3. Plan Physical fitness measurements for developing speed, endurance, strength and Flexibility.
4. Argue some of the standardized test was learned such as Kraus welder test, Cooper 12Minute's test which may enable them to administer test.
5. Design the physical education test programme in comparison with different sports and games.

Unit- I Introduction to Test & Measurement & Evaluation

Meaning and definition of Test, Measurement & Evaluation in Physical Education
 Need & Importance of Test & Measurement & Evaluation in Physical Education
 Principles of Evaluation

Unit- II Criteria; Classification and Administration of test

Criteria of good Test
 Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms)
 Type and classification of Test
 Administration of test, advance preparation – Duties during testing – Duties after testing.

Unit- III Physical Fitness Tests

AAHPER youth fitness test
 National physical Fitness Test
 Indiana Motor Fitness Test
 JCR test

Unit- IV Sports Skill Tests

Lockhart and McPherson badminton test
 Johnson basketball test
 McDonald soccer test
 Brady volleyball test

References:

Bangsbo, J. (1994). *Fitness training in football: A scientific approach*. Bagsvaerd, Denmark.
 Barron, H. M., & McGhee, R. (1997). *A practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
 Kansal, D.K. (1996). *Test and measurement in sports and physical education*. New Delhi: D.V.S. Publications.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	2	3	3	2	2	3	3	3

C02	3	3	3	3	3	3	3	3	3
C03	2	3	3	3	3	3	3	3	3
C04	3	3	3	3	3	3	3	2	3
C05	3	3	3	3	3	3	3	3	3

Weightage: **1-Sightly; 2-Moderately; 3-Strongly**

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PEBDTT2 - KINESIOLOGY AND BIOMECHANICS

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBDTT2	Kinesiology and Biomechanics	4	4	30	70	100

Course Objective: The objectives of this course are to expose the students to analyse human movement anatomically and mechanically, and provide guidance in the application of mechanical principles and its implications in Physical Education and sports etc.

Course outcomes: Specific skills and competencies expected of students who complete this course include the following:

1. In this unit at the end of the semester, it is expected that the students will be able to know the importance of Kinesiology and Biomechanics in the area of physical education and sport.
2. It is expected that the students will be able to understand about the structure, composition, properties and functions of skeletal muscles.
3. It is expected that the students will be able to use correct terminology to discuss the anatomical terms of location structure of the human body.
4. It is expected that the students will be able to demonstrate and apply basic mechanical and physics principles to human movements.
5. It is expected that the students will be able to gain the ability to describe the fundamental movements in relation with mechanics and justify the efficiency of it.
6. It is expected that the students will be able to identify the relationship between anatomical structure, physiological function, and mechanical principles in relation to the performance of basic and complex motor skills.
7. It is expected that the students will be able to critically examine the performance of physical activity skills and to evaluate the performance against the principles of efficient movement.

UNIT-I Introduction to Kinesiology and Sports Biomechanics

Definition of Kinesiology and Sports Biomechanics

Importance of Kinesiology and Sports Biomechanics in Physical Education

Fundamental movements

Axes and Planes

Centre of gravity and line of gravity

Equilibrium and its factors

Work, Power and Energy

UNIT- II Kinesiological basis of muscular-skeletal system and neuro-muscular concept

Cartilage, ligament, tendon and bone

Joints and its classification

Axial and appendicular skeleton

Muscles and its types

Skeletal muscle, muscular contraction and angle of pull

Major muscles of upper extremity and its action

Major muscles of lower extremity and its action

All or none law

Reciprocal innervations or inhibition

UNIT-III Application of mechanical principles

Motion, its types and its application in sports activities

Newton's laws of motion and its application in sports activities

Force, its types and its application in sports activities

Lever and its types and its application to human body

Linear Kinematics: Distance and Displacement, Speed and Velocity, Acceleration

Vectors and Scalars

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

Projectile and Factors affecting projectile

UNIT-IV Application of kinesiology in daily life skill

Sitting and Standing,

Walking

Running

Ascending and descending from stairs

Catching

Throwing

Stooping

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Broer, M.R. Efficiency of Human Movement (Philadelphia: W.B. Saunders Co., 1966)

Cooper, John M. and Glassgow, R.B. Kinesiology (St. Louis: C.V. Mosby Co., 1963)

Duvall, E.N. Kinesiology (Engle Wood cliffs: N.J. Prentice Hall Inc. 1956)

Rasch and Burke Kinesiology and Applied Anatomy (Philadelphia: Lea and Fibger, 1967)

Scott, M.G. Analysis of Human Motion (New York, 2005)

Thompson, Flyod Manual of Structural Kinesiology (McGraw Hill, Singapore, 2004)

Uppal, A.K. Lawrence Mamta MP Kinesiology (Friends Publication India 2004)

Wells K.P. Kinesiology (Philadelphia: W.B. Saunders Co. 1966)

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	2	3	3	2	2	3	2	3
CO2	2	2	2	2	2	3	2	3	2
CO3	2	3	2	3	2	3	2	3	3
CO4	3	2	2	3	3	2	2	3	2
CO5	3	3	3	3	3	2	3	3	2
CO6	3	3	3	2	2	3	3	2	3
CO7	2	3	2	2	3	3	3	2	3

Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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PEBDTT3 - RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBDTT3	Research and Statistics in Physical Education	4	4	30	70	100

Course Objectives: The objectives of this course are to expose the students to the brief range of research process, to make familiar them with basics of statistical analysis, and provide guidance in the essentials of research and statistical models by using.

Course Outcomes: At the end of the course, it is expected that the students will be able to:

1. To understand research process,
2. Students will also be able to analyse the basic models of statistical tools.

Unit-I Introduction to Research

Definition of Research

Need and importance of Research in Physical Education and Sports.

Scope of Research in Physical Education & Sports.

Classification of Research

Unit-II Survey of Related Literature

Need for surveying related literature.

Importance for surveying related literature.

Literature Sources, Library Reading

Research Proposal- Meaning, Need and Importance

Preparation of Research proposal / project.

Unit-III Basics of Statistical Analysis

Statistics: Meaning, Definition, Nature and Importance

Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution,

Construction of Tables

Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve.

Cumulative Frequency Polygon, Ogive, Pie Diagram

Unit- IV Statistical Models in Physical Education and Sports

Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition,

Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data

Measures of Variability: Meaning, importance, computing from group and ungroup data.

Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data

References:

Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.

Bompa, T. O. & Haff, G. G. (2009). *Periodization: theory and methodology of training*, 5th ed. Champaign, IL: Human Kinetics.

Brown, L. E., & Ferrigno, V. A. (2005). *Training for speed, agility and quickness*, 2nd ed. Champaign, IL: Human Kinetics. 2 years B.P.Ed Curriculum | **43**

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Carl, E. K., & Daniel, D. A. (1969). *Modern principles of athletes training*. St. Louis: St. Louis's Mosby Company.

Clark, H. H., & Clark, D. H. (1975). *Research process in physical education*. Englewood cliffs, New Jersey: Prentice Hall, Inc.

Garrett, H.E. (1981). *Statistics in psychology and education*. New York: VakilsFeffer and Simon

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Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987). *Introduction to research: A guide for the health science professional*. Landon: J.B. Lippincott Company.

Thomas, J.R., & Nelson J.K. (2005). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.

Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research method in physical activity*.

U.S.A: Champaign, IL: Human Kinetics Books.

Uppal, A. K. (1990). *Physical fitness: how to develop*. New Delhi: Friends Publication.

Verma, J. P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1
CO1	3	3	3	2	3	3	3	3	3
CO2	3	3	2	3	3	3	2	2	3

Weightage: 1-Slightly; 2-Moderately; 3-Strongly

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PEBDTP1 - SPORTS MANAGEMENT (ELECTIVE)

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBDTP1	Sports Management	4	4	30	70	100

Course Objectives: This course will enable students to understand the concept of sports management, essential skills of sports management in physical education and sports. To understand each topic at a fairly understandable level to the students at this stage. Each concept has been explained through examples and application oriented problems.

Course Outcomes: After completing this course, the students will be able to-

1. Understand the concept of management in physical education and sports.
2. Describe the various functions of management and hence enhance the employability skills.
3. Analyze the concept of administration and supervision.
4. Explain the importance and maintenance of facilities, equipment and records.
5. Prepare the financial budget for physical education & sports.

Unit-I

Nature and Concept of Sports Management.
The purpose and scope of Sports Management.
Essential skills of Sports Management.
Qualities and competencies required for the Sports Manager.
Principle of sports management

Unit-II

Meaning and Definition of leadership
Leadership style and method. Elements of leadership.
Forms of Leadership- Autocratic, Laissez-faire, Democratic, Benevolent Dictator
Qualities of administrative leader.
Preparation of administrative leader.
Leadership and Organizational performance

Unit-III

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

Unit-IV

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

REFERENCES:

Ashton, D. (1968). *Administration of physical education for women*. New York: The Ronal Press Cl.
Bucher, C.A. *Administration of physical education and athletic programme*. 7th Edition, St. Louis: The C.V. Mosby Co.
Daughtrey, G. & Woods, J.B. (1976). *Physical education and intramural programmes, organisation and administration*. Philadelphia U.S.A. : W.B. Sounders Cp.

Earl, F. Z,& Gary, W. B. (1963).*Management competency development in sports and physical education*. Philadelphia: W. Lea and Febiger.

Course Outcomes and their mapping with Programme Outcomes:

CO	PO								PSO
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CO2	3	3	3	3	3	3	3	3	3
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CO4	3	3	3	3	3	3	3	2	3
CO5	3	3	3	3	3	3	3	3	3

Weightage: 1-Sightly; 2-Moderately; 3-Strongly

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PEBDTP2 - THEORY OF SPORTS AND GAMES (ELECTIVE)

Paper	Subject	Total Hours	Credit	Internal	External	Total
THEORY (400)						
PEBDTP2	Theory of sports and Game	4	4	30	70	100

Course Objectives: The objectives of this course are to expose the students to the history of sports and games, to make familiar them with physical fitness components.

Course Outcomes: At the end of the course, it is expected that the students will be able to:

1. To understand the history and theory of sports and games.
2. Students will also be able to analyse the scientific principles of coaching.
3. Students will also be able to understand about the ground preparation, dimensions and marking
4. Students will also be able to understand about the Standard equipment and their specifications.
5. Students will know about the ethics of sports and sportsmanship.

UNIT-I INTRODUCTION

General Introduction of specialized games and sports–

Athletics, Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Handball, Kabaddi, Kho-Kho, Tennis, Volleyball and Yoga.

Each game or sports to be dealt under the following heads

History and development of the Game and Sports

Ground preparation, dimensions and marking

Standard equipment and their specifications

Ethics of sports and sportsmanship

UNIT-II Scientific Principles of coaching: (particular sports and game specific)

Motion – Types of motion and Displacement, Speed, Velocity, Acceleration, Distance And Newton's Law of motions.

Force – Friction, Centripetal and Centrifugal force, Principles of force.

Equilibrium and its types

Lever and its types

Sports Training – Aims, Principles and characteristics.

Training load – Components, Principles of load, Over Load (causes and symptoms).

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

Speed and its types, Strength and its types, Endurance and its types, Flexibility and its types

Coordinative ability and its types, Training methods: - Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek /speed play and weight training)

UNIT-IV Conditioning exercises and warming up.

Concept of Conditioning and warming up.

Role of weight training in games and sports.

Teaching of fundamental skill & their mastery (technique, tactic and different phases of skill acquisition).

Recreational and Lead up games

Strategy – Offence and defense, Principles of offence and defense.

References:

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

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

Dyson, G. H. (1963). *The mechanics of athletics*. London: University of London Press Ltd.
 Lawther, J.D. (1965). *Psychology of coaching*. New York: Pre. Hall.

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CO4	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	2	3	3

Weightage: 1-Sightly; 2-Moderately; 3-Strongly