

**HNBGU, Srinagar Garhwal  
(Uttarakhand)**



**ORDINANCE**

(Revised on 25.05.2024)

**Bachelor of Physical Education**

**(B.P.Ed.)**

**(Two Year Programme)**

**DEPARTMENT OF PHYSICAL EDUCATION**

**SCHOOL OF EDUCATION**

# CURRICULUM FRAMEWORK

## GUIDELINES OF REGULATIONS AND SYLLABUS STRUCTURE FOR B. P. Ed. TWO YEARS PROGRAMME (FOUR SEMESTERS) CHOICE BASED CREDIT SYSTEM (CBCS)

**Preamble:** Bachelor of Physical Education (B. P. Ed.) two years (Four Semesters Choice Based Credit System) programme is a professional programme meant for preparing teachers of physical education in classes VI to X and for conducting physical education and sports activities in classes XI and XII.

B. P. Ed. programme shall be designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprises of compulsory and optional theory as well as practical courses and compulsory school internship.

### **Intake, Eligibility and Admission Procedure:**

The Intake and Eligibility are as per the latest NCTE norms and standards. (The relaxation in the percentage of marks in the qualifying examination and in the reservation of seats for SC/ST/OBC and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable).

#### **Age:-**

For General category candidates the upper age limit is **28 years** as on **1<sup>st</sup> July** of the academic year. Age relaxation for SC, ST and OBC candidate will be given according to the rules and regulation of GOI.

**Number of seats: 62\* (Sixty-Two) seats are approved by NCTE New Delhi for B.P.Ed. course.**

#### **Note:-**

**\* At present 50 seats have been increased to 62 seats for the admission after implementation of 10% reservation quota for EWS category as per the direction of Govt. of India.**

\*Married girl is eligible for admission to B.P.Ed. programme. But, it is also compulsory for her to sign an undertaking that she will discontinue the programme at once for at least one academic year, if she gets pregnant during the course of study. She can join back afresh from the beginning of the semester keeping the guidelines pertaining to the maximum duration of the course in mind.

\*No differently-abled candidate is eligible for the admission in B.P.Ed. Course.

#### **Admission procedure:-**

Admission shall be made on merit on the basis of marks obtained in the entrance examination consisting of 100 marks based on the following.

<b>a- Written test</b>	<b>50 marks</b>
<b>b- Physical fitness test</b>	<b>40 marks</b>
<b>c- Sports achievement</b>	<b>10 marks</b>

The total entrance test will be conducted in two days and could be extended, if needed and it will be conducted at BCC campus Srinagar.

**(A) Written Test: - Theory Paper** comprising of 50 multiple-choice questions of one hour duration carrying 50 marks. Questions shall be based on B.P.Ed. course taught in the HNBGU Srinagar Garhwal.

**(B) Physical Fitness test :-** There shall be **Physical Fitness test** of 40 marks will be conducted by Internal Examiners of Department of Physical Education, HNBGU at Srinagar Garhwal. Following events will be conducted in the fitness test:-

<u>Men's</u>	<u>Women's</u>
1. 50 Meter Dash	50 Meter Dash
2. Bent knee sit-up (1 minute)	Bent knee sit-up (1 minute)
3. Medicine ball throw (5 kg)	Medicine ball throw (3 kg)
4. Standing broad jump	Standing broad jump
5. 800 meter run/walk	600 meter run/walk

**(C) Sports Achievement Weightage:-** In Sports Participation Weightage, candidate shall be given of maximum 10 marks weightage on the basis of their sports participation in any one of the following level:

<u>Participation</u>	<u>Marks</u>
International :	10
<b>Senior National championship/National Games:</b>	
1st Place :	10
2nd Place :	09
3rd Place :	08
Participation :	07
<b>All India Inter-Zonal Inter University Competitions/Khelo India Inter University/Youth Games (U-21):</b>	
1st Place :	08
2nd Place :	07
3rd Place :	06
Participation :	05
<b>Zonal Inter University/Junior National/School National competition/Khelo India Youth Games (U-17):</b>	
1st Place :	07
2nd Place :	06
3rd Place :	05
Participation :	04
<b>Senior State Championship/Rural national games/Woman Festival:</b>	
1st Place :	04
2nd Place :	03
3rd Place :	02
Participation :	01

**Note:-**

\*The marks will be given in only those games/sports, which are in the competition list of Association of Indian Universities (AIU) /IOA/ and/or School Games Federation of India (SGFI).

\*The participation must be of last **five** academic sessions.

\*The school state championship and inter collegiate championship participation shall be considered for eligibility criteria only; the candidate shall not get any marks for sports weightage.

\*Sports participation marks shall be given on producing valid supporting certificate only. The highest possible weightage shall be given to the applicant in one category only, If he/she has participated in more than one category.

#### **Medical examination:-**

Qualified candidates will have to submit medical certificate by CMO and blood group certificate to the concern office.

**Course fee:** The total course fee is Rs 10,000/-, shall be deposited in the online mode of in favor of the **Finance Officer, HNBGU Srinagar Garhwal, Uttarakhand**. Rs 5,000/- shall be deposited in the beginning of each session.

**Duration:** The B.P.Ed programme shall be of duration of two academic years, that is, four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of **three** years from the date of admission to the programme.

The student, who discontinue the programme after one year or more semesters due to extraordinary circumstances, are allowed to continue and complete the programme with due approval from the registrar.

**The CBCS System:** B.P.Ed. Programmes shall run on Choice Based Credit System (CBCS). It is an instructional package developed to suit the needs of students, to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

**Course:** The term course usually referred to, as 'papers' is a component of a B.P.Ed. programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise Lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

**Courses of Programme:** The B.P.Ed. Programme consists of a number of courses, the term 'Course' applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of courses suggested for the B.P.Ed. Programme.

#### **Theory & Practicum:**

**Core Course**

**Elective Course**

**Teaching Practices**

**Semesters:** An academic year is divided into two semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The odd semester may be scheduled from May/June to November/December and even semester from November / December to May/June. The institution shall work for a minimum of 36 working hours in a week (five or six days a week).

**Working days:** There shall be at least **200** working days per year exclusive of admission and examination processes etc.

**Credits:** The term 'Credit' refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half hours of practical work/field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a B.P.Ed. Programme is 90 credits and for each semester 20 credits. 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.

**Condonation:** Student must have 75% of attendance in each course for appearing the examination. Students who have 74% to 65% of attendance shall apply for condonation in the prescribed form along with the Medical Certificate or proof of participation in intercollege or inter university competitions. Students who have 64% to 50% of attendance shall apply for condonation in prescribed form along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination.

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

S. No.	Special Credits for Extra Co-curricular Activities	Credit
1.	Sports Achievement at Stale level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation International level Competition	4
2.	Inter Uni. Participation (Any one game)	2
3.	Inter College Participation (min. two game)	1
4.	National Cadet Corps / National Service Scheme	2
5.	Blood donation / Cleanliness drive / Community services	2
6.	Mountaineering – Basic Camp, Advance Camp / Adventure Activities	2
7.	Organization / Officiating – State / National level in any two game	2
8.	News Reposting / Article Writing / book writing / progress report writing	1
9.	Research Project	4

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

### Examinations:

1. There shall be examinations at the end of each semester, for first semester in the month of November /December: for second semester in the month of May / June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations (supplementary examinations) to be held in November/December or May / June.
2. If the student again fails in the supplementary examination, he/she will not be allowed to continue the programme.
3. A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

**Examiners:** For a semester examination, there must be 1 internal and 1 external examiner in practical, teaching practice and sports specialization.

**Pattern of Question Papers:** Question Papers shall have five questions corresponding to four units of each theory course. B.P.Ed.: Format of Question Paper for 4 Units.

Each question paper shall have five questions. The pattern will be as follows:

Question No.	Description	Marks
1.	<b>(From Unit 1)</b> Answer in detail (Long Question) <b>Or</b> Answer in detail (Long Question)	<b>15</b>
2.	<b>(From Unit 2)</b> Answer in detail (Long Question) <b>Or</b> Answer in detail (Long Question)	<b>15</b>
3.	<b>(From Unit 3)</b> Answer in detail (Long Question) <b>Or</b> Answer in detail (Long Question)	<b>15</b>
4.	<b>(From Unit 4)</b> Answer in detail (Long Question) <b>Or</b> Answer in detail (Long Question)	<b>15</b>
5.	Short Answer Type Questions (Answer 4 out of 8 Questions.) <b>(2 Questions. from each unit)</b>	<b>10</b>
<b>Total</b>		<b>70</b>

**Evaluation:** The performance of a student in each course is evaluated through continuous internal assessment (CIA), one test of 15 marks and of one to two hours duration is to be conducted around 10-14 weeks of academic work from the start of each semester; evaluation is to be done in terms of percentage of marks with a provision for conversion to grade point. If, any student is not able to give the internal test due to Medical reason or participation in intercollege or inter university competitions, the concerned course teacher must conduct the student examination as soon as possible (there is no provision for seeking improvement of internal assessment). The marks obtain in CIA is added with end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

<b>One theory or practical Test</b>	20 Marks
<b>Assignments</b>	05 Marks
<b>Presentation/Viva- voce</b>	05 Marks
<b>Total</b>	30 Marks

Attendance shall be taken as a component of continuous assessment, although the students should have minimum 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 1<sup>1/2</sup> hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

**Minimum Passing Standard:** The minimum passing standard for CIA (Continuous Internal Assessment) and External Examinations shall be 40%, i.e. 12 marks out of 30 marks and 28 marks out of 70 marks respectively for theory courses. The minimum passing for both CIA & external examination shall be 50%, i.e. 15 marks out of 30 and 35 marks out of 70 marks for the teaching practice and practical courses.

**Educational Tour/Camp:** In addition to the above rules the student must fulfill the following requirements to acquire the degree which is mandatory. Educational Tour or Leadership Camp organized by the Department of Physical Education of at least 05 days. The students shall contribute separately for these activities.

The student will have to attend Educational tour or Leadership camp in II semester, if any student due to extraordinary circumstances not able to attend tour/camp, are allowed to attend in IV semester with the permission of Head of the department. The students will have to submit tour/camp report within ten days after arrival from tour/camp compulsorily in the Department of Physical Education, H.N.B.G.U. failing which the result will not be declared.

**Grading:** Once the marks of the CIA (Continues Internal Assessment) and SEA (Semester End Assessment) for each of the courses are available, both (CIA and SEA) will be added. The marks thus obtained for each of the courses will then be graded as per details provided in **Letter Grades and Grade Points** table from the first semester onwards the average performance within any semester from the first semester is indicated by Semester Grade Point Average (**SGPA**) while continuous performance (including the performance of the previous semesters also) starting from the first semester is indicated by Cumulative Grade Point Average (**CGPA**). These two are calculated by the following formula:

(i)  $SGPA(S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$

Where  $C_i$  is the number of credits of the  $i^{th}$  course and  $G_i$  is the grade point scored by the student in the  $i^{th}$  course.

(ii) The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.  $CGPA = \frac{\sum(C_i \times S_i)}{\sum C_i}$

Where  $S_i$  is the SGPA of the  $i^{th}$  semester and  $C_i$  is the total number of credits in that semester.

(iii) The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcript or certificate or marksheet.

**Classification of Final Results:** For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Physical Education in the First class / Second class / Pass class or First class with Distinction, the marks and the corresponding CGPA earned by the candidate in Core Courses will be the criterion. It is further provided that the candidate should have scored the First / Second Class separately in both the grand total and end Semester (External) examinations.

**Award of the B.P.Ed. Degree:** A candidate shall be eligible for the award of the degree of the B.P.Ed. only if he/she has earned the minimum required credit including Bonus Credits of the programme prescribed above.

### **Letter Grades and Grade Points:**

- i. Two methods-relative grading or absolute grading– have been in vogue for awarding grades in a course.
- ii. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students in the course and the grades are awarded based on a cut-off mark or percentile.
- iii. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.

**Grievance Redressal Committee:** The college/department shall form a Grievance Redressal Committee for each course in each college/department with the course teacher / Principal / Director and the HOD of the faculty as the members. This Committee shall solve all grievances of the students.

**Revision of Syllabi:** Syllabi of every course should be revised according to the NCTE.

- Revised Syllabi of each semester should be implemented in a sequential way.
- In courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council.
- All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.
- During every revision, up to twenty percent of the syllabi of each course should be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of revised syllabi.
- In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

**Miscellaneous:**

1. The procedural details may be given by the university from time to time.
2. Any unforeseen problems/difficulties may be resolved by Vice Chancellor, whose decision in the matter shall be final.
3. The provision of any order, rules or regulation in force shall be inapplicable to the extent of its inconsistency with these regulations.



**The key program outcomes (POs) and program specific outcomes (PSOs) for the Bachelor of Physical Education (B.P.Ed.) program are as under:**

**Program Outcomes-**

- The B.P.Ed. program aims to produce well-rounded physical education professionals with strong content knowledge, pedagogical skills, and the ability to support students' holistic development through sports and physical activity.
- After completion of the Program the student become eligible for Trained Graduate teachers in Physical education subject.
- The Student Demonstrates firm work/professional ethics and cultivate solidarity by working and dealing with colleagues, parents, and the community to support students' growth and well-being.

**Program Specific Outcomes-**

- The student Understand the disciplinary content knowledge and apply pedagogical content knowledge to effectively teach physical education subject.
- Identify and apply learner-centric teaching methods, teaching skills, and managerial skills to deal with classroom problems.
- Use effective communication skills and strategies to enhance student engagement and learning.
- Analyze curriculum and conduct action research to solve classroom issues and think critically.
- Develop training modules, categorize teaching and training activities, describe assessment strategies, and design fitness and conditioning programs for various sports and levels of athletes.
- Organize competitions at different levels, prepare and execute intramural programs, and design layouts of sports facilities.

### Semester-I

<b>Part- A Theoretical Course</b>						
Course Code	Title of the papers	Total Hours	Credits	Internal Marks	External marks	Total
<b>Core Course</b>						
SOE/PE/C-101	History of Physical Education	4	4	30	70	100
SOE/PE/C -102	Anatomy and Physiology-I	4	4	30	70	100
SOE/PE/C -103	Health Education and Environmental Studies	4	4	30	70	100
<b>Elective course(Anyone)</b>						
SOE/PE/E-101	Olympic Movement	4	4	30	70	100
SOE/PE/E -102	Officiating and Coaching					
<b>Part – B Practical Course</b>						
SOE/PE/P -101	Football	6	4	30	70	100
SOE/PE/P -102	Hockey	6	4	30	70	100
SOE/PE/P -103	Volleyball	6	4	30	70	100
SOE/PE/PE -101-102	Handball / Basketball	6	4	30	70	100
<b>Total</b>		40	32	240	560	800

### Semester-II

<b>Part- A Theoretical Course</b>						
Course Code	Title of the papers	Total Hours	Credits	Internal Marks	External marks	Total
<b>Core Course</b>						
SOE/PE/C -201	Anatomy and Physiology-II	4	4	30	70	100
SOE/PE/C -202	Methods of Teaching in Physical Education	4	4	30	70	100
SOE/PE/C-203	Organization and Administration	4	4	30	70	100
<b>Elective course(Anyone)</b>						
SOE/PE/E-201	Sports Nutrition and Weight Management	4	4	30	70	100
SOE/PE/E -202	Theory of sports and game					
<b>Part – B Practical Course</b>						
SOE/PE/P -201	Track and Field	6	4	30	70	100
SOE/PE/P -202	Cricket	6	4	30	70	100
SOE/PE/PE -201-202	Badminton / Table Tennis	6	4	30	70	100
<b>Part – C Teaching Practices</b>						
SOE/PE/T -201	Teaching Practices: (05 lessons) in light apparatus activities and (05 lessons) of skill in different games)	6	4	30	70	100
<b>Total</b>		40	32	240	560	800

### Semester-III

<b>Part- A Theoretical Course</b>						
Course Code	Title of the papers	Total Hours	Credits	Internal Marks	External marks	Total
<b>Core Course</b>						
SOE/PE/C-301	Basic principles of Sports Training	4	4	30	70	100
SOE/PE/C -302	Athlete's care and Rehabilitation	4	4	30	70	100
SOE/PE/C -303	Kinesiology	4	4	30	70	100
<b>Elective Course (Anyone)</b>						
SOE/PE/E-301	Computer Application in Physical Education	4	4	30	70	100
SOE/PE/E-302	Education and Educational Technology					
<b>Part – B Practical Course</b>						
SOE/PE/P -301	Yoga and Gymnastics	6	4	30	70	100
SOE/PE/P-302	Track and Field	6	4	30	70	100
SOE/PE/PE -301-302	Kabaddi / Kho-Kho	6	4	30	70	100
<b>Part – C Teaching Practices</b>						
SOE/PE/T -301	Teaching Practice: (10 Lesson) of Track and Field/ Team Games/ Yoga / Gymnastics / Indigenous sports	6	4	30	70	100
<b>Total</b>		40	32	240	560	800

### Semester-IV

<b>Part- A Theoretical Course</b>						
Course Code	Title of the papers	Total Hours	Credits	Internal Marks	External marks	Total
<b>Core Course</b>						
SOE/PE/C-401	Test and Measurement in Physical Education	4	4	30	70	100
SOE/PE/C-402	Sports Psychology and Sociology	4	4	30	70	100
SOE/PE/C-403	Basics Statistics in Physical Education	4	4	30	70	100
<b>Elective Course (Anyone)</b>						
SOE/PE/E-401	Foundation and Principles of Physical Education	4	4	30	70	100
SOE/PE/E-402	Yoga Education					
<b>Part – B Practical Course</b>						
SOE/PE/P -401	Sports specialization: Skill and Game Proficiency (Any one Game & Sports)	6	4	30	70	100
SOE/PE/P -402	Sports specialization: Skill and Game Proficiency (Theory of any one Game & Sports)	6	4	30	70	100
<b>Part – C Teaching Practices (Coaching Lesson)</b>						
SOE/PE/T-401	Sports specialization: Skill (5 coaching lessons)	6	4	30	70	100
SOE/PE/T-402	Sports specialization: Tactics and Training (5 coaching lessons)	6	4	30	70	100
<b>Total</b>		40	32	240	560	800

**Scheme of Examination  
Semester-I**

		<b>Theory (400)</b>		
<b>Paper</b>	<b>Subjects</b>	<b>Internal Marks</b>	<b>External marks</b>	<b>Total</b>
SOE/PE/C-101	History of Physical Education	30	70	100
SOE/PE/C -102	Anatomy and Physiology-I	30	70	100
SOE/PE/C -103	Health Education and Environmental Studies	30	70	100
SOE/PE/E-101/102	Olympic Movement/ Officiating and Coaching	30	70	100
		<b>Practical (400)</b>		
SOE/PE/P -101	Football	30	70	100
SOE/PE/P -102	Hockey	30	70	100
SOE/PE/P -103	Volleyball	30	70	100
SOE/PE/PE -101/102	Handball / Basketball	30	70	100
		<b>Total</b>	<b>240</b>	<b>560</b>
		<b>800</b>		

**Semester-II**

		<b>Theory (400)</b>		
<b>Paper</b>	<b>Subjects</b>	<b>Internal Marks</b>	<b>External marks</b>	<b>Total</b>
SOE/PE/C -201	Anatomy and Physiology-II	30	70	100
SOE/PE/C -202	Methods of Teaching in Physical Education	30	70	100
SOE/PE/C-203	Organization and Administration	30	70	100
SOE/PE/E-201/202	Sports Nutrition and Weight Management / Theory of sports and game	30	70	100
		<b>Practical (400)</b>		
SOE/PE/P -201	Track and Field	30	70	100
SOE/PE/P -202	Cricket	30	70	100
SOE/PE/PE -201/202	Badminton / Table Tennis	30	70	100
SOE/PE/T -201	Teaching Lesson	30	70	100
		<b>Total</b>	<b>240</b>	<b>560</b>
		<b>800</b>		

### Semester-III

<b>Theory (400)</b>				
<b>Paper</b>	<b>Subjects</b>	<b>Internal Marks</b>	<b>External marks</b>	<b>Total</b>
SOE/PE/C-301	Basic principles of Sports Training	30	70	100
SOE/PE/C -302	Athlete's care and Rehabilitation	30	70	100
SOE/PE/C -303	Kinesiology	30	70	100
SOE/PE/E-301/302	Computer Application in Physical Education / Education and Educational Technology	30	70	100
<b>Practical (400)</b>				
SOE/PE/P -301	Yoga and Gymnastics	30	70	100
SOE/PE/P-302	Track and Field	30	70	100
SOE/PE/PE -301-302	Kabaddi / Kho-Kho	30	70	100
SOE/PE/T -301	Teaching Lesson	30	70	100
<b>Total</b>		<b>240</b>	<b>560</b>	<b>800</b>

### Semester-IV

<b>Theory (400)</b>				
<b>Paper</b>	<b>Subjects</b>	<b>Internal Marks</b>	<b>External marks</b>	<b>Total</b>
SOE/PE/C-401	Test and Measurement in Physical Education	30	70	100
SOE/PE/C-402	Sports Psychology and Sociology	30	70	100
SOE/PE/C-403	Basics Statistics in Physical Education	30	70	100
SOE/PE/E-401/402	Foundation and Principles of Physical Education / Yoga Education	30	70	100
<b>Practical (400)</b>				
SOE/PE/P -401	Skill and Game Proficiency	30	70	100
SOE/PE/P -402	Skill and Game Proficiency (Theory)	30	70	100
SOE/PE/T-401	Skill coaching Lesson	30	70	100
SOE/PE/T-402	Tactics and Training coaching Lesson	30	70	100
<b>Total</b>		<b>240</b>	<b>560</b>	<b>800</b>

**Table-1: Semester wise Distribution of Hours per Week**

<b>Semester</b>	<b>Theory</b>	<b>Practicum</b>	<b>Teaching Practice</b>	<b>Total</b>
I	16	24	00	40
II	16	18	06	40
III	16	18	06	40
IV	16	12	12	40
<b>TOTAL</b>	<b>64</b>	<b>72</b>	<b>24</b>	<b>160</b>

**Minimum of 36 hours per week is required in five or six days in a week**

**Table-2: Number of Credits per Semester**

<b>Semester</b>	<b>Theory</b>	<b>Practicum</b>	<b>Teaching Practice</b>	<b>Total</b>
I	16	16	00	32
II	16	12	04	32
III	16	12	04	32
IV	16	08	08	32
<b>TOTAL</b>	<b>64</b>	<b>48</b>	<b>16</b>	<b>128</b>

# **B. P. ED. – OUTLINE OF SYLLABUS THEORY COURSES**

## **Semester – I**

### **SOE/PE/C-101 History of physical education**

#### **Course Outcomes:**

- Students will understand the meaning, aim and objectives of Physical Education.
- Students will be explained about the historical development of Physical Education in India.
- Students will be able to understand the role of European countries in development of Physical Education subject and discipline.
- Students will know the role of pioneer institutes in the field of Physical Education in India.
- Students will get knowledge about various Sports promotion schemes and sports awards.
- Students will get detail idea about Olympic movement; Ancient and Modern Olympic Games.

#### **Course Specific Outcomes:**

This course in the B.P.Ed. I<sup>st</sup> Semester provides the basic but very important knowledge about the origin, evolution and present state of Physical Education in India and at world stage. The content of this program enables the student to get acquainted with field of Education.

#### **Unit – 1: Introduction of Physical Education**

- Meaning, Definition, Importance and Scope of Physical Education
- Aims and Objective of Physical Education
- Relationship of Physical Education with General Education.
- Physical Education as an Art and Science.

#### **Unit- 2 – Historical Development of Physical Education in India (Ancient, Medieval and Modern Period)**

##### **Ancient Period**

- Indus Valley Civilization Period. (3250 BC–2500 BC)
- Vedic Period (2500 BC–600 BC)

##### **Medieval Period**

- Hindu Period (600 BC–1000 AD)
- Medieval Period (1000 AD–1757 AD)

##### **Modern Period**

- British Period (Before 1947)
- Physical Education in India (After 1947)

### **Unit- 3- History of Ancient World & Olympic Games**

- Physical Education in Ancient Greece, Spartan city state and Athens.
- Physical Education in Ancient Roman.
- Ancient Olympics Games: Origin, Development, Decline & termination.
- Modern Olympics Games: origin, opening & closing ceremony, Olympic Flag & torch.
- IOC, IOA & SAI

### **Unit-4- Physical Education in Modern World:**

#### Role of Pioneers in Globalization of Physical Education-

- U.S.A.
- Denmark
- Sweden
- Germany
- Great Britain
- Pioneer Institutions in India
  - Y.M.C.A., Madras
  - Lucknow Christian College, Lucknow
  - LCPE to LNIPE, Gwalior
  - HVPPM Amravati Maharashtra
  - NSNIS Patiala
- Schemes & Awards
  - Rajkumari Amrit Kaur coaching scheme
  - PYKKA to Khelo India
  - Arjuna & Dronacharya Awards
  - Rajiv Gandhi Khel Ratna Award & Maulana Azad Trophy
  - Dhyan Chand Award ( Life time achievement award)
  - Tilu Rauteli Sports Award & Uttarakhand Khel Ratna Awards

### **References:**

- Singh, Ajmer (2014). *Essentials of Physical Education*: New Delhi:Kalyani Publishers. Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of Physical education.
- Sharman, J. R. (1964). *Introduction to physical education*. New York: A.S. Barnes & Co.



# SOE/PE/C-102 ANATOMY AND PHYSIOLOGY- I

## Course Outcomes:

- Students will understand the significance of Anatomy & Physiology in the field of Physical Education.
- Students will be able to know about the structure of human body.
- Students will understand the functioning of Heart, Blood, Respiratory System, Digestive System, Sense organs, and various glands.
- Students will know about various body movements and role of different joints in it.

## Course Specific Outcomes:

The course provides the students an understanding of Human body structure and its functions. The mechanics of various systems of the body will make the students aware the factors affecting its performance.

## Unit-I

- Brief Introduction of Anatomy and physiology and Role in the field of Physical Education.
- Introduction of Cell. Types and Functions of Cell.
- Cell Division-Mitosis and Meiosis.
- Tissue-Its various types and Functions.

## Unit-II

- The arrangement of the skeleton – Functions of the skeleton – Ribs and Vertebral column and the extremities.
- Joints of the body, types and fundamental movements.
- The circulatory system: Structure of Human Heart, Circulation of blood, cardiac cycle, blood pressure, Lymph and Lymphatic circulation. Cardiac output.
- Blood: Constituents of blood and their function –Blood groups and blood transfusion, clotting of blood.

## Unit-III

- 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-Salivary Glands, The Liver, Gall-bladder and Pancreas, Metabolism.

## Unit-IV

- Sense organs: A brief account of the structure and functions of the Eye and Ear.
- Structure and functions of the Skin.
- Organs of Taste and Smell.

## References:

- Gupta, A. P. (2010). *Anatomy and physiology*. Agra: SumitPrakashan.
- Guyton, A.C. (1996). *Textbook of Medical Physiology*, Philadelphia: W.B. Saunders. Karpovich, P. V. *Philosophy of muscular activity*. London: W.B. Saunders Co.

Lamb, G. S. (1982). *Essentials of exercise physiology*. Delhi: Surjeet Publication. Morehouse, L. E. & Miller, J. (1967). *Physiology of exercise*. St. Louis: The C.V. Mosby Co. Pearce, E. C. (2004). *Anatomy and physiology for nurses*. London: Faber & Faber Ltd.

Sharma, R. D. (1979). *Health and physical education*, Gupta Prakashan.

# SOE/PE/C-103 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

## Course Outcomes:

- The students will learn about meaning, concept, dimensions and determinants of Health.
- The students will understand about the significance of Hygiene in human life and health.
- The students will be able to know about various communicable diseases prevalent in the society, their prevention and treatment.
- The students will understand the meaning and value of Environment Science in human life.
- The students will know about various types of Pollutions. Its hazards and pollution management's strategies.

## Course Specific Outcomes:

The course provides the students valuable knowledge about the Health, related issues various communicable disease, its preventive measures, Environment Science and pollution related issues will enable the students to know about.

### 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
- Personal and Environmental Hygiene for schools

### Unit – II Health Problems in India

- Communicable Diseases: (Dengue, Swine Flu, Bird Flu, Typhoid) Causes, Prevention & treatment
- Non-Communicable Diseases: (Jaundice, Cancer) Causes, Prevention & treatment
- Life style Diseases: (Obesity, Diabetes and Hypertension)
- Malnutrition, Adulteration in food
- School health services: Objectives and Its Role
- 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. The school health education. New York: Harber and Brothers. Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co.

## SOE/PE/E-101 OLYMPIC MOVEMENT

### Course Outcomes:

- The students will learn about origin of Ancient Olympic Games.
- The students will understand about evolution of Modern Olympic Games.
- The students will understand the various ceremonies and important aspect of Modern Olympic Games.
- The students will get knowledge about structure and function of International Olympic Committee.

### Course Specific Outcomes:

The course provides the detail knowledge to students about origin, evolution of Olympic movements. Present scenario of structure and expansion of Olympic Games in different variations like: Para Olympic Games, Winter Olympics, Youth Olympic Games etc.

### 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). *Magictree house fact tracker: ancient Greece and the Olympics: a nonfiction companion to magic tree house: hour of the Olympics*. New York: Random House Booksfor Young Readers.

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

# SOE/PE/E-102 OFFICIATING AND COACHING

## Course Outcomes:

- The students will be able to know about the meaning and concept of officiating and its principles in detail.
- The students will be able to understand about coaching; Principles and Philosophies, role of Coach on and off the field.
- The students will get knowledge about the duties and responsibilities of an official.
- The students will be able to get idea of qualities required to be a good coach & official.
- The students will be able to know about the role of Coach as Mentor.

## Course Specific Outcomes:

The content of this program gives vital information about nuances of Officiating and Coaching, their principles, qualities and qualification of a Coach and Official.

### Unit- I: Introduction of Officiating and coaching

- Meaning, definition and 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, signals and movement etc.
- Ethics of officiating

### Unit- IV: Qualities and Qualifications of Coach and Official

- Qualities and qualification of coach and official
- Significance of rules and regulations of games and sports
- Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DAbills
- Role of sports in development of Integrity and Ethical values

## References:

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

G. H. (1963). *The mechanics of athletics*. London: University of London Press Ltd. Ltd. Lawther,

J.D. (1965). *Psychology of coaching*. New York: Pre. Hall.

Singer, R. N. (1972). *Coaching, athletic & psychology*. New York: M.C. Graw Hill.

## Semester – II

### SOE/PE/C-202 ANATOMY AND PHYSIOLOGY-II

#### Course Outcomes:

- The students will be able to know about muscles in human body; its structures and functions.
- The students will understand the structure and functions of Nervous System, its types and Neuro muscular junction.
- The students will get knowledge of Excretory organs and their functions in the body.
- The students will know about the effects of various types of training on different systems of human body like: Muscular System, Cardiovascular System, and Respiratory System.

#### Course Specific Outcomes:

The program will enable the students to know about muscles and its types, mechanism of muscular contraction and Neuro-Muscular function. The students will be acquainted with the knowledge of Nervous System- structure, functions and its role in Human body. This course provides valuable information about the effect of different training programs on various systems which will allow them to design the training program as per the need and requirement of Human body.

#### Unit-I

- Muscular System: Types of muscles, Major Muscles in the human body.
- Structure, Composition, Properties and functions of skeletal muscles.
- Muscle Fibers: Types and its characteristics
- Sliding Filament Theory of Muscle contraction.

#### Unit-II

- Nervous systems: Structure and Function of Brain and Spinal cord.
- The Autonomic nervous system and Peripheral nervous system.
- Nerve control of muscular: activity: Reflex Action.
- Neuro-Muscular Junction Nerve Transmission across it.

#### Unit-III

- The Excretory system: Structure and functions of the kidneys and the skin.
- The Endocrine glands: Functions of Pituitary, Thyroid, Parathyroid, Adrenal, Pancreatic and the sex glands.
- The Lymphatic System. The Lymphatic Glands the Spleen.

## Unit-IV

- Role of oxygen in physical training oxygen debt, second wind.
- Effect of exercise and training on Muscular system.
- Effect of exercise and training on Cardiovascular system.
- Effect of exercise and training on Respiratory system.

### References:

Guyton, A.C. (1996). Textbook of Medical Physiology, Philadelphia: W.B. Saunders.

Karpovich, P. V. *Philosophy of muscular activity*. London: W.B. Saunders Co.

Lamb, G. S. (1982). Essentials of exercise physiology. Delhi: Surjeet Publication. Morehouse, L. E. &

Miller, J. (1967). *Physiology of exercise*. St. Louis: The C.V. Mosby Co. Pearce, E. C. (2004). *Anatomy and physiology for nurses*. London: Faber & Faber Ltd.

Sharma, R. D. (1979). *Health and physical education*, Gupta Prakashan.



# SOE/PE/C-202 METHODS OF TEACHING IN PHYSICAL EDUCATION

## Course Outcomes:

- The students will learn about various types of teaching methods used in Physical Education, their principles and Merits/ Demerits.
- The students will be able to know about classification of students: Importance and methods of classification.
- The students will understand about various types of competitions: Intramural and Extramural. Their organisational setup, various committees and their functions.
- The students will be able to learn about methods of drawing fixtures.
- The students will know how to prepare a lesson plan and use of teaching aids for effective teaching in Physical Education class.

## Course Specific Outcomes:

Program content provides opportunity to the students for learning about important methods used for teaching in Physical Education like: lecture, command, demonstration, imitation, project, mirror, whole part- whole method etc. It allows the students to get the idea of preparing a lesson plan as per the need of students and demand of situation by using effective teaching aids.

### Unit – I Teaching Methods, teaching styles

- Teaching methods: Meaning, types & factor affecting it.
- Teaching style: Introduction, choosing & combination of appropriate style.
- Classification of student: Importance, Method and system of classification.

### Unit – II Teaching Technique

- Teaching Technique – Lecture, Command, Demonstration, Imitation, project, mirror method.
- 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 Competitions, Tournaments & Athletic meet

- Intramural & Extramural: meaning, importance and conduct.
- Tournaments: meaning, types
- Knockout tournaments & League: Types, merits & demerits
- Athletic meet: Events, organization & importance

### Unit – IV Lesson Planning and Teaching Aids

- Lesson Planning – Meaning, Type, parts and principles of lesson plan.
- General and specific lesson plan.
- Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.
- Teaching aids – Audio aids, Visual aids, Audio – Visual aids, Verbal, Black board, Charts, Model, Slide projector, Motion picture etc.

## References:

Tirunarayanna, C. and Hariharsharma, S. “ Methods in Physical Education”. Printed at the south India Press, 1986.

Karaijadi Singh Suja, “ Methods in Physical Education” Twinkle Printing Press, Patiala

# SOE/PE/C-203 ORGANIZATION AND ADMINISTRATION

## Course Outcomes:

- The students will know about the meaning and concept of Organisation and Administration.
- The students will be able to learn about the role of administration for smooth functioning in Physical Education.
- The students will learn about office management and related things like: Records, and Registers (various types)
- The students will get the idea of preparing budget and its importance in the field of Physical Education.
- The student will be able to know about Public relation and its significance in successful organisation of sports events.

## Course Specific Outcomes:

This program will enable the student to understand the concept of organisation, administration, management (office and class) and Budgeting in Physical Education. It allows knowing about the need, purchase, care and maintenance of various facilities in the Physical Education department. The content on Public relation and Tournament planning will educate the students about successful functioning.

### 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: Class Management & Public relation**

- Class management: Meaning, importance.
- Factors affecting class management, Principles of class management.
- Public relation: Meaning, Importance, Public relation with Media.
- Public speaking: Purpose, Topic, Delivery, Practice, Evaluation of speech.
- 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.
- Thomas, J. P. (1967). *Organization & administration of Physical Education*. Madras: Gyanodayal Press.
- Tirunarayanan, C. & Hariharan, S. (1969). *Methods in Physical Education*. Karaikudi: South India Press.

# SOE/PE/E-201 SPORTS NUTRITION AND WEIGHT MANAGEMENT

## Course Outcomes:

- The students will be able to know about the concept of Nutrition and Sports Nutrition.
- The students will understand the role of Macro and Micro Nutrients in energy liberation and their significance for Physical work.
- The students will get idea of weight management and related issues like obesity and Diabetes.
- The students will be able to learn about the weight management technique by using balance diet program.
- The student will know to prepare a balance diet chart as per individual's requirement.

## Course Specific Outcomes:

The program content will make students aware about Nutrition, its role in weight management and healthy life. It will also help them to understand about obesity, its causes and overcoming measures through nutritional diet program.

### Unit – I Introduction to Sports Nutrition

- Meaning and Definition of Sports Nutrition
- Basic Nutrition guidelines
- Role of nutrition in sports
- Factor to consider 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), Myth of Spot reduction, Dieting versus exercise for weight control, Common Myths about Weight Loss
- Obesity–Definition, meaning and types of obesity and its hazard
- 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. 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. Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. *JAMA.* 299(3), 316-323.

## SOE/PE/E-202 THEORY OF SPORTS AND GAMES

### Course Outcomes:

- The students will be able to understand about the basic rules and regulations and historical development of various games.
- The students will know about dimensions and measurements of the courts/grounds in various games.
- The students will learn about marking used in different games and sports.
- The students will know about conducting conditioning program and exercises used in it.
- The students will be able to know about application of Physics in sports world and its role in Sports Management.

### Course Specific Outcomes:

The program content will make the students to get the detailed knowledge about games like Athletics, Badminton, Basketball, Cricket, football, Hockey, Handball and Volleyball. They will also understand the techniques and procedure of marking different playfields, important rules- regulations, officiating signals and infrastructural facilities required for organising any game. This course will allow the students to get the idea of science involved in sports through topics like Motion and its types, Force, Equilibrium, lever, and Training Load etc.

### Unit-I Introduction of games and sports

- General Introduction of specialized games and sports–
  - Athletics,
  - Badminton,
  - Basketball
  - Cricket
  - 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 -Games and sports

- General Introduction of specialized games and sports
- Football
- Hockey,
- Handball,
- Volleyball
- 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-III 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
- Training load–Components, Principles of load, Over Load (causes and symptoms).

### **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. Singer, R. N. (1972). *Coaching, athletic & psychology*. New York: M.C. Graw Hill.

## **Semester – III**

### **SOE/PE/C-301 BASIC PRINCIPLES OF SPORTS TRAINING**

#### **Course Outcomes:**

- The students will know about the meaning, aim and objective of Sports Training.
- The students will learn about basic principles of Sports Training.
- The students will understand the concept of Adaptation and Supercompensation in Sports Training.
- The students will be able to learn the methods of developing fitness components.
- The students will get idea of planning, its types and principles used in Sports Training and concept of Periodisation.

#### **Course Specific Outcomes:**

The program will enable the students to know about meaning and significance of Sports Training in Sports. The students will learn about important methods applied for development of fitness components like: Speed, Strength, Endurance, Flexibility and Co-ordinative abilities. It also provides opportunity to know about Load dynamics, overload, technique and tactics; their importance in Sports Training. Planning and Periodization will make the student aware about practical aspect of Sports Training.

#### **Unit – I Introduction to Sports Training**

- Meaning and Definition of Sports Training
- Aim and Objective of Sports Training
- Principles of Sports Training
- Adaptation and Super compensation

#### **Unit – II Training Components**

- Strength–Means and Methods of Strength Development
- Speed–Means and Methods of Speed Development
- Endurance - Means and Methods of Endurance Development
- Flexibility- Means and Methods of Flexibility Development
- Coordinative abilities- Means and Methods of Development

#### **Unit – III Training Process**

- Training Load & Recovery- Definition and Types of Training Load
- Overload- Causes, Symptoms and Remedial Measures
- Technique- Meaning and Phases of Technique Training
- Tactics-Meaning, types and importance in sports performance

#### **Unit – IV Training programming and planning**

- Planning– Meaning, Need and Importance of Planning and its Principles
- Types of Training Plans- Macro, Meso, and Micro cycle Plans
- Periodization–Meaning and types of Periodization
- Aim and Content of Training Periods–Preparatory, Competition, Transitional etc.

**References:**

Dick, W. F. (1980). *Sports training principles*. London: Lepus Harre,  
D.(1982).*Principles of sports training*. Berlin: Sporulated.

Matvyew, L.P. (1981). *Fundamental of sports training*. Moscow: Progress Publishers.Singh, H.  
(1984). *Sports training, general theory and methods*. Patiala: NSNIS. Uppal, A.K., (1999). *Sports  
Training*. New Delhi: Friends Publication



## SOE/PE/C-302 ATHLETE'S CARE AND REHABILITATION

### Course Outcomes:

- The students will learn about Rehabilitation and its significance for a sports person.
- The students will be able to understand about the causes, prevention and treatment of Sports injuries.
- The students will know about First aid and various types of therapies used for treatment of injuries in Sports.
- The students will know the history and different types of massage their indications and contraindications.
- The students will be able to learn about various types of therapeutic exercises and their significance for Sports person.

### Course Specific Outcomes:

The program provides opportunity to understand the concept of Rehabilitation and Athlete's Care and its importance in modern days of Sports performance. It allows the students to know about use of First aid, bandages, therapies like Electrotherapy, Short wave, Diathermy, Cryo therapy, Steam and Sauna bath etc. It makes the students to know about various therapeutic exercises and significance in their training program.

### Unit-I: - Sports Medicine:

- Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.
- Need and Importance of the study of sports injuries in the field of Physical Education
- Prevention of injuries in sports – Common sports injuries – Diagnosis –
- First Aid - Treatment - Laceration – Blisters – Contusion - Strain – Sprain – Fracture – Dislocation and Cramps – Bandages – Types of Bandages – trapping & supports
- PRICE.

### Unit-II: Physiotherapy

- Definition – Guiding principles of physiotherapy,
- Importance of physiotherapy,
- Introduction and demonstration of treatments - Electrotherapy – infrared rays
- Introduction and demonstration of treatments - Ultraviolet rays – short wave diathermy – ultrasonic rays.

### Unit-III: Hydrotherapy

- Introduction and demonstration of treatments of Cryo therapy, Thermo therapy, Contrast Bath,
- Introduction and demonstration of treatments of Whirlpool Bath, Steam Bath, Sauna Bath, Hot Water Fomentation
- Massage: History of Massage – Classification of Manipulation (Swedish 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 (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. David, R. M. (2005). *Drugs in sports*, (4th Ed). Routledge Taylor and Francis Group. Jayprakash, C. S., Sports Medicine, J.P. Brothers Pub., New Delhi, 2003.
- Pandey, P.K., (1987). *Outline of sports medicine*, New Delhi: J.P. Brothers Williams,
- J. G. P. (1962). *Sports medicine*. London: Edward Arnold Ltd.

## **SOE/PE/C-303 KINESIOLOGY**

### **Course Outcomes:**

- The students will be able to learn the meaning and importance of Kinesiology of Physical Education teacher.
- The students will know about various types of joints and movements in Human body.
- The students will understand the application of Physics to the Sports setting.
- The students will learn about Newton's laws of Motion and its application in the field of Physical Education and Sports.
- The students will be able to know about kinematics and kinetics of Human movement.

### **Course Specific Outcomes:**

The program will provide opportunities to the students to learn about the Kinesiology and its application in Sports. It will allow them to know about Physical principles and concept applied in Sports and role of Kinetics and Kinematics in Human movement.

### **Unit – I Introduction to Kinesiology**

- Meaning and Definition of Kinesiology.
- Importance of Kinesiology to Physical Education Teacher
- Terminology of Fundamental Movements
- Fundamental concepts of following terms – Axes and Planes, Centre of Gravity, Line of Gravity, Equilibrium, its types and principles of equilibrium

### **Unit – II Fundamental Concept of Anatomy basis**

- Classification of 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 Innovation

### **Unit – III Mechanical Concepts**

- Force & Power- 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 & factors affecting stability.

**References:**

Hay, J. G. & Reid, J. G. (1982).*The anatomical and mechanical basis of human motion.*

Englewood Cliffs, N.J.: prentice Hall Inc.

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

# SOE/PE/E-301 COMPUTER APPLICATIONS IN PHYSICAL EDUCATION

## Course Outcomes:

- The students will know about meaning and importance of ICT to the Physical Education Teacher.
- The students will understand about the concept of MS Word and its functioning.
- The students will know about making MS Excel sheets and working on it.
- The students will learn to prepare Power point presentation by using various types of designs and combinations.

## Course Specific Outcomes:

The program content will enable the students to learn about MS Word, MS Excel and Power point and make use of it for effective presentation and teaching purpose in Physical Education.

### 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

## References:

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.

# SOE/PE/E-302 EDUCATION AND EDUCATIONAL TECHNOLOGY

## Course Outcomes:

- The students will be able to understand the meaning and importance of Education Technology in the field of Physical Education.
- The students will know about various commissions and their reports on Education reforms in the country.
- The students will be explained about Micro teaching and Simulation teaching- Steps and its types.

## Course Specific Outcomes:

The program will provide the understanding of Education technology and various types of Education prevail in contemporary society. The students will learn about Policy framework in Education sector, various commissions in Pre and Post Independence period. The content of the program will also educate the students about meaning and significance of Micro and Simulation teaching in actual teaching.

## Unit – I Introduction

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

## Unit – II Policy Framework

- Overview of Education reformation in the Pre-independence: Macaulay minutes, Wood & Despatch, Hunter commissions.
- Education in Post Independence: Mudaliar commission, Education commission, Right to education act, Knowledge commission
- Learning without burden-1993, Justice Verma commission-2012
- Pandit Madan Mohan Malaviya National Mission on Teachers & Training.

## Unit – III Understanding the Learner

- Dimension of difference in psychological attributes: Cognitive abilities, interest, aptitude, creativity, personality & self esteem.
- Understanding learners from the perspective of multiple intelligence, Gardner's theory & Emotional intelligence
- Understanding differences based on range of cognitive abilities: learning difficulties, slow learner & dyslexics.

## Unit – IV Understanding Teaching

- What is meant by teaching (teaching as a practice, activity & performance).
- Is teaching a profession (Basic characteristics of teaching qualifying it as a profession).
- Teacher Autonomy & Accountability.
- Micro Teaching–Meaning, Types and steps of micro teaching.
- Simulation Teaching - Meaning, Types and steps of simulation teaching.

## References:

Bhardwaj, A. (2003). *New media of educational planning*. New Delhi: Sarup of Sons. Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). *Introduction to educational technology*. New Delhi: Sterling Publishers Pvt. Ltd.

## **Semester-IV**

### **SOE/PE/C-401 TEST AND MEASUREMENT IN PHYSICAL EDUCATION**

#### **Course Outcomes:**

- The students will learn about concept of Test, Measurement and Evaluation and their significance in the Physical Education teaching and Research.
- The students will be able to know about test construction and various technical standards related to it.
- The students will understand the duties of a tester- pre, during and post test.
- The students will know about various fitness tests prevalent in the field of Physical Education.
- The students will also get idea of conducting skill test in various games.

#### **Course Specific Outcomes:**

The program provides opportunity to the students to understand the importance of Test, Measurement and Evaluation in Physical Education. It also enables the students to know about various tests, their construction procedure, administration and utilization in the field of Physical Education.

#### **Unit- I Introduction to Test, Measurement & Evaluation**

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

#### **Unit-II Criteria: Classification and Administration of test**

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

#### **Unit- III Physical Fitness, Motor Fitness & General motor Educability Tests & Other Tests**

- AAHPER youth fitness test,
- JCR test, Indiana Motor Fitness Test
- Kraus-Weber muscular test
- Methney & Johnson General motor Educability test.
- Stork Balance Test,
- Yo-Yo Test

#### **Unit- IV Sports Skill Tests**

- Lockhart & McPherson badminton test, Miller wall volley test
- Johnson basketball test, Knox test
- McDonald soccer test, Johnson soccer test
- Brady volleyball test, Russel Lange volleyball test
- Harbans Singh Hockey test, Henry Friedel Field Hockey test

**References:**

Barrow, 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.

Mathews, D.K., (1973). *Measurement in physical education*, Philadelphia: W.B. Saunders Company.

Phillips, D. A., & Hornak, J. E. (1979). *Measurement and evaluation in physical education*. New York: John Wiley and Sons.



# SOE/PE/C-402 SPORTS PSYCHOLOGY AND SOCIOLOGY

## Course Outcomes:

- The students will know about meaning and importance of Sports Psychology for Physical Education Teacher.
- The students will be able to learn about various vital issues like Motivation, Personality, Learning, Anxiety and Stress.
- The students will be able to understand the concept of Socialisation and its significance in the field of Physical Education.
- The students will understand the impact of culture, custom and folkways on people lifestyle.

## Course Specific Outcomes:

The program content provides the understanding of Sports Psychology and its significance in the field of Physical Education. It will also educate the students about impact of various Psychological issues on Sports performance and methods of controlling them. The social aspect of human behaviour and its consequences will make students aware about inter personal relationship in Physical Education.

### 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 behavior in relation to physical education and sports

### Unit-II: Sports Psychology

- Nature of learning, Plateau in Learning; & transfer of training
- Meaning and definition, characteristics of personality,
- Dimension of personality, Personality and Sports performance
- Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance.
- Meaning and nature of stress; Types of stress, Anxiety, Arousal and their effects on sports performance

### Unit-III: Relation between Social Science and Physical Education.

- Orthodoxy, Tradition and Physical Education.
- Festivals and Physical Education.
- Socialization through Physical Education, Group dynamics
- Social Group life, Social conglomeration and Social group, Primary group and Remote group.

### Unit-IV Society & Culture: Meaning and Importance

- Features of society, class, culture, Custom & folkways
- Importance of society, culture.
- Effects of culture on people life style, Gender & Gender bias.
- Social stratification: forms & function, caste & class

**References:**

Ball, D. W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport*.

London: Addison Wesley Publishing Co., Inc.

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. (1981). *Sports culture and society*. Philadelphia: Lea & Febiger.

William, F. O. & Meyer, F. N. (1979). *A handbook of sociology*. New Delhi: Eurasia Publishing House Pvt Ltd.

# SOE/PE/C-403 BASICS STATISTICS IN PHYSICAL EDUCATION

## Course Outcomes:

- The students will be able to understand the meaning, need and importance of Statistics in Physical Education.
- The students will know about various statistical techniques and their use in the field of Physical Education.
- The students will be able to understand about normal curve.
- The students will know about the application of descriptive and inferential statistics and their use in Physical Education.

## Course Specific Outcomes:

The program will provide the understanding of Statistics, its use and importance in Physical Education. Study of central tendencies and Measure of variability will allow the students to interpret and various graphs will make data presentation more effective and meaningful.

## Unit-I Introduction to Statistics

- Definition of Statistics
- Need and importance of Statistics in Physical Education and Sports.
- Scope of Statistics in Physical Education & Sports.
- Classification of Statistics
- Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of frequency tables

## Unit-II Basics of Statistical Analysis

- Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve, Cumulative Frequency Polygon, Ogive, Pie Diagram
- 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
- Range, Standard deviation, Quartiles & Percentiles.

## Unit- III The Normal Distribution & Correlation

- Introduction, probability of an event, Binomial distribution
- Normal curve: Introduction, characteristics, Skewness, Kurtosis.
- Correlation: Meaning, type, merits.
- Product-moment correlation, Rank order method

## Unit- IV Significant of Test

- Small sample: Introduction, Student t distribution,
- student t-test (independent)
- Paired t-test (dependent)
- Large sample : Z- test

## References:

- Garrett, H.E. (1981). *Statistics in psychology and education*. New York: Vakils Feffer and Simon Ltd.
- Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
- Verma, J. P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

# **SOE/PE/E-401 FOUNDATION AND PRINCIPLES OF PHYSICAL EDUCATION**

## **Course Outcomes:**

- The students will be able to understand the goal, aim and objectives of Education and Physical Education.
- The students will learn about the Growth and Development and various types of age and its consideration for sports activities.
- The students will be able to understand the concept of Posture- types and disadvantages of bad posture, remedial measures to overcome it.
- The students will know about various Education philosophies and their relevance in the field of Physical Education.
- The students will also understand about Psychological and Sociological issues related to human behaviour.

## **Course Specific Outcomes:**

The students will be provided understanding of various aspects- Biological, Philosophical and Psychological foundations of Physical Education. The students will also learn about different Philosophies given by great Philosophers and its relevance and significance in modern Physical Education. They will also be explained about different biological aspects like age, sex, body types and their relationship to Physical Education activities.

### **Unit – 1: Introduction to Physical Education**

- Concept basic to the nature & meaning of Physical education
- What is an Aim? What are objectives? What are Outcomes?
- Goal of Education, Aim & objectives of Education
- Aim, Objectives & Goal of Physical education
- The Physically educated person.

### **Unit- 2 – Biological Foundation**

- Growth & Development: factors affecting, difference between boys and girls
- Age & sex difference in relation to physical activities & sports
- Chronological, Anatomical & Physiological age.
- Posture: Meaning, type & disadvantages of bad posture.
- Body type, sheldon's classification of body type.
- Hypokinetic diseases

### **Unit- 3- Philosophical Foundation of Physical Education**

- Idealism and Physical education.
- Pragmatism and Physical education.
- Naturalism and Physical education.
- Existentialism and Physical education.
- Sports for all and its role in the maintenance and promotion of fitness.

## Unit-4- Psychosocial Foundation

- Learning
  - Introduction of learning
  - Theories of learning
  - Laws of learning
  - Motor learning
- Social bases
  - Social organisation
  - Socialization through sports
  - Social group, social change, social value

### References:

Bucher, C. A. *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.

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. Saunders Co.

## SOE/PE/E-402 YOGA EDUCATION

### Course Outcomes:

- The students will be able to know about meaning, origin, aim and objectives of Yoga.
- The students will know about the importance of Yoga in Physical Education.
- The students will learn about the parts of Ashtanga Yoga.
- The students will also understand the difference between Yogic practices and Physical Exercises.

### Course Specific Outcomes:

The program content will provide the understanding of Yoga- its origin, meaning and relevance to Physical Education field. It will also educate about the parts of Ashtanga Yoga, various types of Asanas, Meditative posture, Bandhas, Mudras, Kriyas, and its impact on human body.

### Unit – I Introduction

- Meaning and Definition of Yoga
- Aims and Objectives of Yoga
- Yoga in Early Upanisads
- 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, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi
- Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

### Unit - III Asanas

- Effect of Asanas and Pranayama on various system of the body
- Classification of asanas with special reference to physical education and sports
- Influences of relaxative, 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 centers in India and abroad
- Competitions in Yogasanas

### References:

Brown, F. Y.(2000). *How to use yoga*. Delhi:Sports Publication. Shankar,G.(1998). *Holistic approach of yoga*. New Delhi:Aditya Publishers.Shekar,K. C. (2003). *Yoga for health*. Delhi: KhelSahitya Kendra.

## **Part – B Practical Courses**

### **Semester – I SOE/PE/P– 101**

#### **Football: Fundamental Skills**

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

### **SOE/PE/P-102**

#### **Hockey: Fundamental Skills**

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

### **SOE/PE/P-103**

#### **Volleyball: Fundamental Skills**

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

## **SOE/PE/PE-101**

### **Hand Ball:**

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

## **SOE/PE/PE-102**

### **Basketball:**

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



## **Semester-II**

### **SOE/PE/P-201**

#### **Track and Field:** Running Event

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

#### Relays: Fundamental Skills

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

#### Events

Long Jump- Approach Run, Take-off, Action in the air and Landing Triple

Jump-Approach Run, Hop, Step, Jump and Landing

High Jump- Approach Run, Take-off, Bar Clearance and landing

### **SOE/PE/P- 202**

#### **Cricket:**

#### Fundamental Skills

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

### **SOE/PE/PE-201**

#### **Badminton:** Fundamental Skills

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

## **SOE/PE/PE-202**

### **Table Tennis: Fundamental Skills**

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

## **SOE/PE/T – 201**

**Teaching practices:** 10 teaching practice lessons out of which 5 lessons in Mass Demonstration activities.5 Skill lessons on team games, Racket sports and Indigenous Sports.

### **Mass Demonstration activities**

Dumbbells, Wands, Hoop, Umbrella, Flag, Lezium, Pom-Pom and March Past

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

## **Semester-III**

### **SOE/PE/P-301**

#### **Yoga:**

- Surya Namaskara,
- Pranayams
- Corrective Asanas
- Kriyas
- Asanas-Sitting, Standing, Laying Prone Position and Laying Spine Position

#### **Gymnastics: Floor Exercise**

- Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap, scissors leap.
- Approach Run, Take off from the beat board, Cat Vault, Squat Vault.

#### **Parallel Bar:**

- Mount from one bar
- Straddle walking on parallel bars.
- Single and double step walk
- Perfect swing
- Shoulder stand on one bar and roll forward.
- Roll side
- Shoulder stand
- Front on back vault to the side(dismount)

### **SOE/PE/P-302**

#### **Track and Fields (Throwing Events)**

##### **Discus Throw, Javelin, Hammer throw, shot-put**

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

Rules and their interpretations and duties of officials

## **SOE/PE/PE-301**

### **Kabaddi: Fundamental Skills**

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

## **SOE/PE/PE-302**

### **KhoKho:**

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

## **SOE/PE/T – 301**

**Teaching practices:** 10 lessons of Track and Field, Team games, Yoga and Gymnastics.

## **Semester-IV**

### **SOE/PE/P-401**

Sports Specialization: Skill proficiency (any one games& Sports)

Note: - Games specialization will be given in following Games and sports: Athletics, badminton, basketball, cricket, football, handball, hockey, kabaddi, kho-kho, table-tennis, volleyball and yoga. Student will select one Game specialization.

### **SOE/PE/P-402**

Sports Specialization: Tactics and training (any one games & Sports)

### **SOE/PE/T-401**

Sports Specialization: Skill (5 Lessons)

### **SOE/PE/T-402**

Sports Specialization: Tactics and training (5 Lessons)

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