



UNIVERSITY OF RAJASTHAN
JAIPUR
SYLLABUS

Faculty of Education

B.P.Ed. (Two Year)

(Semester Scheme)

I & II Semester	2021-2022
III & IV Semester	2022-2023

Prof. J. T. Singh
Director (Acad.)
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JAIPUR

GUIDELINES OF REGULATIONS AND MODEL SYLLABUS STRUCTURE FOR B. P. ED. TWO YEARS PROGRAMME (FOUR SEMESTERS)(CBCS)

(If the University or affiliating body is following choice based credit system, (CBCS) as approved and Circulated by the UGC, the credit hours given in the following curriculum framework need to be considered along with the hours of teaching mentioned for each paper/ activity / course)

(If the University or affiliating body is yet to adopt CBCS, only the hours of teaching mentioned for each paper/ activity / course will be considered, the credit in teaching hours may be ignored)

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.

R.B.P.Ed. 1. Eligibility

Intake, Eligibility and Admission Procedure as per the NCTE norms and standards

R. B.P.Ed. 2. Duration:

The B.P.Ed programme shall be of a 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.

R. B.P.Ed. 3. The CBCS System:

All 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.

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R. B.P.Ed 4. Course:

The term course usually referred to, as 'papers' is a component of a 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.

R. B.P.Ed. 5. 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:

Core Course:

Elective Course:

Practicum:

Teaching Practices:

R. B.P.Ed.6. 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).

R. B.P.Ed.7. Working days:

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

R. B.P.Ed 8. 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 / two 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.

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R. B.P.Ed 9. Examinations:

- i. 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 to be held in November /December or May / June.
- ii. 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 ~~semester~~ first semester.

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condonation in prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination.

R. B.P.Ed 11. 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	Answer in detail (Long Question) Or Answer in detail (Long Question) (Form Unit 1)	15
2	Answer in detail (Long Question) Or Answer in detail (Long Question) (Form Unit 2)	15
3	Answer in detail (Long Question) Or Answer in detail (Long Question) (Form Unit 3)	15
4	Write short notes: any two out of four (Form Unit 4)	15
5	M.C.Q. Type Questions (10 out of 12 Que.) (3 Questions. from each unit)	10
	Total	70

R. B.P.Ed. 12. Evaluation:

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

One Test	15 Marks
Seminar / Quiz	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	30 Marks

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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 3 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.

R. B.P.Ed. 13. 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 practical courses.

R. B.P.Ed 14. Grading:

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R. B.P.Ed.19. 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.

R. B.P.Ed.20. Revision of Syllabi:

1. Syllabi of every course should be revised according to the NCTE
2. Revised Syllabi of each semester should be implemented in a sequential way.
3. 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.

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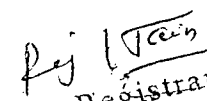
4. All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.
5. During every revision, up to twenty percent of the syllabi of each course should be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of revised syllabi.
6. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised in the revised syllabi.

Semester - I

Part A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
CC-101	History, Principles and foundation of Physical Education	4	4	30	70	100
CC-102	Anatomy and Physiology	4	4	30	70	100
CC-103	Health Education and Environmental Studies	4	4	30	70	100
Elective Course (Anyone)						
EC-101	Olympic Movement	4	4	30	70	100
EC-102	Officiating and Coaching					
Part-B Practical Course						
PC-101	Track and Field (Running Events)	6	4	30	70	100
PC-102	Swimming/Gymnastics/Shooting	6	4	30	70	100
PC-103	Indigenous Sports: Kabaddi / Malkhambh/ lezim / March past	6	4	30	70	100
PC - 104	Mass Demonstration Activities: Kho-Kho / dumbbells / tipri / wands / hula hoop / umbrella	6	4	30	70	100
Total		40	32	240	560	800

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.

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Semester - II

Part A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
CC-201	Yoga Education	4	4	30	70	100
CC-202	Educational Technology and Methods of Teaching in Physical Education	4	4	30	70	100
CC-203	Organization and Administration	4	4	30	70	100
Elective Course (Any one)						
EC-201	Contemporary issues in physical education, fitness and wellness	4	4	30	70	100
EC-202	Sports Nutrition and Weight Management					
Part-B Practical Course						
PC-201	Track and Field (Jumping Events)	6	4	30	70	100
PC-202	Yoga/Aerobics/ Gymnastics/ Swimming	6	4	30	70	100
PC-203	Racket Sports: Badminton/ Table Tennis/ Squash/ Tennis	6	4	30	70	100
Part - C Teaching Practices						
TP - 201	Teaching Practices (05 lessons in class room teaching and 05 lessons in outdoor activities)	6	4	30	70	100
Total		40	32	240	560	800

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.

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Semester - III

Part A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
CC-301	Sports Training	4	4	30	70	100
CC-302	Computer Applications in Physical Education	4	4	30	70	100
CC-303	Sports Psychology and Sociology	4	4	30	70	100
Elective Course (Anyone)						
EC-301	Sports Medicine, Physiotherapy and Rehabilitation	4	4	30	70	100
EC-302	Curriculum Design					
Part - B: Practical Courses						
PC-301	Track and Field (Throwing Events)	6	4	30	70	100
PC-302	Combative Sports: Martial Art/ Karate/ Judo/ Fencing/ Boxing/ Taekwondo/ Wrestling (Any two out of these)	6	4	30	70	100
PC-303	Team Games: Baseball/ Cricket/ Football/ Hockey/ Softball/ Volleyball/ Handball/ Basketball/ Netball (Any two of these)	6	4	30	70	100
Part - C Teaching Practices						
TP - 301	Teaching Practice: (Teaching Lesson Plans for Racket Sport/ Team Games/ Indigenous Sports) (out of 10 lessons, 5 internal and 5 external at practicing school)	5	4	30	70	100
Total		40	32	240	560	800

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.

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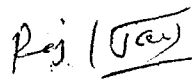

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Semester - IV

Part A: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
CC-401	Measurement and Evaluation in Physical Education	4	4	30	70	100
CC-402	Kinesiology and Biomechanics	4	4	30	70	100
CC-403	Research and Statistics in Physical Education	4	4	30	70	100
Elective Course (Anyone)						
EC-401	Theory of sports and game	4	4	30	70	100
EC-402	Sports Management					
Part-B Practical Course						
PC-401	Track and Field / Swimming / Gymnastics (Any one out of three)	6	4	30	70	100
PC-402	Kabaddi/ Kho-Kho/ Badminton/ Cricket/ Football/ Hockey/ Softball/ Volleyball/ Handball/ Basketball/ Squash/ Tennis/ Table Tennis/ Squash/ Tennis/ (Any three of these)	6	4	30	70	100
Part - C Teaching Practices						
TP-401	Preparation of Lesson Plans (Theory & Lessons)	6	4	30	70	100
TP-402	Preparation of Lesson Plans (Theory & Lessons)	6	4	30	70	100
		40	32	240	560	800
		160	128	960	2240	3200

Note: 1. Hours required to earn 4 credits for each Theory Course are 68-80
 2. Hours required to earn 4 credits for each Practicum Course are 100-120 hours.

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Theory Courses

CC-101 HISTORY AND FOUNDATION OF PHYSICAL EDUCATION

Unit - 1: Introduction and Scope of Physical Education

- 1.1 Meaning, Definition and Scope of Physical Education
- 1.2 Aims and Objective of Physical Education
- 1.3 Misconceptions about Physical Education.
- 1.4 Importance of Physical Education in today's society.
- 1.5 Relationship of Physical Education with Education and other sciences.
- 1.6 Physical Education as an Art and Science.

Unit-2 - Historical Development of Physical Education in India

- 2.1 Indus Valley Civilization Period. (3250 BC - 2500 BC)
- 2.2 Vedic Period (2500 BC - 1800 BC)
- 2.3 Early Hindu Period (600 BC - 320 AD) and Later Hindu Period (320 AD - 1000 AD)
- 2.4 Medieval Period (1000 AD - 1757 AD)
- 2.5 British Period (Before 1947)
- 2.6 Physical Education in India (After 1947)
- 2.7 Contribution of Akhadas and Vyayamshals
- 2.8 Y.M.C.A. and LNIPE in Physical Education its contributions.

Unit-3- Foundation of Physical Education

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

Unit-4- Principles of Physical Education

- 4.1.1 Biological Foundation
- 4.1.2 Meaning of Growth and development
- 4.1.3 Gender characteristics
- 4.1.4 Body Types
- 4.1.5 Anthropometric differences

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4.2 Psychological and Sociological Foundation of Physical Education

4.2.1 Meaning of Learning and motor learning, learning curve

4.2.2 Principles of learning

4.2.3 Meaning & Definition of personality, cognition, emotions, Sensation, perception, memory, Imagination

4.3 Sociological foundation

4.3.1 Society, culture and sports

4.3.2 Social recognition and sports

4.3.3 Leadership through physical education and sports

4.3.4 Social integration and cohesiveness through Physical Education & Sports

References:

Busher, 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. Saunders Co.

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Semester I
Theory Courses

CC-102 ANATOMY AND PHYSIOLOGY

UNIT-I : Meaning and scope of Anatomy & Physiology in Physical Education.

- 1.1 Definition and Meaning of Anatomy & Physiology in Physical Education.
- 1.2 Importance and scope of Anatomy & Physiology in Physical Education.
- 1.3 Meaning and definition of cell, tissue, organ, organ system and organism.
- 1.4 Structure and functions of cellular organelles.
- 1.5 Different types of tissue and their functions.

UNIT-II : Skeletal and muscular system

- 2.1 Structure and functions of skeletal system. (axial, girdles and appendicular)
- 2.2 Effects of different types of exercise and training on skeletal system
- 2.3 Structure and functions of muscular system. (skeletal muscle, non-skeletal muscle and cardiac muscle)
- 2.3 Effects of different types of exercise and training on muscular system.

UNIT-III: Respiratory and Cardio-vascular System

- 3.1 Structure and functions of cardio-vascular system.
- 3.2 Effects of different types of exercise and training on cardio-vascular system.
- 3.3 Structure and functions of respiratory system.
- 3.4 Effects of different types of exercise and training on respiratory system.

UNIT-IV: Digestive, Nervous and Endocrine system

- 4.1 Structure and functions of digestive system.
- 4.2 Effects of different types of exercise and training on digestive system.
- 4.3 Structure and functions of nervous system.
- 4.4 Effects of different types of exercise and training on nervous system.
- 4.5 Structure and functions of endocrine glands.
- 4.6 Effects of different types of exercise and training on endocrine glands.

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Gupta, A. P. (2010). *Anatomy and physiology*. Agra: Sumit Prakashan.

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.

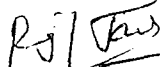
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Pearce, E. C. (1962). *Anatomy and physiology for nurses*. London: Faber & Faber Ltd.

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

Singh, S. (1979). *Anatomy of physiology and health education*. Ropar: Jeet Publications.

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Theory courses

CC-103 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

Unit – I Health Education

- 1.1. Definition, Aims & Objectives of Health Education
- 1.2. Dimensions, Spectrum and Determinants of Health
- 1.3. Principle of Health Education
- 1.4. Methods of Health Education.

Unit – II Health Problems in India

- 2.1 Communicable and Non Communicable Diseases
- 2.2 Obesity, Malnutrition, Overpopulation, food, Environmental sanitation, Explosive Population,
- 2.3 Concept of Personal and Environmental Hygiene
- 2.4 school health programme and its various services,

Unit – III Environmental Science

- 3.1 Definition, meaning, Scope, Need and Importance of environmental studies.
- 3.2 Celebration of various days in relation with environment.
- 3.3 Plastic recycling & prohibition of plastic bag / cover.
- 3.4 Role of school in environmental conservation and sustainable development.

Unit – IV Natural Resources and related environmental issues :

- 4.1 Water resources, food resources and Land resources
- 4.2 Definition, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution
- 4.3 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.

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Semester – I

Theory courses

EC-101 OLYMPIC MOVEMENT (ELECTIVE)

Unit – I Origin of Olympic Movement

- 1.1 Philosophy of Olympic movement
- 1.2 The early history of the Olympic movement
- 1.3 The significant stages in the development of the modern Olympic movement
- 1.4 Educational and cultural values of Olympic movement

Unit – II Modern Olympic Games

- 2.1 Significance of Olympic Ideals, Olympic Rings, Olympic Flag
- 2.2 Olympic Protocol for member countries
- 2.3 Olympic Code of Ethics
- 2.4 Olympism in action
- 2.5 Sports for All

Unit – III Different Olympic Games

- 3.1 Para Olympic Games
- 3.2 Summer Olympics
- 3.3 Winter Olympics
- 3.4 Youth Olympic Games

Unit – IV Committees of Olympic Games

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

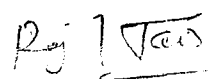
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Carbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001). *Olympic dreams: the impact of mega-events on local politics*. Lynne Rienner

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EC-102 OFFICIATING AND COACHING (Elective)

Unit- I: Meaning and concept of Coaching & Officiating

- 1.1 Concept of Coaching & officiating
- 1.2 Importance and principles of officiating
- 1.3 Relation of official and coach with management, players and spectators
- 1.4 Measures of improving the standards of officiating and coaching

Unit- II: Coach as a Mentor

- 2.1 Duties of coach in general, pre, during and post game
- 2.2 Philosophy of coaching
- 2.3 Responsibilities of a coach on and off the field
- 2.4 Psychology of competition and coaching

Unit- III: Duties of Officials in Sports

- 3.1 Duties of officials in general, pre, during and post game.
- 3.2 Philosophy of officiating
- 3.3 Mechanics of officiating – position, signals and movement etc.
- 3.4 Ethics of officiating

Unit- IV : Qualities and Qualifications of Coach and Officials

- 4.1 Qualities and qualification of coach and officials in sports
- 4.2 latest rules of officiating in Athletics, Basketball, Volleyball, Swimming, Badminton, Kabaddi, Wrestling & Gymnastics
- 4.3 Eligibility rules of intercollegiate and inter-university tournaments.

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). *psychology of Athletic Coaching*. New York: M.C. Graw Hill.

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CC-201 YOGA EDUCATION

Unit - I : Introduction

- 1.1 Meaning and Definition of Yoga
- 1.2 Aims and Objectives of Yoga
- 1.3. Yoga in Early Upanisads
- 1.4 The Yoga Sutra: General Consideration
- 1.5 Need and Importance of Yoga in modern World

Unit - II: Foundation of Yoga

- 2.1 The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi
- 2.2 Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

Unit - III Asanas

- 3.1 Classification of asanas
- 3.2 Types of Bandhas and mudras
- 3.3 Type of kriyas
- 3.4 Effects of Asanas and Pranayama on various system of the body

Unit – IV Yoga Education

- 4.1 Difference between yogic practices and physical exercises
- 4.2 Yoga education centers in India and abroad
- 4.3 Competitions in Yogasanas
- 4.4 World Yoga day and recommendations of UNESCO about Yoga

References :

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

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CC-202 EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION

Unit – I Introduction

- 1.1 Education and Education Technology- Meaning and Definitions
- 1.2 Types of Education- Formal, Informal and Non- Formal education.
- 1.3 Educative Process
- 1.4 Importance of Methods of Teaching in Physical Education.

Unit – II Teaching Techniques

- 2.1 Teaching Techniques – Lecture method, Command method, Demonstration method, Imitation method, project method etc.
- 2.2 Teaching Procedure – Whole method, whole – part – whole method, part – whole method.
- 2.3 Presentation Technique – Personal and technical preparation
- 2.4 Command- Meaning, Types and its uses in different situations

Unit – III Teaching Aids

- 3.1 Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.
- 3.2 Teaching aids – Audio aids, Visual aids, Audio – visual aids
- 3.3 Team Teaching – Meaning, Principles and advantage of team teaching.
- 3.4 Difference between Teaching Methods and Teaching Aid.

Unit – IV Lesson Planning and Teaching Innovations

- 4.1 Lesson Planning – Meaning, Type and principles of lesson plan.
- 4.2 General and specific lesson plan.
- 4.3 Micro Teaching – Meaning, Types and steps of micro teaching.
- 4.4 Simulation Teaching - Meaning, Types and steps of simulation teaching.

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CC-203 ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION

Unit – I : Organization and administration

- 1.1 Meaning and importance of Organization and Administration in physical education
- 1.2 Qualification and Responsibilities of Physical Education teacher
- 1.3 Program planning: Meaning, Importance, Principles of program planning in physical education.
- 1.4 Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.

Unit- II: Office Management, Record, Register & Budget

- 2.1 Office Management: Meaning, definition, functions and kinds of office management
- 2.2 Records and Registers: Maintenance of attendance Register, stock register, physical efficiency record.
- 2.3 Budget: Meaning, Importance of Budget making,
- 2.4 Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.

Unit-III: Facilities, & Time-Table Management

- 3.1 Facilities and equipment management: Types of facilities Infrastructure-indoor, out door.
- 3.2 Care of school building, Gymnasium, swimming pool, Play fields, Play grounds
- 3.3 Equipment: Need, importance, purchase, care and maintenance.
- 3.4 Time Table Management: Meaning, Need, Importance and Factor affecting time table.

Unit-IV: Competition Organization

- 4.1 Importance of Tournament.
- 4.2 Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament.
- 4.3 Organizational structure of Athletic Meet
- 4.4 Planning of Intramurals & Extramural Tournaments

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EC-201 CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND
WELLNESS (ELECTIVE)

Unit – I Concept of Physical Education and Fitness

- 1.1 Definition and meaning of fitness and Wellness
- 1.2 Importance and Scope of fitness and wellness in competitive sports
- 1.3 Modern concept of Physical fitness and Wellness

Unit – II Fitness, Wellness and Lifestyle

- 2.1 Fitness – Types of Fitness and Components of Fitness
- 2.2 Understanding of Wellness
- 2.3 Modern Lifestyle and Hypokinetic Diseases – Prevention and Management
- 2.4 Physical Activity and Health Benefits

Unit – III Principles of fitness development

- 3.1 Means of Fitness development – aerobic and anaerobic exercises
- 3.2 Exercises and Heart, rate intensities Zones for various aerobic exercise
- 3.3 Concept of free weight Vs Machine No. of sets and repetitions
- 3.4 Concept of designing different fitness training program for different age group.

Unit – IV Safety Education and Fitness

- 4.1 Importance of safety Education in fitness programme
- 4.2 Safety rules before exercise
- 4.3 Safety rules during exercise
- 4.4 Safety rules after exercise
- 4.5 Modern life style and hypokinetic disease Prevention and Management.

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- Difiore, J.(1998). *Complete guide to postnatal fitness*. London: A & C Black,.
- Giam, C.K & The, K.C. (1994). *Sports medicine exercise and fitness*. Singapore: P.G. Medical Book.
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EC-202 SPORTS NUTRITION AND BODY WEIGHT MANAGEMENT (ELECTIVE)

Unit – I Introduction to Nutrition and its significance for Healthy life.

- 1.1 Meaning and Definition of Nutrition
- 1.2 Proximate principles of Nutrition.
- 1.3 Myths about nutrition
- 1.4 Principles of balance diet for sports men.
- 1.5 Sources and functions of Nutrition.

Unit – II Nutrients:

- 2.1 Carbohydrates, Protein, Fat – Meaning, sources, classification, function
- 2.2 Vitamins, Minerals, Water – Meaning, sources, classification and its function.
- 2.3 Role of hydration during exercise

Unit – III Obesity and Weight Management

- 3.1 Concept of body weight management, Factors affecting weight management
- 3.2 Concept of BMI (Body mass index), Common Myths about Weight Loss
- 3.3 Obesity – Definition, meaning, types of obesity and cause,
- 3.4 Health Risks Associated with Obesity, Management of Obesity.

Unit – IV Planning of Weight Management Programme

- 4.1 Role of diet and exercise in weight management, Designing, diet plan and exercise schedule for weight loss and gain

References:

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Unit – I Introduction to Sports Training

- 1.1 Meaning and Definition of Sports Training
- 1.2 Aim and Objective of Sports Training
- 1.3 Principles of Sports Training
- 1.4 Training Load- Definition and Types of Training Load
- 1.5 Principles of Intensity and Volume of stimulus

Unit – II Motor fitness components and their training methods.

- 2.1 Strength – Mean and Methods of Strength Development
- 2.2 Speed – Mean and Methods of Speed Development
- 2.3 Endurance - Mean and Methods of Endurance Development

Unit – III Motor fitness components, Technical and tactical training

- 3.1 Coordination – Mean and Methods of Coordination Development
- 3.2 Flexibility – Mean and Methods of Flexibility Development
- 3.3 Technical Training – Meaning and Methods of Technique Training
- 3.4 Tactical Training – Meaning and Methods of Tactical Training

Unit – IV Training programming and planning

- 4.1 Periodization – Meaning and types of Periodization
- 4.2 Methods of Talent Identification

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Unit – I: Introduction to Computer

- 1.1 Meaning, need and importance of information and communication technology (ICT).
Application of Computers in Physical Education
- 1.2 Components of computer,
- 1.3 Important softwares for analysis of research data in physical Education

Unit – II: MS Word

- 2.1 Introduction to MS Word
- 2.2 Creating, saving and opening a document o 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

- 3.1 Introduction to MS Excel
- 3.2 Creating, saving and opening spreadsheet o creating formulas
- 3.3 Format and editing features, adjusting columns width and row height and understanding
charts.

Unit – IV: MS Power Point



- 4.1 Introduction to MS Power Point
- 4.2 Creating, saving and opening a ppt. file
- 4.3 format and editing features, slide show, design, inserting slide number
picture ,graph and table
- 4.4 Preparation of Power point presentations

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CC-303 SPORTS PSYCHOLOGY AND SPORTS SOCIOLOGY

Unit -I: Introduction

- 1.1 Meaning, Importance and scope of Sports Psychology
- 1.2 General psychological characteristics of Various Stages of growth and development
- 1.3 Nature of individual differences; Factors responsible for individual (Heredity And environment)
- 1.4 Psycho-sociological aspects of Human behavior in relation to physical education and sports

Unit-II: Learning, Personality & Motivation

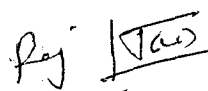

- 2.1 Nature of learning, theories of learning,
- 2.2 Plateau in Learning; Laws of learning & transfer of training
- 2.3 Meaning and definition of personality, characteristics of personality,
- 2.4 Dimension of personality, Relationship of Personality with Sports performance
- 2.5 Meaning Motivation: Factors influencing motivation; Motivational techniques and their impact of sports performance.

Unit - III : Psychological Preparation

- 3.1 Mental Preparation Strategies (Attention focus, Self- talk, Relaxation, Imaginary).
- 3.2 Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety
- 3.3 Emotional Arousal and Its effects on sports performance

Unit - IV :

- 4.1 Short tem and long term psychological preparation for sportsmen.
- 4.2 Sport audience and its effects on sports performance.


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Theory Courses

EC-301 SPORTS MEDICINE (ELECTIVE)

Unit-I: - Sports Medicine :

- 1.1 Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance.
- 1.2 Contributions of Physical Education Teachers and Coaches in athlete care and rehabilitation.
- 1.3 Need and Importance of the study of sports injuries in the field of Physical Education
- 1.4 Prevention and treatment of injuries in sports – Common sports injuries Laceration – Blisters – Contusion – Strain – Sprain – Fracture – Dislocation

Unit-II: Physiotherapy

- 2.1 Definition – Guiding principles of physiotherapy, Importance of physiotherapy, Electrotherapy – infrared rays – Ultraviolet rays – short wave diathermy – Ultra Sound rays.

Unit-III: Hydrotherapy:

- 3.1 Introduction of treatments by Cryo therapy, Thermo therapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water – Massage: Classification of Manipulation (Swedish System) and physiological Effects of Massage.

Unit-IV: Therapeutic Exercise .

- 4.1 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

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Theory Courses

EC-302 CURRICULUM DESIGN (Elective)

UNIT-I Modern concept of the curriculum

- 1.1 Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.
- 1.2 Factors affecting curriculum - Social factors - Personnel qualifications - Climatic consideration - Equipment and facilities -Time suitability of hours.
- 1.3 National and Professional policies, Research findings

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

- 2.1 Industrialization
- 2.2 Socialization
- 2.3 Individualization
- 2.4 Sequence and operation
- 2.5 Steps in curriculum construction.

UNIT-III Mechanics of curriculum planning.

- 3.1 Basic principles of curriculum construction.
- 3.2 Curriculum Design, Meaning, Importance and factors affecting curriculum design.
- 3.3 Role of curriculum team in planning.

UNIT-IV Professional preparation for undergraduate courses in Physical Education.

- 4.1 Areas of Health education, Physical education and Recreation.
- 4.2 Curriculum design-Experience of Education, Field and Laboratory.
- 4.3 Teaching practice and Facilities and special resources for library
- 4.4 Professional Competencies to be developed in Undergraduate students of Physical Education .

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Theory Courses

CC-401 MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Unit- I Introduction to Test, Measurement & Evaluation

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

Unit- II Criteria; Classification and Administration of test

- 2.1 Criteria of good Test
- 2.2 Scientific authenticity (reliability, objectivity, validity and availability of norms)
- 2.3 Type and classification of Test
- 2.4 Administration of test, advance preparation–Duties during testing –Duties after testing.

Unit- III Physical Fitness Tests

- 3.1 AAHPER youth fitness test
- 3.2 National physical Fitness Test
- 3.3 Indiana Motor Fitness Test
- 3.4 JCR test
- 3.5 U.S Army Physical Fitness Test

Unit- IV Sports Skill Tests

- 4.1 Lockhart and McPherson badminton test
- 4.2 Johnson basketball test
- 4.3 McDonald soccer test
- 4.4 Braddy Volleyball Skill use
- 4.5 Harbans Singh Hockey Skill use

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Theory Courses

CC-402 KINESIOLOGY AND BIOMECHANICS

Unit – I Introduction to Kinesiology and Sports Biomechanics

- 1.1 Meaning and Definition of Kinesiology and Sports Biomechanics
- 1.2 Importance of Kinesiology and Sports Biomechanics for Physical Education Teachers, Athletes and Sports Coaches.
- 1.3 Classification of Joints and Muscles
- 1.4 Fundamental concepts of following terms - Axes and Planes, Centre of Gravity, Equilibrium, Line of Gravity

Unit – II Fundamental Concept of Joints and Muscles

- 2.1 Types of Muscle Contractions
- 2.2 Terminology of Fundamental Movements around joints
- 2.3 Posture – Meaning, Types and Importance of good posture.
- 2.4 Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal Innervations

Unit – III Mechanical Concepts

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

Unit – IV Kinematics and Kinetics of Human Movement

- 4.1 Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration
- 4.2 Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.
- 4.3 Linear Kinetics – Inertia, Mass, Momentum, Friction. o Angular Kinetics – Moment of inertia, Stability.

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Theory Courses

CC-403 RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Unit-I Introduction to Research

- 1.1 Definition of Research
- 1.2 Need and importance of Research in Physical Education and Sports.
- 1.3 Scope of Research in Physical Education & Sports.
- 1.4 Classification of Research
- 1.5 Research Problem, Meaning of the term, Location and Criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations.

Unit-II Survey of Related Literature

- 2.1 Need for surveying related literature.
- 2.2 Literature Sources
- 2.3 Research Proposal, Meaning and Significance of Research Proposal.
- 2.4 Preparation of Research proposal / project.
- 2.5 Research Report: A group project is to be undertaken by a small batch of students under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment programme evaluation, fitness status of the students, staff and other stakeholders and submit the report to the Institution.

Unit-III Basics of Statistical Analysis

- 3.1 Statistics: Meaning, Definition, Nature and Importance
- 3.2 Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables
- 3.3 Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve Cumulative Frequency, Ogive, Pie Diagram

Unit IV Statistical Models in Physical Education and Sports

- 4.1 Meaning of Measures of Central Tendency i.e. Mean, Median and Mode
- 4.2 Meaning of Measures of Variability: importance, computing from group and ungroup data
- 4.3 Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data

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UNIT-I INTRODUCTION

General Introduction of specialized games and sports –

- 1.1 Athletics,
- 1.2 Badminton,
- 1.3 Basketball,
- 1.4 Cricket,
- 1.5 Football,
- 1.6 Gymnastic,
- 1.7 Hockey,
- 1.8 Handball,
- 1.9 Kabaddi,
- 1.10 Kho-Kho,
- 1.11 Tennis,
- 1.12 Volleyball and
- 1.13 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)

- 2.1 Motion – Types of motion and Displacement, Speed, Velocity, Acceleration, Distance and Newton's Law of motions.
- 2.2 Force – Friction, Centripetal and Centrifugal force, Principles of force.
- 2.3 Equilibrium and its types
- 2.4 Lever and its types

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

- 3.1 Speed and its types
- 3.2 Strength and its types
- 3.3 Endurance and its types
- 3.4 Flexibility and its types
- 3.5 Coordinative ability and its types

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UNIT-IV Conditioning exercises and warming up.

4.1 Concept of Conditioning and Warming up.

4.2 Role of weight training in games and sports.

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

4.4 Recreational and Lead up games

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

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- 1.1 Nature and Concept of Sports Management.
- 1.2 Progressive concept of Sports management.
- 1.3 The purpose and scope of Sports Management.
- 1.4 Essential skills of Sports Management.
- 1.5 Qualities and competencies required for the Sports Manager.
- 1.6 Event Management in physical education and sports.

Unit-II

- 2.1 Meaning and Definition of leadership
- 2.2 Leadership style and method.
- 2.3 Elements of leadership.
- 2.4 Forms of Leadership.
 - Autocratic
 - Laissez-faire
 - Democratic
 - Benevolent Dictator
- 2.5 Qualities of administrative leader.
- 2.6 Preparation of administrative leader.
- 2.7 Leadership and Organizational performance.

Unit-III

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

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Unit-IV

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

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