DRAFT

National Education Policy-2020

Common Minimum Syllabus for Uttarakhand State Universities and Colleges

Four Year Undergraduate Programme- FYUP/Master Programme

PROPOSED STRUCTURE FOR FYUP/MASTER PROGRAMME

PHYSICAL EDUCATION SYLLABUS

EXPERT COMMITTEE

S.N.	NAME	DESIGNATION	DEPARTMENT	AFFILIATION
1.	PROFESSOR TARAK NATH PRAMANIK	PROFESSOR	PHYSICAL EDUCATION	UNIVERSITY OF DELHI
2.	PROFESSOR B.C. KAPDI	PROFESSOR	PHYSICAL EDUCATION	BANARAS HINDU UNIVERSITY
3.	PROFESSOR LALIT SHARMA	PROFESSOR	PHYSICAL EDUCATION	UNIVERSITY OF DELHI
4.	DR. PUSHKAR SINGH BISHT	ASSOCIATE PROFESSOR	PHYSICAL EDUCATION	SSJ UNIVERSITY, ALMORA
5.	DR. NAGENDRA PRASAD SHARMA	ASSOCIATE PROFESSOR	PHYSICAL EDUCATION	KUMAUN UNIVERSITY, NAINITAL
6.	DR. SANTOSH KUMAR	ASSISTANT PROFESSOR	PHYSICAL EDUCATION	KUMAUN UNIVERSITY, NAINITAL
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9.	MR. JAGDESH SINGH BISHT	ASSISTANT PROFESSOR	PHYSICAL EDUCATION	SSJ UNIVERSITY, ALMORA

SYLLABUS PREPARATION COMMITTEE

S.N.	NAME	DESIGNATION	DEPARTMENT	AFFILIATION
1.	DR. SANTOSH KUMAR	ASSISTANT PROFESSOR	PHYSICAL EDUCATION	KUMAUN UNIVERSITY, NAINITAL
2.	DR. NAGENDRA PRASAD SHARMA	ASSOCIATE PROFESSOR	PHYSICAL EDUCATION	KUMAUN UNIVERSITY, NAINITAL

Contents

List of Papers (DSC,DSE,GE) with Semester Wise Titles for 'Physical Education. 5
Programme Specific Outcomes (PSOs) (Undergraduate Programme) 7
Programme Specific Outcomes (PSOs) (Master Degree) 8
Semester-I 9
Course Title: History and Foundation of Physical Education 9
Course Title: Game Specialization - I 12
Course Title: Indigenous Activities - I 14
Course Title: Fundamentals of Physical Education 17
Semester-II 19
Course Title: Anatomy & Physiology Physical Education 19
Course Title: Game Specialization - II 21
Course Title: Indigenous Activities - II 24
Course Title: Recreation and Fitness in Physical Education 26
Semester-III 28
Course Title: Health Education 28
Course Title: Game Specialization - III 30
Course Title: Fitness and Conditioning 32
Course Title: Stress Management 34
Course Title: Scientific Principles of Sports Training 37
Semester-IV 40
Course Title: Methods in Physical Education 40
Course Title: Game Specialization - IV 42
Course Title: Yoga and Wellness 44
Course Title: Olympic Education 47
Course Title: Coaching and officiating in Physical Education 50
Semester-V 52
Course Title: Test and Measurement in Physical Education 52
Course Title: Yoga (Asanas) 54
Course Title: Adventure Sports 56
Course Title: Obesity and Weight Management 59
Course Title: Marking of Track Events 62
Course Title: IAPC 64
Semester-VI 66
Course Title: Exercise Prescription and Therapeutic Exercise 66
Course Title: Gymnastics, Drill and Marching 68
Course Title: Gym Operation .....
Course Title: Fundamentals of Yoga 71

Course Title: Making of Field Events 75
Course Title: IAPC 77
Semester-VII 79
Course Title: Research Process in Physical Education 79
Course Title: Remedial and Corrective Physical Education 81
Course Title: Sports Nutrition and Balance Diet 83
Course Title: All Track Events and Marathon 85
Course Title: Fundaments of Track Events in Athletics 87
Course Title: Academic Project 89
Semester-VIII 91
Course Title: Sports Psychology 91
Course Title: Yogic Science 93
Course Title: Teaching Methodology in Physical Education 95
Course Title: All Field Events and Combined Events 97
Course Title: Basics of Field Events 99
Course Title: Project 101
Semester-IX 103
Course Title: Kinesiology and Biomechanics in Physical Education 103
Course Title: Statistics in Physical Education and Sports 105
Course Title: Sports Medicine 107
Course Title: Physiology of Exercise 110
Course Title: Introduction to Sports Training 112
Course Title: Academic Project: Study Tour 114
Semester-X 115
Course Title: Sports Psychology 115
Course Title: Health Education and Sports Nutrition 118
Course Title: Tests, Measurements and Evaluation in Physical Education 120
Course Title: Athletic Care & Rehabilitation 123
Course Title: Introduction to Injury Prevention and Rehabilitation in Sports 125
Course Title: Dissertation 128

DSC: Discipline Specific Course
SEC: Skill Enhancement Course
DSE: Discipline Specific Electives
IAPC: Internship/Apprenticeship / Project/ Community Outreach
GE: Generic Elective
VAC: Value Addition Course
AEC: Ability Enhancement Course

List of all Papers (DCS, DSE, GE) with Semester Wise Titles for Physical Education					
Year	**Sem.**	**Course Code**	**Paper Title**	**Theory/ Practical**	**Credits**
Undergraduate Certificate in Physical Education					
FIRST YEAR	I	DSC	History and Foundation of Physical Education	Theory	3
			Game Specialization-I	Practical	1
		SEC	Indigenous Activities - I	Theory & Practical	2
		GE	Fundamentals of Physical Education	Theory	4
	II	DSC	Anatomy & Physiology in Physical Education	Theory	3
			Game Specialization-II	Practical	1
		SEC	Indigenous Activities - II	Theory & Practical	2
		GE	Recreation and Fitness in Physical Education	Theory	4
Undergraduate Diploma in Physical Education					
SECOND YEAR	III	DSC	Health Education	Theory	3
			Game Specialization-III	Practical	1
		SEC	Fitness & Conditioning	Theory & Practical	2
		GE	Stress Management	Theory	4
		DSE	Scientific Principles of Sports Training	Theory	4
	IV	DSC	Methods of Physical Education	Theory	3
			Game Specialization-IV	Practical	1
		SEC	Yoga and Wellness	Theory & Practical	2
		GE	Olympic Education	Theory	4
		DSE	Coaching and Officiating in Physical Education	Theory	4
Bachelor in Physical Education					
THIRD YEAR	V	DSC	Test & Measurement in Physical Education	Theory	3
			Yoga (Asanas)	Practical	1
		SEC	Adventure Sports	Theory & Practical	2
		GE	Obesity and Weight Management	Theory	4
		DSE	Marking of Track Events	Practical	4
		IAPC	Project	Theory & Practical	4
	VI	DSC	Exercise Prescription and Therapeutic Exercise	Theory	3
			Gymnastics, Drill and Marching	Practical	1
		SEC	Gym Operation	Theory & Practical	2
		GE	Fundamentals of Yoga	Theory	4
		DSE	Marking of Field Events	Practical	4
		IAPC	Project	Theory & Practical	4
Bachelor of Physical Education with Honours					
FOURTH	VII	DSC	Research Process in Physical Education	Theory	4
		DSE-1	Remedial and Corrective Physical Education	Theory	4
		DSE-2	Sports Nutrition and Balance Diet	Theory	4
		DSE-3	All Track events and Marathon	Practical	4
		GE	Fundaments of Track Events in Athletics	Theory	4
		ACADEMIC PROJECT	Project	Theory	6
		DSC	Sports Psychology	Theory	4

YEAR	VIII	DSE-1	Yogic Science	Theory	4
		DSE-2	Teaching Methodology in Physical Education	Theory	5 4
		DSE-3	All Field Events and Combined Events	Practical	4
		GE	Basics of Field Events in Athletics	Theory	4

		DISSERTATION ON MAJOR CREDITS	Research Project	Theory	6
Masters in Physical Education					
FIFTH YEAR	IX	DSC	Kinesiology and Biomechanics in Physical Education	Theory	4
		DSE-1	Statistics in Physical Education & Sports	Theory	4
		DSE-2	Sports Medicine	Theory	4
		DSE-3	Physiology of Exercise	Practical	4
		GE	Introduction of Sports Training	Theory	4
		ACADEMIC PROJECT	Study Tour	Practical	6
	X	DSC	Sports Psychology	Theory	4
		DSE-1	Health Education and Sports Nutrition	Theory	4
		DSE-2	Tests, Measurements and Evaluation in Physical Education	Theory	4
		DSE-3	Athletic care and Rehabilitation	Practical	4
		GE	Introduction to Injury Prevention and Rehabilitation in Sports	Theory	4
		DISSERTATION ON MAJOR CREDITS	Dissertation	Theory	6

Programme specific outcomes (PSOs):
***UG I Year /* Certificate Course in PHYSICAL EDUCATION AND SPORTS**

- This course provides the basic ideas and concepts of physical education and the role of physical education in society.
- This course intends to clarify the educational and physical educational aims and functions.
- This course introduces the challenges faced by Indian Education and initiates a criticalanalysis of concerns and solutions toward better education.
- The program will be helpful in the conceptualization and synthesis of knowledge of lifeskills and sustainable education.
- The student will be able to explain the importance of values, mental health and hygiene.
- This course provides the introduction and Sociological concept of physical education thisalso teaches about the historical development of physical education in India and other countries.
- It introduces a general concept of good health and wellness. This program will also help astudent to promote a healthy way of living and they will also be able to make fitness and health plan.
- Yoga is very helpful in the prevention of many diseases and students will learn about it. This subject deals with basic knowledge about and Aerobics and Gymnasium classes whichwill help students to excel in the fitness industry.
- The student will able to explain the glorious history of physical education.
- The programme will be helpful to know the major theories, concepts and mechanism whichexplain human behavior or various psychological phenomena.

Programme specific outcomes (PSOs):
***UG II Year/* Diploma in PHYSICAL EDUCATION AND SPORTS**

A. This course provides knowledge of healthy living styles.

B. This course provides knowledge of sports psychology which is helpful in the enhancementof sports performance.

C. This course provides knowledge of physical and physiological systems and the effects ofexercise on different systems.

D. This course provides knowledge of management in physical education.

E. This course provides knowledge of ICT.

F. This course provides knowledge of sports training and different physical fitnesscomponents.

G. This course provides knowledge of different recreational games and the importance ofrecreation in human life.

H. This course provides knowledge of biomechanics in physical education which is helpful inthe enhancement of performance and safety measures.

I. This course introduces the students about concept of New Trends in Physical Education andthe importance of ICT.

J. Students can be able to understand human structure and function as well as effects of exercise on various human body systems. Students can be able to understand various aspects of psychology apply to sports person and how to organize sports and recreationalactivities.

K. This course provides the basic ideas and concepts of human right and environmentaleducation.

L. It explores the process of development and learning Through ICT.

M. The students will be able to check different aspects of a psychological parameter.

N. The students will be able to explain the concept and needs of Administration andManagement in Education.

O. The students will be able to understand computer programme MS Office and able to interpret /present research data diagrammatically or graphically with the help of MS Office.

P. This Course enables the students to understand basic concept of psychological foundations of physical education and teacher education.

Programme specific outcomes (PSOs):
***UG III Year /*Bachelor in PHYCAL EDUCATION AND SPORTS**

- This Course enables the students to understand sociological concepts of physical education.
- This Course enables the students to understand the basic concept of methods in physicaleducation.
- This Course enables the students to understand athletic care and rehabilitation in physicaleducation and sports.
- This Course enables the students to understand the different types of tests in sports and theirmeasurement
- This Course enables the students to understand therapeutic exercise and different types ofgames and their specializations.
- . This Course enables the students to understand professional preparation in physicaleducation.
- This Course enables the students to understand educational technologies which are used inphysical education and sports.
- This Course enables the students to understand coaching and officiation of different games.
- This Course enables the students to understand the importance of fitness and wellness in life.
- This Course enables the students to understand teaching methods in physical education anddifferent type of athletic events.

Programme specific outcomes (PSOs):
***UG IV Year* Bachelor in Physical Education and Sports with Research**

- This Course enables the students to understand sound knowledge of research in physical education.
- This Course enables the students to understand the basic concept of psychological foundations of education and teacher education.
- This program will be helpful in the conceptualization and synthesis of knowledge of educational aspects in relation to: Human Development- Human Behavior, Teaching Learning process.
- This course will enhance the ability of students to interpret the design and conduct ofbasic research in physical education.
- This course provides the assessment and evaluation techniques used in Education bypsychological tools.
- This course enables the students to understand the concepts and needs of statistics inphysical education.
- This course enables the students to understand concepts, needs, and the importance ofGuidance and Counseling in our life.
- This course enables the students to understand sports journalism.
- This course enables the students to understand different type of adventure sports.
- This course enables the students to understand the training schedule and differenttypes of games.

Programme Specific Outcomes (PSOs) -MASTER'S IN PHYSICAL EDUCATION AND SPORTS

- **After this programme, the learners will be able to:**

- This Course enables the students to understand sound knowledge of research in physical education.
- Gain first hand exposure of training in the real world in the form of Research Dissertation.
- To prepare students to choose their area of specialization.
- Enable students to pursue a successful career as Sports professionals with research project.
- This Course enables the students to understand the basic concept of psychological foundations of education and teacher education.
- This program will be helpful in the conceptualization and synthesis of knowledge of educational aspects in relation to: Human Development- Human Behavior, Teaching Learning process.
- This course will enhance the ability of students to interpret the design and conduct ofbasic research in physical education.
- This course provides the assessment and evaluation techniques used in Education bypsychological tools.
- This course enables the students to understand the concepts and needs of statistics inphysical education.
- This course enables the students to understand concepts, needs, and the importance ofGuidance and Counseling in our life.
- This course enables the students to understand sports journalism.
- This course enables the students to understand different type of adventure sports.

This course enables the students to understand the training schedule and differenttypes of games.

Department of Physical Education

Semester-I

Undergraduate Certificate in Physical Education

DISCIPLINE SPECIFIC COURSE (DSC) - History and Foundation of Physical Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: History and Foundation of Physical Education	3	3	0	0	Passed Class XII	Nil

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION		
Programme: *Undergraduate Certificate in Physical Education*	**Year: I**	**Semester: I** **Paper: DSC**
Subject: Physical Education		
Course: DSC	**Course Title:** History and Foundation of Physical Education	

- The pass out would be able to compare the relationship between general education and physical education.
- He would be able to identify and relate with the History of Physical Education.
- He would be able to comprehend the relationship between Philosophy, Education and Physical Education.
- He would able to identify the works of Philosophers of Education and Physical Education.
- He would know recent developments and academic foundation of Physical Education.

Credits: 3	Discipline Specific Course 10
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
Unit I	• Education- Meaning, Definition, Old Modern, Western Concept,Aims and Objectives, Importance of Education in Modern Era • Physical Education – Meaning, Definition, Aims and Objectives and Scope, Need and Importance of PhysicalEducation in the Modern Society. • Physical Education as an Art or a Science, Role of Games and Sports in National and InternationalIntegration	12
Unit II	• Division of Ancient Period, History of Physical Education in India- Pre-Independence and Post-Independence. Greece, Rome The Dark Ages, Middle Ages, Renaissance, Germany, Sweden, Denmark, England, United States ofAmerica • Commonwealth Games, Asian games, Indian National Games, Olympic	12
Unit III	• Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism. • Philosophy and Culture.- Fitness and wellness movement in the contemporary perspectives - Sports for all and its role in the maintenance and promotion of fitness.	12
Unit IV	• Biological (Growth and development, Age and gender characteristics, • Body Types	9

Recommended Readings

- Malik Ajay (2013) Foundation of physical education
- Wuest DA and Bucher CA (2003). Foundations of Physical Education Exercise Science and Sports.
- Kamlesh ML (2013). Physical Education and Exercise Sciences: An Objective Approach. Friends Publication. Delhi.
- Uppal AK & Gautam GP (2008). Health and Physical Education. Friends Publication. New Delhi.
- Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,
- Deshpande, S. H. (2014) - Physical Education in Ancient India. Amravati: Degree college of Physical education.
- Dash, B.N. (2003.) –Principles of Education, Neelkamal publication, Hyderabad.
- Kamlesh, M.L. (2002) –Sociological Foundation of Physical Education, Metropolitan Book co. Pvt. Ltd., Delhi.
- Pandey, R.S.(1991) Philosophical & Sociological Foundation of Education, Vinod PustakMandir, Agra,.
- Bhatia, K.K. &Narang, C.L. (1984.)– Philosophical & Sociological Bases of Education, Prakash Bros., Ludhiana.
- Adams, William.C (1991.) – Foundation of Physical Education Exercises and Sports Sciences, Lea and Febigor, Philadelphia.
- Dr. Kamlesh M.L. (2004) - Principles and History of Physical Education and Sports, Friends Publication (India) New Delhi.
- Dr. B.C.Kapri, Fundamentals of Physical Education, Friends Publication, DariyaGanj, Delhi (India).

Suggested Continuous Evaluation Methods: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)

Suggested Equivalent Online Courses: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-I

Undergraduate Certificate in Physical Education

DISCIPLINE SPECIFIC COURSE (DSC) - Game Specialization -I

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
(DSC) - Game Specialization -I	1		0	1	Passed Class XII	Nil

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION		
Programme: Undergraduate Certificate *in Physical Education*	**Year: I**	**Semester: I Paper: DSC**
Subject: Physical Education		
Course: DSC	**Course Title:** Game Specialization -I (Kabaddi/ Kho-Kho/Badminton/ Table Tennis/ Tennis/ Squash/ Baseball/ Volleyball/Basketball/ Cricket/ football/ Handball/ Hockey) etc. According to available Infrastructure	

Course Outcomes:

After studying this course, the students will be able to:

- Students will skilled in games and enable to officiate, supervise various sports events and organize sports events.
- Students will learn theoretical and practical aspects of game of his choice to apply at various levels for teaching, learning and coaching purposes efficiently.

Credits: 1	**DSC**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	**Topic**	**No. of Hours**

Unit I	• History and Development of the game at International and National level. • Dimensions and marking of playing area. • Basic Warm-up and Cool-down Routines • Fundamental skills of the game. • Skills of the game • National and international organizations / federations of the game.	10
Unit II	• Rules of the game with their interpretations. Officiating & Referee / Umpire /scorer / ***Note: Students shall opt any one Team game of the availability of Infrastructure.***	5

Suggested Readings:

- Muller, J. P. (2000). Health, Exercise and Fitness. Delhi: Sports.
- IAAF Manual
- Vanaik A (2005) Play Field Manual, Friends Publication New Delhi
- M.J Vishwanath, (2002) Track and Field Marking and Athletics Officiating Manual, Silver Star Publication, Shimoga
- Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000
- Physical Education Practical Manual (2021)– Football Khel Sahitya Kendra (Editorial Team)
- Practical Book of Physical Education (2020) Dr. V.K. Sharr
- Basketball Multiple offence and defence (2013) Dean smith
- Health & Physical Education 2019 (Dr. J.P. Sharma)
- Bucher, C. A., & Prentice, W. E. (1985). Fitness for Coll Publishing.
- Gallahue, D. L., & Ozmun, J. C. (2012). Understanding Motor Development: Infants, Children, Adolescents, Adults (7th ed.). McGraw-Hill.
- Singh, A. (1991). Essential of Physical Education. Kalyani Publishers

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-I

Undergraduate Certificate in Physical Education

SKILL ENHANCEMENT COURSE (SEC) - Indigenous Activities - I

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
SEC: Indigenous Activities - I	2	1	0	1	Passed Class XII	Represent District/State/National in any Sports Discipline

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION		
Programme: *Undergraduate Certificate in Physical Education*	**Year: I**	**Semester: I** **Paper: SEC**
Subject: Physical Education		
Course: SEC	**Course Title:** Indigenous Activities - I (Calisthenics, Minor Games, Drills & Marching)	

Learning Objectives:

- Improve strength, endurance, flexibility, and coordination through calisthenics and drills.
- Learn structured drills and marching to build focus, synchronization, and leadership skills.
- Engage in minor games to develop reflexes, balance, and quick decision-making.
- Appreciate indigenous activities' historical and practical value in fitness and well-being.

Learning Outcomes:

After studying this course, the students will be able skilled to:

- Demonstrate proficiency in calisthenics, minor games, drills, and marching, enhancing physical fitness, coordination, and discipline.
- Understand the significance of indigenous activities in physical education, promoting traditional methods for fitness and overall well-being.
- Develop teamwork, leadership, and synchronization skills through group drills and structured physical activities.
- Apply indigenous activities effectively in school and community settings, contributing to physical education programs and recreational activities.

Credits: 2	
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
Unit I	• Introduction to Calisthenics. • Basic Calisthenic Exercises: Jumping jacks, squats, push-ups, burpees, lunges, etc. • Rhythmic Exercises • Flexibility & Mobility Drills.	8
Unit II	• Introduction to Minor Games • Traditional Indian Games • Motor Skill Development through Games	7
Unit III	• Introduction to Drill & Command • Basic Drill Commands: Attention, Stand at Ease, Right Turn, Left Turn, About Turn. • Marching Drills: Slow march, Quick march, • Parade formation.	8
Unit IV	• Mass Drills & Team Synchronization. • Organizing a Drill Competition • Leadership & teamwork development.	7

Recommended Readings

- Clarke, H. H., & Clarke, D. H. (1987). Application of Measurement to Physical Education. Prentice Hall.
- Kundu, C. L. (1980). Educational Psychology. Sterling Publishers.
- Mathews, D. K. (1978). Measurement in Physical Education. W. B. Saunders Company.
- Brown, L., & Ferrigno, V. A. (2005). Training for Speed, Agility, and Quickness (2nd ed.). Human Kinetics.
- Bucher, C. A., & Prentice, W. E. (1985). Fitness for College and Life. Macmillan Publishing.
- Gallahue, D. L., & Ozmun, J. C. (2012). Understanding Motor Development: Infants, Children, Adolescents, Adults (7th ed.). McGraw-Hill.
- Singh, A. (1991). Essential of Physical Education. Kalyani Publishers
- Graham, G., Holt/Hale, S. A., & Parker, M. (2013). Children Moving: A Reflective Approach to Teaching Physical Education (9th ed.). McGraw-Hill.
- Kamlesh, M. L. (2006). Physical Education: Facts and Foundations. P. B. Publications.

Useful WEB Link

- https://calisthenicsclubhouston.com/100-best-calisthenics-exercises-for-all-levels/
- https://www.mpcalisthenics.com/guide/20-calisthenics-moves-for-you-to-unlock
- https://www.ispo.com/en/know-how/super-important-calisthenics-exercises-beginners-and-advanced
- https://www.amazon.com/Hand-Book-Calisthenics-Gymnastics-Drill-Book-Gymnasiums/dp/1528708857

Probable job aspects

- Fitness & Training Sector-Calisthenics Coach, Personal Trainer, Instructor
- Sports & Physical Education- Teacher, Coach
- Military, Police & Defense Training- Drill Instructor, Police/Army Fitness Trainer, Security & Tactical Trainer

Adventure & Outdoor Activities- Outdoor Fitness Trainer, Adventure Camp Instructor, Wellness & Holistic Trainer

Semester-I

Undergraduate Certificate in Physical Education and Sports

GENERIC ELECTIVE (GE) - Fundamentals of Physical Education

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
(GE)- Fundamentals of Physical Education	4	4	0	0	Passed Class XII	Nil

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION AND SPORTS		
Programme: *Undergraduate Certificate in Physical Education and Sports*	**Year: I**	**Semester: I Paper: GE**
Subject: Physical Education		
Course: GE	**Course Title:** Fundamentals of Physical Education	

Course Outcomes:

After studying this course, the students will be able to:

- Define physical education and explain its meaning, objectives, and importance.
- Identify the scope and career opportunities in the field of physical education.
- Understand the importance of each fitness component in daily life and sports performance.
- Identify the major systems of the human body
- Describe the principles of a healthy lifestyle, including hygiene, diet, rest, and exercise.
- Recognize common lifestyle diseases.

Credits: 4	**Generic Elective**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours

Unit I	Introduction to Physical Education • Meaning and Definition of Physical Education • Aims and Objectives of Physical Education • Importance of Physical Education in Daily Life	**15**
Unit II	Components of Physical Fitness • Strength, Endurance, Speed, Flexibility, and Coordination • Benefits of Physical Fitness • Basic Exercises to Improve Fitness	**15**
Unit III	Basic Human Anatomy and Physiology • Importance of Anatomy in Physical Education • Major Systems: Skeletal, Muscular, Respiratory, and Circulatory • Effects of Exercise on the Body	**15**
Unit IV	Sports and Health Education • Importance of Sports for a Healthy Lifestyle • Basic Rules of Common Sports (e.g., Football, Basketball, Athletics) • Introduction to First Aid and Injury Prevention	**15**

Recommended Readings

- Clarke, H. H., & Clarke, D. H. (1987). Application of Measurement to Physical Education. Prentice Hall.
- Kundu, C. L. (1980). Educational Psychology. Sterling Publishers.
- Mathews, D. K. (1978). Measurement in Physical Education. W. B. Saunders Company.
- Brown, L., & Ferrigno, V. A. (2005). Training for Speed, Agility, and Quickness (2nd ed.). Human Kinetics.
- Bucher, C. A., & Prentice, W. E. (1985). Fitness for College and Life. Macmillan Publishing.
- Gallahue, D. L., & Ozmun, J. C. (2012). Understanding Motor Development: Infants, Children, Adolescents, Adults (7th ed.). McGraw-Hill.
- Singh, A. (1991). Essential of Physical Education. Kalyani Publishers
- Graham, G., Holt/Hale, S. A., & Parker, M. (2013). Children Moving: A Reflective Approach to Teaching Physical Education (9th ed.). McGraw-Hill.
- Kamlesh, M. L. (2006). Physical Education: Facts and Foundations. P. B. Publications.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-II

Undergraduate Certificate in Physical Education

DISCIPLINE SPECIFIC COURSE (DSC) - Anatomy & Physiology in Physical Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Anatomy & Physiology in Physical Education	3	3	0	0	Passed Class XII	Nil

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION		
Programme: *Undergraduate Certificate in Physical Education*	**Year: I**	**Semester: II** **Paper: DSC**
Subject: Physical Education		
Course: DSC	**Course Title:** Anatomy & Physiology in Physical Education	

Course Outcomes:

- The student will be oriented with the basic structure and function of human body by identifying, comparing and relating different systems, organs and their functional and structural units.
- He would be able to Relate and interpret the role of exercise on body systems and its relation to well-being, through literature reviews and physical conditioning exercises.
- Adapt the art to apply the knowledge of anatomy and physiology in physical activity classes at school level.
- Construct anatomy and physiology related pedagogical materials exploring their creative imaginations while working in group and using technology.

Credits: 3	**Discipline Specific Course**
Max. Marks: As Per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours

Unit I	• Introduction of Anatomy and Physiology in the field of Physical Education – • Structural and functional demonstration of human cell, Tissue, Organs • Skeletal System- classification and functions - Anatomical terms related to body movements - Structure and types of bones, joints in human body.	**12**
Unit II	• Structure and function of Muscle – • Major classifications of Muscles - Types of muscular contractions (Isotonic, Isometric, Isokinetic) and their roles in physical activity – • Concept of agonist and antagonist muscles and muscle imbalance.	**12**
Unit III	• Circulatory System- Structure of Heart, Cardiac Cycle, Circulation of Blood (Systemic, Cardiac and Pulmonary), Respiratory System- Structure and function of lungs • Effect of exercise in circulatory system • Effect of exercise on Respiratory system	**12**
Unit IV	• Introduction of Digestive system • Importance of Digestion, Functions and Processes of Digestive System • Organs of Digestive System, Mechanism of Digestive System	**9**

Suggested Readings:

- Appuseries (2012) How the Human Body Works - Kids Animation Learn Series. [Online] Available from:
- https://www.youtube.com/results?search_query=APPUSERIES+human+body+ [Accessed 20th July 2016].
- Bannister, L. H. & et.al.(2000) Gray'sAnatomy.Churchill Living Stone.
- Boone, T. (2014) Exercise physiology.Jones& Bartlett Learning.
- Davidson, D.S. & Morgan, B. (2002) Human body revealed. Great Britian, Dorling Kindersley.
- E Learning for kids- Founding Dreams (Date not Available) Science- Body Parts. [Online] Available from: http://www.e-learningforkids.org/science/lesson/body-parts/[Accessed 20th July 2016]
- Foss, M. L., Keteyian, S. J. & Fox, E. L., (1998).Fox's physiological basis for exercise and sport. Boston, Mass, WCB/McGraw-Hill.
- Get Body Smart (2016) An online examination of human anatomy and physiology- Animated Text Narrations and Quizzes to Explain the Structures and Functions of the Human Body Systems. [Online] Available from: http://www.getbodysmart.com/ [Accessed 20th July 2016].
- Jam Campus (2018) THE PARTS OF A CELL SONG. [online video] Available at: https://www.youtube.com/watch?v=NkC9AiJf7gI [Accessed 03 July 2018].
- Ajmer Singh JB, JSG, RSB., "Essentials of Physical Education", 2017 5th edition

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-II

Undergraduate Certificate in Physical Education

DISCIPLINE SPECIFIC COURSE (DSC) - Game Specialization -II

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
(DSC)- Game Specialization -II	1		0	1	Passed Class XII	Nil

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION		
Programme: *Undergraduate Certificate in Physical Education*	**Year: I**	**Semester: II Paper: DSC**
Subject: Physical Education		
Course: DSC	**Course Title:** Game Specialization -II (Kabaddi/ Kho-Kho/Badminton/ Table Tennis/ Tennis/ Squash/ Baseball/ Volleyball/Basketball/ Cricket/ football/ Handball/ Hockey) etc. According to available Infrastructure	

Course Outcomes:

After studying this course, the students will be able to:

- Students will skilled in games and enable to officiate, supervise various sports events and organize sports events.
- Students will learn theoretical and practical aspects of game of his choice to apply at various levels for teaching, learning and coaching purposes efficiently.

Credits: 1	**DSC**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours

Unit I	• History and Development of the game at International and National level. • Dimensions and marking of playing area. • Basic Warm-up and Cool-down Routines • Fundamental skills of the game. • Skills of the game • National and international organizations / federations of the game.	10
Unit II	• Rules of the game with their interpretations. Officiating & Referee / Umpire /scorer / ***Note: Students shall opt any one game of the availability of Infrastructure and will not repeat the last semesters game.***	5

Suggested Readings:

- Muller, J. P. (2000). Health, Exercise and Fitness. Delhi: Sports.
- IAAF Manual
- Vanaik A (2005) Play Field Manual, Friends Publication New Delhi
- M.J Vishwanath, (2002) Track and Field Marking and Athletics Officiating Manual, Silver Star Publication, Shimoga
- Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000
- Physical Education Practical Manual (2021)– Football Khel Sahitya Kendra (Editorial Team)
- Practical Book of Physical Education (2020) Dr. V.K. Sharr
- Basketball Multiple offence and defence (2013) Dean smith
- Health & Physical Education 2019 (Dr. J.P. Sharma)
- Bucher, C. A., & Prentice, W. E. (1985). Fitness for Coll Publishing.
- Gallahue, D. L., & Ozmun, J. C. (2012). Understanding Motor Development: Infants, Children, Adolescents, Adults (7th ed.). McGraw-Hill.
- Singh, A. (1991). Essential of Physical Education. Kalyani Publishers

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-II

Undergraduate Certificate in Physical Education

SKILL ENHANCEMENT COURSE (SEC) - Indigenous Activities – II

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
SEC: Indigenous Activities - II (Dands & Baithaks, Light Apparatus)	2	1	0	1	Passed Class XII	Represent District/State/National in any Sports Discipline

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION

Programme: *Undergraduate Certificate in Physical Education*	**Year: I**	**Semester: II** **Paper: SEC**
Subject: Physical Education		
Course: SEC	**Course Title:** Indigenous Activities - II (Dands & Baithaks, Light Apparatus)	

Learning Objectives:

- Develop muscular power, stamina, and flexibility through Dands (push-ups) and Baithaks (squats).
- Improve agility, balance, and motor skills using light apparatus like clubs, ropes, and poles.
- Understand the historical and cultural significance of Indian wrestling and martial arts training methods.
- Learn the correct execution of exercises to maintain posture, and balance, and prevent injuries.

Course Outcomes:

After studying this course, the students will be able skilled to:

- Perform and demonstrate correct techniques for various types of **Dands & Baithaks** for strength development.
- Effectively handle and execute movements using **light apparatus** such as dumbbells, wands, and clubs.
- Integrate indigenous activities into physical training programs for fitness enhancement.
- Understand safety measures, progressions, and variations of these activities for different age groups.

Credits: 2	
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
Unit I	• Concept, history, and significance of Dands & Baithaks in Indian traditional fitness systems. • Benefits of indigenous exercises • Overview of light apparatus training: Importance, types, and applications.	7
Unit II	• Dands (Push-ups & Variations): • Benefits for muscle endurance and core stability • Baithaks (Squats & Variations): • Role in lower body strength and mobility • Breathing techniques and progression in indigenous exercises	8
Unit III	• Types of Light Apparatus & Their Usage: • Dumbbells: Basic and rhythmic movements • Wands & Lezium: Movements, rhythm, and coordination • Hoops & Ropes: Basic drills and applications	7
Unit IV	• Combining Dands, Baithaks, and Light Apparatus for fitness training • Warm-up and cool-down exercises before and after indigenous activities • Safety measures and precautions while performing exercises • Adaptation for different age groups and fitness levels	8

Recommended Readings

- Clarke, H. H., & Clarke, D. H. (1987). Application of Measurement to Physical Education. Prentice Hall.
- Kundu, C. L. (1980). Educational Psychology. Sterling Publishers.
- Mathews, D. K. (1978). Measurement in Physical Education. W. B. Saunders Company.
- Brown, L., & Ferrigno, V. A. (2005). Training for Speed, Agility, and Quickness (2nd ed.). Human Kinetics.
- Bucher, C. A., & Prentice, W. E. (1985). Fitness for College and Life. Macmillan Publishing.
- Gallahue, D. L., & Ozmun, J. C. (2012). Understanding Motor Development: Infants, Children, Adolescents, Adults (7th ed.). McGraw-Hill.
- Singh, A. (1991). Essential of Physical Education. Kalyani Publishers
- Kamlesh, M. L. (2006). Physical Education: Facts and Foundations. P. B. Publications.
- B. K. S. Iyengar (2021). *Light on Yoga: The Classic Guide to Yoga Practice.* HarperCollins.
- Gharote, M. L. (2020). *Physical Education and Indigenous Games of India.* The Lonavla Yoga Institute.
- Singh, A. (2021). *Essentials of Physical Education.* Kalyani Publishers.
- Kamlesh, M. L. (2022). *Physical Education: Facts and Foundations.* P. B. Publications.
- **Sankhala, P. (2023).** *Traditional Indian Fitness Methods.* New Age Publishers

Useful WEB Link

- https://simplexstrong.com/2020/04/baithaks-aka-hindu-squats-1950
- https://www.youtube.com/watch?v=WzKEKFuN6Do
- https://www.reddit.com/r/bodyweightfitness/comments/utw42b/hindu_push_up_appreciation_do_not_sleep_on_the
- https://www.amazon.com/Light-Apparatus-Indian-Clubs-Annotated-ebook/dp/B00GNQ2GY8
- https://www.bodymind-fit.com/indian-clubs-selection-guide
- https://dutchflowacademy.com/a-history-of-barbells-dumbbells-and-indian-clubs

Probable job aspects

- Fitness & Training Sector-Calisthenics Coach, Personal Trainer, Instructor
- Sports & Physical Education- Teacher, Coach
- Military, Police & Defense Training- Drill Instructor, Police/Army Fitness Trainer, Security & Tactical Trainer
- Adventure & Outdoor Activities- Outdoor Fitness Trainer, Adventure Camp Instructor, Wellness & Holistic Trainer

Semester-II

Undergraduate Certificate in Physical Education

GENERIC ELECTIVE (GE)- Recreation and Fitness in Physical Education

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
(GE)- Recreation and Fitness in Physical Education	4	4	0	0	Passed Class XII	Nil

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION		
Programme: *Undergraduate Certificate in Physical Education*	**Year: I**	**Semester: II** **Paper: GE**
Subject: Physical Education		
Course: GE	**Course Title:** Recreation and Fitness in Physical Education	

Course Outcomes:

After studying this course, the students will be able skilled to:

- Explain the role of recreation in maintaining a balanced and healthy lifestyle.
- Differentiate between recreation and physical fitness.
- Identify and describe key components of physical fitness (strength, endurance, flexibility, agility).
- Perform basic exercises to improve fitness levels.
- Participate in various recreational activities (indoor and outdoor) for mental and physical health.
- Recognize the social and psychological benefits of recreation.

Credits: 4	**Generic Elective**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours

Unit I	Introduction to Recreation and Fitness • Meaning and Importance of Recreation • Difference Between Recreation and Physical Fitness • Benefits of Recreational Activities	**15**
Unit II	Components of Physical Fitness • Strength, Endurance, Flexibility, and Agility • Exercises to Improve Fitness • Role of Fitness in a Healthy Lifestyle	**15**
Unit III	Recreational Activities and Their Benefits • Outdoor and Indoor Recreational Activities (e.g., Yoga, Walking, Cycling, Swimming) • Importance of Leisure and Relaxation • Social and Mental Benefits of Recreation	**15**
Unit IV	Fitness and Health Maintenance • Importance of Regular Exercise • Basic Nutrition for Fitness • Safety Measures in Fitness and Recreation	**15**

Recommended Readings

- Clarke, H. H., & Clarke, D. H. (1987). Application of Measurement to Physical Education. Prentice Hall.
- Kundu, C. L. (1980). Educational Psychology. Sterling Publishers.
- Mathews, D. K. (1978). Measurement in Physical Education. W. B. Saunders Company.
- Brown, L., & Ferrigno, V. A. (2005). Training for Speed, Agility, and Quickness (2nd ed.). Human Kinetics.
- Bucher, C. A., & Prentice, W. E. (1985). Fitness for College and Life. Macmillan Publishing.
- Gallahue, D. L., & Ozmun, J. C. (2012). Understanding Motor Development: Infants, Children, Adolescents, Adults (7th ed.). McGraw-Hill.
- Singh, A. (1991). Essential of Physical Education. Kalyani Publishers
- Graham, G., Holt/Hale, S. A., & Parker, M. (2013). Children Moving: A Reflective Approach to Teaching Physical Education (9th ed.). McGraw-Hill.
- Kamlesh, M. L. (2006). Physical Education: Facts and Foundations. P. B. Publications.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-III

Undergraduate Diploma in Physical Education

DISCIPLINE SPECIFIC COURSE (DSC) - Health Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Health Education	3	3	0	0	Pass in Sem II	Physically Fit

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION		
Programme: *Undergraduate Diploma in Physical Education*	**Year: II**	**Semester: III** **Paper: DSC**
Subject: Physical Education		
Course: DSC	**Course Title:** Health Education	

Course Outcomes:

After studying this course, the students will be able to:

- The course outcomes of Health Education in Physical Education are designed to provide students with a comprehensive understanding of health concepts and the skills needed to promote and maintain individual and community health. These outcomes prepare students for careers in sports nutrition, dietetics, health coaching, and related fields by providing a comprehensive understanding of how diet and nutrition impact athletic performance and overall health.
- prepare students for roles in health education, public health, community health promotion, and related fields by providing them with the knowledge and skills to effectively promote health and wellness across various populations.

Credits: 3	**DSC**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours
Unit I	• Meaning and definition of Health Education, Factors affectingHealth, Objectives of Health Education, Scope of Health Education • Principles of Health Education, Importance of Health Education • Components of Health	12

Unit II	• Causes of diseases, Infections-spread of infections. • Common communicable diseases like Malaria, Cholera, Small Pox, Whooping Cough, Tuberculosis and Leprosy with special emphasis on their preventive methods • Meaning of Personal Hygiene, Importance of Personal Hygiene Cleanliness	12
Unit III	• Balance diet, classification of food and role of various nutrients. • Nutritional intake, Nutrient balance, Nutritional Tips, IdealWeight • International health agency- W. H. O., UNICEF. • Meaning, Scope and Principles of occupational Health. • Factors Responsible for Occupational Health Hazards and Diseases	12
Unit IV	• Public Health Administration. • School health program and school health problems. • drinking water supply and disposal of garbage,	9

Recommended Readings

- Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000
- Jain AK (2002). Anatomy & Physiology for Nurses. Arya Publishers, Delhi.
- Pearce E.C.(1973)Anatomy & Physiology for nurses. Faber and faber, London.
- Singh Shamsher (2007) Introduction to Anatomy and physiology, friend publication,New Delhi
- Dhull D.S.(1998) Sharir 29igyan29 avem kriya 29igyan Friend publication New Delhi, India
- Lakshmi D.R.(2007) Anatomy & Physiology in physical education, Sports educationtechnology, New Delhi

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-III

Undergraduate Diploma in Physical Education

DISCIPLINE SPECIFIC COURSE (DSC) - Game Specialization -III

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
(DSC)- Game Specialization -III	1	0	0	1	Pass Sem II	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION		
Programme: *Undergraduate Diploma in Physical Education*	**Year: II**	**Semester: III Paper: DSC**
Subject: Physical Education		
Course: DSC	**Course Title:** Game Specialization -III (Kabaddi/ Kho-Kho/Badminton/ Table Tennis/ Tennis/ Squash/ Baseball/ Volleyball/Basketball/ Cricket/ football/ Handball/ Hockey) etc. According to available Infrastructure	

Course Outcomes:

After studying this course, the students will be able to:

- Students will skilled in games and enable to officiate, supervise various sports events and organize sports events.
- Students will learn theoretical and practical aspects of game of his choice to apply at various levels for teaching, learning and coaching purposes efficiently.

Credits: 1	**DSC**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours

Unit I	• History and Development of the game at International and National level. • Dimensions and marking of playing area. • Basic Warm-up and Cool-down Routines • Fundamental skills of the game. • Skills of the game • National and international organizations / federations of the game.	10
Unit II	• Rules of the game with their interpretations. Officiating & Referee / Umpire /scorer / ***Note: Students shall opt any one game of the availability of Infrastructure and will not repeat the last semesters game.***	5

Suggested Readings:

- Muller, J. P. (2000). Health, Exercise and Fitness. Delhi: Sports.
- IAAF Manual
- Vanaik A (2005) Play Field Manual, Friends Publication New Delhi
- M.J Vishwanath, (2002) Track and Field Marking and Athletics Officiating Manual, Silver Star Publication, Shimoga
- Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000
- Physical Education Practical Manual (2021)– Football Khel Sahitya Kendra (Editorial Team)
- Practical Book of Physical Education (2020) Dr. V.K. Sharr
- Basketball Multiple offence and defence (2013) Dean smith
- Health & Physical Education 2019 (Dr. J.P. Sharma)
- Bucher, C. A., & Prentice, W. E. (1985). Fitness for Coll Publishing.
- Gallahue, D. L., & Ozmun, J. C. (2012). Understanding Motor Development: Infants, Children, Adolescents, Adults (7th ed.). McGraw-Hill.
- Singh, A. (1991). Essential of Physical Education. Kalyani Publishers

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in,

Semester-III

Undergraduate Diploma in Physical Education

SKILL ENHANCEMENT COURSE (SEC) - Fitness & Conditioning

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
SEC: Fitness & Conditioning	2	1	0	1	Pass Sem II	Represent District/State/National in any Sports Discipline

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION		
Programme: *Undergraduate Diploma in Physical Education*	**Year: II**	**Semester: III** **Paper: SEC**
Subject: Physical Education		
Course: SEC	**Course Title:** Fitness & Conditioning	

Learning Objectives:

- Learn about strength, endurance, flexibility, and cardiovascular health.
- Design personalized workouts based on fitness goals and principles.
- Enhance strength, speed, agility, and overall athletic ability.
- Apply warm-up, cool-down, and recovery techniques for safe training.

Course Outcomes:

After studying this course, the students will be able to:

- Demonstrate knowledge of fitness principles and their application in conditioning programs.
- Apply strength training and flexibility exercises to improve athletic performance.
- Design and implement aerobic and anaerobic workouts for various fitness levels.
- Utilize functional training techniques for injury prevention and enhanced movement efficiency.
-

Credits: 2	
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours

Unit I	• Definition & Importance of Fitness • Components of Physical Fitness • Principles of Training (Overload, Specificity, Progression, etc.) • Role of Nutrition & Hydration in Fitness	**7**
Unit II	• Warm-up & Cool-down Techniques • Bodyweight & Resistance Training Basics (Push-ups, Squats, Lunges, etc.) • Cardiovascular Conditioning (Running, Skipping, HIIT Basics) • Strength Training with Free Weights (Dumbbells, Resistance Bands)	**8**
Unit III	• Importance of Flexibility & Mobility • Stretching Techniques (Static vs. Dynamic Stretching) • Role of Rest & Recovery in Fitness • Common Injuries & Prevention Strategies	**7**
Unit IV	• Basic Workout Plan • Functional Training & Agility Drills • Fitness Testing & Self-Assessment (Cooper Test, Strength Tests, Flexibility Tests) • Practical Demonstration	**8**

Recommended Readings

- Baechle, T.R., & Earle, R.W. (2008). *Essentials of Strength Training and Conditioning*. Human Kinetics.
- Bompa, T.O., & Carrera, M. (2015). *Periodization Training for Sports*. Human Kinetics.
- McGill, S. (2014). *Ultimate Back Fitness and Performance*. Stuart McGill.
- Wilmore, J.H., & Costill, D.L. (2004). *Physiology of Sport and Exercise*. Human Kinetics.
- Boyle, M. (2016). *New Functional Training for Sports*. Human Kinetics.
- **"Essentials of Strength Training and Conditioning"** – NSCA, Greg Haff & Travis Triplett
- **"ACSM's Guidelines for Exercise Testing and Prescription"** – American College of Sports Medicine (ACSM)
- **"Stretching Scientifically: A Guide to Flexibility Training"** – Thomas Kurz
- **"The New Rules of Lifting"** – Lou Schuler & Alwyn Cosgrove
- **"Peak: The New Science of Athletic Performance That is Revolutionizing Sports"** – Marc Bubbs

Useful WEB Link

- https://springfield.edu/graduate-programs/strength-and-conditioning/outcomes
- https://www.asdk12.org/cms/lib/AK02207157/Centricity/Domain/1203/HS_WeightTrainingBasic_Faceplate.pdf
- https://catalog.elcamino.edu/preview_course_nopop.php?catoid=11&coid=22526

- https://www.hcpss.org/f/files/curriculum_pe_weight.pdf
- https://www.scsk12.org/ci/uploads/hpelw/FitnessConditioning_I.pdf

Probable job aspects

- Fitness & Training Sector-Calisthenics Coach, Personal Trainer, Instructor
- Sports & Physical Education- Teacher, Coach
- Health & Rehabilitation
- Education & Research
- Adventure & Outdoor Training

Semester-III

Undergraduate Diploma in Physical Education

GENERIC ELECTIVE (GE) – Stress Management

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
(GE)-Stress Management	4	4	0	0	Pass Sem II	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION		
Programme: *Undergraduate diploma in Physical Education*	**Year: II**	**Semester: III Paper: GE**
Subject: Physical Education		
Course: GE	**Course Title:** Stress Management	

Course Outcomes:

After studying this course, the students will be able to:

- The student would be able to apply the knowledge, learning, and understanding the concept of anger, stress, and how to manage it.
- The students will be introduced to the basic concepts of stress and anger, the causes and effects of stress and anger, the main emotions of stress and anger, daily life stressors, the process of stress, anger and the psychophysiology of stress.
- The students will develop the understanding and knowledge of adaptation to stress- reframing of habitual stress resistance, types of stress,
- It helps to know about stress-related diseases and disorders.
- The students will gain knowledge and concepts of self-awareness and stress management, muscular tension reduction, emotional tension reduction, stress-free living, stress-free examination, stress management through physical activity, and stress management through recreation activities.

Credits: 4	**DSC**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours
Unit I	**INTRODUCTION TO STRESS** • Definition and Introduction to Stress • Types of stress • Causes and effects of stress	15
Unit II	**STRESS ADAPTATION AND RESISTANCE** • Adaptation to stress - GAS Theory • Sources of stress-personal and social stress • Reframing of habitual stress resistance	15
Unit III	**STRESS AWARENESS** • Self-awareness and stress management, Adaptive and Maladaptive Behaviour • Relationship between Stress and Conflict. • Stress & drug abuse.	15
Unit IV	**STRESS MANAGEMENT** • Role of communication in managing stress and work performance • Conflict Management - Positive and Negative Criticism • Coping Methods through physical activities- Lifestyle management.	15

Suggested Readings:

- Adrain F & Herrick E. and Sharp P (1998). Anger Management. Routledge Publishing Florence. Kentucky. U.S.A.
- Allen E (2008). Stress Management for Dummies. For Dummies Publishers. U.S.A.
- Davis M. et al (2008). The Relaxation and Stress Reduction workbook. Harbinger Publications, USA.
- Greenberg J.S. (2008). Comprehensive stress management. McGraw Hill, USA
- Hipp E. (2008). Fighting Invisible Tigers: Stress Management for Teens. Free Spirit Publishing, USA.
- Mac W. (2007). Anger and Stress Management. God's Way. Calvary Press, USA.
- Petee F (2006) Anger Management. Pentagon. Press. New York, U.S.A.
- Swate Y B (2009). Anger Management. Sage Publication. *New* Delhi.
- NCERT & CBSE publication and reading for stress management.
  Pahuja M., Pahuja S., Panda S. (2020), "Yoga & Stress Management", Friends Publications. New Delhi (India) ISBN-978-8195365593.
- Sahrawat M (2024) yoga and stress management Khel Sahitya, Kendra ISBN: 978-93-90461-65-3

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-III

DISCIPLINE SPECIFIC ELECTIVE (DSE) - Scientific Principles of Sports Training

Undergraduate Diploma in Physical Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Scientific Principles of Sports Training	4	4	0	0	Pass Sem II	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION		
Programme: Undergraduate Diploma In Physical Education	**Year: II**	**Semester: III** **Paper: DSE**
Subject: Physical Education		
Course: DSE	**Course Title:** Scientific Principles of Sports Training	
Course Outcomes: • Get skilled for training of all the performance factors following scientific methodology. • Get skilled about formulating training plan. • Develop ability to handle sports teams of different games in training as well as in competition.		
Credits: 4		**Discipline Specific Course**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours
Unit I	• Sports Training: Definition – Aim and Objectives, Characteristics, Principles of Sports Training, Training Means and its types • Load • Overload – Causes and Symptoms, Tackling of Overload	**15**
Unit II	• Strength: Forms and Characteristics of Strength, Factors Determining Strength, • Speed: Forms and Characteristics of Speed, Factors Determining Speed, • Endurance: Forms and Characteristics of Endurance, Factors Determining Endurance, • Flexibility: Forms and Characteristics of Flexibility, Factors Determining Flexibility, • Coordinative Abilities: Characteristics, Classification and Importance of Coordinative abilities, Factors Determining Coordinative abilities •	**15**
Unit III	• Technique: Definition of Technique, Skill and Style, • Tactics: Definition of tactics and strategy, Basic Tactical concepts – Offensive, Defensive	**15**
Unit IV	• Planning: Meaning, Importance and Principles of Planning, • Periodisation and its types, • Competition Planning and Preparation: Importance of competitions, • Doping: Definition, Classes and Methods of Doping,	**15**

Recommended Readings

- Beotra Alka, Drug Education Handbook on Drug Abuse in Sports (Delhi: Sports Authority of India, 2000)
- Bompa T. O. & Buzzichelli C. A. Periodization: Theory and Methodology of Training. Sixth Edition. Human Kinetics Publication, USA.
- Bunn, J.W: Scientific Principles of Coaching.
- Cart, E. Klafs & Daniel, D. Arnheim, Modern Principles of Athletic Training, (St.Louis C.V. Mosphy Company, 1999)
- Cratty, J. Brayant Perceptual and Motor Development in Infants and Children (N.J.: Englewood Cliffs, Prentice Hall, Inc. 1979).
- David, R. Mottram, Drugs in Sports, (School of Pharmacy, Liverpool: John Moore University, 1996)
- Dick W. Frank. Sports Training Principles (London: Lepus Books, 1980).
- Haff G. G., & Triplett N. T. Essentials of Strength and Conditioning, 4th Edition, Human Kinetics Publication, USA.
- Harre, Dietrich, Principles of Sports Training (Berlin: Sporulated, 1982).
- Jensen, R. Clayne, a nd Fi s h e r A. G . Scientific Ba sis of A t h l e t i c nd conditioning (Philadelphia: Lea and Fibiger 1979), 2 Edn.

- Laursen P. & Buchheit M. Science and Applications of High-Intensity Interval Training. Human Kinetcs Publications, USA
- Matvyew, L.P. Fundamental of sports Training (Moscow: Progress Publishers, 1981).
- Morechouse and Rash: Scientific Basis of Athletic-Training.
- Schmidt R. A. & Lee T. D. Motor Learning and Performance (from Principles of Adaptation) Sixth Edition, Human Kinetics Publication, USA.
- Singh, H. Sports Training, General Theory and methods (Patiala: NSNIS, 1984).

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-IV

Undergraduate Diploma in Physical Education

DISCIPLINE SPECIFIC COURSE (DSC) - METHODS OF PHYSICAL EDUCATION

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Methods of Physical Education	3	3	0	0	Pass Sem III	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION		
Programme: *Undergraduate Diploma in Physical Education*	**Year: II**	**Semester: IV** **Paper: DSC**
Subject: Physical Education		
Course: DSC	**Course Title:** Methods of Physical Education	

Course Outcome:

- To prepare students to effectively teach physical education across various educational settings.
- It ensure that students completing a course in "Teaching Methods in Physical Education" are well-prepared to deliver effective, inclusive, and engaging physical education programs that promote student health, wellness, and lifelong physical activity.

Credits: 3	Discipline Specific Course
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
I	• Meaning and scope of teaching methods in physical education • Comparison of method in physical education and generaleducation • Distinction between method and technique • Factors which influence methods of teaching in physical education	12
II	• Meaning and nature of teaching • Types of method, chief method of teaching • Presentation technique	12
III	• Teaching aid in Physical Education • Class management, principles of class management, factors influencing class management, steps in class management	12
IV	• Types of competition, knock-out, consolation tournament, double knock-out tournament, different techniques to drawfixtures, Merits and demerits of Knockout tournament • Round Robin Tournament, different techniques to drawfixtures, Merits and demerits of round tournament	9

Recommended Readings

- Singh, Ajmer et.al. "Modern Text Book of Physical Education, Health and Sports", KalyaniPublishers, Ludhiana,2000
- Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000 Sharma,Vyas Dev. "introduction to physical and health education", avichal publishingcompany, new delhi.
- Dagar,R.K.S. & Chauhan, S.K "Psycho-Historical bases of Physical Education" friendspublications, New Delhi 2005.
- Thomas R. Baechle and Roger W. Earle, (2000).

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-IV

Undergraduate Diploma in Physical Education

DISCIPLINE SPECIFIC COURSE (DSC) - Game Specialization -IV

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
(DSC)- Game Specialization - IV	1		0	1	Pass Sem III	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION		
Programme: Undergraduate *Diploma in Physical Education*	**Year: II**	**Semester: IV Paper: DSC**
Subject: Physical Education		
Course: DSC	**Course Title:** Game Specialization -IV (Kabaddi/ Kho-Kho/Badminton/ Table Tennis/ Tennis/ Squash/ Baseball/ Volleyball/Basketball/ Cricket/ football/ Handball/ Hockey) etc. According to available Infrastructure	

Course Outcomes:

After studying this course, the students will be able to:

- Students will skilled in games and enable to officiate, supervise various sports events and organize sports events.
- Students will learn theoretical and practical aspects of game of his choice to apply at various levels for teaching, learning and coaching purposes efficiently.

Credits: 1	**DSC**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours

Unit I	• History and Development of the game at International and National level. • Dimensions and marking of playing area. • Basic Warm-up and Cool-down Routines • Fundamental skills of the game. • Skills of the game • National and international organizations / federations of the game.	10
Unit II	• Rules of the game with their interpretations. Officiating & Referee / Umpire /scorer / ***Note: Students shall opt any one game of the availability of Infrastructure and will not repeat the last semesters game.***	5

Suggested Readings:

- Muller, J. P. (2000). Health, Exercise and Fitness. Delhi: Sports.
- IAAF Manual
- Vanaik A (2005) Play Field Manual, Friends Publication New Delhi
- M.J Vishwanath, (2002) Track and Field Marking and Athletics Officiating Manual, Silver Star Publication, Shimoga
- Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-IV

Undergraduate Diploma in Physical Education

SKILL ENHANCEMENT COURSE (SEC) - Yoga and Wellness

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
SEC: Yoga and Wellness	2	1	**0**	1	Pass Sem III	Represent District/State/ National in any Sports Discipline

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION		
Programme: *Undergraduate Diploma in Physical Education*	**Year: II**	**Semester: IV** **Paper: SEC**
Subject: Physical Education		
Course: SEC	**Course Title:** Yoga and Wellness	

Learning Objectives:

- Learn basic asanas, pranayama, and meditation techniques for overall well-being.
- Enhance flexibility, strength, stress management, and mental clarity through yoga practices.
- Integrate yoga with lifestyle changes, diet, and mindfulness for balanced living.
- Use yoga techniques for managing lifestyle diseases, rehabilitation, and mental health.

Course Outcomes:

After studying this course, the students will be able to:

- Understand the foundational principles of yoga and wellness.
- Demonstrate proficiency in performing basic yoga asanas and pranayama techniques.
- Apply meditation and relaxation techniques for stress management and emotional balance.
- Integrate yoga practices into daily life for overall well-being and a healthy lifestyle.
- Explain the philosophy, history, and principles of yoga.
- Describe the connection between yoga, holistic health, and overall well-being.
- Perform various asanas (postures), pranayama (breathing techniques), and meditation practices.
- Understand the benefits of different yoga techniques for physical, mental, and emotional health.

- Perform various asanas (postures), pranayama (breathing techniques), and meditation practices.
- Understand the benefits of different yoga techniques for physical, mental, and emotional health.

Credits: 2	**SEC**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours
Unit I	• Definition and Origin of Yoga • Importance of Yoga in Daily Life • Different Paths of Yoga (Hatha, Raja, Karma, Bhakti, Jnana) • Concept of Wellness: Physical, Mental, and Spiritual Well-being	**7**
Unit II	• Preparatory Practices: Sukshma Vyayama (Joint Movements) • Asanas for Flexibility and Strength (Tadasana, Bhujangasana, Trikonasana, etc.) • Pranayama Techniques (Anulom-Vilom, Kapalabhati, Bhastrika) • Relaxation Techniques: Shavasana and Yoga Nidra	**8**
Unit III	• Benefits of Yoga for Stress Management • Role of Yoga in Lifestyle Diseases (Diabetes, Hypertension, Obesity) • Yogic Diet and Healthy Eating Habits • Meditation and Mindfulness for Mental Well-being	**7**
Unit IV	• Sun Salutation (Surya Namaskar) and Variations • Advanced Asanas (Paschimottanasana, Dhanurasana, Chakrasana, etc.) • Deep Breathing and Meditation Techniques • Self-Practice and Personal Progress Assessment	**8**

Recommended Readings

- Swasthya Shiksha Avam Sharir Vigyan- H.K. Sharma
- Health for all through Yoga- Dr. Ganesh Shanker Ghi
- Manvav Sarir Dipika- Dr. Mukund Swarup Verma
- Yoga Avam Swasthya – Raaj Publication Patoyala
- Hath Yoga Pradipika-Kaivalyadham
- Asana, Pranayama, Mudra, and Bandha
- Yogasana Vijnana- Swami Dhirendra Brahmachari.
- Yogic Sukshma Vyayama- Swami Dhirendra Brahmachari.

- The Seven Spriritual Laws of Yoaga- Deepak Chopara.
- The Wellness Sense- Om Swami.
- The Power of Positive Thinking- Norman Vincent Peale.
- Textbook of Yoga - George Feuerstein. Rider and Company, London.
- Yogic Therapy - Swami Kuvalayananda and Dr.S.L.Vinekar, Govt. of India, Ministry of Health, New Delhi.
- Yadav, SK., Kumar, Anil. (2013), ―Effect of dynamic suryanamaskar on flexibility of male student‖, Journal of Physical Education Sports and Yoga Sciences (AKASH), Vol-III, No-1, 50-55, ISSN.2250-1398.
- ASANAS– by Dr. P. Mariayyah, Sports Publications, Coimbatore.
- SUIYANAMASKAR - by Dr. P. Mariayyah, Jaya Publishing House, Perunthurai, Erode.

- Hathapradipika - Published from Kaivalyadhama.
- Gherandasamhita - Published from Kaivalyadhama.
- Yoga-Mimamsa - Quarterly Journal (Back volumes) Published from Kaivalyadhama, Lonavla.
- Yogasanas: A Teacher's Guide - NCERT, New Delhi.
- Asanas - Why? And How? - Sri.O.P.Tiwari Kaivalyadhama, Lonvla.
- Light on Yoga: The Classic Guide to Yoga by the World's Foremost Authority- B.K.S. Iyengar

Use WEB links:

- https://www.pcc.edu/ccog/pe/182k/
- https://www.verywellhealth.com/benefits-of-yoga-11685529
- https://www.mtu.edu/social-sciences/undergraduate/study-abroad/pe0367-mindfulyoga-studyawaywinkler2022.pdf
- https://dance.uga.edu/art-of-wellness/instruction

Probable job aspects:

- Yoga Instructor/Trainer
- Wellness Coach
- Therapeutic Yoga Specialist
- Yoga Entrepreneur

Semester-IV

Undergraduate Diploma in Physical Education

GENERIC ELECTIVE (GE) – Olympic Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
(GE)-Olympic Education	4	4	0	0	Pass Sem III	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION		
Programme: *Undergraduate diploma in Physical Education*	**Year: II**	**Semester: IV Paper: GE**
Subject: Physical Education		
Course: GE	**Course Title:** Olympic Education	

Course Outcomes:

After studying this course, the students will be able to:

- Students will gain deep knowledge about ancient and modern Olympics, administration, organization of the Olympic Games, and functions of the IOC.
- The students will develop an understanding and knowledge of the Concept of the Olympic movement, the ancient Olympic Games, and the Modern Olympic Games and its movement. It also helps to know about the aims and symbols of the Olympic movement and the International Olympic Committee (IOC).
- The students will develop an understanding and knowledge of The National Olympic Committee (NOC), International Sports Federations (IFs), National Sports Federations (NFs), Volunteerism and Olympic games.
- The students will learn about the Organization of the Olympic Games, the international bid process for selecting sites/cities for the games, Participation in the Olympic Games, and about Women & sports.
- The students will learn and understand the Olympic solidarity program and culture of Olympism.

Credits: 4	**DSC**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours
Unit I	**THE OLYMPIC MOVEMENT** • Concept of Olympic movement, the Ancient Olympic Games and the Modern Olympic Games and its movement • Aims and symbols of the Olympic movement. • The International Olympic Committee (IOC).	15
Unit II	**STRUCTURE OF THE OLYMPIC MOVEMENT** • The National Olympic Committee (NOC). • The International Sports Federations (IFs) and • The National Sports Federations (NFs).	15
Unit III	**THE OLYMPIC GAMES** • Organization of the Olympic Games. • Outline of the international bid process for selecting the host city for the games. • Women and sports	15
Unit IV	**IOC PROGRAMMES** • Olympic Solidarity Program. • Paralympics games • Volunteerism in Olympic Games • Fight Against Doping	15

Suggested Reading:

- Gupta, Rakesh (2013), Health and Physical Education, Pinnacle India Education Publisher, New Delhi.
- Lumpkin, A. (2007). Introduction to Physical Education, Excises Science, and Sports Studies, McGraw Hill. New York, USA.
- Uppal AK & Gautam GP (2008). Health and Physical Education. Friends Publication. New Delhi.
- Vanaik A. & Tyagi, Sarita (2018). Encyclopedia of Olympic Movement, Friends Publication. New Delhi
- Vanaik A. (2005) Sharirik Shiksha ke Maulik Adhar, Friends Publication. New Delhi
- Wuest DA and Bucher CA (2003). Foundations of Physical Education Exercise Science and Sports. McGraw Hill Companies, Inc., New York, USA.
- Zeigler EF (2007). History and Status of Physical Education and Educational Sports. Sports Education. New Delhi.
- Singh, Ajmer et.al (2012), Essentials of Physical Education, Kalyani publishers, New Delhi.
- Kamlesh, M.L (2013), Foundations of Physical Education, Sports publication, New Delhi.
- Kanwar, Chand Ramesh (2010), Principles and History of Physical Education, Amit Brothers publication.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-IV
Undergraduate Diploma in Physical Education

DISCIPLINE SPECIFIC ELECTIVE (DSE) - COACHING AND OFFICIATING IN PHYSICAL EDUCATION

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Coaching and officiating in Physical Education	4	4	0	0	Pass Sem III	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION		
Programme: Undergraduate Diploma in Physical Education	**Year: II**	**Semester: IV** **Paper: DSE**
Subject: Physical Education		
Course: DSE	**Course Title:** Coaching and Officiating in Physical Education	

Course Outcome:

- **Understand the Fundamentals of Coaching** – Demonstrate knowledge of coaching principles, athlete management, and the application of training methodologies for different sports.
- **Develop Officiating Skills** – Apply rules and regulations in officiating various sports, ensuring fair play and effective game management.
- **Enhance Technical and Tactical Abilities** – Analyze and implement sport-specific techniques and strategies to improve athletic performance and decision-making.
- **Apply Ethical and Psychological Aspects** – Exhibit professionalism, leadership, and ethical responsibility in coaching and officiating while understanding the psychological factors influencing athletes' performance.

Credits: 4	Discipline Specific Course
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
I	• Teaching and Training, Coaching, Personality ofCoach, • Conditioning, • weighttraining isometric training. circuit training. • Cross country, Fartlek,	15
II	• Basic Principles of training • Selection of players, • stimulatingthe interest of students in games and sports.	15
III	• Sports hygiene, • safety measures in sports.	15
IV	• Official his duties and qualities, factors influencingofficiating. • Strategies and rules and their interpretations of the following athletics/ football/Hockey	15

Recommended Readings

- *Singh, Ajmer et.al. "Modern Text Book of Physical Education, Health and Sports", KalyaniPublishers, Ludhiana,2000*
- *Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000 Sharma,Vyas Dev. "introduction to physical and health education", avichal publishingcompany, new delhi.*
- *Dagar,R.K.S. & Chauhan, S.K "Psycho-Historical bases of Physical Education" friendspublications, New Delhi 2005.*
- *Thomas R. Baechle and Roger W. Earle, (2000).*
- *Singh MK (2008). Comprehensive Badminton (Scientific Training). Friends Publication.*

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-V
Bachelor in Physical Education

DISCIPLINE SPECIFIC COURSE (DSC) - TEST AND MEASUREMENT IN PHYSICAL EDUCATION

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Test and Measurement in Physical Education	3	3	0	0	Pass Sem IV	Nil

BACHELOR IN PHYSICAL EDUCATION		
Programme: *Bachelor in Physical Education*	**Year: III**	**Semester: V** **Paper: DSC**
Subject: Physical Education		
Course: DSC	**Course Title:** Test and Measurement in Physical Education	

Course Outcome:

- The course outcomes of "Test and Measurement in Physical Education" aim to equip students with the knowledge, skills, and competencies necessary to effectively assess, evaluate, and interpret physical fitness and performance.
- It ensures that students completing a course in "Test and Measurement in Physical Education" are well-prepared to conduct accurate, reliable, and meaningful assessments that enhance the effectiveness of physical education programs and contribute to the overall development of students' physical abilities and well-being.

Credits: 3	Discipline Specific Course
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
I	• History of test and measurement in physical education, Meaning of test and measurement • Need for test and measurement in Physical-Education.	12
II	• Criteria for selecting tests, • Validity, Reliability, Objectivity, Norms, Standard norms	12
III	• Physical Fitness Test, • Motor Fitness Tests –J.C.R. Test, Harward's Step test, • Copper's Twelve-minute Run and walk test	12
IV	• Miler Volley ball test, Johnson Basketball ability test. Goal shooting test in hockey.	9

Recommended Readings

- Bartlett, R. (2007). Introduction to Sports Biomechanics. Routledge Publishers, USA.
- Blazevich, A. (2007). Sports Biomechanics. A & C Black Publishers, USA.
- Breer & Zarnicks (1979). Efficiency of human movement. WIB Sounders Co. USA.
- Hamill, J. and Knutzen, K.M. (2003). Biomechanical Basis of Human Movement. Lippincott Williams and Wilkins, USA.
- Hay (1993). The biomechanics of sports techniques. Prentice Hall Inc. New Jersey.
- McGinnis, P. (2004). Biomechanics of Sports & Exercise. Human Kinetics, USA.

Pandey, K.G. (2011). Sharirik Siksha, Shri Gyan Sagar Publication, MeerutOatis, C.A. (2008). Kinesiology.2nd Ed. Lippincott, Williams & Wilkins, USA

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-V

Bachelor in Physical Education

DISCIPLINE SPECIFIC COURSE (DSC) - Yoga (Asanas)

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
(DSC)- Yoga (Asanas)	1	0	0	1	Pass Sem IV	Nil

BACHELOR IN PHYSICAL EDUCATION		
Programme: Bachelor *in Physical Education*	**Year: III**	**Semester: V Paper: DSC**
Subject: Physical Education		
Course: DSC	**Course Title:** Yoga (Asanas)	

Course Outcomes:

Demonstrate Proper Techniques – Perform basic yoga asanas with correct posture, alignment, and breathing.

Improve Physical Flexibility & Strength – Enhance body flexibility, balance, and muscle strength through regular practice.

Enhance Concentration & Mental Well-being – Develop focus, mindfulness, and stress management skills.

Promote Relaxation & Stress Relief – Utilize yoga asanas for deep relaxation, reducing anxiety and fatigue.

Apply Yoga in Daily Life – Incorporate yoga as a healthy lifestyle habit for overall well-being.

Credits: 1	**DSC**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours
Unit I	• Meaning and Importance of Yoga • Benefits of Yoga for Physical and Mental Health • General Guidelines for Practicing Yoga • Suryanamaskar	5
Unit II	• **Tadasana (Mountain Pose)** – Improves posture and balance • **Vrikshasana (Tree Pose)** – Enhances concentration and leg strength • **Padmasana (Lotus Pose)** – Helps in meditation and flexibility • **Sukhasana (Easy Pose)** – Promotes relaxation and comfort • **Vajrasana (Thunderbolt Pose)** – Aids digestion and strengthens legs •	10

Suggested Readings:

- **"Light on Yoga"** – B.K.S. Iyenga A comprehensive guide to yoga asanas with detailed instructions and benefits.
- **"The Heart of Yoga: Developing a Personal Practice"** – T.K.V. Desikacha Explains the philosophy and practical aspects of yoga with a focus on individual practice.
- **"Yoga Anatomy"** – Leslie Kaminoff & Amy Matthews Provides a detailed view of how yoga asanas affect muscles and body alignment.
- **"Hatha Yoga Pradipika"** – Swatmarama (Translated by Swami Muktibodhananda)A classical text on Hatha Yoga covering postures, breathing, and cleansing techniques.
- **"The Science of Yoga"** – William J. Broad Discusses the scientific benefits and modern research on yoga practices.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-V

Bachelor in Physical Education

SKILL ENHANCEMENT COURSE (SEC) - Adventure Sports

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
SEC: Adventure Sports	2	1	0	1	Pass Sem IV	Represent District/State/National in any Sports Discipline

BACHELOR IN PHYSICAL EDUCATION

Programme: *Bachelor in Physical Education*	**Year: III**	**Semester: V** **Paper: SEC**
Subject: Physical Education		
Course: SEC	**Course Title:** Adventure Sports	

Learning objectives:

- Develop Physical & Mental Endurance
- Enhance Risk Management & Safety Awareness
- Promote Teamwork & Leadership
- Encourage Environmental Awareness & Sustainability

Course Outcomes:

- The course outcomes of "Adventure Sports" aim to provide students with the knowledge, skills, and experiences necessary to safely and effectively participate in, lead, and manage adventure sports activities.
- fostering personal growth, environmental stewardship, and a commitment to lifelong learning.
- Apply eco-friendly practices and promote sustainable adventure tourism.
- Gain practical knowledge of first aid, survival techniques, and safety measures in outdoor environments.
- Demonstrate **decision-making, problem-solving, and teamwork** in adventure-based settings.

Credits: 2

Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	**Topic**	**No. of Hours**
I	• Introduction of Adventure Sports, • History of Adventure Sports & Types of Adventure Sports • Adventure Sports at global level, .	**8**
II	• Role of Indian government in promotion of Adventure Sports • Role of SAI in promotion of Adventure Sports • Scope of Adventure Sports in India, Need and Importance of Adventure Sports	**7**
III	• Basics of Water Sports • Introduction to Air-Based Sports • Environmental Ethics and Conservation in Adventure Sports • Role of Fitness and Mental Preparation	**8**
IV	•Equipment's required for adventure sports, • Precautions during adventure sports • First aid required for adventure sports • Rehabilitation required for adventure sports	**7**

Recommended Readings

- Dougherty NJ et al (2002) Sport, Physical Activity and the Law. Sagamore Pub. Champaign. IL. Driskell JA and Wolinky I (2002). Nutritional Assessment of Athletes. CRC Press. Boca Raton. Fla.
- Greenberg JS Diutriman GB and Oakes BM (2004). Physical Fitness and Wellness: Changing the mway you ok, feel and perform. Human Kinetics. Champaign. IL.
- Hoeger WW & Hoeger S (2007). Fitness & Wellness. Thomson Wadsworth
- **"The Complete Guide to Outdoor Adventures"** – Marian Keaney
- **"Mountaineering: The Freedom of the Hills"** – The Mountaineers
- **"Bushcraft 101: A Field Guide to the Art of Wilderness Survival"** – Dave Canterbury
- **"Rock Climbing: Mastering Basic Skills"** – Craig Luebben
- **"Kayaking Made Easy"** – Dennis Stuhaug
- **"Wilderness First Aid Manual"** – National Outdoor Leadership School (NOLS)

Use WEB Links

- https://sgsu.gujarat.gov.in/writereaddata/Portal/Images/pdf/1-INTRODUCTION-TO-ADVENTURE-SPORTS.pdf
- https://files.eric.ed.gov/fulltext/EJ1216911.pdf
- https://www.linkedin.com/advice/0/how-can-adventure-sports-enhance-experiential
- https://www.skillmaker.education/leading-adventure-based-learning-activities-understanding-session-learning-outcomes/

Probable job aspects

- Adventure Sports Instructor
- Outdoor Education Trainer
- Eco-Tourism & Adventure Guide
- Search & Rescue Specialist

Semester-V

Bachelor in Physical Education

GENERIC ELECTIVE (GE) – Obesity and Weight Management

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
(GE) - Obesity and Weight Management	4	4	0	0	Pass Sem IV	Nil

BACHELOR IN PHYSICAL EDUCATION		
Programme: *Bachelor in Physical Education*	**Year: III**	**Semester: V** **Paper: GE**
Subject: Physical Education		
Course: GE	**Course Title:** Obesity and Weight Management	

Course Outcomes:

After studying this course, the students will be able to:

- The learner will learn about the concept of obesity and its causes.
- The learner will practice and manage the ways to prevent obesity.
- The learner can assess the obesity (Basic methods).
- The learner can practice and maintain a healthy weight.
- The learner can modify behavior to control weight through diet and physical activities.

The learner can design a balanced diet chart for his/her requirements

Credits: 4	**DSC**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours

Unit I	**OBESITY & IT'S ASSESSMENT** • Concept and Causes of Obesity. • Health Risks Associated with Obesity. • Assessment of Obesity-Body Mass Index (BMI), Waist-Hip Ratio, Waist-Height ratio, Skinfold Thickness (Abdomen, triceps, thigh, Suprailliac).	15
Unit II	**MANAGEMENT OF OBESITY THROUGH DIET** • Nutrition and Balanced Diet. • Dietary Aids and Gimmicks. • Obesity and weight management through diet.	15
Unit III	**WEIGHT MANAGEMENT** • Concept of weight, Importance of weight Management in Life. • Cultural and social aspects, Lifestyle patterns in contemporary system. • Goal setting and goal accomplishment, Self-control skills for weight management.	15
Unit IV	**WEIGHT MANAGEMENT THROUGH PHYSICAL ACTIVITIES AND BEHAVIOUR** • Importance of maintaining Healthy Weight; Weight Management and Energy Balance. • Principles of weight management; Aerobic & Anaerobic activities. • Behavior Modification techniques for weight management.	15

Suggested Readings:

- Pawar, B., Joshi.A., Chaudhary, V. (2022), "Practical Manual for Physical Education", Friends Publications. New Delhi (India) ISBN-978-93-95829-30-4.
- Kumar, P (2022). "Assessment & Management of Obesity". Friends Publication (India)
- Saini N., Suri. M., (2020) "Sports Psycho-Physiology", Friends Publication, New Delhi (India) ISBN-978-93-88457-58-3.
- "Sports Nutrition and Weight Management", ISBN: 978-93-88269-53-7, Year 2019, published by Sports Publication, Darya Ganj, New Delhi-110002
- Anspaugh, D. J., Hamrick, M. H., &Rosato, F. D. (2006). "Wellness: Concepts and applications". McGraw-Hill Companies.
- Caliendo, M. A. (1981). "Nutrition and preventive health care". Macmillan.
- Hales, D. (2006). "An invitation to health". Cengage Learning.
- Hoeger, W. W. K., &Hoeger, S. A. (2007). "Fitness & Wellness. Belmont", USA: Thomson Wadsworth
- Howley, E. T., & Franks, B. D. (1986). "Health/Fitness Instructor's Handbook". Human Kinetics Publishers, Inc., Marketing Director, Box 5076, Champaign, II.
- Kansal D.K. (2012). "Test Measurement and Evaluation". Sports Spiritual Sciences Publications, New Delhi.
- Kumari, S. S., Rana, A., &Kaushik, S. (2008). "Fitness, Aerobics & Gym Operations". New Delhi: Khel Sahitya Kendra
- Sharma K. et. al. (2014), "Fitness Aerobics & Gym Operations", Jyoti Enterprises, Delhi.
- Tiwari S. (1999). "Exercise Physiology", Sports Publications, Delhi.
- Shaw D. (2018) "Fundamental Statistics in Physical Education and Sports Sciences" Sports Publication, ISBN: 81-86190-57-0.
- Shaw D. (2020) "Physical Education Practical Manual for Class XI" Prachi Publication, ISBN: 978-8193-7698-0-5.
- Shaw D. (2020) "Physical Education for Class XII" Prachi Publication, ISBN: 978-81-7730-848-8.
- Shaw D. (2020) "Physical Education for Class XI" Prachi Publication, ISBN 978-81-7730-847-1.
- Shaw D. (2020) "Physical Education Practical Manual for Class XII" Prachi Publication, ISBN 978-81-937698-1-2.
- Shaw D. (2020) "Parable Global English Hindi Dictionary of Physical Education & Sports Sciences" Khel Sahitya Kendra, ISBN 978-93-90461-18-9.
- Shaw D. (2020) "Yoga Asanas and their Benefits" Sports Publication, ISBN 978-81-9436-11-9-0.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-V
Bachelor in Physical Education

DISCIPLINE SPECIFIC ELECTIVE (DSE) - Marking of Track Events

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Marking of Track Events	4	0	0	4	Pass Sem IV	Nil

BACHELOR IN PHYSICAL EDUCATION		
Programme: *Bachelor in Physical Education*	**Year: III**	**Semester: V** **Paper: DSE**
Subject: Physical Education		
Course: DSE	**Course Title:** Marking of Track and Field Events	

Course Outcome:

- **Demonstrate Proficiency in Track & Field Marking-**
- **Apply Knowledge of Track & Field Regulations-**
- **Develop Practical Skills in Field Preparation**
- **Organize and Conduct Athletic Events Efficiently**

Credits: 4	Discipline Specific Course
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
I	• **Basics of Track Events** – Sprints, middle-distance, long-distance races • **Track Layout & Specifications** – Standard track dimensions (400m track) • **Importance of Proper Marking** – Accuracy, fairness, and official rules	15
II	• **Straight Track Marking** – 100m start and finish lines • **Curved Track Marking** – 200m and 400m staggered starts • **Lane Measurement & Allocation** – Width, lane numbers, and boundary lines	15
III	• **800m & 1500m Races** – Staggered start and break lines • **5000m & 10,000m Races** – Common start, lap counting, and finish lines • **Relay Race Marking** – Exchange zones and baton passing areas	15
IV	• **Hands-on Marking Practice** – Measuring and marking lanes on the field • **Understanding Competition Rules** – Guidelines from World Athletics (WA) • **Final Assessment** – Marking a track event layout as a practical task	15

Recommended Readings

Athletics: Rules, Marking & Officiating

- *Brant, J. (2018). Athletics: A Guide to Marking, Officiating, and Rules Interpretation. Routledge.*

Track and Field Facilities Manual

- *International Association of Athletics Federations (IAAF) (2019). Track and Field Facilities Manual. IAAF Publications.*

Track and Field Officiating Manual

- *National Federation of State High School Associations (NFHS). (2022). Track and Field Officials Manual. NFHS Press.*

The Science of Track and Field

- *Bartlett, R. (2014). Sports Biomechanics: Reducing Injury and Improving Performance in Track & Field. Taylor & Francis.*

Athletics Marking and Event Management

- *Fox, E. & Mathews, D. (2015). Marking and Organizing Track & Field Events: A Practical Guide. Sports Science Press.*

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-V

Bachelor in Physical Education

PROJECT

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
PROJECT	4				Passed Class IV	Nil

BACHELOR IN PHYSICAL EDUCATION		
Programme: ***Bachelor in Physical Education***	**Year: III**	**Semester: V Paper: Project**
Subject: Physical Education		
Course: Project	**Course Title: PROJECT**	

Course Outcomes:

- Creating a project on an interdisciplinary basis involving physical education in collaboration with fields such as yoga, educational psychology, sociology, and other social sciences or science subjects provides a holistic approach to understanding the multifaceted nature of physical education.
- It will ensure that students completing an interdisciplinary project in physical education gain a well-rounded education that prepares them to tackle complex issues, engage with diverse communities, and promote holistic health and well-being.

Credits: 4	Project
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours
	• Every student has to serve honorary in the institution/ School/fitness centers.	

	• Evaluated on the basis of project made on the Inter-disciplinary basis, such as project based on physical education collaboration with- Yoga/ Education Psychology/ Sociology/other social science subjects and other science subjects. • Project File Viva-voce	

Recommended Readings:

- "The First Days of School: How to Be an Effective Teacher" by Harry K. Wong and Rosemary T. WongIAAF Manual
- "Teach Like a Champion: 49 Techniques that Put Students on the Path to College" by Doug Lemov
- "Classroom Management That Works: Research-Based Strategies for Every Teacher" by Robert J. Marzano, Jana S. Marzano, and Debra J. Pickering
- "The Reflective Practitioner: How Professionals Think in Action" by Donald A. Schön
- "Dynamic Physical Education for Elementary School Children" by Robert P. Pangrazi and Aaron Beighle
- "The Essentials of Teaching Health Education: Curriculum, Instruction, and Assessment" by Sarah Benes and Holly Alperin

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-VI
Bachelor in Physical Education

DISCIPLINE SPECIFIC COURSE (DSC) - Exercise Prescription And Therapeutic Exercise

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Exercise Prescription and Therapeutic Exercise	3	3	0	0	Pass Sem V	Nil

BACHELOR IN PHYSICAL EDUCATION		
Programme: *Bachelor in Physical Education*	**Year: III**	**Semester: VI** **Paper: DSC**
Subject: Physical Education		
Course: DSC	**Course Title:** Exercise Prescription and Therapeutic Exercise	

Course Outcome:

- The course outcomes of Exercise Prescription and Therapeutic Exercise aim to equip students with the knowledge and skills necessary to design, implement, and evaluate exercise programs for diverse populations, including those with chronic diseases, injuries, and disabilities. Determining the Concepts of Equipment's use in Physical Education & Sports. Establishing the Care, maintenance, repairs and disposal of equipment.
- It ensure that students completing a course in Exercise Prescription and Therapeutic Exercise are well-prepared to design and implement effective exercise programs for a wide range of clients, promoting health, fitness, and recovery through evidence-based practices.

Credits: 3	Discipline Specific Course
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
I	• Meaning and definition of exercise, Types of exercises- Aerobics, Anaerobic andConditioning • Importance of warming up, cooling down andstretching • Therapeutic exercises	15
II	• Understanding body weight, components of bodyweight Fat burning exercises and their variations. • Gym training exercises for weight loss • Strengthening, Dance, Aerobics,	15
III	• Understanding aging and characteristics • Need and importance of exercises in aged people. • Type of exercises and recreational activities	15
IV	• Exercises for rehabilitations after injuries. • Exercise for diabetics, • Exercises during & afterPregnancy	15

Recommended Readings

- *Robert A. Robergs, Steven J. Keteyian (2003), Fundamentals of Exercise Physiology:ForFitness, Performance, and Health, Volume 1- McGraw-Hill*
- *Dympna Pearson (2012), Weight Management: A Practitioner's Guide, ISBN- 1405185597*
- *ASCM and Arnold Schwarzenegger (2003), ASCM Fitness Book*
- *David Nordmark (2015), Workout Routines- Exercise workout routines.*
- *Frederic Delavier (2010), Strength Training Anatomy*
- *Jenny Allan (2013), The Ultimate Body building Diet, Nutrition and Workout Plan forMenand Women.*
- *JosephKandel and ChritineAAdamec (2003), TheEncyclopaedia of Senior Health andWellbeing.*

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-VI

Bachelor in Physical Education

DISCIPLINE SPECIFIC COURSE (DSC) - Gymnastics, Drill and Marching

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
(DSC)- Gymnastics, Drill and Marching	1	0	0	1	Pass Sem V	Nil

BACHELOR IN PHYSICAL EDUCATION		
Programme: Bachelor *in Physical Education*	**Year: III**	**Semester: VI Paper: DSC**
Subject: Physical Education		
Course: DSC	**Course Title:** Gymnastics, Drill and Marching	

Course Outcomes:

Demonstrate Proper Drill & Marching Techniques – Perform basic drill movements, turns, and synchronized group marching.

Improve Posture, Coordination, and Discipline – Develop better body control, posture, and a sense of discipline through structured movements.

Perform Basic Gymnastics Skills – Execute fundamental gymnastic exercises like rolls, jumps, and balance techniques.

Enhance Physical Strength & Flexibility – Develop muscular strength, flexibility, and endurance through gymnastics and drill training.

Develop Teamwork & Leadership Qualities – Work effectively in group activities, enhancing teamwork, discipline, and leadership skills.

Credits: 1	**DSC**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours
Unit I	• **Introduction to Drill & Marching** – Importance, benefits, and discipline • **Basic Standing Positions** Attention (Savdhan) Stand at Ease (Vishram) • **Basic Drill Commands** Right Turn (Dahine Mud) Left Turn (Baaye Mud) About Turn (Peeche Mud) **Marching Techniques** • Quick March • Slow March • Halt (Tham)	7
Unit II	• **Introduction to Gymnastics** – Basic concepts and safety measures • **Floor Exercises** • Forward Roll • Backward Roll • Cartwheel (for advanced learners) • **Balancing Exercises** • Headstand (Basic) • Handstand (Basic) • **Jumping & Vaulting Basics** • Straight Jump • Tuck Jump • Vaulting Over a Box (Basic) • **Flexibility & Strength Training** – Stretching and body control exercises	8

Suggested Readings:

- "Physical Education and Sports" – Dr. V.K. Sharma,
- "Military Drill and Marching" – Training Manuals (Indian Army/NCC Guide)
- "Gymnastics: A Textbook of Basic Movements" – George Gulick
- "Teaching Fundamental Gymnastics Skills" – Debby Mitchell
- "Principles of Physical Education and Sports Sciences" – Dr. Ashok Kumar

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-VI

Bachelor in Physical Education

SKILL ENHANCEMENT COURSE (SEC) - Gym Operation

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
SEC: Gym Operation	2	1	0	1	Pass Sem V	Represent District/State/National in any Sports Discipline

BACHELOR IN PHYSICAL EDUCATION

Programme: *Bachelor in Physical Education*	**Year: III**	**Semester: VI Paper: SEC**
Subject: Physical Education		
Course: SEC	**Course Title:** Gym Operation	

Learning objectives:

- Learn about facility management, equipment maintenance, and operational procedures.
- Gain knowledge in client handling, membership management, and marketing strategies.
- Learn gym safety protocols, emergency response, and equipment usage guidelines.
- Learn gym safety protocols, emergency response, and equipment usage guidelines.

Course Outcomes:

- Explain the importance, types, and benefits of setting up a gym.
- Differentiate between various gym equipment and their functions.
- Implement maintenance and hygiene practices to ensure equipment longevity.
- Apply marketing strategies for membership growth and retention.
- Integrate smart technology and sustainable practices into gym management.
- Analise successful case studies and develop strategies for efficient gym operation.
- This course will equip students with the practical knowledge and business acumen to set up and manage a successful gym facility.

Credits: 2	
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
I	• Overview of Gym Management and Operations • Types of Gyms • Basic Equipment Used in a Gym (Cardio Machines, Strength Equipment, Free Weights) • Gym Safety Rules and Guidelines .	8
II	• Proper Use of Cardio Machines (Treadmill, Elliptical, Stationary Bike) • Strength Training Machines: Setup and Adjustments • Free Weights and Functional Training Equipment (Kettlebells, Resistance Bands) • Daily Cleaning and Maintenance Procedures	7
III	• Role of a Gym Attendant •Trainer in Customer Service • Basic Marketing Strategies for Gym Promotion • Health and Safety Regulations in Gym Operations	8
IV	• Assisting Clients with Workout Routines and Proper Form • Managing Gym Timings and Equipment Allocation • Handling Emergency Situations (CPR) • First Aid)	7

Recommended Readings

- Dougherty NJ et al (2002) Sport, Physical Activity and the Law. Sagamore Pub. Champaign. IL. Driskell JA and Wolinky I (2002). Nutritional Assessment of Athletes. CRC Press. Boca Raton. Fla.
- Greenberg JS Diutriman GB and Oakes BM (2004). Physical Fitness and Wellness: Changing the mway you ok, feel and perform. Human Kinetics. Champaign. IL.
- Hoeger WW & Hoeger S (2007). Fitness & Wellness. Thomson Wadsworth
- "The Complete Guide to Outdoor Adventures" – Marian Keaney
- "Mountaineering: The Freedom of the Hills" – The Mountaineers
- "Bushcraft 101: A Field Guide to the Art of Wilderness Survival" – Dave Canterbury
- "Rock Climbing: Mastering Basic Skills" – Craig Luebben
- "Kayaking Made Easy" – Dennis Stuhaug
- "Wilderness First Aid Manual" – National Outdoor Leadership School (NOLS)

Use WEB Links

- https://www.healthcarecourses.org.uk/course1.aspx?CourseTitle=Certificate+in+Gym+Operations
- https://www.healthcarecourses.org.uk/course1.aspx?CourseTitle=Certificate+in+Gym+Operations
- https://www.hcpss.org/f/files/curriculum_pe_weight.pdf
- https://catalog.spokane.edu/CourseOutcomes/SFCC/FMT225.pdf

Probable job aspects

- Gym Manager
- Fitness Center Owner/Entrepreneur
- Gym Equipment & Maintenance Specialist
- Fitness Consultant/Sales Executive

Semester-VI

Bachelor in Physical Education

GENERIC ELECTIVE (GE) - Fundaments of Yoga

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
(GE)-Fundaments of Yoga	4	4	0	0	Pass Sem V	Nil

BACHELOR IN PHYSICAL EDUCATION		
Programme: *Bachelor in Physical Education*	**Year: III**	**Semester: VI** **Paper: GE**
Subject: Physical Education		
Course: GE	**Course Title:** Fundaments of Yoga	

Course Outcomes:

After studying this course, the students will be able to:

- Explain the meaning, history, and importance of yoga.
- Recognize the physical, mental, and spiritual benefits of yoga.
- Demonstrate proper techniques for fundamental yoga postures.
- Understand the benefits of different asanas for overall health.
- Perform basic breathing exercises for relaxation and energy.
- Apply meditation techniques to improve focus and reduce stress.
- Develop a simple yoga routine for fitness and well-being.
- Use yoga as a tool for stress management and holistic health.
-

Credits: 4	**DSC**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours

Unit I	• Meaning, Definition, and History of Yoga • Importance and Benefits (Physical, Mental, Spiritual)	15
Unit II	• Tadasana, Vrikshasana, Bhujangasana, Dhanurasana, Shavasana • Benefits and Correct Techniques	15
Unit III	• Anulom Vilom, Bhastrika, Bhramari • Basics of Meditation and Relaxation Techniques	15
Unit IV	• Role of Yoga in Stress Management • Creating a Simple Daily Yoga Routine	15

Suggested Readings:

- Swasthya Shiksha Avam Sharir Vigyan- H.K. Sharma
- Health for all through Yoga- Dr. Ganesh Shanker Ghi
- Manvav Sarir Dipika- Dr. Mukund Swarup Verma
- Yoga Avam Swasthya – Raaj Publication Patoyala
- Hath Yoga Pradipika-Kaivalyadham
- Asana, Pranayama, Mudra, and Bandha
- Yogasana Vijnana- Swami Dhirendra Brahmachari.
- Yogic Sukshma Vyayama- Swami Dhirendra Brahmachari.
- The Seven Spriritual Laws of Yoaga- Deepak Chopara.
- The Wellness Sense- Om Swami.
- The Power of Positive Thinking- Norman Vincent Peale.
- Textbook of Yoga - George Feuerstein. Rider and Company, London.
- Yogic Therapy - Swami Kuvalayananda and Dr.S.L.Vinekar, Govt. of India, Ministry of Health, New Delhi.
- Yadav, SK., Kumar, Anil. (2013), ―Effect of dynamic suryanamaskar on flexibility of male student‖, Journal of Physical Education Sports and Yoga Sciences (AKASH), Vol-III, No-1, 50-55, ISSN.2250-1398.
- ASANAS– by Dr. P. Mariayyah, Sports Publications, Coimbatore.
- SUIYANAMASKAR - by Dr. P. Mariayyah, Jaya Publishing House, Perunthurai, Erode.
- Hathapradipika - Published from Kaivalyadhama.
- Gherandasamhita - Published from Kaivalyadhama.
- Yoga-Mimamsa - Quarterly Journal (Back volumes) Published from Kaivalyadhama, Lonavla.
- Yogasanas: A Teacher's Guide - NCERT, New Delhi.
- Asanas - Why? And How? - Sri.O.P.Tiwari Kaivalyadhama, Lonvla.
- Light on Yoga: The Classic Guide to Yoga by the World's Foremost Authority- B.K.S. Iyengar

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-VI
Bachelor in Physical Education

DISCIPLINE SPECIFIC ELECTIVE (DSE) - Marking of Field Events

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Marking of Field Events	4	0	0	4	Pass Sem V	Nil

BACHELOR IN PHYSICAL EDUCATION		
Programme: *Bachelor in Physical Education*	**Year: III**	**Semester: VI** **Paper: DSE**
Subject: Physical Education		
Course: DSE	**Course Title:** Marking of Field Events	

Course Outcome:

- **Demonstrate Proficiency in Track & Field Marking-**
- **Apply Knowledge of Track & Field Regulations-**
- **Develop Practical Skills in Field Preparation**
- **Organize and Conduct Athletic Events Efficiently**

Credits: 4	Discipline Specific Course
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
I	• **Basics of Field Events – Jumps and throws categories** • **Importance of Proper Marking – Accuracy, safety, and fair competition** • **Field Layout & Measurement Tools – Tape measures, marking cones, and sector lines**	**15**
II	• **Long Jump & Triple Jump** • **Runway length and width** • **Take-off board marking** • **Landing pit dimensions and measurement techniques**	**15**
III	• **Shot Put, Discus, and Hammer Throw** • Throwing circle dimensions and markings • Sector lines (34.92° angle) • Measuring distances and foul lines **Javelin Throw** • Runway marking and length • Throwing arc and sector lines • Measurement techniques for valid throws	**15**
IV	**Hands-on Marking Practice** – Measuring and marking field events on the ground **Understanding Competition Rules** – Guidelines from World Athletics (WA) **Final Assessment** – Marking a field event layout as a practical task	**15**

Recommended Readings

Athletics: Rules, Marking & Officiating

- *Brant, J. (2018). Athletics: A Guide to Marking, Officiating, and Rules Interpretation. Routledge.*

Track and Field Facilities Manual

- *International Association of Athletics Federations (IAAF) (2019). Track and Field Facilities Manual. IAAF Publications.*

Track and Field Officiating Manual

- *National Federation of State High School Associations (NFHS). (2022). Track and Field Officials Manual. NFHS Press.*

The Science of Track and Field

- *Bartlett, R. (2014). Sports Biomechanics: Reducing Injury and Improving Performance in Track & Field. Taylor & Francis.*

Athletics Marking and Event Management

- *Fox, E. & Mathews, D. (2015). Marking and Organizing Track & Field Events: A Practical Guide. Sports Science Press.*

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-VI

Bachelor in Physical Education

PROJECT

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
PROJECT	4				Passed Class V	Nil

BACHELOR IN PHYSICAL EDUCATION		
Programme: ***Bachelor in Physical Education***	**Year: III**	**Semester: VI Paper: Project**
Subject: Physical Education		
Course: Project	**Course Title: PROJECT**	
Course Outcomes: • Creating a project on an interdisciplinary basis involving physical education in collaboration with fields such as yoga, educational psychology, sociology, and other social sciences or science subjects provides a holistic approach to understanding the multifaceted nature of physical education. • It will ensure that students completing an interdisciplinary project in physical education gain a well-rounded education that prepares them to tackle complex issues, engage with diverse communities, and promote holistic health and well-being.		
Credits: 4		Project
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours
	• Every student has to serve honorary in the institution/ School/fitness centers.	

	• Evaluated on the basis of project made on the Inter-disciplinary basis, such as project based on physical education collaboration with- Yoga/ Education Psychology/ Sociology/other social science subjects and other science subjects. • Project File Viva-voce	

Recommended Readings:

- "The First Days of School: How to Be an Effective Teacher" by Harry K. Wong and Rosemary T. WongIAAF Manual
- "Teach Like a Champion: 49 Techniques that Put Students on the Path to College" by Doug Lemov
- "Classroom Management That Works: Research-Based Strategies for Every Teacher" by Robert J. Marzano, Jana S. Marzano, and Debra J. Pickering
- "The Reflective Practitioner: How Professionals Think in Action" by Donald A. Schön
- "Dynamic Physical Education for Elementary School Children" by Robert P. Pangrazi and Aaron Beighle
- "The Essentials of Teaching Health Education: Curriculum, Instruction, and Assessment" by Sarah Benes and Holly Alperin
- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-VII
Bachelor in Physical Education with Honours

DISCIPLINE SPECIFIC COURSE (DSC) - Research Process In Physical Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Research process in Physical Education	4	4	0	0	Pass Sem VI	Nil

Bachelor in Physical Education with Honours		
Programme: *Bachelor in Physical Education with Honours*	**Year: IV**	**Semester: VII** **Paper: DSC**
Subject: Physical Education		
Course: DSC	**Course Title:** Research Process in Physical Education	

Course Outcome:

- Students will understand the foundational principles of research, including hypothesis development, research design, data collection methods, and analysis techniques.
- Students will learn about ethical considerations in research, including informed consent, confidentiality, and integrity in data collection and reporting.
- Students will be able to select appropriate research designs (e.g., experimental, quasi-experimental, correlational) based on research questions and objectives.
- Students will learn various data collection methods (e.g., surveys, interviews, observations, experiments) and understand their strengths, limitations, and applicability to different research contexts.

Credits: 4	Discipline Specific Course
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
I	• Meaning and Definition of Research – Need, Nature and Scope of research in Physical Education. Classification of Research, Location of Research Problem, Criteria for selection of a problem, Qualities of a good researcher.	15
II	• Descriptive Methods of Research; Survey Study, Case study, Introduction of Historical Research, Steps in Historical Research, Sources of Historical Research: Primary Data and Secondary Data, Historical Criticism: Internal Criticism and External Criticism.	15
III	• Experimental Research – Meaning, Nature and Importance,Meaning of Variable, Types of Variables. Experimental Design - Single Group Design, Reverse Group Design, Repeated Measure Design, Static Group Comparison Design, Equated Group Design, Factorial Design.	15
IV	• Meaning and Definition of Sample and Population. Typesof Sampling; Probability Methods; Systematic Sampling, Cluster sampling, Stratified Sampling. Area Sampling – Multistage Sampling. Non- Probability Methods; Convenience Sample, Judgement Sampling, Quota Sampling. Chapterization of Thesis / Dissertation, Front Materials, Body of Thesis – Back materials. Method of Writing Research proposal, Thesis / Dissertation; Method of writingabstract and full paper for presenting in a conference and topublish in journals, Mechanics of writing Research Report, Footnote and Bibliography writing.	15

Recommended Readings

- Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc Clarke David.
- H & Clarke H, Harrison (1984) Research processes in Physical Education, New Jersey; Prentice Hall Inc. Craig Williams and Chris Wragg (2006)
- Data Analysis and Research forSport and Exercise Science, Londonl Routledge Press Jerry R Thomas & Jack K Nelson (2000) Research Methods in Physical Activities; Illonosis; Human Kinetics; Kamlesh,
- M.L. (1999) Reserach Methodology in Physical Education and Sports, New Delhi Moses, A.K. (1995) Thesis Writing Format, Chennai; Poompugar Pathippagam Rothstain,
- A (1985)Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc Subramanian, R, Thirumalai Kumar S & Arumugam C (2010)
- Research Methods in Health, Physical Education and Sports, New Delhi; Friends Publication Moorthy A. M. Research Processes in Physical Education (2010); Friend Publication, New Delhi

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-VII
Bachelor in Physical Education with Honours

DISCIPLINE SPECIFIC ELECTIVE (DSE-1)- Remedial And Corrective Physical Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE-1: Remedial and Corrective Physical Education	4	4	0	0	Pass Sem VI	Nil

BACHELOR IN PHYSICAL EDUCATION WITH HONOURS		
Programme: *Bachelor in Physical Education with Honours*	**Year: IV**	**Semester: VII** **Paper: DSE-1**
Subject: Physical Education		
Course: DSE-1	**Course Title:** Remedial and Corrective Physical Education	

Course Outcome:

- The course outcomes of "Remedial and Corrective Exercise in Physical Education" aim to equip students with the knowledge and skills necessary to design, implement, and evaluate exercise programs that address specific physical deficiencies, correct postural issues, and enhance overall functional performance.
- It ensure that students completing a course in "Remedial and Corrective Exercise in Physical Education" are well-prepared to design and implement effective exercise programs that address physical impairments, correct postural issues, and enhance overall functional performance, contributing to the holistic well-being of their clients.

Credits: 4	Discipline Specific Course
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
I	• Meaning, importance and scope of posture education. • concept and classification of posture, Correct and incorrectposture, • Static and dynamic posture, Body type and posture	I
II	• Postural Deformities, A study of Physical defects in posture andthe corrections to be arrived at – Kyphosis, Lordosis, Scolliosis • Flat foot. Bowed legs Knocked knees Corrective exercise • Assessment of posture-posture test. Therapeutic exercise and their classification.	II
III	• Sports Injuries, Introduction to sports injuries • Role of trained personnel in the management of the sports injuries • Prevention injuries, Factors causing sports injuries • Factors sports injuries, Complications of incomplete treatment	III
IV	• Common sport injuries and their immediate treatment, Sprain,Strain, Contusion and hecatomb, Dislocation, Fracture, Rehabilitation Definition objectives and scope • Effects and uses of the therapeutic modalities in, Coldtherapy, Hot most, Infra Red, Contrast bath, Wax baththerapy, • Massage, Brief history of massage, Principles of application of Massage, Classification of the manipulations used in massage, effects of each such type on different systems of human body, Stroking manipulation, Pressure manipulation Percussion Manipulation	IV

Recommended Readings

- Singh, Ajmer et.al. "Modern Text Book of Physical Education, Health and Sports", KalyaniPublishers, Ludhiana,2000
- Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000 Sharma,Vyas Dev. "introduction to physical and health education", avichal publishingcompany, new delhi.
- Dagar,R.K.S. & Chauhan, S.K "Psycho-Historical bases of Physical Education" friendspublications, New Delhi 2005.
- Thomas R. Baechle and Roger W. Earle, (2000).
- **ACSM's Guidelines for Exercise Testing and Prescription** (2001), American College ofSports Medicine, New York, U.S.A.
- Anspaugh, D.J., G. Ezell and K.N. Goodman (2006) **Teaching Today Health,** MosbyPublishers, Chicago (USA)
- Beotra, Alka (2001-02) **Drug Education Handbook on Drug Abuse in Sports,** AppliedNutrition Sciences, Mumbai.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-VII

Bachelor in Physical Education with Honours

DISCIPLINE SPECIFIC ELECTIVE (DSE-2) - Sports Nutrition And Balance Diet

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE-2: Sports Nutrition and Balance Diet	4	4	0	0	Pass Sem VI	Nil

BACHELOR IN PHYSICAL EDUCATION WITH HONOURS		
Programme: *Bachelor in Physical Education with Honours*	**Year: IV**	**Semester: VII** **Paper: DSE-2**
Subject: Physical Education		
Course: DSE-2	**Course Title:** Sports Nutrition and Balance Diet	

After studying this course, the students will be able to:

- The course outcomes of Sports Nutrition and Balanced Diet in Physical Education aim to equip students with the knowledge and skills to optimize athletic performance and promote overall health through proper nutrition. This also teaches about the historical development of physical education in India and other countries.
- These outcomes prepare students for careers in sports nutrition, dietetics, health coaching, and related fields by providing a comprehensive understanding of how diet and nutrition impact athletic performance and overall health.

Credits: 4	Discipline Specific Course
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
Unit I	• Definition and Importance of Sports Nutrition • Role of Macronutrients (Carbohydrates, Proteins, and Fats) • Micronutrients (Vitamins and Minerals) and their Importance in Sports Performance • Hydration and Electrolyte Balance	15
Unit II	• Energy Production for Exercise (ATP-PC, Glycolytic, and Aerobic Systems) • Dietary Guidelines for Different Sports and Athletes • Pre-, During, and Post-Workout Nutrition • Role of Supplements and Ergogenic Aids in Sports Performance	15
Unit III	• Components of a Balanced Diet • Nutritional Strategies for Endurance, Strength, and Power Athletes • Meal Planning for Training, Competition, and Recovery Phases • Nutrition for Special Populations (Adolescents, Female Athletes, and Masters Athletes)	15
Unit IV	• Common Nutritional Deficiencies in Athletes • Eating Disorders in Sports (Anorexia, Bulimia, and RED-S) • Nutritional Strategies for Weight Management in Athletes • Doping and Anti-Doping Regulations Related to Nutrition	15

Recommended Readings

- Antoni, J. et al, Editors (2008). Essentials of Sports Nutrition and Supplements. HumanaPress, USA.
- Benardot, D. (2005). Advanced Sports Nutrition. Human Kinetics, USA.
- Brown Judith E (2002). Nutrition Now. Canada Pub. Peter Marshal
- Caliendo Mang Alica (1981). Nutrition and Preventive Health Care Mcemillin PublicationCo.
- Clark, N. (2008). Sports Nutrition. 4th Ed. Human Kinetics, USA.
- Eberle, S.G. (2007). Endurance Sports Nutrition. Human Kinetics, USA.
- Ajmer Singh JB, JSG, RSB., "Essentials of Physical Education", 2017 5th edition
- **Gopalan, C., Rama Sastri, B. V., & Balasubramanian, S. C. (2020).** *Nutritive Value of Indian Foods.* National Institute of Nutrition (ICMR).
- **Srilakshmi, B. (2021).** *Dietetics.* New Age International Publishers.
- **Mudambi, S. R., & Rajagopal, M. V. (2019).** *Fundamentals of Foods, Nutrition, and Diet Therapy.* New Age International Publishers.
- **Bamji, M. S., Krishnaswamy, K., & Brahmam, G. N. V. (2021).** *Textbook of Human Nutrition.* Oxford & IBH Publishing.
- **Reddy, V. (2018).** *Sports Nutrition: A Guide for Athletes and Coaches.* Jaypee Brothers Medical Publishers.
- **Shetty, P. S. (2020).** *Nutrition, Diet, and Health in India.* NIN-ICMR.
- **Kaur, J. (2019).** *Essentials of Sports Nutrition.* Sports Publication, New Delhi.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-VII

Bachelor in Physical Education with Honours

DISCIPLINE SPECIFIC ELECTIVE (DSE-3) - All Track events and Marathon

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
(DSE-3)-All Track events and Marathon	4	0	0	4	Pass Sem VI	Nil

BACHELOR IN PHYSICAL EDUCATION WITH HONOURS		
Programme: Bachelor in Physical Education with Honours	**Year: VI**	**Semester: VII Paper: GE-3**
Subject: Physical Education		
Course: GE-3	**Course Title:** All Track events and Marathon	

Course Outcomes:

After studying this course, the students will be able to:

- Explain the types and importance of track events in athletics.
- Understand the basic rules and regulations for different track events.
- Demonstrate correct starting techniques for sprints and middle-distance running.
- Improve running form, stride length, and pacing strategies.
- Develop speed, endurance, and agility through structured training.
- Perform warm-up, cool-down, and injury prevention techniques.
-

Credits: 4	**DSC**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	**Topic**	**No. of Hours**

Unit I	• Definition and classification of track events • Sprint events: 100m, 200m, 400m • Middle-distance events: 800m, 1500m • Long-distance events: 5000m, 10,000m • Overview of marathon (42.195 km)	15
Unit II	• Sprinting techniques (start, acceleration, maximum speed, finish) • Starting techniques (standing start, crouch start) • Middle-distance running techniques (pace control, breathing, endurance) •	15
Unit III	• Techniques for long-distance running (rhythm, pacing, hydration) • Marathon preparation (training plans, diet, mental preparation) • Common injuries and prevention methods	15
Unit IV	• Basic warm-up and cool-down exercises • Strength and endurance training for track events and marathon • Strategies for competition (race tactics, mental toughness) • Role of technology in improving performance	15

Suggested Readings:

- Muller, J. P. (2000). Health, Exercise and Fitness. Delhi: Sports.
- IAAF Manual
- Vanaik A (2005) Play Field Manual, Friends Publication New Delhi
- M.J Vishwanath, (2002) Track and Field Marking and Athletics Officiating Manual, Silver Star Publication, Shimoga
- Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-VII

Bachelor in Physical Education with Honours

GENERIC ELECTIVE (GE) - Fundamentals of Track Events in Athletics

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
(GE)- Fundamentals of Track Events in Athletics	4	4	0	0	Pass Sem VI	Nil

BACHELOR IN PHYSICAL EDUCATION WITH HONOURS		
Programme: *Bachelor In Physical Education with Honours*	**Year: IV**	**Semester: VII Paper: GE**
Subject: Physical Education		
Course: GE	**Course Title:** Fundamentals of Track Events in Athletics	

Course Outcomes:

After studying this course, the students will be able to:

- Explain the types and importance of track events in athletics.
- Understand the basic rules and regulations for different track events.
- Demonstrate correct starting techniques for sprints and middle-distance running.
- Improve running form, stride length, and pacing strategies.
- Develop speed, endurance, and agility through structured training.
- Perform warm-up, cool-down, and injury prevention techniques.
-

Credits: 4	**DSC**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	**Topic**	**No. of Hours**

Unit I	• Meaning and Importance of Track Events • Types of Track Events: Sprints, Middle Distance, Long Distance, Hurdles, Relays • Basic Rules and Regulations	15
Unit II	• Starting Techniques (Standing Start, Crouch Start) • Running Form, Stride Length, and Pacing Strategies • Warm-up, Cool-down, and Injury Prevention	15
Unit III	• Practicing Different Starting Techniques • Speed and Endurance Drills • Time Trials for Short and Middle Distances	15
Unit IV	• Basic Hurdle Techniques and Baton Exchange Drills • Coordination and Agility Exercises • Self and Peer Performance Evaluation	15

Suggested Readings:

- Muller, J. P. (2000). Health, Exercise and Fitness. Delhi: Sports.
- IAAF Manual
- Vanaik A (2005) Play Field Manual, Friends Publication New Delhi
- M.J Vishwanath, (2002) Track and Field Marking and Athletics Officiating Manual, Silver Star Publication, Shimoga
- Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-VII

Bachelor in Physical Education with Honours

ACADEMIC PROJECT

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
PROJECT	6				Passed Class VI	Nil

BACHELOR IN PHYSICAL EDUCATION WITH HONOURS		
Programme: ***Bachelor in Physical Education with Honours***	**Year: IV**	**Semester: VII Paper: Project**
Subject: Physical Education		
Course: Project	**Course Title: ACADEMIC PROJECT**	
Course Outcomes: • Creating a project on an interdisciplinary basis involving physical education in collaboration with fields such as yoga, educational psychology, sociology, and other social sciences or science subjects provides a holistic approach to understanding the multifaceted nature of physical education. • It will ensure that students completing an interdisciplinary project in physical education gain a well-rounded education that prepares them to tackle complex issues, engage with diverse communities, and promote holistic health and well-being.		
Credits: 6	Project	
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**	

Unit	Topic	No. of Hours
	• Every student has to serve honorary in the institution/ School/fitness centers.	

	• Evaluated on the basis of project made on the Inter-disciplinary basis, such as project based on physical education collaboration with- Yoga/ Education Psychology/ Sociology/other social science subjects and other science subjects. • Project File Viva-voce	

Recommended Readings:

- "The First Days of School: How to Be an Effective Teacher" by Harry K. Wong and Rosemary T. WongIAAF Manual
- "Teach Like a Champion: 49 Techniques that Put Students on the Path to College" by Doug Lemov
- "Classroom Management That Works: Research-Based Strategies for Every Teacher" by Robert J. Marzano, Jana S. Marzano, and Debra J. Pickering
- "The Reflective Practitioner: How Professionals Think in Action" by Donald A. Schön
- "Dynamic Physical Education for Elementary School Children" by Robert P. Pangrazi and Aaron Beighle
- "The Essentials of Teaching Health Education: Curriculum, Instruction, and Assessment" by Sarah Benes and Holly Alperin

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-VIII

Bachelor in Physical Education with Honours

DISCIPLINE SPECIFIC COURSE (DSC) - Sports Psychology

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THCOURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Sports Psychology	4	4	0	0	Pass Sem VII	Nil

BACHELOR IN PHYSICAL EDUCATION WITH HONOURS		
Programme: *Bachelor in Physical Education with Honours*	**Year: IV**	**Semester: VIII** **Paper: DSC**
Subject: Physical Education		
Course: DSC	**Course Title:** Sports Psychology	

After studying this course, the students will be able to:

- The course outcomes of Sports Psychology in Physical Education are designed to provide students with a comprehensive understanding of psychological principles and their application to sports and exercise settings.
- It prepares students for careers in sports psychology, coaching, athletic training, and related fields by providing them with the psychological tools and knowledge needed to enhance athletic performance and promote mental well-being among athletes.

Credits: 4	Discipline Specific Course
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
Unit I	• Introduction: Meaning definition and nature of Psychologyand Educational Psychology. • Psychology as a Science. • Importance of Psychology in Physical Education.	15
Unit II	• Meaning of growth and development. • Physical, Mental & Social development during following stages: Early childhood, Middle childhood, Late childhood,Adolescences, • Individual Differences, Meaning of the term individual difference, Heredity and Environment as causes of Individual Differences, Interaction of Heredity and Environment	15
Unit III	• Learning, Meaning definition and nature of learning • Principles/Laws of Learning • Factors affecting Learning • Meaning and Conditions of Transfer to Training • Personality, Meaning and nature of Personality, Dimensions of Personality	15
Unit IV	• Motivation Concept of need, drive, motive, incentive andachievement • Types of Motivation, Role of Motivation in teachingphysical activities, • Meaning and nature of Emotion, Types of Emotion	15

Recommended Readings

- Alliance, A. (1999). Physical Best Activity Guide, New Delhi,
- Capel, S. et al Editors (2006). A Practical Guide to Teaching Physical Education. RoutledgePublishers, USA.
- Dheer, S. and Radhika. (1991). Organization and Administration of Physical Edu., ND: FriendsPub.
- Frost, R.B. and Others. (1992). Administration of Physical Education and Athletics, Delhi:Universal Book.
- Gangwar, B.R. (1999). Organization Admn. & Methods of Physical education, Jalandhar: A.P.Pub.
- Gangwar, B.R. (1999). Sharirik Shiksha Ka Prabandh Prashashan Avam Vidhiya,
- Jalandhar: A.P. Pub.
- Gupta R. Kumar P. & Sharma D.P. (1999). Lesson Plan in Physical Education & Sports. R.D.P.Publication. New Delhi.
- Gupta R. Kumar P. & Sharma. D.P.S. (2004). Sharirik Shiksha Mein Path Yojna. Sahyog Prakashan. New Delhi.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-VIII

Bachelor in Physical Education with Honours

DISCIPLINE SPECIFIC ELECTIVE (DSE-1) - Yogic Science

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE-1: Yogic Science	4	4	0	0	Pass Sem VII	Nil

Bachelor in Physical Education with Honours		
Programme: *Bachelor of Physical Education with Honours*	**Year: IV**	**Semester: VIII** **Paper: DSE-1**
Subject: Physical Education		
Course: DSE-1	**Course Title:** Yogic Science	

Course Outcomes:

- Gain knowledge of the history, philosophy, and principles of Yoga as per ancient texts like Patanjali's Yoga Sutras, Bhagavad Gita, and Hatha Yoga Pradipika.
- Develop the ability to perform and instruct fundamental asanas, pranayama, meditation, and kriyas for physical and mental well-being.
- Understand the physiological, psychological, and therapeutic benefits of Yoga for stress management, rehabilitation, and overall health improvement.
- Apply yogic principles to enhance personal and professional life, promoting holistic wellness and a balanced lifestyle.

Credits: 4	**Discipline Specific Course**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours
Unit I	• Yogic Concept of Health: Meaning and definitions • Personal and Social Discipline through five Yamas (don'ts) and five Niyama (do's). • Alternative Therapy: Basic principles of Ayurveda, Naturopathy. • Therapeutic importance of Dincharya and Ritucarya, • Concept of Aahara, Vihara, Aacharan and Vichara	**15**
Unit II	• Significance of Yogasana & Pranayama • Basics of Therapeutic approaches of Hatha Yoga Practices given in different Hatha Yoga Texts (Hathapradipika, Gheranda Samhita, Shiva Samhita and Vasistha Samhita) • Intermediate and Advance Group of Asanas: Types , Techniques & Benefit, Pranayama, Nadi & Chakras: Types- Methods and benefits. • Knowledge of vital parameters to assess general state: Measurement of Blood • Pressure, Respiratory Rate, Pulse Rate and Body Temperature	**15**
Unit III	• Musculo-Skeletal Disorders • Respiratory Disorders • Cardiovascular Disorders • Endocrine & Metabolic Disorders: • Psychological and Psychiatric Disorder	**15**
Unit IV	• Concept of diet in Traditional Yogic Texts • Types of diet in Traditional Yogic Text Role of Yogic diet in health and disease. • Preparation of Therapeutic charts • Assessment of Nutritional status	**15**

Recommended Readings

- Bhogal, R. S :: Yoga & Mental Health and beyond, ACE Enterprises, Madhu Rajnagar, Pune Road, Pune, 2010
- Brahmachari Swami Dhirendra : Yogic Suksma Vyayama, Dhirendra Yoga Publications, New Delhi
- Coulter, H. D. (2012). Anatomy of Hatha Yoga: a manual for students, teachers, and practitioners. Body and Breath.
- George Feuerstein, (1975). Text Book of Yoga. London: Motilal Bansaridass Publishers (P) Ltd.
- Gharote, M.L. : Teaching Methods for Yogic practices, Kaivalyadhama Ashram, Lonavla
- Gore, (1990), Anatomy and Physiology of Yogac Practices. Lonavata: Kanchan Prkashan. Helen Purperhart (2004), The Yoga Adventure for Children. Netherlands: A Hunter House book.
- Iyengar, B. K. S. : Light on Yoga, Harper Collins Publisher, New Delhi, 2005
- Iyengar, B.K.S : Yoga Shastra (Vol-I & II) Ramamani Iyenger Memorial Yoga, Institute, Pune YOG, Mumbai

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-VIII
Bachelor in Physical Education with Honours

DISCIPLINE SPECIFIC ELECTIVE (DSE-2)- Teaching Methodology In Physical Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE-2: Teaching Methodology in Physical Education	4	4	0	0	Pass Sem VII	Nil

BACHELOR IN PHYSICAL EDUCATION WITH HONOURS		
Programme: *Bachelor in Physical Education with Honours*	**Year: IV**	**Semester: VIII** **Paper: DSE-2**
Subject: Physical Education		
Course: DSE-2	**Course Title:** Teaching Methodology in Physical Education	

Course Outcome:

- Students will understand the theoretical principles of teaching and learning in physical education, including constructivism, behaviorism, and socio-cultural perspectives.
- Students will recognize different learning styles and preferences among students and adapt teaching methods to accommodate diverse learning needs.
- Students will learn to design developmentally appropriate physical education curricula aligned with national standards and educational goals.
- Students will learn to effectively demonstrate and model skills and techniques, providing clear visual examples for students to observe and emulate.

Credits: 4	Discipline Specific Electives
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
I	**(A) Meaning** Meaning of the term" teaching method" its scope andimportance, The factors to be considered in determining the method ofteaching. **(B) Types of method** Part-whole method, whole part method, command method, discussion method, project method, demonstration method,imitation method, Principles of teaching	15
II	**Presentation Techniques** • Personal preparation, Technical preparation, Steps of presentation, Command and their techniques, Situation which require different words of command, Types of class management.	15
III	**Lesson planning** • Types of lesson planning: - General lesson plan, coachinglesson plan, Classroom teaching lesson plan, Objectives of different lesson plans and part of thelesson introductory and development, Skill practice/group work, Class activity/recreation part (reassembly revision anddismissal).	15
IV	**Organization and conduct of competitions** • Tracks and field, Gymnastics., Weight lifting, body building and best physique contest, Wrestling and combative games, Swimming, diving - aquatics, Games and sports tournaments.	15

Recommended Readings

- Tirunaryanan,c. and hariharan, s. methods in physical education,karai kudi south indiapress, 1962.
- Kozman, b. cassidy, rosalind and jakson,c.d.,methods in physical education, london: w.b.saunders company, 1960.
- Knapp, clyde and hagman, e.p. teaching methods foe physical education, new yoek: mcgraw hill book co., 1948
- Alliance, A. (1999). Physical Best Activity Guide, New Delhi,
- Capel, S. et al Editors (2006). A Practical Guide to Teaching Physical Education. Routledge Publishers, USA.
- Dheer, S. and Radhika. (1991). Organization and Administration of Physical Edu., ND: FriendsPub.
- Frost, R.B. and Others. (1992). Administration of Physical Education and Athletics, Delhi: Universal Book.
- Gangwar, B.R. (1999). Organization Admn. & Methods of Physical education, Jalandhar: A.P.Pub.
- Gangwar, B.R. (1999). Sharirik Shiksha Ka Prabandh Prashashan Avam Vidhiya,
- Jalandhar: A.P. Pub.
- Gupta R. Kumar P. & Sharma D.P. (1999). Lesson Plan in Physical Education & Sports. R.D.P. Publication. New Delhi.
- Gupta R. Kumar P. & Sharma. D.P.S. (2004). Sharirik Shiksha Mein Path Yojna. Sahyog Prakashan. New Delhi.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
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Semester-VIII

Bachelor in Physical Education with Honours

DISCIPLINE SPECIFIC ELECTIVE (DSE-3) - All Field events and Combined Events

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
(DSE-3)-All Field events and Combined Events	4	0	0	4	Pass Sem VII	Nil

BACHELOR IN PHYSICAL EDUCATION WITH HONOURS		
Programme: *Bachelor in Physical Education with Honours*	**Year: IV**	**Semester: VIII Paper: DSE-3**
Subject: Physical Education		
Course: DSE-3	**Course Title:** All Field Events and Combined Events	

Course Outcomes:

After studying this course, the students will be able to:

- Explain the types and importance of track events in athletics.
- Understand the basic rules and regulations for different track events.
- Demonstrate correct starting techniques for sprints and middle-distance running.
- Improve running form, stride length, and pacing strategies.
- Develop speed, endurance, and agility through structured training.
- Perform warm-up, cool-down, and injury prevention techniques.
-

Credits: 4	**DSC**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	**Topic**	**No. of Hours**

Unit I	• Definition and classification of field events • Jumping events: Long jump, Triple jump, High jump, Pole vault • Throwing events: Shot put, Discus throw, Javelin throw, Hammer throw	15
Unit II	• Basic techniques for each jump (approach, take-off, flight, landing) • Equipment and field markings • Rules and fouls in jumping events	15
Unit III	• Basic techniques for each throw (grip, stance, release, follow-through) • Safety measures in throwing events • Rules and fouls in throwing events	15
Unit IV	• Events included in Decathlon (10 events) and Heptathlon (7 events) • Scoring system in combined events • Training methods for combined events athletes	15

Suggested Readings:

- Muller, J. P. (2000). Health, Exercise and Fitness. Delhi: Sports.
- IAAF Manual
- Vanaik A (2005) Play Field Manual, Friends Publication New Delhi
- M.J Vishwanath, (2002) Track and Field Marking and Athletics Officiating Manual, Silver Star Publication, Shimoga
- Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000
- Dheer, S. and Radhika. (1991). Organization and Administration of Physical Edu., ND: FriendsPub.
- Frost, R.B. and Others. (1992). Administration of Physical Education and Athletics, Delhi:Universal Book.
- Gangwar, B.R. (1999). Organization Admn. & Methods of Physical education, Jalandhar: A.P.Pub.
- Gangwar, B.R. (1999). Sharirik Shiksha Ka Prabandh Prashashan Avam Vidhiya,
- Jalandhar: A.P. Pub.
- Gupta R. Kumar P. & Sharma D.P. (1999). Lesson Plan in Physical Education & Sports. R.D.P.Publication. New Delhi.
- Gupta R. Kumar P. & Sharma. D.P.S. (2004). Sharirik Shiksha Mein Path Yojna. Sahyog Prakashan. New Delhi.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-VIII

Bachelor in Physical Education with Honours

GENERIC ELECTIVE (GE) - Basics of Field Events in Athletics

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
(GE)- Basics of Field Events in Athletics	4	4	0	0	Pass Sem VII	Nil

BACHELOR IN PHYSICAL EDUCATION WITH HONOURS		
Programme: *Bachelor in Physical Education with Honours*	**Year: IV**	**Semester: VIII Paper: GE**
Subject: Physical Education		
Course: GE	**Course Title:** Basics of Field Events in Athletics	

Course Outcomes:

After studying this course, the students will be able to:

- Explain the types and importance of field events in athletics.
- Understand the basic rules and regulations for different field events.
- Understand the Fundamentals of Field Events
- Demonstrate Basic Techniques of Jumping Events
- Demonstrate Basic Techniques of Throwing Events Perform warm-up, cool-down, and injury prevention techniques.
-

Credits: 4	**GE**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours
Unit I	• Definition and importance of field events • Types of field events: Jumping and Throwing events	15

Unit II	• Long jump, Triple jump, High jump, Pole vault • Basic techniques and rules for each event	15
Unit III	• Shot put, Discus throw, Javelin throw, Hammer throw • Basic techniques and rules for each event	15
Unit IV	• Safety measures in field events • Basic training exercises for strength and technique • Equipment used in different field events	15

Suggested Readings:

- Muller, J. P. (2000). Health, Exercise and Fitness. Delhi: Sports.
- IAAF Manual
- Vanaik A (2005) Play Field Manual, Friends Publication New Delhi
- M.J Vishwanath, (2002) Track and Field Marking and Athletics Officiating Manual, Silver Star Publication, Shimoga
- Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana,2000
- Dheer, S. and Radhika. (1991). Organization and Administration of Physical Edu., ND: FriendsPub.
- Frost, R.B. and Others. (1992). Administration of Physical Education and Athletics, Delhi:Universal Book.
- Gangwar, B.R. (1999). Organization Admn. & Methods of Physical education, Jalandhar: A.P.Pub.
- Gangwar, B.R. (1999). Sharirik Shiksha Ka Prabandh Prashashan Avam Vidhiya,
- Jalandhar: A.P. Pub.
- Gupta R. Kumar P. & Sharma D.P. (1999). Lesson Plan in Physical Education & Sports. R.D.P.Publication. New Delhi.
- Gupta R. Kumar P. & Sharma. D.P.S. (2004). Sharirik Shiksha Mein Path Yojna. Sahyog Prakashan. New Delhi.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
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Semester-VIII

Bachelor in Physical Education with Honours

PROJECT

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
PROJECT	6				Passed Class VI	Nil

BACHELOR IN PHYSICAL EDUCATION WITH HONOURS		
Programme: *Bachelor in Physical Education with Honours*	**Year: IV**	**Semester: VIII Paper: Project**
Subject: Physical Education		
Course: Project	**Course Title: PROJECT**	

Course Outcomes:

- Creating a project on an interdisciplinary basis involving physical education in collaboration with fields such as yoga, educational psychology, sociology, and other social sciences or science subjects provides a holistic approach to understanding the multifaceted nature of physical education.
- It will ensure that students completing an interdisciplinary project in physical education gain a well-rounded education that prepares them to tackle complex issues, engage with diverse communities, and promote holistic health and well-being.

Credits: 6	Project
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours
	• Every student has to serve honorary in the institution/ School/fitness centers.	

	• Evaluated on the basis of project made on the Inter-disciplinary basis, such as project based on physical education collaboration with- Yoga/ Education Psychology/ Sociology/other social science subjects and other science subjects. • Project File Viva-voce	

Recommended Readings:

- "The First Days of School: How to Be an Effective Teacher" by Harry K. Wong and Rosemary T. WongIAAF Manual
- "Teach Like a Champion: 49 Techniques that Put Students on the Path to College" by Doug Lemov
- "Classroom Management That Works: Research-Based Strategies for Every Teacher" by Robert J. Marzano, Jana S. Marzano, and Debra J. Pickering
- "The Reflective Practitioner: How Professionals Think in Action" by Donald A. Schön
- "Dynamic Physical Education for Elementary School Children" by Robert P. Pangrazi and Aaron Beighle
- "The Essentials of Teaching Health Education: Curriculum, Instruction, and Assessment" by Sarah Benes and Holly Alperin
- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-IX

Masters in Physical Education

DISCIPLINE SPECIFIC COURSE (DSC) - Kinesiology and Biomechanics in Physical Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC- Kinesiology and Biomechanics in Physical Education	4	4	0	0	Pass Sem VIII	Nil

MASTERS IN PHYSICAL EDUCATION		
Programme: *Masters in Physical Education*	**Year: V**	**Semester: IX** **Paper: DSC**
Subject: Physical Education		
Course: DSC	**Course Title:** Kinesiology and Biomechanics in Physical Education	

Course Outcomes:

- **Understand Fundamental Concepts** – Explain the principles of kinesiology and biomechanics and their application in physical education, sports, and human movement.
- **Analyze Human Motion** – Apply biomechanical principles to assess and improve movement efficiency, posture, and sports performance.
- **Enhance Performance & Injury Prevention** – Utilize biomechanical techniques to enhance athletic performance and prevent injuries through proper movement mechanics and training modifications.
- **Evaluate and Apply Forces in Movement** – Demonstrate knowledge of forces, levers, equilibrium, and motion in various physical activities to optimize sports techniques and training methods.

Credits: 4	**Generic Elective**
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours
I	• Biomechanics and Kinesiology: Meaning, Nature and Importance. • Principles of plane and axis. Various types of movements.	**15**

II	• Motion: Linear motion, Rotary motion, Angular Motion, Curvilinear motion, Motion of transition. • Balance, Newton's Laws of Motion, Acceleration, Velocity and speed. • Force, Work, Power and Energy, Weight and Projectile. • Leverage-Principles and Types.	**15**
III	• Friction-Resistance, Water and Air Resistance, Elasticity, Spin • Centrifugal and centripetal force. • Basic Mechanical Analysis of Motor Movements-Walking, Jumping, Running, Throwing, Catching, Holding, Climbing, Lifting, Swinging, Gliding, Pulling.	**15**
IV	Mechanical Analysis of Sports Skills • Athletics (Running, Jumping, Throwing) • Swimming. • Football. • Basketball • Volleyball. Cricket.	**15**

Recommended Readings

- Bunn, Hohn W. *Scientific Principles of Coaching* (Englewood Cliffs, N.J.:Prentice Hall Inc., 1972).
- Simonian Charles, *Fundamentals of Sport Biomechanics* (Englewood Cliffs,n.J.: Prentice Hall Inc., 1911).
- Hay, James, G. *The Biomechanics of Sports Techniques*. (Englewood Cliffs,N.J.: Prentice Hall, Inc., 1970).
- Broer, M. Roin R. and Zernicke, R. Ronald F. *Efficiency of Human Movement* (Philadelphia: W.E. Saunder Co., 1979).
- Hay, James G. and Reid J. Gavind, The *Anatomical and Mechanical Basis ofHuman Motion* (Englewood Cliffs, N.J.: prentice Hall Inc., 1982).
- Hay, James G. and Reid J. Gavind, Hay, *Anatomy, Mechanics and humanMotion* (Englewood Cliffs, N.J.: prentice Hall Inc., 1988).

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-IX
Masters in Physical Education

DISCIPLINE SPECIFIC ELECTIVES (DSE-1)- Statistics In Physical Education & Sports

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE-1: Statistics in Physical Education & Sports	4	4	0	0	Pass Sem VIII	Nil

MASTERS IN PHYSICAL EDUCATION		
Programme: Masters in Physical Education	**Year: V**	**Semester: IX** **Paper: DSE-1**
Subject: Physical Education		
Course: DSE-1	**Course Title:** Statistics in Physical Education & Sports	

Course Outcomes:

- Students will understand basic statistical concepts, including mean, median, mode, variance, standard deviation, and distribution types, and their relevance in physical education and sports contexts.
- Students will grasp the fundamental principles of probability theory and its applications in predicting outcomes in sports and physical education scenarios.
- Students will learn various methods for collecting data in physical education and sports settings, including surveys, observational methods, and experimental designs.
- Students will use descriptive statistics to summarize and describe data, providing a clear overview of key metrics and trends in physical education and sports research.
- Students will understand different research designs, including experimental, quasi-experimental, and non-experimental designs, and their appropriate use in physical education and sports research.

Credits: 4	**Discipline Specific Elective**
Max. Marks: As per univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours
Unit I	• Meaning and Definition of Statistics.,Function, need andimportance of Statistics. Types of Statistics. Meaning ofthe terms, Population, Sample, Data, types of data. Variables; Discrete, Continuous. Parametric and non- parametric statistics.	**15**
Unit II	• Data Classification, Tabulation and Measures of Central Tendency Meaning, uses and construction of frequency table.	**15**
Unit III	• Measures of Dispersions and Scales Meaning, Purpose, Calculation and advances of Range, Quartile, Deviation, Mean Deviation, Standard Deviation	**15**
Unit IV	• Probability Distributions and Graphs Normal Curve. Meaning of probability- Principles of normal curve – Properties of normal curve. Divergence form normality – Skewness and Kurtosis. Statistics Tests of significance; Independent"t" test, Dependent "t" test – chi – square test. level of confidence and interpretation of data. Meaning of correlation – co-efficient of correlation.	**15**

Recommended Readings

- Best J. W (1971) Research in Education, New Jersey; Prentice Hall, Inc Clark D.H. (1999)
- Research Problem in Physical Education 2nd edition, Eaglewood Cliffs, Prentice Hall, Inc.Jerry R Thomas & Jack K Nelson (2000)
- Research Methods in Physical Activities; Illonosis; Human Kinetics; Kamlesh, M. L. (1999)
- Reserach Methodology in Physical Education and Sports, New Delhi Rothstain A (1985)
- Research Design and Statistics for Physical Education, Englewood Cliffs: Prentice Hall, Inc Sivaramakrishnan. S. (2006)
- Statistics for Physical Education, Delhi; Friends Publication Thirumalaisamy (1998), Statistics in Physical Education, Karaikudi, Senthilkumar Publications.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
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Semester-IX
Master in Physical Education

DISCIPLINE SPECIFIC ELECTIVE (DSE-2) - Sports Medicine

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE-2: Sports Medicine	4	4	0	0	Pass Sem VIII	Nil

MASTER IN PHYSICAL EDUCATION		
Programme: *Master in Physical Education*	**Year: V**	**Semester: IX** **Paper: DSE-2**
Subject: Physical Education		
Course: DSE-2	**Course Title:** Sports Medicine	

Course Outcome:

- Learn and gain knowledge about sports medicine.
- Gain knowledge about various types of sports injuries.
- Gain practical knowledge about sports injuries rehabilitation.
- Learn about use of first aid.

Credits: 4	Discipline Specific Electives
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
I	• Meaning, definition and importance of Sports Medicine, Definition and Principles of therapeutic exercises. • Coordination exercise, Balance training exercise, Strengthening exercise, Mobilization exercise, Gait training, Gym ball exercise • Injuries: acute, sub-acute, and chronic, advantages and disadvantages of PRICE, PRINCE therapy, Aquatic therapy.	15
II	• Basic Rehabilitation: Strapping/Tapping: Definition, Principles Precautions Contraindications. • Proprioceptive neuromuscular facilitation: Definition hold, relax, repeated contractions. Show reversal technique exercises. • Isotonic, Isokinetic, isometric stretching. Definition. Types of stretching, Advantages, dangers of stretching, Manual muscle grading.	15
III	• Head, Neck and Spine injuries: Causes, Presentational of Spinal anomalies, Flexion, Compression, Hyperextension, Rotation injuries. • Spinal range of motion. Free hand exercises, stretching and strengthening exercise for head neck, spine. • Supporting and aiding techniques and equipment for Head, Neck and Spine injuries.	15
IV	• Upper Limb and Thorax Injuries: Shoulder: Sprain, Strain, Dislocation, and Strapping. Elbow: Sprain, Strain, Strapping. Wrist and Fingers: Sprain Strain, Strapping. Thorax, Rib fracture. • Breathing exercises, Relaxation techniques, Free hand exercise, Stretching and strengthening exercise for shoulder, Elbow, Wrist and Hand. Supporting and aiding techniques and equipment for Upper Limb and Thorax Injuries. • Lower Limb and Abdomen Injuries: Hip: Adductor strain, Dislocation, Strapping. Knee: Sprain, Strain, Strain, Strapping. Ankle: Sprain, Strain, Strapping. Abdomen: Abdominal wall, Contusion, Abdominal muscle strain. • Free exercises – Stretching and strengthening exercise for Hip, knee, ankle and Foot. Supporting and aiding techniques and equipment for Lower limb and Abdomen injures.	15

Recommended Readings

- Christopher M. Norris. (1993). Sports Injures Diagnosis and Management for Physiotherapists. East Kilbride: Thomson Litho Ltd.
- James, A.Gould & George J.Davies. (1985) Physical Therapy. Toronto: C.V. Mosby Company.
- Morris B. Million (1984) Sports Injuries and Athletic Problem. New Delhi: Surjeet Publication
- Pande. (1998). Sports Medicine. New delhi: Khel Shitya Kendra
- The Encyclopedia of Sports Medicine. (1998). the Olympic Book of Sports Medicine,
- Brukner, P. (2012). Brukner & Khan's clinical sports medicine. North Ryde: McGraw-Hill.Australia
- Haupt, H. A. (2001). Upper extremity injuries associated with strength training. Clinics in sports medicine, 20(3), 481-490.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
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Semester-IX
Masters in Physical Education

DISCIPLINE SPECIFIC ELECTIVE (DSE-3) - Physiology of Exercise

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE-3: Physiology of Exercise	4	0	0	4	Pass Sem VIII	Nil

MASTERS IN PHYSICAL EDUCATION		
Programme: *Masters in Physical Education*	**Year: V**	**Semester: IX** **Paper: DSE-3**
Subject: Physical Education		
Course: DSC-3	**Course Title:** Physiology of Exercise	

Course Outcome:

- Understand the meaning and importance of exercise physiology.
- Learn the basic terminology of bioenergetics and metabolism related to exercise and training.
- Understand the mechanism of muscle contraction
- Have knowledge about the neural control of muscular activity
- Understand and identify the physiological response of exercise on different body system.
- Get an insight into the influence of environment factors on performance
- Concept of sports nutrition and obesity

Credits: 4	Discipline Specific Electives 111
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
I	• Definition of Physiology and Exercise Physiology • Need and importance of Exercise Physiology in the field of Physical Education and sports. • Scope of Exercise Physiology	15
II	• Energy production, structure and function of ATP. • Meaning and concept of Aerobic and Anaerobic Energy Metabolism. • Chemical composition of skeletal muscle, Microscopic structure of skeletal muscles, muscle fiber types • Sliding filament theory of Muscle contraction.	15
III	• Work capacity under different environmental conditions (Hot, Humid, Cold and High Altitude). • Effect of exercise/trainng on various systems of body: Cardio-respiratory, muscular and thermo-regulatory systems • Oxygen Debt, Second Wind.	15
IV	• Basic concept of a balanced diet, appropriate diet before, during and after athletic performance. • Ergogenic aids and Doping in sports • Definition of obesity, measurement of body fat by various methods, Body weight control.	15

Recommended Readings

- Benson, R., & Connolly, D. (2011). Heart rate Training. USA: Human Kinetics.
- Beotra Alka, (2000) Drug Education Handbook on Drug Abuse in Sports: Sports Authority of India Delhi.
- Bowers, R. W., Foss, M. M., & Fox, E. (1998). Physiological basis of Exercise and Sports(6th ed.). USA: McGraw-Hill Publisher.
- Burke, E. R. (1998). Precision Heart rate Training. USA: Human Kinetics
- Clarke, D.H. (1975). Exercise Physiology. New Jersey: Prentice Hall Inc., Englewood Cliffs.
- Cheung, S. S. (2010). Advanced Environmental Exercise Physiology. USA: Human Kinetics.
- David, L Costill. (2004). Physiology of Sports and Exercise. USA: Human Kinetics.
- Fox, E.L., and Mathews, D.K. (1981). The Physiological Basis of Physical Education and Athletics. Philadelphia: Sanders College Publishing.
- Guyton, A.C. (1976). Textbook of Medical Physiology. Philadelphia: W.B. Sanders co. Richard
- Plowman, A. S., & Smith, L. D. (2017). Exercise Physiology(5th ed.). USA: Woltars Kluwer.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
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Semester-IX
Masters in Physical Education

GENERIC ELECTIVE (GE) – Introduction of Sports Training

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
GE: Introduction of Sports Training	4	4	0	0	Pass Sem VIII	Nil

MASTERS IN PHYSICAL EDUCATION		
Programme: *Masters in Physical Education*	**Year: V**	**Semester: IX** **Paper: GE**
Subject: Physical Education		
Course: GE	**Course Title:** Introduction of Sports Training	

Course Outcome:

- The students will learn about the Meaning and Principles of Sports Training.
- The students will know about various important terms of Sports Training like Load, Adaptation, Super-compensation, and Overload to make it more effective and meaningful.
- The students will be explained about various training methods for improving the Motor abilities of Sportspersons.
- The students will acquire knowledge of Training plans and principles of Periodization for achieving Top form for an athlete.

Credits: 4	Discipline Specific Electives 113
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
I	**INTRODUCTION TO SPORTS TRAINING** • Introduction, Meaning & Definition of Training • Aim & Objective of Training • Principles of Sports Training	15
II	**FITNESS COMPONENTS** • Strength: Definition and its Types • Endurance: Definition and its Types • Speed: Definition and its Types • Flexibility: Definition and its Types • Coordinative Ability Definition and its Types	15
III	**TRAINING PROCESS** • Technical Training • Tactical Training • Circuit & Weight Training	15
IV	**LOAD ADAPTATION AND PLANNING** • Overview of Training Load & Recovery • Introduction to Periodization	15

Suggested Readings:

1. Bill Foran, High Performance Sports Conditioning.
2. Frank W. Dick, Sports Training Principles. 4th Edition, Friends Publication, 2006
3. G. Gregory Haff & N. Travis Triplett, Essentials of Strength Training and Conditioning. 4th Edition, Human Kinetics, 2016
4. Singh, H.: Science of Sports Training. DVS Publication, New Delhi, 1991
5. Beachle, T.R.: Earle, R.W.: Essentials of strength training and conditioning, NSCA Publication, 2000.
6. Slater, G., & Phillips, S. M. (2011). Nutrition guidelines for strength sports: sprinting, weightlifting, throwing events, and bodybuilding. Journal of Sports Sciences, 29(sup1), S67- S77.
7. Frank W. Dick, Sports Training Principles. 4th Edition, Friends Publication, 2006
8. G. Gregory Haff & N. Travis Triplett, Essentials of Strength Training and Conditioning. 4th Edition, Human Kinetics, 2016
9. Singh, H.: Science of Sports Training. DVS Publication, New Delhi, 1991

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester –IX

Masters in Physical Education

ACADEMIC PROJECT- Study Tour

No. of Hours: 90

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisites of the course (if any)
		Lecture	Tutorial	Practical/Practice		
Academic Project: Study tour	6	0	0	6	Pass Sem VIII	Nil

MASTERS IN PHYSICAL EDUCATION		
Programme: *Masters in Physical Education*	**Year: V**	**Semester: IX** **Paper- Academic Project**
Subject: Physical Education		
Course Code: Academic Project	**Course Title:** Study Tour	

Course Outcomes:

- Gain firsthand knowledge of stadiums, fitness centers, and training academies.
- Learn about sports event management and facility maintenance.
- Explore career opportunities in sports coaching, fitness training, and sports management.
- Interact with professionals like coaches, physiotherapists, and sports scientists.

Credits: 6	**Academic Project**
Max. Marks: As per univ. rules	**Min. Passing Marks: As per univ. rules**

Unit	Topic	No. of Hours
Unit I	The study tour is to give exposer to the students on the activities being conducted by reputed Physical Education Institutes/ Colleges/ Universities/ Yoga Centers/ Yogic Hospitals. The students may be taken to any one or more than one Yoga Institutes /Yoga Centers etc. of repute in India. The Study Tour shall be arranged the Institute and the expenses shall be borne by the concerned students only. Each student has to submit a Study Tour observation report that will be evaluated by the teacher who is in-charge of the study tour and also counter signed by the Course Coordinator. The Study Tour will carry marks as mentioned in the Scheme of examination.	**60**
Unit II	Presentations of Study Tour Report, its Utility and the exposer got to enhance their learning.	**15**
Unit III	Continuous evaluation by the Teachers	**15**

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
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Semester-X

Masters in Physical Education

DISCIPLINE SPECIFIC COURSE (DSC) – Sports Psychology

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Sports Psychology	4	4	0	0	Pass Sem IX	Nil

MASTERS IN PHYSICAL EDUCATION		
Programme: *Masters in Physical Education*	**Year: V**	**Semester: X** **Paper: DSC**
Subject: Physical Education		
Course: DSC	**Course Title:** Sports Psychology	
Course Outcomes: • apply on athletes that enhance their motor skills and learning processes, help them cope better with competitive pressure and anxiety, fine-tune the level of awareness that they need for optimal performance and to not lose focus amidst distractions and in a competitive environment. • Understand and to imply the concepts of sports psychology and sociology in various sports and games. • Get equipped with the knowledge of various psychological skills in improvement of performance. .		
Credits: 4		**Discipline Specific Course**
Max. Marks: As per Univ. rules		**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours

Unit I	• Meaning, History, Scope, Need and Importance of Sports Psychology.
	• Present status of Sports Psychology in India.
	• Relationship of Sports Psychology with other Sports Sciences.
	• Personality: Meaning and definition of personality.
	  • Personality traits of sportspersons.
	  • Effect of personality on Sports Performance
	  • Personality differences among various sports group.
		15

Unit II	• Psychological peculiarities of young athletes with reference to pre–adolescence and adolescence –Psychomotor, Cognitive and Social Dimension. • Interplay of Heredity and Environment with sports performance, Heredity Principles and Environment. • Role of Family, School and Society in Participation of children in sports. • Psychological problems of Young Athletes. • Individual differences and their implications in sports.	**15**
Unit III	• Cognitive Process: Meaning and Characteristics of Cognitive process in sports. Sensation, Perception, Thinking, Imagination, Memory. • Attention- Dimensions of Attention, Distractibility in Attention, Strategies to develop Attention. • Motor Learning: Meaning of Motor Learning. Factors Affecting Motor Learning. Motor development in various periods of childhood and adolescence.	**15**
Unit IV	• Motivation: Meaning and definition of Motivation–Motive, Need and Drive. Types of Motivation, Relationship between intrinsic and extrinsic motivation, Technique of Motivation. • Role of Motivation in Sports Performance, Achievement Motivation. • Emotions: Meaning and definition of Emotion. • Types of emotion. • Influence of Emotion on Sports Performance, Anxiety, Fear and Aggression. Psychological Tests– Visual Perception Test:- Muller Lyer, Mirror Drawing, Depth Perception, E.P.Q:- Thakur & Thakur, Competitive Behaviour Scale:-R. K. Yadav Practicum:	**15**

Recommended Readings

- Alderman, R.B. Psychological Behaviour in sports. (Philadelphia: London, Sounders Company, 1974).
- ButSusan Dorcas, Psychology of Sports (Network: Van Nastr and Reinhold Company) Edn. 2
- Crattybrayant, J. Movement Behaviour and Motor Learning. (Philadelphia: Lea and Febiger, 1973), Edn. 3
- Craty Bryant, J. Psychology and Physical Activity. (New Jersey Englewood Cleffs, Prentice Hall Inc. 1965).
- Cratty Bryant, J. Psychological Proportion and Athletics Excellence. (New York: Movement publications Inc. 1978).
- Kamlesh, M.L. Psychology of physical Education and Sports.
- (NewDelhi: Metropolitan Book Co., Pvt. Ltd. 1983).
- KeneJ. E. Psychological Aspect of Physical Education and sports.(London, Boston: Routledge and K. Egan Paul, 1972)
- Liewellyor Jack H. and Blucker Judy A. Psychology of Coaching Theory and application (Delhi: Surjeet Publishers, 1975).
- RobertGlyn C. Learning Experiences in sports Psychology. (Illinois:Human Kinetics Publisher Inc. 1986)
- Martens R ain e r , C o a c h i n g G u i d e t o Sports Psychology (Illinois: Human
- Kinetics Publisher Inc. 1987).
- Linda K. Binket, RobertJ. Ratellaandann.S.Really. Sports Psychology, Psychological consideration in Maximizin Sports Performance (C. Brown publishers DubugueJawa).
- Gill Dianel: Psychological dynamics of sports (Illinois:HumanKineticspublisher Inc.1987).
- John, D.Lauther, Psychologyof Coaching. (NerJersy:PrenticeHallInc., 2000)

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
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Semester-X
Masters in Physical Education

DISCIPLINE SPECIFIC ELECTIVE (DSE-1) - Health Education and Sports Nutrition

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE-1: Health Education and Sports Nutrition	4	4	0	0	Pass Sem IX	Nil

MASTERS IN PHYSICAL EDUCATION		
Programme: *Masters in Physical Education*	**Year: V**	**Semester: X** **Paper: DSE-1**
Subject: Physical Education		
Course: DSE-1	**Course Title:** Health Education and Sports Nutrition	

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

- learn and accept individual and collective responsibility for healthy living at home , college , university and in the community.
- help students know their health status.
- create awareness among students about safety Measures. To acquaint them with first Aids Measures about common sickness and injuries.
- knows about the Abuse of Drugs and its adverse effect of body and mind.
- knows about the Management of life style, Hyper tension, Obesity and Stress.
- knows about sports Nutrition and it energy Metabolism.
- knows about diet plan and preparation of diet Plan.

Credits: 4	Discipline Specific Electives 119
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
I	• Concept, Dimensions, Spectrum and Determinants of Health, Definition of Health, Health Education, Health Instruction, Health Supervision; Aim, objective and Principles of Health Education, instruction in personal hygiene and Environmental hygiene	15
II	• Communicable and Non Communicable Diseases, History of Diseases, Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population Personal and Environmental Hygiene for schools, Objective of school health service, Role of health education in schools, Health Services Nutritional service, Health appraisal, Health record, Healthful school environment, first- aid and emergency care	15
III	• Meaning of Hygiene, Type of Hygiene, Effect of Alcohol on Health, Effect of Tobacco on Health, Life Style Management, Management of Hypertension, Management of Obesity, Management of Stress.	15
IV	• Meaning and Definition of Sports Nutrition, Role of nutrition in sports, Basic Nutrition guidelines, energy metabolism (Carbohydrate, Protein and Fat), Role of carbohydrates, Fat and protein during exercise. Role of Vitamins and Minerals. • Concept of BMI (Body mass index), Obesity and its hazard, Dieting versus exercise for weight control, 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.	15

Recommended Readings

- Bucher, Charles A. "Administration of Health and Physical Education Programme".
- Delbert, Oberteuffer, et. al." The School Health Education".
- Ghosh, B.N. "Treaties of Hygiene and Public Health".
- Hanlon, John J. "Principles of Public Health Administration" 2003.
- Turner, C.E. "The School Health and Health Education". Moss and et. At. "Health Education" (National Education Association of U.T.A.)
- Nemir A. 'The School Health Education" (Harber and Brothers, New York). Nutrition Encyclopedia, edited by Delores C.S. James, The Gale Group, Inc.
- Boyd-Eaton S. et al (1989) The Stone Age Health Programme: Diet and Exercise as Nature Intended. Angus and Robertson.
- J.E &Park. K. (2007) Preventive and Social Medicine ; Banarsidas Bhanot-Jabalpur M.P.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
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Semester-X
Masters in Physical Education

DISCIPLINE SPECIFIC ELECTIVE (DSE-2) - Tests, Measurements and Evaluation in Physical Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE-2: Tests, Measurements and Evaluation in Physical Education	4	4	0	0	Pass Sem IX	Nil

MASTERS IN PHYSICAL EDUCATION		
Programme: *Masters in Physical Education*	**Year: V**	**Semester: X** **Paper: DSE-2**
Subject: ***Physical Education***		
Course: DSE-2	**Course Title:** Tests, Measurements and Evaluation in Physical Education	

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

- Understand the advance concepts of Test & Measurement & Evaluation.
- Get equipped with the knowledge in depth about Criterion, and Administration of Test.
- Practical Experience of Physical Fitness, Motor Fitness and Sports Skill Tests.

Credits: 4	Discipline Specific Course
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
I	• Meaning and Definition of Test, Measurement and Evaluation. Need and Importance of Measurement and Evaluation. • Criteria for Test Selection–Scientific Authenticity. Meaning, definition a n d establishing V a l i d i t y, R e l i a b i l i t y , Objectivity. Norms – Administrative Considerations. • Physical Fitness Test: AAHPERD Health Related Fitness Battery (revised in 1984), ACSM Health Related Physical Fitness Test, Roger's physical fitness Index. Cardiovascular test; Harvard step test, 12 minutes run/walk test, Multi-stage fitness test (Beep test)	15
II	• Meaning and Definition of Motor Fitness. Test for Motor Fitness; Indiana Motor Fitness Test (For elementary and high school boys, girls and College Men) Oregon Motor Fitness Test • (Separately for boys and girls) –JCR test. Motor Ability; Barrow Motor Ability Test– Newton Motor Ability Test–Muscular Fitness–Kraus Weber Minimum Muscular Fitness Test.	15
III	• Physiological Testing: Aerobic Capacity: The Bruce Treadmill Test Protocol, 1.5 Mile Run test for college age males and females. • Anaerobic Capacity: Margaria-Kalamen test, Vertical Jump Anthropometric Measurements: Method of Measuring Height: Standing Height, Sitting Height. Method of measuring Circumference: Arm, Waist, Hip, Thigh. Method of Measuring Skinfolds: Triceps, Subscapular, Suprailiac.	15
IV	• Specific Spots Skill Test: Badminton: Miller Wal l Volley Test. Basketball: Johnson Basketball Test, Harrison Basketball Ability Test. Hockey: Friendel Field Hockey Test, Harban's Hockey Test, Volleyball, Russel Lange Volleyball Test, Brady Volleyball Test. Football: Johnson Soccer Test, McDonald Volley Soccer Test. Tennis: Dyer Tennis Test.	15

Recommended Readings

- Authors Guide (2013) ACSM's Health Related Physical Fitness Assessment Manual, USA: ACSM Publications
- Collins, R.D. & Hodges P.B. (2001). A Comprehensive Guide to Sports Skills Tests and Measurement (2nd edition) Lanham: Scare crow Press
- Cureton T.K. (1947) Physical Fitness Appraisal and Guidance, St. Louis: The C. Mosby Company
- GetchellB (1979) Physical Fitness A Way of Life, 2nd Edition New York, John Wileyand Sons, Inc
- Jenson, Clayne Rand Cyntha, C. Hirst (1980) Measurement in Physical Education and Athletics, NewYork, Macmillan Publising Co. Inc

- KansalD.K.(1996),"TestandMeasurementinSportsandPhysicalEducation,NewDelhi: DVS Publications
- Krishnamurthy (2007) Evaluation in Physical Education and Sports, New Delhi; Ajay Verma Publication
- Vivian H. Heyward (2005) Advance Fitness Assessment and Exercise Prescription, rd 3 Edition, Dallas TX: The Cooper Institute for Aerobics Research
- Yobu, A (2010), Test, Measurement and Evaluation in Physical Education in Physical Education and Sports. New Delhi; Friends Publications

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
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Semester-X

Masters in Physical Education

DISCIPLINE SPECIFIC ELECTIVES (DSE-3) - Athletic Care & Rehabilitation

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE-3: Athletic Care & Rehabilitation	4	0	0	4	Pass Sem IX	Nil

MASTERS IN PHYSICAL EDUCATION		
Programme: *Masters in Physical Education*	**Year: V**	**Semester: X** **Paper: DSE-3**
Subject: Physical Education		
Course: DSE-3	**Course Title:** Athletic Care & Rehabilitation	

Course Outcomes:

- The student will gain practical as well as theoretical knowledge about care of athletes.
- The student will gain knowledge and practical about therapeutic modalities which helps in rehabilitation process.
- The student will learn about different types of corrective exercises for the athletes rehabilitation.

Credits: 4	**Discipline Specific Elective**
Max. Marks: As per univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours
Unit I	• Definition and objectives of corrective physical Education. • Posture and body mechanics, Standards of Standing Posture. • Value of good posture, Drawbacks and causes of bad posture. Posture test – Examination of the spine.	**15**
Unit II	• Normal curve of the spine and its utility, Deviations in posture: Kyphosis, lordosis, flat back, Scoliosis, round shoulders,	**15**

	• Knock Knee, Bow leg, Flat foot. • Causes for deviations and treatment including exercises. • Passive, Active, Assisted, Resisted exercise for Rehabilitation, Stretching, PNF techniques and principles.	
Unit III	• Brief history of massage – Massage as an aid for relaxation – Points to be considered in giving massage – Physiological , Chemical, Psychological effects of massage– Indication/Contraindication of Massage • Classification of the manipulation used massage and their specific uses in the human body – Stroking manipulation: Effleurage-Pressure manipulation: Petrissage Kneading (Finger, Kneading, Circular) ironing Skin Rolling – Percussion manipulation: Tapotement, Hacking, Clapping, Beating, Pounding, Slapping, Cupping, Poking, Shaking Manipulation, Deep massage.	**15**
Unit IV	• Principles pertaining to the prevention of Sports injuries – care and treatment of exposed and unexposed injuries in sports – Principles of apply cold and heat, infrared rays – Ultrasonic, Therapy – Short wave diathermy therapy. Principles and techniques of Strapping and Bandages, Contrast Bath, Paraffin Bath.	**15**

Recommended Readings

- Dohenty. J. Meno.Wetb, Moder D (2000) Track & Field, Englewood Cliffs, Prentice Hal Inc. Lace, M. V. (1951) Massage and Medical Gymnastics, London: J & A Churchill Ltd.
- Mc Ooyand Young (1954) Tests and Measurement, New York: Appleton Century.
- Naro, C. L. (1967) Manual of Massage and, Movement, London: Febra and Febra Ltd.
- Rathbome, J.l. (1965) Corrective Physical education, London: W.B. Saunders & Co.
- Stafford and Kelly, (1968) Preventive and Corrective Physical Education, New York.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
- **Suggested Equivalent Online Courses**: SWAYAM, MOOCS, https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in

Semester-X
Masters in Physical Education

GENERIC ELECTIVE (GE) – Introduction to Injury Prevention and Rehabilitation in Sports

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
GE: Introduction to Injury Prevention and Rehabilitation in Sports	4	4	0	0	Pass Sem IX	Nil

MASTERS IN PHYSICAL EDUCATION		
Programme: *Masters in Physical Education*	**Year: V**	**Semester: X** **Paper: GE**
Subject: ***Physical Education***		
Course: GE	**Course Title:** Introduction to Injury Prevention and Rehabilitation in Sports	

Course Outcome:

1. Understand the concept of injury prevention and rehabilitation in athletes.
2. Apply the principles of rehabilitation for fast and better recovery in a collaborative Work of athletes, coaches, and medical professionals.
3. Identify and classify the particular injury to deal with or suggest apply Suitable exercise and other related aids.
4. Practice related modalities (e.g., heat therapy, cold therapy, electrical stimulation) Used in rehabilitation.
5. Apply functional training and return-to-play criteria

Credits: 4	Discipline Specific Electives
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
I	**INTRODUCTION TO INJURY PREVENTION AND REHABILITATION** • Introduction and definition of injury • Importance of injury prevention and rehabilitation in sports • Principles of injury prevention and rehabilitation	15
II	**COMMON SPORTS INJURIES AND FIRST AID** • Identification and classification of common sports injuries • Causes and risk factors associated with sports injuries • Introduction to First Aid	15
III	**INJURY PREVENTION STRATEGIES** • Warm-up and cool-down protocols • Proper technique and form to minimize injury risk • Nutritional considerations for injury prevention	15
IV	**REHABILITATION AND PSYCHOSOCIAL ASPECTS OF INJURY PREVENTION** • Overview and Goals of the rehabilitation process • Modalities used in rehabilitation (ANY TWO: heat therapy, cold therapy, electrical stimulation) • Psychological impact of sports injuries • Injury prevention and rehabilitation education for athletes, coaches, and parents	15

Suggested Readings:

- Brukner, P., & Khan, K. (2017). Clinical sports medicine. McGraw-Hill Education.
- Sherry, M. A., & Best, T. M. (2004) A comparison of 2 rehabilitation programs in the treatment of acute hamstring strains. Journal of Orthopedic & Sports Physical Therapy, 34(3), 116-125.
- Brukner, P., & Khan, K. (2017). Clinical sports medicine. McGraw-Hill Education.
- Sherry, M. A., & Best, T. M. (2004). A comparison of 2 rehabilitation programs in the treatment of acute hamstring strains. Journal of Orthopedic & Sports Physical Therapy, 34(3), 116-125.
- Myer, G. D., Faigenbaum, A. D., Chu, D. A., Falkel, J., & Ford, K. R. (2011). Integrative training for children and adolescents: Techniques and practices for reducing sports-related injuries and enhancing athletic performance. The Physician and Sports Medicine, 39(1), 74-84.
- Bahr, R., & Holme, I. (2003). Risk factors for sports injuries—a methodological approach. British Journal of Sports Medicine, 37(5), 384-392.
- Lephart, S. M., Ferris, C. M., Riemann, B. L., & Myers, J. B. (2002). Gender differences in strength and lower extremity kinematics during landing. Clinical Orthopedics and Related Research, 401, 162-169.
- Myer, G. D., Ford, K. R., Brent, J. L., & Hewett, T. E. (2006). The effects of plyometric versus dynamic stabilization and balance training on lower extremity biomechanics. The American Journal of Sports Medicine, 34(3), 445-455.
- Petersen, J., Thorborg, K., Nielsen, M. B., Budtz-Jørgensen, E., & Hölmich, P. (2011). Preventive effect of eccentric training on acute hamstring injuries in men's soccer: a cluster-randomized controlled trial. The American Journal of Sports Medicine, 39(11),2296-2303.

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
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Semester-X

Masters in Physical Education

Dissertation

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DISSERTATION	6				Passed Class VI	Nil

MASTERS IN PHYSICAL EDUCATION		
Programme: *Masters in Physical Education*	**Year: V**	**Semester: X Paper: Dissertation**
Subject: Physical Education		
Course: Project	**Course Title:** Dissertation	

Course Outcomes:

- Creating a project on an interdisciplinary basis involving physical education in collaboration with fields such as yoga, educational psychology, sociology, and other social sciences or science subjects provides a holistic approach to understanding the multifaceted nature of physical education.
- It will ensure that students completing an interdisciplinary project in physical education gain a well-rounded education that prepares them to tackle complex issues, engage with diverse communities, and promote holistic health and well-being.

Credits: 6	Project
Max. Marks: As per Univ. rules	**Min. Passing Marks: As per Univ. rules**

Unit	Topic	No. of Hours
	• Every student has to serve honorary in the institution/ School/fitness centers.	

	• Evaluated on the basis of project made on the Inter-disciplinary basis, such as project based on physical education collaboration with- Yoga/ Education Psychology/ Sociology/other social science subjects and other science subjects. • Project File Viva-voce	

Recommended Readings:

- "The First Days of School: How to Be an Effective Teacher" by Harry K. Wong and Rosemary T. WongIAAF Manual
- "Teach Like a Champion: 49 Techniques that Put Students on the Path to College" by Doug Lemov
- "Classroom Management That Works: Research-Based Strategies for Every Teacher" by Robert J. Marzano, Jana S. Marzano, and Debra J. Pickering
- "The Reflective Practitioner: How Professionals Think in Action" by Donald A. Schön
- "Dynamic Physical Education for Elementary School Children" by Robert P. Pangrazi and Aaron Beighle
- "The Essentials of Teaching Health Education: Curriculum, Instruction, and Assessment" by Sarah Benes and Holly Alperin

- **Suggested Continuous Evaluation Methods**: Assignment /Practical /Viva Voce/ Test/ Quiz (MCQ)/ Seminar/ Presentation/. Overall Performance throughout the Semester (includes attendance, Behavior/ Discipline, and participation in activities)
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