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**Sri Ramakrishna Mission Vidyalaya
Maruthi College of Physical Education
Coimbatore - 641 020.**

**BACHELOR OF PHYSICAL EDUCATION (BPed)
Syllabus (2018-2020)**

Preamble:

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

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

1. ELIGIBILITY FOR ADMISSION:

ELIGIBILITY

- a) Bachelor's degree in any discipline with 50% marks and having at least participation in the inter-College / Inter-Zone/ District/ School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India.
Or
- b) Bachelor's degree in physical education with 45% marks.
Or
- c) Bachelor's degree in any discipline with 45% marks and studied physical education as compulsory / elective subject
Or

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

Or

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

Or

- f) Graduation with 45% marks and at least three years of teaching experiences (for deputed in-service candidates *i.e.*, trained physical education teachers/coaches)

The relaxation in the percentage of marks in the qualifying examination and in the reservation of seats for SC/ST/OBC and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable.

Admissions

1. The candidate must have represented the college or University or State or district in any one of the games or athletics (as included in the inter-university competitions).

2. Admission is based on the following tests:

- | | | |
|----|---|----------|
| a. | Qualifying Marks Scored in U.G. Degree – | 25 Marks |
| b. | Games and Sports Participation – | 20 Marks |
| c. | Games Skills test (any one game)* – | 50 Marks |
| d. | Physical Fitness – | 50 Marks |
| | (100 m. Broad Jump, Shot put) | |
| e. | Bonus marks for professional basic degree in Physical Education <i>i.e.</i> | |

B.Sc., in Physical Education or B.P.E.,	–	5 Marks
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Total Marks	–	150 Marks
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* (The candidate has to perform skill tests in any one of the following games: Badminton, Ball-badminton, Basketball, Cricket,

Football, Handball, Hockey, Kabaddi, Kho–Kho, Netball, Table Tennis, Tennis, and Volleyball.

3. The candidate should be medically fit and free from any physical deformities. They should produce medical certificate before attending the tests.
4. The age limit shall be as follows: OC / BC / MBC – 30 years, SC / ST – 33 years

Note: Only men are eligible for admission to BPED degree course

2. Duration:

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

3. The CBCS System:

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

4. Courses of Programme:

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

(i) Theoretical Course

- ▲ Core Course
- ▲ Discipline Elective Course
- ▲ Generic Elective Course

(ii) Practicum

(iii) Internship

(iv) Ability and Skill Enhancement Courses

5. Semesters:

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

6. Working days:

There shall be at least 200 working days per year.

7. Credits:

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

Provision of Bonus Credits Maximum 06 Credits in each Semester

S. No.	Special Credits for Extra Co-curricular Activities	Credit
1	Sports Achievement at Stale level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation International level Competition	4
2	Inter University Participation (Any one game)	2

S. No.	Special Credits for Extra Co-curricular Activities	Credit
3	Inter College Participation (Min. two game)	1
4	National Service Scheme	2
5	Blood Donation / Cleanliness Drive / Community Services	2
6	Mountaineering – Basic Camp, Advance Camp / Adventure Activities	2
7	Organization / Officiating – State / National Level in any two game	2
8	News Reposting / Article Writing / book writing / Progress report writing	1
9	Research Project	4

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

8. Examinations:

- i. There shall be examinations at the end of each semester, for first semester in the month of November /December: for second semester in the month of April / May. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such Re-appearance course(s) in the subsequent examinations to be held in November / December or May / June.
- ii. A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed or belated joining or on medical grounds, such candidates are not permitted to

proceed to the next semester. Such candidates shall redo the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he has successfully kept the term in first semester.

9. Condonation:

Student must have 80% of attendance in each course for appearing the examination. Students who have 75% to 79% of attendance shall apply for condonation in the prescribed form with the prescribed fee along with the medical certificate. Students who have 50% to 74% of attendance shall not be allowed to write the examination. They will be allowed to write the examination on next semester as arrear after compensating the required hours. Students who have below 50% of attendance are not eligible to appear for the examination. They should redo the semester.

10. Pattern of Question Papers:

Question papers shall have questions corresponding to five units of each theory course.

Format of Question Paper for 5 Units.

Each question paper shall have three parts. The pattern will be as follows:

PART	DESCRIPTION	MARKS
I	Multiple choice questions - Write the answers to all the questions (Two Questions from each Unit) 10 x 1 marks	10
II	Write short notes (either /or method) Answer all the questions (Two questions from each unit) 5 x 6 marks	30
III	Answer in detail (essay type question): Answer any three questions out of five questions (One questions from each unit) 3 x 10 marks	30
Total		70

11. Evaluation:

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

Continuous Internal Assessment (CIA) Test-I	5 Marks
Continuous Internal Assessment (CIA) Test-II	5 Marks
Pre semester	10 Marks
Assignments	5 Marks
Percentage of Attendance 95 % - and above - 5 Marks 90 % – 94 % - 4 Marks 85 % – 89 % - 3 Marks 81 % – 84 % - 2 Marks 80 % - 1 Mark	5 Marks
Total	30 Marks

Attendance shall be taken as a component of continuous assessment, although the students should have minimum 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. The evaluation of Practicum work, wherever applicable, will also be based on continuous internal assessment and on an end-semester Practicum examination.

12. Minimum Passing Standard:

No student shall be eligible for the award of the B.P.Ed., degree unless he has passed the written examinations (Part-A), the Practicum (Part- B) and Practice Teaching (Part - C).

A minimum of **50% of marks in each paper** is prescribed for a pass. A student has to secure 50% minimum in the end semester examinations (Internal and external combined but with a minimum of 50% in external).

13. Grading:

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

Semester Grade Point Average : $SGPA = \sum C_i G_i / \sum C_i$

Where

$\sum C_i G_i$ = Sum of the multiplication of grade points by the credits of the courses in a semester.

$\sum C_i$ = Sum of the credits of the courses in a semester.

Cumulative Grade Point Average :

$$CGPA = \sum_n \sum_i C_{ni} G_{ni} / \sum_n \sum_i C_{ni}$$

Where

$\sum_n \sum_i C_{ni} G_{ni}$ = Sum of the multiplication of grade points by the credits of the cumulative semester / entire programme.

$\sum_n \sum_i C_{ni}$ = Sum of the credits of the courses of the cumulative semester / entire programme.

14. Classification of Final Results:

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

15. Award of the B.P.Ed. Degree:

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

16. Letter Gradings and Grade Points:

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

The grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:

Conversion of marks to grade points and Letter grade performance in a course.

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90 - 100	9.0 - 10.0	O	Outstanding
80 - 89.99	8.0 - 8.99	D+	Excellent
75 - 79.99	7.5 - 7.99	D	Distinction
70 - 74.99	7.0 - 7.49	A+	Very Good
60 - 69.99	6.0 - 6.99	A	Good
50 - 59.99	5.0 - 5.99	B	Average
00 - 49.99	0 - 0	U	Re-Appearence
ABSENT	0 - 0	AAA	Absent

17. Grade Point Calculation:

Calculation of Semester Grade Point Average (SGPA) and Credit Grade Point (CGP) and declaration of class for B.P.Ed Programme.

The credit grade points are to be calculated on the following basis:

$$\text{SGPA} = \frac{\text{Sum of grade points of all courses of the particular semester}}{\text{Total credit of the semester}}$$

18. Revaluation of Examination Papers:

In respect of B.P.Ed Degree Course, any candidate can apply for revaluation of his answer script of any theory paper he had

appeared, if he does not satisfy with the marks awarded to him in the paper. Firstly, the candidate has to fill in prescribed application form and remit ₹ 100 per paper for getting the photo-copy of the answer script. After going through the script, if the candidate desires for revaluation of the answer paper he has to fill in the prescribed application form, pay the revaluation fee (₹ 400/- per paper) by cash in the Controller's office.

After the expiry of late dates, the script will be revalued by a panel of evaluators and the revised marks will be intimated to the candidates. The candidates who secure change in marks in the revaluation have to surrender their original mark sheets to the Controller's office to get revised mark sheets. The revaluation system is not applicable for the Practicum subjects. Applications received after the prescribed due dates will not be entertained by the institution.

COURSE OF STUDY SEMESTER - I

Part-I: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
1BCC1	History, Principles and foundation of Physical Education	3	3	30	70	100
1BCC2	Anatomy and Physiology	3	3	30	70	100
1BCC3	Educational Technology and Methods of Teaching in Physical Education	3	3	30	70	100
Discipline Specific Elective Courses (Any one)						
1BDE	Any one paper from the basket of choices of first year (Page No. 21)	3	3	30	70	100
Part – II : Practicum						
1BPC1	Track and Field (Running Events)	3	2	50	-	50
1BPC2	Hockey (50), Basketball (50)	6	4	100	-	100
1BPC3	Indigenous Sports (100): Malla Khamb (25), Lezium (25), March Past (50).	6	4	100	-	100
Part – III : Internship						
1BIC1	Teaching Practice: General lesson plan, 10 lessons at school (External) and 5 lessons at college (internal)	3	3	50	50	100
1BIC2	Organisation and Participation (Part-I): Intramural (10) and Extramural tournaments (20), Project track and field meets (10) and care & maintenance of play fields (10)	3	2	50	-	50
Part – IV : Ability and Skill enhancement courses						
1BAE1	Co curricular courses: Leadership training Programme	3	2	-	-	-
1BAE2	Ability Enhancement Compulsory Courses Communication Skill	2	2	-	-	-
Total		38	31	470	330	800

SEMESTER - II

Part - I: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
2BCC1	Yoga Education	3	3	30	70	100
2BCC2	Theories of Sports & Games and Officiating & Coaching - Part-1	3	3	30	70	100
2BCC3	Organization and Administration in Physical Education	3	3	30	70	100
Discipline Specific Elective Courses (Any one)						
2BDE	Any one paper from the basket of choices of first year (Page No. 21)	3	3	30	70	100
Part – II Practicum						
2BPC1	Track and Field (Jumping Events)	3	2	50	-	50
2BPC2	Yoga(25), Aerobics (25)	3	2	50	-	50
2BPC3	Racket Sports: Badminton (25), Table Tennis(25), Tennis(25), Ball Badminton(25)	3	2	100	-	100
2BPC4	Gymnastics (50), Calisthenics (25), Mass Demonstration Activities (25): Dumbbells, Flags, wands, Hoops, Indian clubs	3	2	100	-	100
Part – III : Internship						
2BIC1	Play Festival (15 lessons in teaching mass demonstration exercises at elementary school)	6	4	50	-	50
2BIC2	Organisation and Participation (Part-II): Intramural (10) and Extramural tournaments (20), Project track and field meets (10) and care & maintenance of play fields (10)	3	2	50	-	50
Part – IV : Ability and Skill enhancement courses						
2BAE1	Ability Enhancement Compulsory Course Environmental Studies	2	2	-	-	-
Total		35	28	520	280	800

SEMESTER – III

Part I: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
3BCC1	Measurement and Evaluation in Physical Education	3	3	30	70	100
3BCC2	Computer Applications in Physical Education	3	3	30	70	100
3BCC3	Sports Medicine, Physiotherapy and Rehabilitation	3	3	30	70	100
Discipline Specific Elective Courses (Any one)						
3BDE	Any one paper from the pool of basket of choices of second year (Page No. 21)	3	3	30	70	100
Generic Elective Course						
3BGE	Any one paper from the basket of choices of Generic electives (Page No. 21)	3	3	30	70	100
Part – II Practicum						
3BPC1	Track and Field (Throwing Events)	3	2	50	-	50
3BPC2	Combative Sports (Any two): Kalari (25), Silambam (25), Judo (25), Wrestling (25)	3	2	50	-	50
3BPC3	First Aid & Injury management	3	2	50	-	50
3BPC4	Team Games: Kabaddi (25), Handball (25), Throw ball (25), Kho-Kho (25)	6	4	100	-	100
Part – III : Internship						
3BIC1	Teaching Practice: Particular lesson, 10 lessons at school (External) and 5 lessons at college (internal).	3	3	50	50	100

3BIC2	Organisation and Participation (Part-III): Intramural and Extramural tournaments, Project track and field meets and care & maintenance of play fields	3	2	50	-	50
Part – IV : Ability and Skill enhancement courses						
3BAE1	Skill Enhancement Course: Obesity and Weight Management / Swayam Online Course	3	2	-	-	-
Total		39	32	500	400	900

SEMESTER - IV

Part - I: Theoretical Course						
Course Code	Title of the Papers	Total Hours	Credit	Internal Marks	External Marks	Total Marks
Core Course						
4BCC1	Theories of sports and games and officiating & coaching part - II	3	3	30	70	100
4BCC2	Kinesiology and Biomechanics	3	3	30	70	100
4BCC3	Sports Training	3	3	30	70	100
Discipline Specific Elective Courses (Any one)						
4BDE	Any one paper from the pool of basket of choices of second year (Page No. 21)	3	3	30	70	100
Part– II : Practicum						
4BPC1	Team Games: Volleyball (50), Softball(25), Tennikoit (25)	6	4	100	-	100
4BPC2	Cricket (50), Football (50)	3	2	100	-	100
Part – III : Internship						
4BIC1	Sports specialization: 10 Coaching lessons in a game of specialization	3	3	50	50	100
4BIC2	Play Festival (15 lessons in teaching mass demonstration exercises at elementary school)	6	4	50	-	50

4BIC3	Organisation and Participation (Part-IV): Intramural and Extramural tournaments, Project track and field meets and care & maintenance of play fields	3	2	50	-	50
Part – IV : Ability and Skill enhancement courses						
4BAE1	Ability Enhancement Compulsory Courses: Soft skill	2	2	-	-	-
Total		35	29	470	330	800

SCHEME OF EXAMINATIONS SEMESTER - I

Part-I: Theoretical Course				
Course Code	Title of the Papers	Internal Marks	External Marks	Total Marks
Core Course				
1BCC1	History, Principles and foundation of Physical Education	30	70	100
1BCC2	Anatomy and Physiology	30	70	100
1BCC3	Educational Technology and Methods of Teaching in Physical Education	30	70	100
Discipline Specific Elective Courses (Any one)				
1BDE	Any one paper from the basket of choices of first year	30	70	100
Part – II : Practicum				
1BPC1	Track and Field (Running Events)	50	-	50
1BPC2	Hockey (50), Basketball (50)	100	-	100
1BPC3	Indigenous Sports (100): Malla Khamb (25), Lezium (25), March Past (50).	100	-	100
Part – III : Internship				
1BIC1	Teaching Practice: General lesson plan, 10 lessons at school (External) and 5 lessons at college (internal)	50	50	100
1BIC2	Organisation and Participation (Part-I): Intramural (10) and Extramural tournaments (20), Project track and field meets (10) and care & maintenance of play fields (10)	50	-	50
Part – IV : Ability and Skill enhancement courses				
1BAE1	Co curricular courses: Leadership training Programme	-	-	-
1BAE2	Ability Enhancement Compulsory Course Communication Skill	-	-	-
Total		470	330	800

SEMESTER - II

Part - I: Theoretical Course				
Course Code	Title of the Papers	Internal Marks	External Marks	Total Marks
Core Course				
2BCC1	Yoga Education	30	70	100
2BCC2	Theories of Sports & Games and Officiating & Coaching - Part-1	30	70	100
2BCC3	Organization and Administration in Physical Education	30	70	100
Discipline Specific Elective Courses (Any one)				
2BDE	Any one paper from the basket of choices of first year	30	70	100
Part – II Practicum				
2BPC1	Track and Field (Jumping Events)	50	-	50
2BPC2	Yoga(25), Aerobics (25)	50	-	50
2BPC3	Racket Sports: Badminton (25), Table Tennis(25), Tennis(25), Ball Badminton(25)	100	-	100
2BPC4	Gymnastics (50), Calisthenics (25), Mass Demonstration Activities (25): Dumbbells, Flags, wands, Hoops, Indian clubs	100	-	100
Part – III : Internship				
2BIC1	Play Festival (15 lessons in teaching mass demonstration exercises at elementary school)	50	-	50
2BIC2	Organisation and Participation (Part-II): Intramural (10) and Extramural tournaments (20), Project track and field meets (10) and care & maintenance of play fields (10)	50	-	50
Part – IV : Ability and Skill enhancement courses				
2BAE1	Ability Enhancement Compulsory Course Environmental Studies	-	-	-
Total		520	280	800

SEMESTER – III

Part I: Theoretical Course				
Course Code	Title of the Papers	Internal Marks	External Marks	Total Marks
Core Course				
3BCC1	Measurement and Evaluation in Physical Education	30	70	100
3BCC2	Computer Applications in Physical Education	30	70	100
3BCC3	Sports Medicine, Physiotherapy and Rehabilitation	30	70	100
Discipline Specific Elective Courses (Any one)				
3BDE	Any one paper from the pool of basket of choices of second year	30	70	100
General Elective Course				
3BGE	Any one paper from the basket of choices of Generic electives	30	70	100
Part – II Practicum				
3BPC1	Track and Field (Throwing Events)	50	-	50
3BPC2	Combative Sports (Any two): Kalari (25), Silambam (25), Judo (25), Wrestling (25)	50	-	50
3BPC3	First Aid & Injury management	50	-	50
3BPC4	Team Games: Kabaddi (25), Handball (25), Throw ball (25), Kho-Kho (25)	100	-	100
Part – III : Internship				
3BIC1	Teaching Practice: Particular lesson, 10 lessons at school (External) and 5 lessons at college (internal).	50	50	100
3BIC2	Organisation and Participation (Part-III): Intramural and Extramural tournaments, Project track and field meets and care & maintenance of play fields	50	-	50
Part – IV : Ability and Skill enhancement courses				
3BAE1	Skill Enhancement Course: Obesity and Weight Management / Swayam Online Course	30	70	100
Total		500	400	900

SEMESTER - IV

Part - I: Theoretical Course				
Course Code	Title of the Papers	Internal Marks	External Marks	Total Marks
Core Course				
4BCC1	Theories of sports and games and officiating & coaching part - II	30	70	100
4BCC2	Kinesiology and Biomechanics	30	70	100
4BCC3	Sports Training	30	70	100
Discipline Specific Elective Courses (Any one)				
4BDE	Any one paper from the pool of basket of choices of second year	30	70	100
Part– II : Practicum				
4BPC1	Team Games: Volleyball (50), Softball(25), Tennikoit (25)	100	-	100
4BPC2	Cricket (50), Football (50)	100	-	100
Part – III : Internship				
4BIC1	Sports specialization: 10 Coaching lessons in a game of specialization	50	50	100
4BIC2	Play Festival (15 lessons in teaching mass demonstration exercises at elementary school)	50	-	50
4BIC3	Organisation and Participation (Part-IV): Intramural and Extramural tournaments, Project track and field meets and care & maintenance of play fields	50	-	50
Part – IV : Ability and Skill enhancement courses				
4BAE1	Ability Enhancement Compulsory Courses: Soft skill	-	-	-
Total		470	330	800

Ability and Skill Enhancement Courses

Sem	Subject Code	Course / Components	Hours per week	Total Credits
Ability Enhancement Compulsory Courses (AECC)				
1	1BAE2	Communication Skills	2	2
2	2BAE1	Environmental Studies	2	2
4	4BAE1	Soft Skill	2	2
Skill Enhancement Courses				
3	3BAE1	Obesity and Weight Management / Swayam Online Course	3	2
Co-curricular Courses				
1	1BAE1	Leadership Training Camp	3	2

Discipline Specific Elective Course :

Basket of choices in the first year

- A. Olympic movements
- B. Health education and environmental studies
- C. Contemporary issues in physical education, fitness and wellness
- D. Sports nutrition

Basket of choices in the second year

- A. Sports management and curriculum design
- B. Adapted physical education and inclusive education
- C. Research and statistics in physical education
- D. Sports psychology and sociology.

Pool of Generic Elective Courses

1. Indian cultural heritage
2. Vivekananda's philosophy of education

Credit and Marks Abstract

Semester	Credits	Total Marks
I	31	800
II	28	800
III	32	900
IV	29	800
Grand Total	120	3300

Credit Abstract

Part A: Theoretical Course						
Part	Subject	Semester				Total Marks
		I	II	III	IV	
I	Core Course	9	9	9	9	36
	Discipline Specific Elective Course (DSEC)	3	3	3	3	12
	Genetic Elective Course (GEC)	0	0	3	0	3
II	Practicum	10	8	10	6	34
III	Internship	5	6	5	9	25
IV	Ability Skill Enhancement Courses					
	Ability Enhancement Compulsory Courses (AECC)	2	2	0	2	6
	Skill Enhancement Courses	0	0	2	0	2
	Co-Curricular Courses	2	0	0	0	2
	Total	31	28	32	29	120

Marks Abstract						
Part	Subject	Semester				Total Marks
		I	II	III	IV	
I	Core Course	300	300	300	300	1200
	Discipline Specific Elective Course (DSEC)	100	100	100	100	400
	Genetic Elective Course (GEC)	0	0	100	0	100
II	Practicum	250	300	250	200	1000
III	Internship	150	100	150	200	600
IV	Ability Skill Enhancement Courses					
	Ability Enhancement Compulsory Courses (AECC)	Remarks* (2 Credits)	Remarks* (2 Credits)		Remarks* (2 Credits)	Remarks* (6 Credits)
	Skill Enhancement Courses			Remarks* (2 Credits)		Remarks* (2 Credits)
	Co-Curricular Courses	Remarks* (2 Credits)				Remarks* (2 Credits)
	Total	800	800	900	800	3300

**Remarks: Excellent/Good/Satisfactory/Unsatisfactory*

Syllabus - Semester-I

1BCC1 – HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION

Objectives: After studying this paper the student teachers will be able to:

1. Understand the basic concepts of physical education.
2. Know the historical development of physical education in India.
3. Understand the foundation of physical education.
4. Know the principles of physical education.
5. Know the psychological and sociological principles.

Unit – 1: Introduction

- ▲ Meaning, Definition and Scope of Physical Education.
- ▲ Aim and Objectives of Physical Education.
- ▲ Importance of Physical Education in present era.
- ▲ Misconceptions about Physical Education.
- ▲ Relationship of Physical Education with General Education.
- ▲ Physical Education as an Art and Science.
- ▲ Adapted physical education.

Unit- 2 – Historical Development of Physical Education in India

- ▲ Indus Valley Civilization Period. (3250 BC – 2500 BC)
- ▲ Vedic Period (2500 BC – 600 BC)
- ▲ Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)
- ▲ Medieval Period (1000 AD – 1757 AD)
- ▲ British Period (Before 1947)
- ▲ Physical Education in India (After 1947)

- ✦ Contribution of Akhadas and Vyayamshals
- ✦ Y.M.C.A. and its contributions.

Unit- 3- Foundation of Physical Education

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

Unit-4- Principles of Physical Education: Biological principles

- ✦ Growth and development
- ✦ Age and gender differences
- ✦ Disability Classification
- ✦ Growth and development
- ✦ Heredity and environment
- ✦ Body Types
- ✦ Anthropometric differences, differences in boys and girls
- ✦ Reciprocal innervations

Unit-5- Psychological & Sociological Principles:

- ✦ Psychological
- ✦ Learning types, learning curve
- ✦ Laws and principles of learning
- ✦ Attitude, interest, cognition, emotions and sentiments
- ✦ Sociological
- ✦ Society and culture
- ✦ Social acceptance and recognition
- ✦ Leadership
- ✦ Social integration and cohesiveness

References:

- 1) Baljit Singh. (2009). *Principles of Physical Education*. New Delhi: Sports Publication.
- 2) Bevinson Perinbaraj. (2002). *History of Physical Education*. Karaikudi: Vinsi Publications.
- 3) Sitaramsharam & Anil kumar vanaik. (2003). *Principles of Physical Education*. New Delhi: Friends Publication.
- 4) Thelma horn. (2002). *Advances in Sports Psychology*. : Human Kinetics
- 5) Vidya Bhusan & Sachdeva. (1995). *An Introduction to Sociology*. New Delhi: Kitah Mahal.
- 6) Bucher, C. A. (n.d.) *Foundation of Physical Education*. St. Louis: The C.V. Mosby Co. Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of Physical education.
- 7) Mohan, V.M. (1969). *Principles of Physical Education*. Delhi: Metropolitan Book Dep. Nixon, E. E. & Cozen, F.W. (1969). *An introduction to physical education*. Philadelphia: W.B. Saunders Co.
- 8) Obertuffer. (1970). *Delbert Physical Education*. New York: Harper & Brothers Publisher. Sharman, J.R. (1964). *Introduction to physical education*. New York: A.S. Barnes & Co.
- 9) William, J.F. (1964). *The Principles of Physical Education*. Philadelphia: WB Saunders Co.

1BCC2 – ANATOMY AND PHYSIOLOGY

Objectives: After studying this paper the student teachers will be able to:

1. Know the basics of anatomy and physiology.
2. Understand the circulatory, respiratory and digestive system.
3. Understand the excretory, endocrine, nervous system & sense organs.
4. Know the concept of physiology and neuromuscular physiology.
5. Understand the exercise on various system of our body.

Unit-I

- ▲ Brief Introduction to Anatomy and physiology in the field of Physical Education.
- ▲ Introduction of Cell and Tissue.
- ▲ The arrangement of the skeleton – Function of the skeleton – Ribs and Vertebral column and the extremities – joints of the body and their types
- ▲ Gender differences in the skeleton.

UNIT-II

- ▲ **Blood and circulatory system:** Constituents of blood and their function – Blood groups and blood transfusion, clotting of blood, the structure of the heart-properties of the heart muscle, circulation of blood, cardiac cycle, blood pressure, Cardiac output. Effect of exercise and Training on cardiovascular system.
- ▲ **The Respiratory system:** The Respiratory passage – the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume. Effect of exercise and training on respiratory system.

- ⤴ **The Digestive system:** structure and functions of the digestive system, Digestive organs, Metabolism.

UNIT-III

- ⤴ **The excretory system:** structure and function of kidney and the skin. Endocrine system: functions of glands – pituitary – thyroid – parathyroid – adrenal – pancreas – and sex glands.

UNIT-IV

- ⤴ **Nervous system:** function of nervous system and autonomic nervous system, reflex action, sense organs- a brief account of structure and function of the eye and ear.

UNIT-V

- ⤴ **Muscular system:** structure, composition, properties and functions of skeletal muscles –nervous control of muscular activity – neuro muscular function – transmission nervous impulse across – fuel for muscular activity - types of muscles- effect of exercise and training on muscular system.

References:

1. Gupta, A. P. (2010). *Anatomy and Physiology*. Agra: SumitPrakashan.
2. Gupta, M. and Gupta, M. C. (1980). *Body and Anatomical Science*. Delhi: Swaran Printing Press.
3. Guyton,A.C.(1996).*Textbook of Medical Physiology*, 9th ed. Philadelphia: W.B.Saunders.
4. Ram Mohun Mojumdar. (2009). *Anatomy and Physiology*. New Delhi: Sports Publication.
5. Karpovich, P. V. (n.d.). *Philosophy of Muscular Activity*. London: W.B. Saunders Co.

6. Lamb, G. S. (1982). *Essentials of Exercise Physiology*. Delhi: Surjeet Publication.
7. Moorthy, A.M. (2014). *Anatomy Physiology and Health Education*. Karaikudi: Madalayam Publications.
8. Richard. W. Bowers. & Edward L. Fax. (1992). *Sports Physiology*. USA: WCB Publishers.
9. *The Encyclopedic Atlas of the Human Body*. (2005). Gordon Cheers Publication. Global Book Publishing House.
10. Sivaramakrishnan, S. (2002). *Anatomy and Physiology*. New Delhi: Friends publication.
11. Morehouse, L. E. & Miller, J. (1967). *Physiology of Exercise*. St. Louis: The C.V. Mosby Co.
12. Pearce, E. C. (1962). *Anatomy and Physiology for Nurses*. London: Faber & Faber Ltd. Sharma, R. D. (1979). Health and physical education, Gupta Prakashan.
13. Singh, S. (1979). *Anatomy of Physiology and Health Education*. Ropar: Jeet Publications.

1BCC3 – EDUCATIONAL TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION

Objectives: After studying this paper the student teachers will be able to:

1. Understand the basics of educational technology.
2. Know the various topics teaching techniques.
3. Know the various types of teaching aids.
4. Know lesson planning methods and teaching innovations.
5. Understand and application of movement education.

Unit – I Introduction

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

Unit – II Teaching Technique

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

Unit – III Teaching Aids

- ▲ Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids.

- ▲ Teaching aids – Audio – visual aids, Verbal, Chalk board, smart board- Charts, Model, LCD projector, Motion picture etc
- ▲ Team Teaching – Meaning, Principles and advantage of team teaching.
- ▲ Difference between Teaching Methods and Teaching Aid.

Unit – IV Lesson Planning and Teaching Innovations

- ▲ Lesson Planning – Meaning, Type and principles of lesson plan.
- ▲ General and specific lesson plan.
- ▲ Micro Teaching – Meaning, Types and steps of micro teaching.
- ▲ Simulation Teaching - Meaning, Types and steps of simulation teaching.
- ▲ Teaching of various physical activities.

Unit-V Movement Education

- ▲ Movement education: Definition and meaning of movement education
- ▲ Key concept of movement education, Strategy to be followed while teaching movement
- ▲ Factors affecting movement
- ▲ teaching fundamental movement skills
- ▲ movement analysis - body awareness.

Reference:

1. Bhardwaj, A. (2003). *New Media of Educational Planning*. New Delhi: Arup of Sons.
2. Bhatia, & Bhatia, (1959). *The Principles and Methods of Teaching*. New Delhi: Doaba House. Kochar.
3. S.K. (1982). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt Ltd.
4. Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). *Introduction to Educational Technology*. New Delhi: Sterling Publishers Pvt. Ltd.

5. Walia, J.S. (1999). *Principles and Methods of Education*. Jullandhar: Paul Publishers.
6. Sharad Chandra Mishra. (2009). *Methods of Physical Education*. New Delhi: Sports Publication.
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8. Tirunarayanan, C. & Hariharan, S. (1969). *Methods in Physical Education*. Karaikudi: SouthIndia Press.

1BDE - DISCIPLINE SPECIFIC ELECTIVE COURSE (ANY ONE)

1BDE A: – OLYMPIC MOVEMENTS (ELECTIVE)

Objectives: After studying this paper the student teachers will be able to:

1. Know the origin and development of Olympic movement.
2. Know the modern Olympic games.
3. Know about different Olympic games.
4. Know about Olympic games for the disabled.
5. Know the structure and functions of Olympic games committees.

Unit – I Origin of Olympic Movement

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

Unit – II Modern Olympic Games

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

Unit – III Different Olympic Games

- Summer Olympics
- Winter Olympics
- Youth Olympic Games

Unit – IV Olympic Games for disabled

- ▲ Special Olympics games
- ▲ Deaflympics games
- ▲ Paralympics Games

Unit – V Committees of Olympic Games

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

Reference:

1. Osborne, M. P. (2004). *Magictree House Fact Tracker: Ancient Greece and the Olympics: A Nonfiction Companion to Magic Tree House: Hour of the Olympics*. New York: Random House Books for Young Readers.
2. Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001). *Olympic Dreams: The Impact of Mega-Events on Local Politics*: Lynne Rienner
3. Baljit Singh. (2009). *Principles of Physical Education*. New Delhi: Sports Publication.
4. Bevinson Perinbaraj. (2002). *History of Physical Education*. Karaikudi: Vinsi Publications.
5. Sitaram Sharam & Anil kr. Vanaik. (2003). *Principles of Physical Education*. New Delhi: Friends Publication.
6. Kamlesh, & M.S. Sangral, (1981). *Principles and History of Physical Education*. Ludiana: Parakash Brothers Educational Publishers.

1BDE B – HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

Objectives: After studying this paper the student teachers will be able to:

1. Understand the basic concepts in health education.
2. Know the health problem in India.
3. Know the health services provided.
4. Understand the Concept of environmental science.
5. Know the natural resources and its issues.

Unit – I Health Education

- ▲ Definition of Health, Health Education, Health Instruction, Health Supervision
- ▲ Concept, Dimensions, Spectrum and Determinants of Health
- ▲ Aim, objective and Principles of Health Education
- ▲ Health Service and guidance instruction in personal hygiene

Unit – II Health Problems in India

- ▲ Communicable and Non Communicable Diseases
- ▲ Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population,
- ▲ Personal and Environmental Hygiene in schools.

Unit-III Health services

- ▲ Objective of school health service, Role of health education in schools
- ▲ Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first- aid and emergency care etc.

Unit – IV Environmental Science

- ⤴ Definition, Scope, Need and Importance of environmental studies.
- ⤴ Concept of environmental education, Historical background of environmental education.
- ⤴ Celebration of various days in relation with environment.
- ⤴ Plastic recycling & probation of plastic bag / cover.
- ⤴ Role of school in environmental conservation and sustainable development.

Unit – V Natural Resources and related environmental issues:

- ⤴ Water resources, food resources and Land resources
- ⤴ Definition, effects and control measures of: Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution
- ⤴ Management of environment and Govt. policies, Role of pollution control board.
- ⤴ NGOs

References:

1. Agrawal, K.C. (2001). *Environmental Biology*. Bikaner: Nidhi Publishers Ltd.
2. Frank, H. & Walter, H., (1976). *Turners School Health Education*. Saint Louis: The C.V.Mosby Company.
3. Nemir, A. (n.d.). *The School Health Education*. New York: Harber and Brothers.
4. Odum, E.P. (1971). *Fundamental of Ecology*. U.S.A.: W.B. Saunders Co.

1BDE C – CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND WELLNESS (ELECTIVE)

Objectives: After studying this paper the student teachers will be able to:

1. Know the basics of fitness and wellness.
2. Know the issues and challenges of fitness and wellness.
3. Know the problems of modern life style.
4. Understand the modern lifestyle challenges.
5. Understand the lifestyle management tips.

Unit-I Fitness and wellness:

- ▲ Definition and Meaning of Physical Fitness - Components of Physical Fitness - Values of Physical Fitness - Wellness: Definition and Meaning - Components and Benefits of Wellness – Relationship between Fitness and Wellness.

Unit-II: Issues & challenges in physical education, fitness and wellness

- ▲ Leader - Values - pupil relation - technology - teaching methodology - infrastructure - finance - time - career.

Unit-III Problems of Modern Life-Style:

- ▲ Tension – health problems – ecological pollution/rupture in ozone layer - disturbed family relations – violence and cruelty - corruption/dishonesty/immorality - drug-addiction- neglect of law and order and ethical, moral and social discipline - armaments/ nuclear weapons (militarism) - exploitation.

Unit IV: Modern lifestyle challenges:

- ▲ Cholesterol, cancer, high blood pressure, alcohol, tobacco, habits and addictions, diabetes, osteoporosis, obesity.

Unit V: Lifestyle management:

- ▲ Definition, implementation, benefits. Services: health promotion, occupational health, healthy behaviour, wellness programme. Weight management and physical activity, diet and nutrition, stress management, smoking cessation, sleep improvement, depression management.

References:

1. Daryl Siedentop. (2004). *Introduction to Physical Education, Fitness, and Sport*. New York: McGraw Hill Companies.
2. Edward, T. Howley., & B, Don Franks. (2003). *Health Fitness Instructor's Hand Book*. USA: Human Kinetics.
3. Hardayal Singh. (2005). *Sports Training. General Theory and Methods*. Patila: DVS Publication.
4. Sharad Chandra Mishra. (2005). *Fitness and Health Education*. New Delhi: Sports Publication.
5. Vivian, H. Heyward. (2006). *Advanced Fitness Assessment and Exercise Prescription*. New Mexico: Burgess publishing company.
6. Michael, J. Alter. (1998). *Sport Stretch*. USA: Human kinetics.
7. Muller. (2000). *Health and Fitness*. New Delhi: Sports Publication.
8. Difiore, J.(1998). *Complete Guide to Postnatal Fitness*. London: A & C Black.
9. Mcdlynn, G., (1993). *Dynamics of Fitness*. Madison: W.C.B Brown.
10. Sharkey, B. J.(1990). *Physiology of Fitness*, Human Kinetics Book.

1BDE D – SPORTS NUTRITION (ELECTIVE)

Objectives: After studying this paper the student teachers will be able to:

1. Know the basic nutritional guidelines and plans.
2. Understand the facts of macro nutrients.
3. Understand the facts of micro nutrients.
4. Know the nutrition for obesity.
5. Know the weight management diets.

Unit – I Introduction to Sports Nutrition

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

Unit – II Macro Nutrients

- ▲ Carbohydrates, Protein, Fat – Meaning, classification and its function
- ▲ Role of carbohydrates, Fat and protein during exercise

Unit-III Micro Nutrients

- ▲ Vitamins, Minerals, Water – Meaning, classification and its function
- ▲ Role of hydration during exercise, water balance, Nutrition – daily caloric requirement and expenditure.
- ▲ Caloric requirements for different sports and games : pre game meal- during game meal and post game meal

Unit – IV Nutrition and Balanced Diet

- ▲ Nutrition – Daily calorie intake and expenditure, Determination of desirable body weight
- ▲ Meaning of Diet and balanced Diet – Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle

Unit – V Diet and Exercise

- ▲ Diet for middle and aged people
- ▲ Diet for athletes
- ▲ Diet for aerobics and anaerobic activities.

References:

1. Covert Bailey, (1984), *"The Fit-or-Fat Target Diet"*, Printed in USA.
2. David. F.Tver, Pery Ruseell, (1981), *"The Nutrition and Health Encyclopedia"*, Van Nostrand Reinhold Company, New York.
3. Dr. D.C. Lal. (2006). *"Health and Nutrition"*, Sports Publication, Darya Gang, New Delhi.
4. Frank G. Addleman, (1984), *"The Winning Edge Nutrition for Athletics Fitness and Performance"*. Prentice - Hall. Inc, Engle Wood Cliff, New Jercey.73.
5. Jean Carper, (1988), *"The Food Pharmacy Dramatic New Evidence that Food is Your Best Medicine"*, Harper and Row Publishers Inc.
6. Judy A.Driskell, (2000), *"Sports Nutrition"*, CRC Press LLC, N.W.Corporate Blvd, Boca Raton, Florida 33431.
7. L.Jean.Bogert, George. M.Briggs, Doris Hows Calloway, (1966), *"Nutrition and Physical Fitness"*, Eight Edition, W.B.Saunders Company.8. Mark Bricklin, Sharon Stocker, (19)
8. Bessesen, D. H. (2008). *Update on obesity*. J ClinEndocrinolMetab.93 (6), 2027-2034.
9. Butryn, M.L., Phelan, S., & Hill, J. O. (2007). *Consistent Self-Monitoring of Weight: a Key Component of Successful Weight Loss Maintenance*. Obesity (Silver Spring). 15(12), 3091-3096.
10. Chu, S.Y. & Kim, L. J. (2007). *Maternal Obesity and Risk of Stillbirth: A Meta Analysis*. Am J Obstet Gynecol, 197(3), 223-228.
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1BAE2 – ABILITY ENHANCEMENT COMPULSORY COURSES

COMMUNICATION SKILLS

Learning Objectives

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

UNIT I

- ▲ Recap of Language Skills - Speech, Grammar, Vocabulary, Phrase, clause, sentence, Punctuation. Fluency building: What is fluency - Why is fluency important - Types of fluency - Oral fluency - Reading fluency - Writing fluency - Barriers of fluency - How to develop fluency.

UNIT II

- ▲ Principles of communication: LSRW in communication. What is meant by LSRW Skills - Why it is important - How it is useful - How to develop the skills?. Oral - Speaking words, articulation, speaking clearly.

UNIT III

- ▲ Written communication - Generating ideas/ gathering data organizing ideas, Setting goals, Note taking, Outlining, Drafting, Revising, Editing and Proof reading. Non verbal communication - Body language, Signs and symbols, Territory/Zone, Object language.

UNIT IV

- ▲ Speaking Skills: Formal and Informal Conversation - Conversation in the work place - Interviews - Public. Speech - Lectures. Listening Skill: Comprehending - Retaining Responding - Tactics - Barriers to Listening -

Overcoming. listening barriers - Misconception about listening.

UNIT V

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

Learning Outcomes

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

Reference

1. Book for South Asian Students. Reprint 2003. Cambridge University Press. New Delhi.
2. Hall and Shepherd. The Anti-Grammar Book: Discovery Activities for Grammar Teaching
3. Hewing, Martin. 1999. Advanced English Grammar: A Self-study Reference and practice
4. John, Seely The Oxford guide to writing and speaking. Oxford U P, 1998, Delhi. Lewis,
5. Norman. 1991. Word Power Made Easy. Pocket Books.
6. Minippally, Methukutty. M. 2001. Business Communication Strategies. 11th Reprint. TataMcGraw - Hill. New Delhi.
7. SasiKumar. V and P.V. Dharmija. 1993. Spoken English: A Self-Learning Guide Conversation Practice. 34th reprint. Tata McGraw - Hill. New Delhi.
8. Swets, Paul. W. 1983. The Art of Talking So That People Will Listen: Getting Through to Family, Friends and Business Associates. Prentice Hall Press. New York.
9. The Process of Writing: Planning and Research, Writing, Drafting and Revising.

SEMESTER-II

2BCC1 – YOGA EDUCATION

Objectives: After studying this paper the student teachers will be able to:

1. Know the basic concept of yoga.
2. Know the various paths of yoga.
3. Understand about asanas, pranayama and dhandas.
4. Understand about kriyas and meditation
5. Understand the yogic diet.

Unit – I: Foundation of Yoga

- ▲ Meaning and Definition of Yoga
- ▲ Aims and Objectives of Yoga
- ▲ The Yoga Sutra: General Consideration
- ▲ Difference between yogic practices and physical exercises
- ▲ Need and Importance of Yoga in Physical Education and Sports

Unit - II: Paths of Yoga

- ▲ The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi
- ▲ Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

Unit - III Asanas

- ▲ **Asanas:** Definitions – meaning and classifications and benefits of asanas.
- ▲ **Pranayama:** Definitions-meaning –types - phases-ratios-benefits.
- ▲ **Bhandas:** Definitions-meaning – types, benefits.

Unit – IV Kriyas and Meditation

- ⤴ **Shat Kriyas:** Definitions-meaning – types, benefits.
- ⤴ **Mudras:** Definitions-meaning.
- ⤴ **Meditation:** Definitions - meaning – concept of meditation.

Unit-V Yogic Diet

- ⤴ **Yogic diet:** Classifications: Satvic food – Tamasic food – Rajasic food
- ⤴ Three Gunas
- ⤴ Five Khoshas

References:

1. Brown, F. Y. (2000). *How to Use Yoga*. Delhi: Sports Publication.
2. Gharote, M. L. & Ganguly, H. (1988). *Teaching Methods for Yogic Practices*. Lonawala: Kaixyadahmoe.
3. Rajjan, S. M. (1985). *Yoga Strengthening of Relaxation for Sports Man*. New Delhi: Allied Publishers.
4. Shankar, G. (1998). *Holistic Approach of Yoga*. New Delhi: Aditya Publishers.
5. Shekar, K. C. (2003). *Yoga for Health*. Delhi: Khel Sahitya Kendra.
6. Moorthy, A.M & Alagesan. S. (2004). *Yoga Therapy*. Coimbatore: Teachers Publication House.
7. Iyengar, B. K. S. (2000). *Light on Yoga*. New Delhi: Harper Collins Publishers.
8. Swami Kuvalayananda. (1998). *Asanas*. Lonavla: Kaivalyadhama.
9. Swami Satyananda Sarasvati. (1989). *Asana Pranayama Mudra Bandha*. Munger: Bihar School of Yoga.
10. Tiwari. O .P. (1998). *Asanas-Why and How*. Lonavla: Kaivalyadhama.

2BCC2 – THEORIES OF SPORTS & GAMES AND OFFICIATING & COACHING PART – I

Objectives: After studying this paper the student teachers will be able to:

1. Know the history and development of the game and sports.
2. Prepare the ground with all markings.
3. Know about the standard equipments and their specifications.
4. Understand ethics of sports and sportsmanship.
5. Interpret rules and regulations of the sports and games.

Unit – I

- ▲ History of Athletics in India, Marking and Measurements of Standard and Non Standard Track, Computation of CDR, RDR, Computation of Stagger distance and diagonal excess. Marking and rules and interpretations and Officiating Signals of Track events (100, 200, 400, 800, 1500, 5000, 10000 4X100 Relay and 4X400 Relay).

Unit – II

- ▲ Marking and measurements, rules and their interpretations and Officiating Signals of Jump events (Long Jump, High Jump, Triple Jump and Pole Vault) Marking and measurements, rules and their interpretations and Officiating Signals, of Throw events (Shot-put, Discus, Javelin and Hammer).

Unit – III

- ▲ History and Development, Marking and Measurements, Rules and Their interpretations, Mechanism of officiating – Officiating Signals, system of play in the following games: Basketball, Badminton and Ball badminton.

Unit – IV

- ▲ History and Development, Marking and Measurements, Rules and Their interpretations, Mechanism of officiating

– Officiating Signals, system of play in the following games: Hockey, Tennis and Table tennis.

Unit – V

- ▲ Coaching: Meaning and Definition, Philosophy of Coaching, Qualities and Qualifications of a good coach, Duties of coach in general, Pre, during and post game.

Reference:

1. Anand, R.L (1987) Play Field Manual, Patiala : NIS Publication.
2. Arnheim, D., & William, E Prentice. (1991). Principles of athletic training. St. Louis: Mosby Year Book.
3. Arnheim D., & William E Prentice. (1978). Athletic Training. St. Louis: Mosby Year Book.
4. Authors Guide (2014) IAAF Competition Rules 2014-2015, Monaco Cedex: IAAF Publishing .
5. Authors Guide (2002) Rules of Games and Sports, New Delhi : YMCA Publishing House. Authors Guide (2000) FIBA Official Basket Rules : Munich.
6. Bonder, J.B (1984). How to be a Successful Coach. New York: Prentice Hall, Inc.
7. Breshahan, Tuttle., & Cretzmeyer. (1997). Track and Field Athletics. New Jersey: Prentice Hall, Inc.
8. Bunn, J. W (1951) The Art of Officiating Sports, Englewood Cliff.: Prentice Hall,
9. Cart E. Klafs., & D, Arnheim. (2000), Modern Principles of Athletic Training. St.Louis: C. V. Mosphy Company.
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2BCC3 – ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION

Objectives: After studying this paper the student teachers will be able to:

1. Understand the concept of organization and administration.
2. Know the office management, record, register and budgets.
3. Know the facilities and time-table management.
4. Know the methods in organizing competition.
5. Know various tournaments and schemes.

Unit – I: Organization and administration

- ▲ Meaning and importance of Organization and Administration in physical education
- ▲ Qualification and Responsibilities of Physical Education teacher and pupil leader.
- ▲ Planning and their basic principles,
- ▲ Program planning: Meaning, Importance, Principles of program planning in physical education.

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

- ▲ Office Management: Meaning, definition, functions of office management
- ▲ Records and Registers: Maintenance of attendance Register, stock register, cash register, physical efficiency record, Medical examination Record.
- ▲ Budget: Meaning, Importance of Budget making,
- ▲ Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.

Unit-III: Facilities, & Time-Table Management

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

- ⤴ Care of Gymnasium, swimming pool, Play grounds.
- ⤴ Equipment: Need, importance, purchase, care and maintenance.
- ⤴ Time Table Management: Meaning, Need, Importance and Factor affecting time table.

Unit-IV: Competition Organization

- ⤴ Importance of Tournament,
- ⤴ Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament.
- ⤴ Organization structure of Athletic Meet
- ⤴ Sports Event Intramurals & Extramural Tournament planning.

Unit-V: Various tournaments and schemes

- ⤴ Bharathiar day games (BDG)
- ⤴ Republic Day games (RDG)
- ⤴ Republic Day Sports (Rs)
- ⤴ School Game Federation of India (SGFI)
- ⤴ All India inter university (AIU) tournaments.
- ⤴ Sports Authority of India (SAI)
- ⤴ Sports Development Authority of Tamil Nadu (SDAT) schemes.
- ⤴ Awards: Arjuna award - Dronacharya award - Rajiv Gandhi Khel Rathna award - Maulana Abulkalam Azad Trophy and Eklavya Award.

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2BDE – DISCIPLINE SPECIFIC ELECTIVE COURSE (ANY ONE)

- 2BDEA** Olympic movements (Syllabus : Pg. No. 33)
- 2BDEB** Health Education and Environmental Studies (Syllabus : Pg. No. 35)
- 2BDEC** Contemporary issues in Physical Education, Fitness and Wellness (Syllabus : Pg. No. 37)
- 2BDED** Sports Nutrition and Weight Management (Syllabus : Pg. No. 39)

ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)

2BAE1 : ENVIRONMENTAL STUDIES

Learning Objectives

1. Promote the knowledge of our environment
2. Create awareness among youth, various health problems due to environmental pollution
3. Able understand the importance of environment and to create good environment.

UNIT I

- ▲ Environmental Science : Definition, Scope, Need and Importance of environmental studies. Concept of environmental education, Historical background of environmental education, Celebration of various days in relation with environment.

UNIT II

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

UNIT III

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

UNIT IV

- ▲ Definition, effects and control measures of Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution. Management of environment and Govt. policies , Role of pollution control board.

UNIT V

- ▲ People and Environment: People and environment interactions, Sources of pollution, Pollutants and their

impact on human life, exploitation of natural and energy resources, Natural hazards and mitigation.

Course Outcome

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

Peer Group Teaching and Discussion Concept

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

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SEMESTER-III

3BCC1 – MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Objectives: After studying this paper the student teachers will be able to:

1. Understand the basics of Test, Measurement & Evaluation.
2. Classify and administer the below tests.
3. Know the physical fitness tests.
4. Know the sports skill tests for badminton, basketball & soccer.
5. Know the sports skill tests for volleyball, hockey & tennis.

Unit- I Introduction to Test & Measurement & Evaluation

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

Unit- II Criteria; Classification and Administration of test

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

Unit- III Physical Fitness Tests

- ▲ AAHPERD youth fitness test
- ▲ Indiana Motor Fitness Test
- ▲ JCR test
- ▲ SDAT Test (World beaters test)

Unit- IV Sports Skill Tests

- ▲ Badminton tests:
 - ◇ Miller wall volley test
 - ◇ French short service test

- ▲ Basketball
 - ◇ Johnson basketball test
- ▲ Soccer
 - ◇ McDonald soccer test

Unit-V:

- ▲ Volleyball:
 - ◇ Brady volleyball test
 - ◇ S.A.I volleyball test
- ▲ Hockey
 - ◇ Henry Friedel Hockey Test
 - ◇ S.A.I Hockey test
- ▲ Tennis
 - ◇ Dyer tennis test

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1. Bangsbo, J. (1994). *Fitness Training in Football: A Scientific Approach*. Bagsvaerd, Denmark.
2. Barron, H. M., & Mchee, R. (1997). *A Practicum Approach to Measurement in Physical Education*. Philadelphia: Lea and Febiger.
3. Barron, H.M. & Mchee, R. (1997). *A Practicum Approach to Measurement in Physical Education*. Philadelphia: Lea and Febiger.
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3BCC2 –COMPUTER APPLICATIONS IN PHYSICAL EDUCATION

Objectives: After studying this paper the student teachers will be able to:

1. Know the basics of computer.
2. Understand the MS Word operations.
3. Understand the MS Excel operations.
4. Understand the MS Powerpoint operations.
5. Know the e-sources and applications.

Unit – I: Introduction to Computer

- ▲ **Computer Skills:** Hardware - Software – Monitor –CPU– Mother board - RAM – ROM - Keyboard – Keyboard commands – Input and Output Devices - Logging on and off - Operating System - Managing Windows – Creating, moving and renaming the folder.

Unit – II: MS Word

- ▲ Introduction to MS Word
- ▲ Creating, saving and opening a document
- ▲ Formatting Editing features Drawing table , Mail merge
- ▲ Page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes.

Unit – III: MS Excel

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

Unit – IV: MS Power Point

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

Unit-V E-Sources

- ⤴ Internet
- ⤴ Email: mail sending and receiving
- ⤴ Search Engine
- ⤴ Application software used in Physical Education and sports
- ⤴ Information Literacy

References:

1. Irtegov, D. (2004). *Operating System Fundamentals*. Firewall Media.
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9. Vikas Gupta (2005), *Comdex - Computer Course Kit*, Dream,Tech. Publishers.

3BCC3 – SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION

Objectives: After studying this paper the student teachers will be able to:

1. Know the basics of sports medicine and athletic injuries.
2. Know the injury management techniques.
3. Know the physiotherapy and its applications.
4. Understand the applications of various therapies.
5. Know about therapeutic exercises and its applications.

Unit-I: - Sports Medicine:

- ▲ Sports Medicine: Meaning, Definition, Aim, Objectives, Modern Concepts and Importance.
- ▲ Athletic Care and Rehabilitation: Role and Contribution of Physical Education Teachers and Coaches.
- ▲ Need and Importance of the study of injuries in Sports.

Unit-II Injuries managements

- ▲ Common sports injuries – Prevention of injuries in sports – Diagnosis and Management - Liaising with Sports Medicine Team.
- ▲ First Aid : Definition – On Field Management - General First Aid procedures (RICER-PRICER) – First Aid procedures for: Laceration – Blisters – Contusion – Strain – Sprain – Fracture – Dislocation – Subluxation – Bandages: Definition – Types of Bandages.

Unit-III: Physiotherapy

- ▲ Definition – principles of physiotherapy, Importance of physiotherapy.
- ▲ Indications and contra indications: Electrotherapy – infrared therapy – ultrasound therapy – Wax therapy – TENS – EMS and traction unit.

Unit-IV: Applications of various physical modalities

- ▲ Hydrotherapy – Cryotherapy, Thermo therapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation – Massage: History of Massage – Classification of Manipulation (Swedish System) physiological effect of Massage.

Unit-V: Therapeutic Exercise:

- ▲ Definition – Principles of Therapeutic Exercise – Effects and uses of Therapeutic exercise – Active movements (concentric, Eccentric and static) – Passive Movements (Relaxed, Forced) – *Stretching*: Definition – Types of stretching – *Application of the therapeutic exercise*: – Shoulder, Elbow – Wrist and Finger – Hip, Knee, Ankle and Foot – Trunk – Head and Neck.

References:

1. Christine, M. D., (1999). *Physiology of Sports and Exercise*. USA: Human Kinetics.
2. Conley, M. (2000). *Bioenergetics of Exercise Training*. In T.R. Baechle, & R.W. Earle, (Eds.), *Essentials of Strength Training and Conditioning* (pp. 73-90). Champaign, IL: Human Kinetics.
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DISCIPLINE SPECIFIC ELECTIVE COURSE (ANY ONE)

3BDEA – SPORTS MANAGEMENT AND CURRICULUM DESIGN

Objectives: After studying this paper the student teachers will be able to:

1. Know the basics of sports management.
2. Know the leadership, and its forms.
3. Know the sports management in educational institutions.
4. Know the modern concept of curriculum.
5. Prepare curriculum for various levels.

Unit-1 Introduction to Sports management:

- ▲ Nature and Concept of Sports Management – Progressive concept of Sports management – The purpose and scope of Sports Management – Essential skills of Sports Management – Qualities and competencies required for the Sports Manager – Event Management in physical education and sports.

Unit-2 Leadership:

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

Unit-3 Sports Management in Educational Institutions:

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

Unit-4 Modern concept of curriculum:

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

Unit-5 Curriculum:

- ▲ Old and new concepts, Mechanics of curriculum planning – Basic principles of curriculum construction – Curriculum Design: Meaning, Importance and factors affecting curriculum design – Principles of Curriculum design according to the needs of the students and state and national level policies – Role of Teachers

Reference:

1. Baljitsingh. (2009). Organisation and Administration in Physical Education. New Delhi: Sports Publication.
2. Dheer & Radhika Kamal. (2002). Organization and Administration of Physical Education. New Delhi: Friends Publication.
3. Sharad Chandara Mishra. (2005). Organization and Administration in Physical Education. New Delhi: Sports Publication.
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3BDEB – ADAPTED PHYSICAL EDUCATION AND INCLUSIVE EDUCATION

Objectives: After studying this paper the student teachers will be able to:

1. Know the importance of Adapted Physical Education.
2. Know the classification of disabilities.
3. Know the facilities and equipments for disabled sports.
4. Know the Adapted Games and Sports for persons with disabilities.
5. Understand the Academic instructions, Adaptations and modifications in Inclusive Education.

Unit I: Introduction to Adapted Physical Education

- ▲ Meaning and Definition: Adapted physical education - definition of disabling conditions – physical education for persons with disabilities – benefits of physical education for students with disabilities – recreational sports opportunities, competition opportunities – Special Olympics, Paralympics and deaf Olympics.

Unit II: Adapted physical education program organization and administration

- ▲ Guiding principles of adapted physical education – communication with parents –parents as teachers – Unified sports. Facilities and equipment's: Disabled friendly facilities – orientation on facilities and equipment's: minimum equipment, additional equipment, evaluation equipment – Physical Fitness: Values of physical fitness – factors contributing to poor fitness – evaluating physical and motor fitness for Persons with Disabilities.

Unit III: Classification of Disabilities and Activities Adaptations

- ▲ Intellectual Disabilities, Emotional Impairment, Visual Impairment, Hearing Impairment, Neuromuscular

Impairment, Orthopedic Impairment -- Adapted physical education activities – aims and objectives – specific guidelines – visual impairment, hearing impairment, intellectual Disabilities, orthopedic Impairment.

Unit 4: Introduction to Inclusive Education

- ▲ Meaning & Definition: Marginalization vs Inclusion - Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion - Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity - Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment - Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 5: Inclusive Academic Instructions, Adaptations and Modifications

- ▲ Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment - Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching – Specific Adaptations and Modifications: Children with Sensory Disabilities, Children with Neuro-Developmental Disabilities, Children with Loco Motor & Multiple Disabilities - Engaging Gifted Children

Reference:

1. Anoop Jain. (2003). Adapted Physical Education. New Delhi: Sports Publications.
2. Crawford, Michael E., & Ron Mendell. (1987). Therapeutic Recreation and Adapted Physical Activities for Mentally Retarded Individuals. New Jersey: Prentice Hall.
3. Horvat, Michael., Block, Martin E., & Kelly, Luke E. (2007). Human Kinetics.

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19. Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.

3BDEC – RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

Objectives: After studying this paper the student teachers will be able to:

1. Know the basics of research and its classifications.
2. Know the research types.
3. Prepare a project report.
4. Know the statistical analysis.
5. Know the statistical models in physical education and sports.

Unit-I Introduction to Research

- ▲ Definition of Research
- ▲ Need and importance of Research in Physical Education and Sports.
- ▲ Scope of Research in Physical Education & Sports.
- ▲ Classification of Research.

Unit-II

- ▲ Types of research: Historical research, Case study and Survey
- ▲ Research Problem, Meaning of the term, Location and criteria of Selections of Problem, Formulation of a Research Problem, Limitations and Delimitations.

Unit-III Project report

- ▲ Literature Sources, Library Techniques
- ▲ Project Proposal, Meaning and Significance of Project Proposal.
- ▲ Preparation of project proposal.

- ▲ Project Report – survey school facilities of physical education, health assessment programme evaluation, fitness status of the students, staff and other stakeholders etc.

Note : A group project is to be undertaken by a small batch of students under the supervision of a teacher and submit the report to the college.

Unit-IV Basics of Statistical Analysis

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

Unit- V Statistical Models in Physical Education and Sports

- ▲ Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data
- ▲ Measures of Variability: Meaning, importance, computing from grouped and ungrouped data-standard deviation, Range, Quartile Deviation.

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3BDED – SPORTS PSYCHOLOGY AND SOCIOLOGY

Objectives: After studying this paper the student teachers will be able to:

1. Know the basics of sports psychology and sociology.
2. Understand learning and personality.
3. Know the components of psychology.
4. Know sociology and its application in physical education.
5. Understand the importance of culture and its effects.

Unit -I: Introduction

- ⬆ Meaning, Importance and scope of Educational and Sports Psychology
- ⬆ General characteristics of Various Stages of growth and development
- ⬆ Types and nature of individual differences; Factors responsible -Heredity
- ⬆ And environment
- ⬆ Psycho-sociological aspects of Human behavior in relation to physical education and sports

Unit-II: Learning and Personality

- ⬆ Nature of learning, theories of learning, Laws of learning,
- ⬆ Plateau in Learning; transfer of training
- ⬆ Meaning and definition of personality, characteristics of personality
- ⬆ Dimension of personality, Personality and Sports performance
- ⬆ I Q & EQ assessment

Unit-III Components of Psychology

- ⬆ Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance.

- ⤴ Mental Preparation Strategies: Attention focus, Self-talk, Relaxation, Imagery.
- ⤴ Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety
- ⤴ Meaning and nature of stress; Types of stress, Stress and their effects on sports performance

Unit-IV: Sociology and Physical Education.

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

Unit-V Culture:

- ⤴ Meaning and Importance of culture
- ⤴ Features of culture,
- ⤴ Effects of culture on sports participation
- ⤴ Different methods of studying Observation/ Inspection method, Questionnaire method, Interview method.

References:

1. Ball, D. W. & Loy, J. W. (1975). *Sport and Social Order; Contribution to the Sociology of Sport*. London: Addison Wesley Publishing Co., Inc.
2. Blair, J. & Simpson, R.(1962). *Educational Psychology*, New York: McMillan Co.
3. Cratty, B. J.(1968). *Psychology and Physical Activity*. Eaglewood Cliffs. Prentice Hall.
4. Kamlesh, M.L. (1998). *Psychology Inphysical Education and Sport*. New Delhi: Metropolitan Book Co.
5. Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). *Sport and Social System*. London: Addison Wesley Publishing Company Inc.

6. Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports Culture and Society*. Philadelphia: Lea & Febiger.
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3BGE – GENERIC ELECTIVE COURSES

3BGE-A - INDIAN CULTURE AND HERITAGE

Unit - 1 Culture & History and Culture through the Ages

- ✧ Culture: An Introduction
- ✧ Indian Culture
- ✧ Ancient India
- ✧ Medieval India
- ✧ Modern India

Unit – II Languages and Literature & Religion and Philosophy

- ✧ Indian Languages and Literature-I
- ✧ Religion and Philosophy in ancient India
- ✧ Religion and Philosophy in Medieval India
- ✧ Religious Reform Movements in Modern India

Unit III: Painting, Performing Arts and Architecture

- ✧ Indian Painting
- ✧ Performing Arts: Music, Dance and Drama
- ✧ Indian Architecture

Unit IV: Science and Technology

- ✧ Science and Technology in India
- ✧ Scientists of Ancient India
- ✧ Science and Scientists of Medieval India
- ✧ Scientists of Modern India

Unit V: Education & Social Structure

- ✧ Education in India
- ✧ Indian Social Structure
- ✧ Socio-Cultural Issues in Contemporary India
- ✧ Spread of Indian Culture Abroad

Reference:

1. Indian Culture and Heritage (223)
2. National Institute of Open Schooling (An autonomous Institution under Ministry of HRD, Government of India)
3. <http://www.nios.ac.in/online-course-material/secondary-courses/indian-culture-and-heritage-%28223%29-syllabus.aspx>

3BGE-B – SWAMI VIVEKANANDA'S PHILOSOPHY OF EDUCATION

- Unit 1: **Meaning of Education as per Swami Vivekananda – Swami Vivekananda's Philosophy of Education: Aims of education.** Relevance of Swami Vivekananda's Philosophy .Vision of Teacher and Teacher Education
- Unit 2:** Man-Making Education -Education as Development of Personality -Education for Character-Building - Education for Peace and Harmony
- Unit 3: Issues and Perspectives for Moral Education - Views of Indian Thinkers with Special Reference to Swami Vivekananda - Value Education for Teacher Educators
- Unit 4: SwamiVivekananda'sThoughts-QualityandExcellence - Equality and Equity - Women Empowerment - Education of the Masses - Environmental Education and Management - National Integration - International Understanding
- Unit 5: Curriculum and Teaching Methods: Swami Vivekananda's Perspective - Approach to Curriculum Design - Content and Process - Delivery and Transactional Modes - Teaching Methods: Direct and Indirect

Reference:

Swami Vivekananda and Education: Empowering Teacher Educators NATIONAL COUNCIL FOR TEACHER EDUCATION Hans Bhawan (Wing-II), 1, Bahadur Shah ZafarMarg, New Delhi-110 002
www.ncte-india.org

3BAE1 – SKILL ENHANCEMENT COURSE

OBESITY AND WEIGHT MANAGEMENT

Learning Objectives

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

UNIT I

- ▲ Obesity - Introduction - Definition - Epidemiology - Prevalence - Incidence - fat variance- Etiology of obesity - Psychological correlation - Genesis influence. Types of Obesity - Android Obesity - Gynoid obesity, Pathophysiology of obesity- Complications of obesity

UNIT II

- ▲ Assessment of obesity - Health related Quality of life assessment -Body composition Assessment - Laboratory methods, field method - Clinical evaluation of obesity. Basics of Body composition: Definition, Meaning and Need. Methods of measurements- skin fold measurements - Circumference measurements - Body composition Assessment and Report. Skin fold measurement techniques: Sites of measurement . Calculation of Body percent Fat.

UNIT III

- ▲ Weight Management: Meaning, Concept of Weight Management in the Modern Era - Factors affecting Weight Management and Values of Weight Management - Maintaining a Healthy Life Style - Body Mass Index (BMI)

UNIT IV

- ▲ Planning of Weight Management: Determination of Desirable Body Weight - Daily Caloric Intake and

Expenditure - Balanced Diet for Indian School Children
- Weight Management Programme for Sporty Children -
Role of Diet and Exercise in Weight Management - Diet
Plan and Exercise Schedule for Weight Gain and Loss.

UNIT V

- ▲ Establish Desirable body weight. Best way to loose weight - unhealthy approaches to loose weight. Causes and Solution for overcoming Obesity. Myths of Spot Reduction and Weight Loss - Dieting and Exercise for Weight Control

Learning Objectives

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

Peer Group Teaching and Discussion Concept

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

Reference

1. Allsen, P.E. J.M.Harrison and B.Vance(1989). Fitness for life: An individualized Approach. Dubuque,IA:Wm.C.Brown,
2. Edward T. Howley B. Don Franks (2003) Health Fitness Instructors Hand book, Human Kinetics, Canda.
3. Hawley. E.T. and Franks B.D. (1977) Health Fitness Instructor's handbook. Third Edition. Human Kinetics, Champaign Illinois
4. Rick Frey (Ed) (1995) Practical Body Composition Guide, Human Kinetics, Canada.
5. Werner W.K. Hoeger and Sharon A. Hoeger (1990) Fitness and Wellness, Morton Publishing Company, Canada

4BCC1 THEORIES OF SPORTS & GAMES AND OFFICIATING & COACHING PART - II

Objectives: After studying this paper the student teachers will be able to:

1. Know the history and development of the game and sports.
2. Prepare the ground with all markings.
3. Know about the standard equipments and their specifications.
4. Understand ethics of sports and sportsmanship.
5. Interpret rules and regulations of the sports and games.

Unit – I

- ▲ History and Development, Marking and Measurements, Rules and Their interpretations, Mechanism of officiating, Officiating Signals, system of play in the following games: Kho-Kho, Kabaddi and Throw ball.

Unit – II

- ▲ History and Development, Marking and Measurements, Rules and Their interpretations, Mechanism of officiating, Officiating Signals, system of play in the following games: Handball, Volleyball

Unit – III

- ▲ History and Development, Marking and Measurements, Rules and Their interpretations, Mechanism of officiating, Officiating Signals, system of play in the following games: Cricket, Football

Unit – IV

- ▲ History and Development, Marking and Measurements, Rules and Their interpretations, Mechanism of officiating, Officiating Signals, system of play in the following games: Tennikoit, Carrom, and Chess.

Unit – V

- ▲ Concept of officiating and coaching, Importance and principles of officiating, responsibilities of the coach on and off the field, Ethics of officiating.

Reference:

1. Anand, R.L (1987) Play Field Manual, Patiala : NIS Publication.
2. Arnheim, D., & William, E Prentice. (1991). Principles of athletic training. St. Louis: Mosby Year Book.
3. Arnheim D., & William E Prentice. (1978). Athletic Training. St. Louis: Mosby Year Book.
4. Authors Guide (2014) IAAF Competition Rules 2014-2015, Monaco Cedex: IAAF Publishing
5. Authors Guide (2002) Rules of Games and Sports, New Delhi : YMCA Publishing House. Authors Guide (2000) FIBA Official Basket Rules : Munich..
6. Bonder, J.B (1984). How to be a Successful Coach. New York: Prentice Hall, Inc.
7. Breshahan, Tuttle., & Cretzmeyer. (1997). Track and Field Athletics. New Jersey: Prentice Hall, Inc.
8. Bunn, J. W (1951) The Art of Officiating Sports, Englewood Cliff.: Prentice Hall,
9. Cart E. Klafs., & D, Arnheim. (2000), Modern Principles of Athletic Training. St.Louis: C. V. Mosphy Company.
10. Chelliah, S.N (1990), Vilayattu Vithi Muraihal, Chennai: Raj Mohan Pathipagam. Gangopaddhayoy, S. R. (2008). Encyclopaedia of Sports Training. New Delhi: Sport Publication.
11. George Immanuel. (1997). Track and Field Event layout and Marking. Chennai: Krishnamurthy and Co.
12. Hardayal Singh. (2005). Sports Training - General Theory and Methods. Patiala: NSNIS. Josse, P, Moprtensen., & John, M,Copper. (1998). Track and Field for Coach and Athlete. St.Louis: C.V.Mosphy Company.

13. Krishna Murthy, J. (2007). Training of Physical Education Students. New Delhi: Verma Publication.
14. Ronald, P. Peffifer, & Brent C. Mangur. (1998). Concept of Athletic Training. London: Jones and Bartlett publications.
15. Thomas, J.P. (1982). Let us Coach Soccer. New Delhi: The YMCA Publishing House.
16. Yograj Thani. (2003). Sports Training. New Delhi: Sports Publication.

4BCC2 – KINESIOLOGY AND BIOMECHANICS

Objectives: After studying this paper the student teachers will be able to:

1. Know the basics of kinesiology and biomechanics.
2. Understand postures and muscles.
3. Know the origin, insertion of skeletal muscles.
4. Know the mechanical concepts.
5. Understand kinematics and kinetics of human movement.

Unit – I Introduction to Kinesiology and Sports Biomechanics

- ✦ Meaning and Definition of Kinesiology and Sports Biomechanics
- ✦ Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches.
- ✦ Terminology of Fundamental Movements
- ✦ Fundamental concepts of following terms – Axis and Planes, Centre of Gravity, Equilibrium, Line of Gravity

Unit – II Postures and muscles contraction

- ✦ Types of Muscle Contractions and functions.
- ✦ Posture – Meaning, Types and Importance of good posture.
- ✦ Fundamental concepts of following terms - Angle of Pull, All or None Law, Reciprocal Innervation, Muscle tone.

Unit – III Origin and Insertion of Skeleton Muscle tone

- ✦ Muscles: Location, origin, insertion and action of the following muscles: Biceps – Triceps – Pectoralis major – Deltoid – Trapezius – Rectus abdominus – Gastrocnemius – Hamstrings – Quadriceps.

Unit – IV Mechanical Concepts

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

Unit – V Kinematics and Kinetics of Human Movement

- ▲ Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration
- ▲ Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.
- ▲ Linear Kinetics – Inertia, Mass, Momentum, Friction.
- ▲ Angular Kinetics – Moment of inertia, force couple, Stability.

Reference:

1. Bunn, J. W. (1972). *Scientific Principles of Coaching*. Englewood Cliffs, N.J.: Prentice Hall Inc.
2. Hay, J. G. & Reid, J. G. (1982). *The Anatomical and Mechanical Basis of Human Motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
3. Hay, J. G. & Reid, J. G. (1988). *Anatomy, Mechanics and Human Motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
4. Hay, J. G. (1970). *The Biomechanics of Sports Techniques*. Englewood Cliffs, N.J.: Prentice. Hall, Inc.
5. Simonian, C. (1911). *Fundamentals of Sport Biomechanics*. Englewood Cliffs, N.J.: Prentice. Hall Inc.
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9. Dhananjay Shaw. (2007). *Pedagogic Kinesiology*. Delhi: Sports and publication.
10. Dhananjay Shaw. (2007). *Mechanical Basis of Biomechanics*. Delhi: Sports Publications.
11. Nancy Hamilton. (2002). *Kinesiology - Scientific Basis of Human Motion*. Newyork: McGraw - Hill Companies, Inc.
12. Nichdas Stergiou. (2004). *Innovative Analysis of Human Movement*. USA: Human Kinetics.

4BCC3 – SPORTS TRAINING

Objectives: After studying this paper the student teachers will be able to:

1. Understand the basics of sports training.
2. Understand the concept of training components.
3. Know the methods of training process.
4. Know the training planning.
5. Know the various types of training methods.

Unit – I Introduction to Sports Training

- ⤴ Meaning and Definition of Sports Training
- ⤴ Aim and Objective of Sports Training
- ⤴ Principles of Sports Training

Unit – II Training Components

- ⤴ Speed definition and its types
- ⤴ Strength definition and its types
- ⤴ Endurance definition and its types
- ⤴ Flexibility definition and its types
- ⤴ Coordinative abilities definition and its types

Unit – III Training Process

- ⤴ Training Load- Definition and Types of Training Load
- ⤴ Principles of Intensity and Volume of stimulus
- ⤴ Technical Training – Meaning and Methods of Technique Training

Unit – IV Training planning

- ⤴ Periodization – Meaning and types of Periodization (Single, Double and Multi).

- ▲ Aim and Content of Periods – Preparatory, Competition, Transitional etc.
- ▲ Planning – Training session
- ▲ Sports Talent Identification: Factor for Talent Identification.

Unit-V Training methods

- ▲ Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, Fartlek (speed play), weight training and plyometric training.

Reference:

1. Yograj Thani. (2003). *Sports Training*. Delhi: Sports, Publications.
2. Hardayal Singh. (1984). *Sports Training, General Theory, and Methods*. Patiala: NSNIS.
3. Hardayal Singh. (1991). *Science of Sports Training*. New Delhi: DVS Publications.
4. Dick, W. F. (1980). *Sports Training Principles*. London: Lepus Books.
5. Harre, D. (1982). *Principles of Sports Training*. Berlin: Sports verlog (sports press)
6. Jensen, R.C. & Fisher, A.G. (1979). *Scientific Basis of Athletic Conditioning*. Philadelphia: Lea and Fibiger, 2nd Edition.
7. Mathyew, L.P. (1981). *Fundamental of sports training*. Moscow: Progress Publishers. Singh, H. (1984). *Sports training, general theory and methods*. Patials: NSNIS.
8. Uppal, A.K., (1999). *Sports Training*. New Delhi: Friends Publication.
9. Dr. P.J. Sebastian (2013), *Science of Sports Training*, New Delhi, Friends Publication.

4BDE - DISCIPLINE SPECIFIC ELECTIVE COURSE (ANY ONE)

Basket of choices in the Second Year

- 4BDEA** Sports Management and Curriculum Design (Syllabus Page No. 59)
- 4BDEB** Adapted Physical Education and Inclusive Education (Syllabus Page No. 61)
- 4BDEC** Research and Statistics in Physical Education (Syllabus Page No. 64)
- 4BDED** Sports Psychology and Sociology. (Syllabus Page No. 67)

ABILITY ENHANCEMENT COMPULSORY COURSES (AECC)

4BAE1 – SOFT SKILLS

Learning Objectives

1. Promote the basic abilities needed for better Soft skills
2. Create awareness on skills required for attending interview and presentation skills.
3. Understand the qualities required for an individual development

UNIT I

- ▲ Soft Skills - Meaning, Definition, need and importance. Interview Skills - Preparing for an interview .Presentation Skills: Body Language - Speaking , Pronunciation , structuring of presentation, Group discussion : Skills in listening and expressing effectively.

UNIT II

- ▲ Importance of Attitude: Meaning and Definition. Attitude and Success - Factors Determining Attitude . Benefits of Positive Attitude . Steps in Building Positive attitude. Comparison of Winners and Losers.

UNIT III

- ▲ Success : Meaning and Definition. Qualities to make a person successful- Obstacles of Success- Methods to overcome Obstacles. Meaning and Definition- Values and Vision: Meaning and Definition -Judging value system - Change in value system- Character- Priceless- Life worth saving.

UNIT IV

- ▲ Motivation: Meaning and Definition. Comparison of Inspiration and Motivation. Internal and External Motivation. Self Esteem: Meaning and Definition. Advantages of High Self Esteem. Causes of low self esteem. Building Confidence.

UNIT V

- ▲ Inter- Personal Skills: Meaning and Definition. Life of Boomerang. Trust- Difference between ego and Pride. Steps in building Positive personality. Subconscious Mind and Habits: Meaning and Definition. Good Habits -Formation of Habits- Conditioning - Forming Positive habits.

Learning Outcomes

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

REFERENCE

1. Authors Guide (2014)' Soft Skills' University of Madras, Chennai
2. Authors Guide (2014)' Communication Skills," University of Madras, Chennai
3. Mangal .S.K. (2002) , Advanced Educational Psychology, Prentice Hall of India, New Delhi.
4. Shiv Khera (2006), You Can Win, Macmillan: New Delhi.

Part – B PRACTICUM COURSES – SYLLABUS

SEMESTER – I

1BPC1 / Track and Field:

Running Events

- ⤴ **Starting techniques:** Standing start, Crouch start and its variations, Proper use of blocks.
- ⤴ **Finishing Techniques:** Run, through, Forward launching, Shoulder Shrug
- ⤴ Ground Marking, Rules and Officiating
- ⤴ Hurdles:
 - ◇ Fundamental Skills - Starting, Clearance and running between hurdles
 - ◇ Types of Hurdles
- ⤴ Ground Marking and Officiating.

Relays: Fundamental Skills

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

1BPC2

1. Hockey: Fundamental Skills

- ⤴ Player stance & Grip
- ⤴ Dribbling
- ⤴ Push
- ⤴ Stopping
- ⤴ Hit
- ⤴ Flick

- ⤴ Scoop
- ⤴ Passing – Forward pass, square pass, triangular pass, diagonal pass, return pass,
- ⤴ Dodging
- ⤴ Goal keeping – Hand defence, foot defence
- ⤴ Positional play in attack and defense.
- ⤴ Rules and their interpretations and duties of officials.
- ⤴ Ground Marking.

2. Basketball: Fundamental Skills

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

1BPC3 – Indigenous Sports:

1. Malla Khamb:

- ▲ Malla Khamb-Salaami, Hold, Saadiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Soydoro, Phirki, Padmasana, T.Balance, Pataka, Landing.
- ▲ Rope Malla Khamb-Salaami, PadmasanaChadh, Katibandh1-2, Sadiadhi, Rikebpakkad, Rikebpagniadhi, Kamaradhi, Nakkikasadhi, Kamaradhi, Nakkikasadhi, Urubandhtedhi, Sadibagli, Do hatibagli, Kamarbandhbagli, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing.

2. Lezium

- ▲ Ghati Lezium-AathAawaaz, Bethakawaaz, AagePaon, Aagekadam, Do pherawaaz, Chau pherawaaz, Kadamtaal, Pavitra, Uchhakpavitra, Kadampavitra.
- ▲ Hindustani Lezuim-Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.

3. March Past

- | | |
|------------------|-------------------|
| ▲ Stand at ease, | ▲ Mark Time March |
| ▲ Attention | ▲ Right Wheel |
| ▲ Right Turn | ▲ Left Wheel |
| ▲ Left Turn | ▲ Halt |
| ▲ Quick March | |

4. Leadership Training Camp

- | | |
|--------------------|---------------------|
| ▲ Cross country | ▲ Individual talent |
| ▲ Map reading | ▲ Natural study |
| ▲ Kit arrangements | |

Internship:

1BIC1 – Teaching practices:

- ▲ General Lesson Plan: 10 lessons at school (External), 5 lessons at college (Internal).

1BIC2 – Organisation and Participation

SEMESTER – II

2BPC1/Track and Field

Athletics:

Jumping Events

- ⤴ High Jump (Straddle Roll)
- ⤴ Approach Run,
- ⤴ Take off
- ⤴ Clearance over the bar.
- ⤴ Landing

2BPC2/ Yoga:

- ⤴ Surya Namaskara
- ⤴ Pranayams
- ⤴ Corrective Asanas
- ⤴ Kriyas
- ⤴ Asanas
- ⤴ Sitting
- ⤴ Standing
- ⤴ Lying Prone Position
- ⤴ Lying Supine Position

2BPC2/Aerobics:

- ⤴ Introduction of Aerobics
- ⤴ Rhythmic Aerobics - dance
- ⤴ Low impact aerobics
- ⤴ High impact aerobics
- ⤴ Aerobics kick boxing
- ⤴ Postures – Warm up and cool down
- ⤴ THR Zone – Being successful in exercise and adaptation to aerobic workout.

2BPC3/Racket Sports: Badminton

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

2BPC3/Table Tennis:

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

2BPC3/Tennis:

- ⬆ Fundamental Skills.
- ⬆ Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip.
- ⬆ Stance and Footwork.
- ⬆ Basic Ground strokes-Forehand drive, Backhand drive.
- ⬆ Basic service.
- ⬆ Basic Volley.
- ⬆ Over-head Volley.
- ⬆ Chop
- ⬆ Tactics – Defensive, attacking in game
- ⬆ Rules and their interpretations and duties of officials.

2BPC3 Ball Badminton

- ⤴ Grip
- ⤴ Stance and Footwork.
- ⤴ Basic service.
- ⤴ Tactics – Defensive, attacking in game
- ⤴ Rules and their interpretations and duties of officials.

2BPC4: Gymnastics:

Floor Exercise

- ⤴ Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap, scissors leap.

Vaulting Horse

- ⤴ Approach Run, Take off from the beat board, Cat Vault, Squat Vault.

Parallel Bar:

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

Horizontal /Single Bar:

- ⤴ Grip
- ⤴ Swings
- ⤴ Fundamental Elements
- ⤴ Dismount

Uneven Parallel Bar:

- ⤴ Grip
- ⤴ Swings
- ⤴ Fundamental Elements
- ⤴ Dismount.

2BPC4: Calisthenics

- ⤴ Freehand exercise: standing series, sitting series, half squat exercises, full squat exercises, forward moving exercises, backward exercises, launching exercises, two count exercises and four count exercises.

2BPC4: Mass demonstration activities

Dumbbells/ Flags/Wands/ Hoop/ Indian club

Fundamentals skills

- ⤴ Apparatus / Light apparatus Grip
- ⤴ Attention with apparatus / Light apparatus
- ⤴ Stand – at – ease with apparatus / light apparatus
- ⤴ Exercise with verbal command, drum, whistle and music – Two count, Four count, Eight count and Sixteen count.
- ⤴ Standing Exercise
- ⤴ Jumping Exercise
- ⤴ Moving Exercise
- ⤴ Combination of above all

Internship

2BIC1: Play Festival

- ⤴ 15 lessons in Teaching Mass Demonstration Exercises at Elementary Schools.

SEMESTER – III

3BPC1: Track and field's (Throwing Events)

- ✦ Discus Throw, Javelin, Hammer throw, shot-put
- ✦ Basic Skills and techniques of the Throwing events
- ✦ Ground Marking / Sector Marking
- ✦ Interpretation of Rules and Officiating.
- ✦ Grip
- ✦ Stance
- ✦ Release
- ✦ Reserve/ (Follow through action)
- ✦ Rules and their interpretations and duties of officials.

3BPC2 Combative Sports: Kalari - Fundamental skills

- ✦ Leg Exercises
- ✦ Vadivus
- ✦ Steps & Stances

3BPC2 Silambam

- ✦ Lathi-Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises.

3BPC2/Judo: Fundamental skills

- ✦ Rei (Salutation)-Ritsurei (Salutation in standing position), Zarai (Salutation in the sitting position)
- ✦ Kumi kata (Methods of holding judo costume)
- ✦ Shisei (Posture in Judo)
- ✦ Kuzushi (Act of disturbing the opponent posture)
- ✦ Tsukuri and kake (Preparatory action for attack)
- ✦ Ukemi (Break Fall)-Urhiro Ukemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae

- ⤴ Ukemi (Front Break Fall), Mae mawari Ukemi (Front Rolling break fall)
- ⤴ Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi
- ⤴ (Following footsteps), Ayumi-ashi (Waling steps.
- ⤴ Tai Sabaki (Management of the body)
- ⤴ Nage Waze (Throwing techniques)-Hiza Guruma (Knee wheel), Sesae Twurikomi-ashi (Drawing ankle throw), De ashihari (Advance foot sweep), O Goshi (Major Loinm), SeoiNage (Shoulder throw).
- ⤴ Katamawaze (Grappling techniques)-Kesagatame (Scaff hold), Kata gatame (Shoulder hold), Kami shihogatama (Locking of upper four quarters), Method of escaping from each hold.

3BPC2/ Wrestling: Fundamental Skills

- ⤴ Take downs, Leg tackles, Arm drag.
- ⤴ Counters for take downs, Cross face, Whizzer series.
- ⤴ Escapes from under-sit-out turn in tripped.
- ⤴ Counters for escapes from under-Basic control back drop, Counters for stand up.
- ⤴ Pinning combination-Nelson series(Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson.
- ⤴ Escapes from pining: Wing lock series, Dopuble arm lock roll, Cridge.
- ⤴ Standing Wrestling-Head under arm series, whizzer series
- ⤴ Referees positions.

3BPC3 FIRST AID AND INJURY MANAGEMENT

First Aid Kit

- ⤴ Knowledge and Applications.

Dressing and Bandage

- ▲ Knowledge and Applications.

Sports Injuries

- ▲ Sprain, Strain, Subluxation, Dislocation, Fracture, Bleeding – First Aid Management.

Hydrotherapy

- ▲ Cryotherapy and Thermotherapy - Modes and Applications.

3BPC4 TEAM GAMES

1. Kabaddi: Fundamental Skills

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

2. Hand Ball:

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

3. Throw ball

- Fundamental skills
- Service: Short service, Long service, flat service
- Receiving the ball- Jump and receive the ball, Sit and receive the ball.
- Throwing the ball-Spin, diagonal throw, jump and throw
- Smash
- Rules and regulations
- Officiating system

4. Kho Kho:

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

Internship

3BIC1 Teaching practices:

- Particular Lesson Plan: 10 lessons at school (External), 5 lessons at college (Internal).

SEMESTER –IV

4BPC1 – 1. Volleyball: Fundamental Skills

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

2. Softball Fundamental Skills

- ⤴ **Catching:** one handed, two handed, with feet grounded, in flight.
- ⤴ **Throwing** (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, and lob); two handed passes (push, overhead, bounce).
- ⤴ **Footwork:** landing on one foot; landing on two feet; pivot; running pass.
- ⤴ **Shooting:** one hand; two hands; forward step shot; backward step shot.
- ⤴ **Techniques of getting free:** dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- ⤴ **Defending:** marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).
- ⤴ **Intercepting:** pass; shot.
- ⤴ The toss-up.
- ⤴ Role of individual players
- ⤴ Rules and their interpretations and duties of officials.

3. Tennikoit:

- | | |
|----------------------|---------------------------|
| ⤴ Fundamental skills | ⤴ Attacking Movements |
| ⤴ Service | ⤴ Rules of the Game |
| ⤴ Receiving | ⤴ Rules of the Match |
| ⤴ Throwing | ⤴ Duties of the Officials |

4BPC2 – 1. Cricket:

Fundamental Skills

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

2. Football:

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

Internship

4BIC1 Sports Specialization: Coaching lesson plan

- ▲ 10 Coaching lessons in a game of specialization (Kabaddi, Kho-kho, Cricket, Football, Hockey, Softball, Volleyball, Handball, Basketball, Netball, Badminton, Table Tennis, Tennis)

Note: Where ever details of any activities are not mentioned, it is expected to elaborate skills by the competent bodies of local Universities.

4BIC2: Play Festival

- ▲ 15 lessons in Teaching Mass Demonstration Exercises at Elementary Schools.



