



# **BAGALKOT UNIVERSITY, JAMKHANDI**

**BACHELOR OF ARTS PROGRAMME**

**THE COURSE STRUCTURE & SYLLABUS**

**FOR**

**B.P.Ed**

**I to IV Semester**

**w.e.f.**

**Academic Year 2024-25 and Onwards**

**Under**

**STATE EDUCATION POLICY (SEP)**

## **New regulations and syllabus for the bachelor of physical education (B.P.Ed) Under two years scheme 2015-16**

**Regulation- I:** The Degree of Bachelor of Physical Education henceforth referred to as B.P.Ed. Degree in the following regulations, may be awarded to the candidate who successfully complete the course, the course of studies and pass the examination that cover theory, teaching ability (Internship and Practical) and practical as per the scheme and also fulfill and satisfy the regulations that govern the B.P.Ed., degree in Rani Channamma University, Belagavi or in the affiliated college of the Rani Channamma University.

**Regulation – II:** The B.P.Ed., Degree course shall be offered under the Faculty of Education of the Rani Channamma University.

**Regulation –III:** The B.P.Ed., degree course will be residential one.

**Regulation –IV:** There shall be at least 200 working days per year exclusive of admission and examination etc. The institution shall work for a minimum of 36 hours in a week (five or six days a week). The maximum duration of the degree programme shall be four years from the date of admission.

**Regulation –V:** All programmes shall run on credit system (CBCS). It is an instructional package develops to suit the need of the student, to keep pace with the development in higher education and quality assurance expected of it, in the light of liberalization and globalization of the higher education.

**Regulation –VI:** The B.P.Ed programme consists of a number of courses, the term „course“ is 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.

- a. Theory courses
- b. Practicum
- c. Teaching practices

**Regulation-VII:** Eligibility for Admission: Any graduate of Rani Channmma University or of any other University recognized by the Rani Channamma University as equivalent there to who is physically fit and satisfies any of the following conditions will be eligible for admission to B.P.Ed., Degree Course.

- a. Bachelor’s degree in any discipline with 50% marks and having at least participation in the Inter College Inter-Zonal, 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 or secured 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> position in Inter College, Inter-Zonal, District, School competition in sports and games as recognized by the AIU, IOA, SGFI, Govt of India.

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

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

g. In case enough candidates with 45% marks are not coming forth for admission to B.P.Ed course candidates with less than 45% marks may be considered for the admission.

The relaxation of 5% percentage of marks in the qualifying examination and in the reservation of seats for SC&ST categories shall be as per the rules of the central government, state government, whichever is applicable.

All the candidates shall produce a medical fitness certificate issued by a competent Medical Officer.

**Regulation-VIII: Selection procedure:**

Admission shall be made either on the basis of marks obtained in the qualifying, entrance examination with due weight-age for the physical fitness, proficiency in games and sports, and achievement in sports at the college or higher level or any other selection process as per the policy of the university state government, UT Administration as follows.

**Weight age**

1. Academic Performance --- 40% means 40% of the percentage of marks obtained in Degree Examination.
2. Physical Fitness --- 30% means 30 Points.
3. Sports Achievement --- 30% means 30 Points.

Academic performance will be determined by taking 40% of the percentage of marks scored in the qualifying degree examination.

Physical Fitness is determined on the basis of points obtained in the **National Physical Fitness Program**. Tests of India include the following events.

Events		Max. Points
1.	100 m Run	6
2.	Shot Put 8 lbs	6
3.	Long Jump	6
4.	High Jump	6
5.	Run 200m	6
<b>Total</b>		<b>30 Points</b>

The candidates shall participate in all the events of the fitness test and qualify for the admission for the B.P.Ed degree course, by securing minimum of 30% of the total points in the NPFP test. Points will be awarded for achievement in sports as follows:

**AWARD OF POINTS FOR REPRESENTATION AND ACHIEVEMENT IN SPORTS, GAMES**

- i) International level participation:  
 Representing the country ..... 30 Marks
- ii) National level participation: Representing the state,combined Universities team.
  - I. Position ..... 25 Marks
  - II. Position ..... 20 Marks
  - III. Position ..... 15 Marks
  - Participation only ..... 10 Marks

(For each additional place won or representation 5 marks will be awarded. However total marks shall not exceed 25)

- iii) All Indian Inter University level participation: Representing a University.
  - I. Position ..... 15 Marks
  - II. Position ..... 12Marks
  - III. Position ..... 11 Marks
  - Participation only ..... 10 Marks

(For each additional place won or representation 4 marks will be awarded. However total marks shall not exceed 15)

- iv) University Inter-collegiate level participation: Representing College.
  - I. Position ..... 07 Marks,SGF
  - II. Position ..... 05 Marks
  - III. Position ..... 03 Marks
  - Participation only ..... 02 Marks,district level sports

(For each additional place won or representation 2marks will be awarded. However total marks shall not exceed 7)

- Note:** 1. For Award of points, participation and achievement at only one level (highest) will be considered.  
 2. Total points shall not exceed 30.

Points awarded to a candidate in

- a. Academic performance.
- b. Physical Fitness.
- c. Sports achievement shall be added to a maximum 100 Points.

The total points obtained by a candidate shall be the merit of the candidate. Selection shall be made on the basis of merit as per the rules of the university.

**Regulation-IX:** Medium of instruction, the medium of instruction shall be English; however the candidates are permitted to write the examination in either English or Kannada.

**Regulation-X:**

- Attendance, candidates selected for the course shall maintain their fitness level (physically and medically) throughout the course and actively participate in all the curricular activities, with a 75% attendance of the number of working periods (Lecture, Practicum, and Teaching Practice taken together) each semester shall be taken as a unit for the purpose of the calculating attendance.
- A candidate who does not fulfill the above requirement of shall not be eligible to take the Examination in the concerned semester. A candidate, who fails to satisfy the requirement of the attendance, shall rejoin the same semester.

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

One test	05 Marks
Seminar , Quiz	05 Marks
Assignments	05 Marks
Attendance	05 Marks
<b>Total</b>	<b>20 Marks</b>

Attendance shall be taken as a component of continuous assessment, even though 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 80:20 the evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on the end-semester practical examination.

**Regulation-XII: Appearance of Examination:** Candidates on satisfactorily completing a semester shall apply for examination in al courses of study papers prescribed for that semester.

**Regulation-XIII: Scheme of Examination:**

There shall be a university examination at the end of each semester. The Scheme of Examination shall be as follows:

- a) **Theory:** Each paper shall be valued by one examiner (Internal or External) and review system as per university norms.

b) **Practicum:** Evaluation in the specialization (game,activity) shall be done by two examiners, one internal and one external as per the following scheme. The average of the two shall be credited.

i)	Demonstration of skill, techniques, movements	30 Marks
ii)	Coaching ability	20 Marks
iii)	Specialization ( Coaching lesson plans)	15 Marks
iv)	Teaching competency	15 Marks
	<b>Total</b>	<b>80 Marks</b>

**Note:** Whenever the assessment is made for two games, activity, the 50% of the above marks may be divided for the evaluation of the each game, activity

a) **LEADERSHIP, CAMP, AND PICNIC:**

One week Leadership-cum-Recreation Camp shall be organized by the Institution during second semester.

The students who fail to attend the Leadership camp he/ she will not permitted to appear the examination

b) **Pattern of question paper setting shall be as per NCTE norms**

**Regulation XIV: Classification of Successful candidates:**

A candidate shall be declared to have passed the examination and qualified as B.P.Ed. Degree if he/she secures 40% aggregate (Internal and External together), with a minimum of 35% in external evaluation in each of the theory papers (CC-100, CC-200, CC-300 & CC -400) separately and each of the practical units under (PC-100, PC-200, pc-300 & pc-400)

The results of successful candidates at the end of each semester shall be declared on the basis of Percentage of Aggregate Marks and in terms of Grade Point Average (GPA) and alpha sign grade. The result at the end of the fourth semester shall also be classified on the basis of Percentage of Aggregate Marks and on the basis of the Cumulative Grade Point Average (CGPA) obtained in all the four semesters and the corresponding overall alpha sign grade. A five point grading system, alpha sign grade as described below shall be adopted.

First class with Distinction	70% and above	(A)
First Class	60% and above but less than 70%	(B)
High Second Class	55% and above but less than 60%	(C)
Second Class	50% and above but less than 55%	(D)
Pass Class	40% and above but less than 50%	(F)

**Marks, Credit Points, Grade Points , Grade and Grade Point Average :**

The Class and the grade letters awarded to the candidates in each course as follows :

Table I

Percentage of Marks	Grade Points	Grade Letter
70% and above, up to 100%	7.0 to 10.0	A
60% and above but less than 70%	6.0 and above and less than 7.0	B
50% and above but less than 60%	5.0 and above and less than 6.0	C
40% and above but less than 50%	4.0 and above and less than 5.0	D
Less than 40%	Less than 4.0	F

Table II : As per CGPA scoring system.

Percentage of Marks	CGPA	Grade Letter
70% and above, up to 100%	7.0 to 10.0	A
60% and above but less than 70%	6.0 and above and less than 7.0	B
50% and above but less than 60%	5.0 and above and less than 6.0	C
Student having passed taking more than one attempt in any of the four semesters is considered to be graded as „E“ (Pass Class). She/He is not considered for any rank/class		E
Less than 40%	Less than 4.0	F

Note : The Calculation of the Grade Point Average (GPA) in a Semester and the Cumulative Grade Point Average (CGPA) at the end of fourth semester shall be as per the University common guidelines. And for the rest of and other details regarding results will be as per the university regulations.

**Regulation XVI: Provision for Repeaters:**

A candidate is allowed to carry all the previous un cleared paper and specialization activity to the subsequent semesters. Such of the those candidates who have failed, remained absent, opt to improve marks in any one or more papers in theory, hence forth called repeaters, shall appear, improve in such paper or papers, during the two immediate successive examinations. The repeaters shall take the examinations as per the syllabus and the scheme of examination in force during the subsequent appearances. A repeater will not be eligible for award of rank.

**Regulation XVII: Improvement of Results:**

A candidate is allowed to apply for improvement in any theory paper of a particular semester within 30 days from the date of announcement of results of that semester. A candidate who seeks improvement shall surrender the marks card, provisional pass certificate of that semester. However, the marks secured in the previous attempt shall be retained, if, the same is higher. There is no provision for improvement in internal assessment marks. Repeaters shall not be eligible for the award of rank. (as per the University norms)

**NCTE norms and Standards:**

Norms and standards for recognition of Teacher Education programme issued by National Council for Teacher Education (NCTE) from time to time shall be adopted.

**Regulation XVIII: Grievance Re-addressable committee:**

The College,Department shall form a Grievance Redressal Committee for each course in each College,Department with the course Teacher,Principal,HOD of the faculty as the members. This committee shall solve all the grievances of the students

**Regulations XIX: Miscellaneous**

- Declaration of rank, gracing make up courses, etc., are as per the existing regulations in the university.
- Any other issue, not envisaged above, shall be resolved by the Vice Chancellor in consultation with the appropriate bodies of the university, which shall be final and binding



## SCHEME OF EXAMINATION

### SEMESTER – I

Course Code	Title of the Papers	Credit	Total Hours	Internal	External	Total Marks
<b>THEORY (400)</b>						
CC-101		4	4	20	80	100
CC-102		4	4	20	80	100
CC-103		4	4	20	80	100
CC-104		4	4	20	80	100
<b>PRACTICAL (400)</b>						
PC-101		3	6	25	50	75
PC-102		3	6	25	50	75
PC-103		3	6	20	55	75
PC-104		3	6	50	25	75
<b>Total</b>		<b>28</b>	<b>40</b>	<b>200</b>	<b>500</b>	<b>700</b>

### SEMESTER – II

Course Code	Title of the Papers	Credit	Total Hours	Internal	External	Total Marks
<b>THEORY (400)</b>						
CC-201		4	4	20	80	100
CC-202		4	4	20	80	100
CC-203		4	4	20	80	100
EC-201,202		4	4	20	80	100
<b>PRACTICAL (300)</b>						
PC-201		2	6	10	40	50
PC-202		2	6	10	40	50
PC-203		2	6	10	40	50
<b>TEACHING PRACTICE (100)</b>						
TP-204		6	6	50	100	150
<b>Total</b>		<b>28</b>	<b>40</b>	<b>160</b>	<b>540</b>	<b>700</b>

### SEMESTER – III

Course Code	Title of the Papers	Credit	Total Hours	Internal	External	Total Marks
<b>THEORY (400)</b>						
CC-301		4	4	20	80	100
CC-302		4	4	20	80	100
CC-303		4	4	20	80	100
EC-301,302		4	4	20	80	100
<b>PRACTICAL (300)</b>						
PC-301		2	6	10	40	50
PC-302		2	6	10	40	50
PC-303		2	6	10	40	50
<b>TEACHING PRACTICE (100)</b>						
TP-301		6	6	50	100	150
<b>Total</b>		<b>28</b>	<b>40</b>	<b>160</b>	<b>540</b>	<b>700</b>

### SEMESTER – IV

Course Code	Title of the Papers	Credit	Total Hours	Internal	External	Total Marks
<b>THEORY (400)</b>						
CC-401		4	4	20	80	100
CC-402		4	4	20	80	100
CC-403		4	4	20	80	100
CC-404		4	4	20	80	100
<b>PRACTICAL (200)</b>						
PC-401		3	6	25	50	75
PC-402		3	6	25	50	75
<b>TEACHING PRACTICE (200)</b>						
TP-401		3	6	25	50	75
TP-402		3	6	25	50	75
<b>Total</b>		<b>28</b>	<b>40</b>	<b>180</b>	<b>520</b>	<b>700</b>
<b>Grand Total</b>		<b>112</b>	<b>160</b>	<b>700</b>	<b>2100</b>	<b>2800</b>

**DETAILS OF COURSE PATTERN AND SYLLABUS**

**B.P.Ed**

**Choice Based Credit System**

**Course Structure (Scheme)**

**Semester – I**

Paper, Marks wise summary of the credits

<b>Part-A: Theoretical Course</b>						
<b>Course Code</b>	<b>Title of the Papers</b>	<b>Total Hours</b>	<b>Credit</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
<b>CC-101</b>	Principles of Physical Education	4	4	20	80	100
<b>CC-102</b>	Anatomy and Physiology	4	4	20	80	100
<b>CC-103</b>	Methods in Physical Education	4	4	20	80	100
<b>CC-104</b>	History of Physical Education Recreation and Camping	4	4	20	80	100
<b>Total</b>		<b>16</b>	<b>16</b>	<b>80</b>	<b>320</b>	<b>400</b>
<b>Part –B: Practical Course</b>						
<b>PC-101</b>	Practical Skills - I	6	1 1 1	- - 25	25 25 -	75
<b>PC-102</b>	Practical Skills - II	6	3	- - 10 15	25 25 - -	75
<b>PC-103</b>	Practical Skills - III	6	3	- - 10 10	30 25 - -	75
<b>PC-104</b>	Practical Skills - IV	6	3	- 25 25	25 - -	75
<b>Total Marks, Credits</b>		<b>40</b>	<b>28</b>	<b>200</b>	<b>500</b>	<b>700</b>

**B.P.Ed**  
**Choice Based Credit System**  
**Course Structure (Scheme)**  
**Semester – II**

Paper, Markwise summary of the credits

<b>Part-A: Theoretical Course</b>						
<b>Course Code</b>	<b>Title of the Papers</b>	<b>Total Hours</b>	<b>Credi</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
<b>CC-201</b>	Organization and administration	4	4	20	80	100
<b>CC-202</b>	Health Education and Environmental studies	4	4	20	80	100
<b>CC-203</b>	Officiating and coaching	4	4	20	80	100
<b>Elective Course (Any one)</b>						
<b>CC 204 (A)</b>	Kinesiology and Bio mechanics	4	4	20	80	100
<b>CC 204(B)</b>	Sports Training					
<b>Total</b>		<b>16</b>	<b>16</b>	<b>80</b>	<b>320</b>	<b>400</b>
<b>Part –B: Practical Course</b>						
<b>PC-201</b>	Practical Skills - I	6	3	- - 25	25 25 -	75
<b>PC-202</b>	Practical Skills - II	6	3	- - 25 10	20 20 - -	75
<b>PC-203</b>	Practical Skills - III	6	3	- - 15 20	20 20 - -	75
<b>Part – C: Teaching Practices</b>						
<b>PT-204</b>	Practical Teaching Ability	6	3	25	50	75
<b>Total Marks, Credits</b>		<b>40</b>	<b>28</b>	<b>200</b>	<b>500</b>	<b>700</b>

**B.P.Ed**  
**Choice Based Credit System**  
**Course Structure (Scheme)**  
**Semester – III**

Paper, Markswise summary of the credits

<b>Part-A: Theoretical Course</b>						
<b>Course Code</b>	<b>Title of the Papers</b>	<b>Total Hours</b>	<b>Credit</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
<b>CC-301</b>	Sports psychology and sociology	4	4	20	80	100
<b>CC-302</b>	Sports management	4	4	20	80	100
<b>CC-303</b>	Evaluation and measurement	4	4	20	80	100
<b>Elective Course (Any one)</b>						
<b>CC 304 (A)</b>	Contemporary Issues in Physical Education fitness and wellness	4	4	20	80	100
<b>CC 304(B)</b>	Sports Nutrition and Weight Management					
<b>Total</b>		<b>16</b>	<b>16</b>	<b>80</b>	<b>320</b>	<b>400</b>
<b>Part –B: Practical Course</b>						
<b>PC-301</b>	Practical Skills - I	6	3	- - 25	25 25 -	75
<b>PC-302</b>	Practical Skills - II	6	3	- - 15 20	20 20 - -	75
<b>PC-303</b>	Practical Skills - III	6	3	- - 20 15	20 20 - -	75
<b>Part – C: Teaching Practices</b>						
<b>PT-304</b>	Practical Teaching Ability:	6	3	25	50	75
<b>Total Marks, Credits</b>		<b>40</b>	<b>28</b>	<b>200</b>	<b>500</b>	<b>700</b>

**B.P.Ed Choice Based Credit System Course Structure (Scheme)  
Semester – IV**

Paper, Marks wise summary of the credits

<b>Part-A: Theoretical Course</b>						
<b>Course Code</b>	<b>Title of the Papers</b>	<b>Total Hours</b>	<b>Credit</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Total Marks</b>
<b>CC-401</b>	Sports medicine physiotherapy and Rehabilitation	4	4	20	80	100
<b>CC-402</b>	Research and statistics	4	4	20	80	100
<b>CC-403</b>	Yoga Education and computer application	4	4	20	80	100
<b>CC-404</b>	Supervision and curriculum	4	4	20	80	100
	<b>Total</b>	<b>16</b>	<b>16</b>	<b>80</b>	<b>320</b>	<b>400</b>
<b>Part –B: Practical Course</b>						
<b>PC-401</b>	Practical Specialization -I	6	3	25	50	75
<b>PC-402</b>	Practical Specialization -II	6	3	25	50	75
<b>PT-403</b>	Practical Teaching Ability in Specialization	6	3	35	40	75
<b>PT-404</b>	Practical Teaching Ability in Specialization	6	3	35	40	75
	<b>Total Marks, Credits</b>	<b>40</b>	<b>28</b>	<b>200</b>	<b>500</b>	<b>700</b>
	<b>Grand Total</b>	<b>112</b>	<b>160</b>	<b>700</b>	<b>2100</b>	<b>2800</b>

**B. P. Ed. – Outline of Syllabus  
SEMESTER – I**

**THEORY COURSES**

**CC-101 PRINCIPLES OF PHYSICAL EDUCATION**

**UNIT-I INTRODUCTION**

- Traditional and Modern Concepts of Education.
- Meaning and Definition of Education.
- Education as a process and product.
- Aim and objectives of Education.
- Philosophy of Education.

**UNIT-II**

- Traditional and modern concepts of physical education.
- Meaning, definition and scope of physical education.
- Aim and objectives of physical education.
- Relationship of physical education with general education, health education and recreation education.
- Physical education as an art and science.

**UNIT-III PHILOSOPHICAL FOUNDATIONS**

- Meaning, definition and scope of philosophy.
- Components of philosophy (Metha Physics, Epistemology, Aesthetics and Ethics)
- Traditional schools of philosophy and their implications in physical education and sports
- (Idealism, pragmatism, naturalism, realism )

**UNIT- IV PHYSICAL EDUCATION AS A PROFESSION**

- Characteristics of profession in physical education.
- Ethics of profession.
- Intellectual honesty in physical education.
- Physical education teacher as a coach, sports administrator, official and researcher.
- Role and responsibilities of physical education teacher.

**UNIT-V BIOLOGICAL FOUNDATIONS**

- Inter play of heredity and environment.
- Growth and development ( Meaning, definition, characteristic and stages)
- Structural and functional differences between male and female.
- Body types and its classification.
- Principles of use and disuse.
- Chronological, physiological and anatomical ages.
- Reciprocal innervations and oxygen debt.

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- William, J. F. (1964). *The principles of physical education*. Philadelphia: W.B. Saunders Co.



## SEMESTER – I

### THEORY COURSES

#### CC-102 ANATOMY AND PHYSIOLOGY

##### UNIT- I INTRODUCTION

- 1) Meaning of Anatomy and Physiology
- 2) Need for the study of Anatomy and Physiology in Physical Education
- 3) Structure and functions of cell
- 4) Types of tissues, organs and system
- 5) Sense organs eye, ear, skin.

##### UNIT- II SKELETAL AND MUSCULAR SYSTEM

- 1) Structure and functions of Skeletal Smooth & Cardiac Muscles
- 2) Types of Skeletal Muscle Contraction
- 3) Effect of exercises on muscular system
- 4) Grss structure of bones
- 5) Classification of bones
- 6) Types, classification and functions of joints
- 7) Effects of exercises on Skeletal System

##### UNIT-III CIRCULATORY & RESPIRATORY SYSTEM

- 1) Heart, Components of blood
- 2) Blood Circulation, functions of Circulatory, System
- 3) Cardiac cycle, Cardiac Output
- 4) Effects of exercises on Circulatory system
- 5) Respiratory organs, Mechanism of Respiration, Types of Respiration
- 6) Exchange of gas Vital Capacity, Oxygen Debt, Second
- 7) Effects of exercises on respiratory system

##### UNIT-IV DIGESTIVE & EXCRETORY SYSTEM

- 1) Organs of Digestive System
- 2) The Process of Digestion And Absorption
- 3) Effects of exercises on Digestive System
- 4) Excretory organs, structure of Skin & kidney
- 5) Urine formation, Swet glands and their functions
- 6) Effects of exercises on excretory system

##### UNIT-V NERVOUS AND ENDOCRINE SYSTEM

- 1) Structure of Central Nervous System
- 2) Functions of Cerebrum Cerebellum And Medulla Oblongata
- 3) Autonomous, Peripheral nervous system and reflex action
- 4) Effects of exercises on nervous system
- 5) Endocrine glands and their functions
  - a) Pituitary b) Thyroid c) Parathyroid d) Adrenal Glands e) Islets Of Langer Han“s
- 6) Effects of exercise on endocrine glands

##### References:

- Keri Venkatesh- “Shareera Rachana Shastra Hagu Shareera Kriya Shastra- Sowmya

- Gupta, A. P. (2010). *Anatomy and physiology*. Agra: SumitPrakashan.
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- Moorthy, A. M. (2014). *Anatomy physiology and health education*. Karaikudi: Madalayam Publications.
- Morehouse, L. E. & Miller, J. (1967). *Physiology of exercise*. St. Louis: The C.V. Mosby Co.
- Pearce, E. C. (1962). *Anatomy and physiology for nurses*. London: Faber & Faber Ltd.
- Sharma, R. D. (1979). *Health and physical education*, Gupta Prakashan.
- Singh, S. (1979). *Anatomy of physiology and health education*. Ropar: Jeet Publications.

## **SEMESTER – I**

### **THEORY COURSES**

#### **CC-103 METHODS IN PHYSICAL EDUCATION**

##### **UNIT-I INTRODUCTION**

1. Meaning, importance and scope of methods in physical education.
2. Factors influencing selection of methods in physical education.
3. Methods of Teaching, General, Lecturer, Project, Discussion and Group Directed Practice Method.
4. Methods of teaching physical activities Common Oral Demonstration, Imitation dramatization, at will, set drill whole part-whole progressive methods.

##### **UNIT-II PRESENTATION TECHNIQUE AND CLASS MANAGEMENT.**

1. Presentation technique –meaning need and importance of presentation technique,
2. Personal and technical preparation of presentation technique
3. Steps in presentation technique
4. Meaning of Teaching aids-Types and uses.
5. Class management – meaning of class management.
6. General and specific factors of class management and aspects of good class management.

##### **UNIT-III LESSON PLANNING**

1. Meaning, need, and values of lesson plan.
2. Objectives and principles of lesson planning.
3. Types and different parts of lesson plan in physical education Different parts of lesson plan. (General, particular and class room) preparation of lesson plan.
4. Preparation of Lesson plan.

##### **UNIT-IV TOURNAMENTS AND INCENTIVES AND AWARDS.**

1. Meaning and types of tournaments.
2. Procedure of drawing fixtures
3. Meaning and values of incentives and awards,
4. Types of awards in sports (Arjun Award, Rajiv Gandhi Bharat Ratna Khel Ratna Award, Ekalavya Dronacharya, Padmashri and Padmabhushan.

##### **UNIT-V METHODS OF ORGANIZING THE SPORTING EVENTS**

1. Meaning and need of bidding of sports events.
2. Pre-event factors to be considered immediate task after the award of an event.
3. Work scheduling for the task force.
4. Working guideline for organ sing committee, working agreement information to and from participants

**Reference:**

1. Methods in physical education (Hariharan and Tirunarayana)
2. Daugherty -G effective teaching in physical education for secondary school. (Philadelphia W.B.aunders co.)
3. Kamlesh.M.L. "Scientfic art of physical education New-Delhi, Metropolitan Book Co.2000.
4. Nadgir.Anand.Daihik Shikashana Vidhana Vaijjanika Tatwagalu- Dharwad. Mallasajjan-Prakashana-1980 (in kannada)
5. Nadgir.K.G.Shareer Shikashana mattu Vidhana " Dharwad Shareer Shikashana Praskashana-1986 in kannada.
6. Vastrad.Basavaraj " Shareera Shikashana Vidanagalu, Parikshegalu Hagu mapanagalu. Somya-Prakshana, Bagalkot.

## **SEMESTER – I**

### **THEORY COURSES**

#### **CC-104 HISTORY OF PHYSICAL EDUCATION RECREATION AND CAMPING**

##### **UNIT- I – HISTORICAL DEVELOPMENT OF PHYSICAL EDUCATION IN INDIA**

1. Indus Valley Civilization Period. (3250 BC – 2500 BC)
2. Vedic Period (2500 BC – 600 BC)
3. Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)
4. Medieval Period (1000 AD – 1757 AD)
5. British Period (Before 1947)
6. Physical Education in India (After 1947)
7. Contribution of Akhadas and Vyayamshala
8. Y.M.C.A. and its contributions.

##### **UNIT-II PHYSICAL EDUCATION IN GREECE**

1. Physical education in Spartan
2. Physical Education in Athens
3. Pan- Hellenic festivals
4. Great philosophers of Greek.

##### **UNIT-III OLYMPIC MOVEMENTS**

1. Origin and development of ancient and modern Olympic Games
2. Contributions of Pierre.D.Coubertin.
3. Signification of Olympic ideals, Olympic rings, Olympic flags.
5. Paralympics, Summer Olympic, Winter Olympic and Youth Olympic Games. Asian games, commonwealth games, Davis Cup, Thomas cup and world cups.
4. National and International Olympic Committee.

##### **UNIT-IV CONTRIBUTIONS, SCHEMES NATIONAL AND INTERNATIONAL COMPETITIONS**

1. John Basedow, Gutsmath, Adolph Spice, Franz Nectagal, Fredric Ludwig John Carle Daim, Per Henric Ling and Nails Buck.
2. N.F.C Sports Authority of India N.D.A, S.G.F.I and N.P.F.P.
3. All India inter university competitions, Asian games, Commonwealth Games, Davis cup, Thomas cup, and World cup.

##### **UNIT-V RECREATION AND CAMPING**

1. Meaning, definition and objectives of Recreation
2. Agencies offering recreation
3. Types of recreational activities
4. Meaning, need scope and significance of camping in physical education
5. Type of camps, leadership and supervision in camping.
6. Selection and layout of camp site, programmes and activities, organizational set up of camp, evaluation of camp fire.

**Reference:**

1. Gurudatta.G.Kori "*History of physical education,*" *recreation and camping* (Kannada version)
2. Osborne, M. P. (2004). *Magictree house fact tracker: ancient Greece and the Olympics: a nonfiction*
3. *Companion to magic tree house: hour of the Olympics. New York: Random House Books for*
4. Young Readers.
5. Burbank, J. M., and ranovich, G. D. & Heying Boulder, C. H. (2001). *Olympic dreams: the*
6. *impact of mega-events on local politics: Lynne Rienner*

## Part –B

### Practical Courses

#### Semester – I

#### PC – 101      ATHLETICS SPRINTS (25 Hours) EXTERNAL EVALUATION- 25 MARKS

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

#### A) Relays Fundamental Skills (25 Hours) EXTERNAL EVALUATION- 25 MARKS

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

#### B) Hurdles:

- Specific conditioning exercise for hurdles (internal marks 25)
- Fundamental Skills- Starting, Clearance and Landing Techniques.
- Types of Hurdles
- Ground Marking and Officiating.

<b>Scheme of Evaluation</b>		
Sl. No.	Particulars	Total Marks
1	Any three skills	9
2	Overall Performance	6
3	Officiating Ability	10
<b>Total Marks</b>		<b>25</b>

## PRACTICAL PC-102

### A) Kabaddi: Fundamental Skills

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

Scheme of Evaluation		
Sl. No.	Particulars	Total Marks
1	Any three skills	9
2	Overall Performance	6
3	Officiating Ability	10
<b>Total Marks</b>		<b>25</b>

### PC - 102

#### B) Hand Ball: (25 Hours) EXTERNAL EVALUATION- 25 MARKS

- 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.

### PC-102

#### C) Shuttle Badminton: Fundamental Skills INTERNAL EVALUATION (10 MARKS)

- 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.



**PC-102**

**D) Table-tennis (Internal assessment: 15 marks)**

1. Skills and techniques of the game
  - a. **Grip and Stance**
  - b. **Service**
    - I. High toss service
    - ii. Forehand spin,
    - iii Side spin
    - iv. Chop or cut service
  - c. **Offensive skills.**
    - i. Forehand: simple push;
    - ii. Top spin
    - iii played away from the table :-counter attack.
  - d. **Defensive skills:**
    - i. Block- Standing near the table and blocking the ball.
    - ii. Chop
2. Rules of the game & their interpretation
3. Basic strategies and tactics.
4. Specific conditioning exercises
5. Lead up games

**LEZIUM, DRILL AND MARCHING MASS.PT AND LIGHT APPARATUS****A. Lezium (25 Hours) (External Evaluation 30 marks)**

<b>Hindi Series</b>	<b>Ghati Series</b>	<b>N.D.S Series</b>
Char Avaj	Ath avaj	Dahine bayen hath ki harakat
Gaj Bel	Kadam tal	Dahine bayen paon ki harakat
Ek jagahe	Age paon	Age ki harakat
Adi lagav	Piche paon	Jhukna harakat
Pavitra	Pavitra	Age ki jukhna harakat
Do rukh	Kudan pavitra	Harakat Bharatmata
Ghum Jao	Pavitra	Chakkar aur baithane uthane ki Baithak
Sher dhaj	Adha chakra	Age ki Morchal
Age Phalang	Hool	Choumukhi morchal
Piche phalang		

<b>Scheme of Evaluation</b>		
Sl. No.	Particulars	Total Marks
1	Individual performance	15
2	Group Performance	15
<b>Total Marks</b>		<b>30</b>

**B) Drill & Marching (25 Hours) (External Evaluation 25 marks)**

1. Savadhan	14. Tej chal	27. Dhire chalmein thama
2. Vishram	15. Tham	28. Dhire chal kadam tal
3. Aramse	16. Baith jao, kare ho	29. Kadam talse age barh
4. Jiase the	17. Piche mur	30. Dhire chalse tej chal
5. Line ban	18. Dahine , Baye mur	31. Daur ke chal
6. Dahine saj	19. Adha Dahine , baye mur	32. Tej chal men kadam tal
7. Baen saj	20. Samne Salute	33. Tej kadam talse age barh
8. Samne deah	21. Ek line ban	34. Daur chal men kadam tal
9. Ginthi kar	22. Do line ban	35. Daur chal men tham
10. Saj Ja	23. Teen line ban	36. Tej chal men dahine mur
11. Quadam tal	24. Ginthi kar	37. Tej chal men baye mur
12. Dahine mur	25. Tartib ho	38. Tej chal men piche mur
13. Baye mur	26. Dhire chal	

<b>Scheme of Evaluation</b>		
Sl. No.	Particulars	Total Marks
1	Any three skills	9
2	Examiner choice (Two)	6
3	Group performance	10
<b>Total Marks</b>		<b>25</b>

**C. Mass P T (Internal Evaluation 10 marks)**

N. F.C Mass P T tables 1,2 and Sitting

**D) Light-Apparatus Drills (*Internal Evaluation 10marks*)**

**1. Dumbbells BARODA SERIES Ref: O.P.A. Page 131 onwards**

- |                      |                     |                      |
|----------------------|---------------------|----------------------|
| i. Upper Niche thok  | ii. Age-Piche thok  | iii. Kamar zook thok |
| iv. Baye dahine thok | v. Peth Ghutan thok | vi. Adanga thok      |
| vii. Adanga Age      | viii. Adanga baaju  |                      |
| ix. Adanga baaju     | x. Chauper thok     |                      |

**1. Hoops Exercise No. 1 to exercise No. 10**

**3. Wands Ref : Handbook of Physical Activities**

a. Hindi Series:

- |                     |                          |                    |
|---------------------|--------------------------|--------------------|
| i. Kamar zuk        | ii. Peeth hath baith jao | iii. Kukh ani      |
| iv. Pav patak ek    | v. Pav patak do          | vi. Tirche hool ek |
| vii. Tirche hool do | viii. Shirghum nath      | ix. Kamar kas      |
| x. Kamar kas do     | xi. Pachpeher kukh       |                    |

**PC-104**

**AEROBICS (25 Hours) (*External Evaluation 25 marks*)**

1. Low impact on spot march
2. March forward and backward
3. Step at sideway
4. Step at sideways with eight counts
5. Stepping like Ai (Kannada Ai)
6. Stepping like V
7. Forward step touch
8. Step touch backward
9. Grape wine
10. Grape wine with pivot
11. Mambo
12. Mambo with pivot
13. Cha-Cha-Cha
14. Raising Knees
15. Raising Hands

**WEIGHT TRAINING (*Internal Evaluation 25 marks*)**

Purpose

General Principles

Prescribing, Designing programme

**CIRCUIT TRAINING (*Internal Evaluation 25 marks*)**

Purpose

General Principles

Prescribing, Designing programme

## SEMESTER – II

### THEORY COURSES

#### CC-201 ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION

##### UNIT-I INTRODUCTION

1. Meaning and importance of organization and administration in physical education
2. Need and scope of organization in physical education
3. Planning and their basic principles
4. Schemes of organization for physical education at various levels

##### UNIT-II FACILITIES AND FINANCE

1. Facilities and equipment management, types of facilities infrastructure, indoor, outdoor
2. Care of school building, gymnasium, swimming pool, playfields and play grounds
3. Equipment need importance, disposal of unserviceable sports equipments
4. Finance and records, income and expenditure items records and registers

##### UNIT-III OFFICE MANAGEMENT, RECORD, REGISTER AND BUDGET

1. Meaning definition, functions and kinds of office management.
2. Maintenance of attendance register, stock register, cash register, physical efficiency record
3. Meaning and importance of budget making
4. Criteria of a good budget, sources of income, expenditure, preparation of budget.

##### UNIT-IV COMPETITION ORGANIZATION

1. Importance of tournament.
2. Types of tournament and its organization structure-knock-out tournament, league or round robin tournaments combination tournament and challenge tournament.
3. Organization structure of athletic meet.
4. Sports event intramurals and extra mural tournament planning.

##### UNIT-V PUBLIC RELATION

1. Management of sports and public relation.
2. Management of sports communication, co-ordination, controlling and evaluation.
3. Meaning and importance of public relation.
4. Types of public relation.
5. Principles of public relation.

##### References:

- KOPPAD.S.G. "shareera shikshana sanghatane hagu adalita"
- Broyles, F. J. & Rober, H. D. (1979). *Administration of sports, Athletic programme: A Managerial Approach*. New York: Prentice hall Inc.
- Bucher, C. A. (1983). *Administration of Physical Education and Athletic programme*. St. Louis: The C.V. Mosby Co.
- Kozman, H.C. Cassidy, R. & Jackson, C. (1960). *Methods in Physical Education*. London: W.B. Saunders Co.
- Pandey, L.K. (1977). *Methods in Physical Education*. Delhi: Metropolitan Book Depot.
- Sharma, V.M. & Tiwari, R.H.: (1979). *Teaching Methods in Physical Education*. Amaravati: Shakti Publication.
- Thomas, J. P.(1967). *Organization & administration of Physical Education*. Madras: Gyanodayal Press.
- Tirunaryanan, C. & Hariharan, S. (1969). *Methods in Physical Education*. Karaikudi: South

## SEMESTER – II

### THEORY COURSES

#### CC-202 HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

##### UNIT-I (INTRODUCTION) HEALTH EDUCATION

1. Meaning and definition of health education.
2. Need and scope of health education.
3. Factors affecting health, Aim and objectives of health education.
4. Personal health and hygiene.
5. Values of personal health care of skin, ear and eyes.

##### UNIT-II COMMUNITY HEALTH ORGANIZATION AND COMMON HEALTH PROBLEM

1. Communicable and non communicable, diseases, obesity, malnutrition, adulteration in food Environmental sanitation, Explosive population.
2. Health organization and agencies private, voluntary and government agencies, central and state agencies. World Health Organization.
3. School health services, health appraisal, health instruction method, supervision school environment.

##### UNIT-III ENVIRONMENTAL STUDIES

1. Definition, scope, need and importance of environmental studies.
2. History of environmental education.
3. Celebration of various days in relation with environment.
4. Role of school in environmental conservation and sustainable development.

##### UNIT-IV ENVIRONMENTAL SAFETY AND FIRST AID

1. Water resources, land resources.
2. Air, water, soil, noise, thermal pollution, Govt. polices role of pollution control board.
3. Meaning and importance of safety education.
4. Safety precaution at home, road, school and play ground.
5. Meaning and importance ,first aid, first aid during emergencies ,shock , unconsciousness bleeding, poisoning burns, drowning fractures, dislocation sprains and strains, dog and insects bites.

##### UNIT-V HEALTH PROBLEMS

1. Personal effects of alcohol –smoking narcotic, drugs and tobacco.
2. Family planning, over population, health problems of advancing years, accident in home industry.
3. Meaning of mental health and emotional health problem. Adolescent mental problem, prevention of mental illness.

##### References:

- Vastrad Basavaraj and Keri Venkatesh – “ Arogya Shikkshan Hagu Shareere Shikshan”
- Agrawal, K.C. (2001). *Environmental biology*.Bikaner: Nidhi publishers Ltd.
- Frank, H. &Walter, H., (1976). *Turners school health education*. Saint Louis: The C.V. Mosby Company.
- Nemir, A. (n.d.). *The school health education*. New York:Harber and Brothers.
- Odum, E.P. (1971). *Fundamental of ecology*. U.S.A.: W.B. Saunders Co.

## **SEMESTER – II**

### **THEORY COURSES**

#### **CC-203 OFFICIATING AND COACHING**

##### **UNIT-I INTRODUCTION OF OFFICIATING AND COACHING**

1. Meaning and importance of officiating and coaching.
2. Aim and objectives, principles and development of coaching philosophy.
3. Relation of official and coach with management, players and spectators.
4. Measures of improving the standard of officiating and coaching.
5. Training of sports officials.

##### **UNIT-II COACH AS AN ADVISOR**

1. Duties of coach before the game, during the game and after the game.
2. Strategies for successful coaching programme.
3. Responsibilities of a coach on and off the field.
4. Psychology of competition and coaching.

##### **UNIT-III DUTIES OF AN OFFICIAL**

1. Duties of official in general, pre, during and post game.
2. Philosophy of officiating.
3. Mechanics of officiating, position, signals and movement etc.
4. Ethics of officiating.

##### **UNIT-IV PHYSICAL EFFICIENCY AND ITS DEVELOPMENT**

1. Strength, maximum strength, speed, endurance.
2. Flexibility agility, co-ordination.
3. Characteristics of sports training.
4. Training methods. Circuit training, Interval Training and Partlek Training.

##### **UNIT-V QUALITIES AND QUALIFICATIONS OF A COACH AND OFFICIAL**

1. Qualities and qualifications of coach and official.
2. General rules of games and sports.
3. Eligibility rules of inter collegiate and inter university tournaments, Preparation of TA, DA bills.
4. Integrity and values of sports.
5. Characteristics of standard track Types of surface. Calculation and marking of various events.

**Reference Books:**

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

## SEMESTER – II

### THEORY COURSES

#### EC-204 (A)

#### KINESIOLOGY AND BIOMECHANICS (ELECTIVE)

##### UNIT – I INTRODUCTION TO KINESIOLOGY AND SPORTS BIOMECHANICS

1. Meaning and Definition of Kinesiology and Sports Biomechanics
2. Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches.
3. Terminology of Fundamental Movements
4. Fundamental concepts of following terms – Axes and Planes, Centre of Gravity, Equilibrium, Line of Gravity

##### UNIT – II FUNDAMENTAL CONCEPT OF ANATOMY AND PHYSIOLOGY

1. Classification of Joints and Muscles
2. Types of Muscle Contractions
3. Posture – Meaning, Types and Importance of good posture.
4. Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal Innervation

##### UNIT – III MECHANICAL CONCEPTS

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

##### UNIT – IV KINEMATICS AND KINETICS OF HUMAN MOVEMENT

1. Linear Kinematics – Distance and Displacement, speed and velocity, Acceleration
2. Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.
3. Linear Kinetics – Inertia, Mass, Momentum, Friction.
4. Angular Kinetics – Moment of inertia, Couple, Stability.

##### UNIT- BIO MECHANICAL APPLICATIONS

1. Bio mechanical application to broad Jump, start in sprint and shot-put.
2. Bio mechanical application to football, hockey and volleyball.
3. The neuron basis of movement.
4. The central nerves system.
5. General characteristics of the sensory motor system.

##### Reference:

- Vastrad Basavaraj- “Sports Biomechanics”
- Bunn, J. W. (1972).*Scientific principles of coaching*. Englewood Cliffs, N.J.: Prentice Hall Inc.
- Hay, J. G. & Reid, J. G.(1982).*The anatomical and mechanical basis of human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
- Hay, J. G. & Reid, J. G.(1988).*Anatomy, mechanics and human motion*. Englewood Cliffs, N.J.: prentice Hall Inc.
- Hay, J. G. (1970).*The biomechanics of sports techniques*. Englewood Cliffs, N.J.: Prentice Hall, Inc.



## SEMESTER – II

### THEORY COURSES

OR

### EC-204(B) SPORTS TRAINING (ELECTIVE)

#### UNIT – I INTRODUCTION TO SPORTS TRAINING

1. Meaning and Definition of Sports Training.
2. Aim and Objective of Sports Training.
3. Principles of Sports Training.
4. System of Sports Training – Basic Performance, Good Performance and High Performance Training.

#### UNIT – II TRAINING COMPONENTS

1. Strength – Meaning and Methods of Strength Development
2. Speed – Meaning and Methods of Speed Development
3. Endurance - Meaning and Methods of Endurance Development
4. Coordination – Meaning and Methods of coordination Development
5. Flexibility – Meaning and Methods of Flexibility Development

#### UNIT – III TRAINING PROCESS

1. Training Load- Definition and Types of Training Load
2. Principles of Intensity and Volume of stimulus
3. Technical Training – Meaning and Methods of Technical Training
4. Tactical Training – Meaning and Methods of Tactical Training

#### UNIT – IV TRAINING PROGRAMMING AND PLANNING

1. Periodization – Meaning and types of Periodization
2. Aim and Content of Periods – Preparatory, Competition, Transitional etc.
3. Planning – Training session
4. Talent Identification and Development

#### UNIT- V COMPONENTS OF WARMING UP

1. Meaning and Significance of warming up.
2. Types of warming up.
3. What happens in our body?
4. General guidelines to govern the warming up programme
5. Duration, components of warming up and cooling down.

#### Reference:

- Dick, W. F. (1980). *Sports training principles*. London: Lepus Books.
- Harre, D. (1982). *Principles of sports training*. Berlin: Sporulated.
- Jensen, R. C. & Fisher, A.G. (1979). *Scientific basis of athletic conditioning*. Philadelphia:
- Lea and Fibiger, 2<sup>nd</sup> Edn.
- Matvyew, L.P. (1981). *Fundamental of sports training*. Moscow: Progress Publishers.
- Singh, H. (1984). *Sports training, general theory and methods*. Patials: NSNIS.
- Uppal, A.K., (1999). *Sports Training*. New Delhi: Friends Publication.

**Semester – II**  
**PC- 201 PRACTICALS**

**ATHLETICS**

**A. High Jump 25-Hours (External Evaluation 20-Marks, Internal 05 marks )**

- A. Skills and techniques:
  - 1. The approach and check mark
  - 2. The take-off
  - 3. Clearing the bar – Straddle Roll
  - 4. Landing- Roll for straddle
- B. Teaching stages
- C. Specific conditioning exercises

**B. Long Jump/Triple Jump (25-Hours -External Evaluation 20-Marks Internal 05 marks)**

- A. Skills and techniques
  - 1. The approach run and the stride plan
  - 2. The take off
  - 3. Action in air : Sail and hang
  - 4. Landing – Collapse
- B. Teaching stages
- C. Specific conditioning exercises

<b>Scheme of Evaluation</b>		
	<b>Particulars</b>	<b>Marks</b>
01	Skills	12
02	Overall Performance	07
03	Officiating Ability	06
	<b>Total</b>	<b>25</b>

**PC – 202 PRACTICALS**  
**(External Evaluation 20 marks)**

**Volley ball (20 Hours)**

1. Skills and techniques of the game
  - a. Service
    - i. Underhand service    ii. Tennis Service    iii. Floating service    iv. Round Arm Service
    - b. Passes
      - i. Over head pass    ii Underhand pass
    - c. Smash
      - i .Straight smash    ii. Body turn smash
    - d. Blocking
      - i. Single block    ii. Double block    iii. Triple block
    - e. Rolls and dives
  2. Rules of the game & their interpretation
  3. Basic strategies and tactics
  4. Specific conditioning exercises
  5. Lead up games

<b>Scheme of Evaluation</b>		
<b>Sl. No</b>	<b>Particulars</b>	<b>Total Marks</b>
1	Any three skills	9
2	Overall Performance	6
3	Officiating Ability	5
	<b>Total Marks</b>	<b>20</b>

**B. Basket ball (External Evaluation 20 marks)**

1. Skills and techniques of the game
  - a. Player's stance: Offensive and defensive
  - b. Ball handling (holding the ball)
  - c. Passing:
    - i. Chest pass
    - ii Two hand over head pass.
    - iii Two hand back pass.
    - iv Bounce pass: Two ,one handed bounce pass.
    - v Hang pass.
    - vi. Passing the ball on the move.
  - d. Dribbling:
    - i. Low    ii. High    iii. Medium
  - e. Progressing with the ball.
  - f. Stopping:
    - i. Stride stop    ii. Jump stop
  - g. Pivoting.
  - h. Shooting.
    - i. Set shot    ii. Lay-up-shot    iii. Jump shot    iv. Hook shot

- i. Basic strategies and tactics.
  - i. Defensive- Zone and man to man
  - ii Offensive- Screen and pivot play.
  - lii Screening and Rolling.
- 2. Rules of the game & their interpretation.
  - a. Basic strategies and tactics
  - b. Specific conditioning exercises
  - c. Lead up games.

Scheme of Evaluation		
Sl.No.	Particulars	Total Marks
1	Any three skills	9
2	Overall Performance	6
3	Officiating Ability	5
	<b>Total Marks</b>	<b>20</b>

**C. Gymnastics (Internal Evaluation 05 marks)**

I. Skills of the sport

**A. MEN**

FLOOR EXERCISE :

- i Forward roll;
- ii. Backward roll ;
- iii. Cartwheel;
- iv. Drive and roll;
- v. Standing forward roll;
- vi. Hand stand

**B. WOMEN**

FLOOR EXERCISES :

- i. Forward roll;
- ii. Backward roll;
- iii. Cartwheel;
- iv. Standing forward roll;
- v. Split sitting –front and back;
- vi. Drive roll,
- vii. Hand stand

MALLAKHAMBHA :

- i. Pavitra (starting position )
- ii Salami udi.
- iii. Sadi udi,
- iv . Khanda udi;
- v. Do-hati udi;
- vi. Ek hathi udi
- vii. Bagal udi.
- Viii. Sada Dasarang.
- ix. Ghana udi;

**A. Karate and Taekwondo ,Pyramid (Internal evaluation 05 Marks)**

**1. Karate:**

- 1) Stance
- 2) Punch ( Down, Middle and Face level)
- 3) Blocks ( Upper Hand, Lower Hand, Side kick block, Semi circle kick blocks, open hand block .Left hand and Right hand upper block)
- 4) Kicks (Straight, Side and Semi Circle)
- 5) Alternate Blocks and Punches
- 6) Officiating

## 2. Taekwondo

- 1) Self Defense
- 2) Punches
- 3) Basic Kicks
- 4) Punkshe
- 5) Ground Marking and Officiating

### PC – 203 PRACTICALS

#### A. Kho-Kho (20Hours) (External Evaluation 20 marks)

- 1 Skills and techniques of the game
  - A. Offensive Skills
    - i. Giving Kho – proximal and distal methods
    - ii. Pole turning – 5 upturn, 4 up turn, 3 up turn
    - iii. Running to pole – 3<sup>rd</sup> Kho, Direct attack, and Turning
    - iv. Moving on cross lane – Biped Quadruped & Combination
    - v. Pole dive – Three step, Two step and One step pole dive
    - vi. Flat dive – sitting dive
    - vii. Ankle tap
    - viii. Diagonal attack
    - ix. Attack on after pole turning
  - B. Defensive Skills
    - i. Single Chain – Variations 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> Direct Attack
    - ii. Double Chain – 3-6 up
    - iii. 1-3, 3-1 Chain
    - iv. Standing at the post
    - v. Shifting at the post
    - vi. Ring Game – Short ring, Medium ring, Long ring
    - vii. Pole avoiding
    - viii. Counter attack for fake Kho
    - ix. Entries
2. Rules of the game and their interpretations
3. Basic strategies and tactics
4. Specific conditioning exercises

Scheme of Evaluation		
Sl. No.	Particulars	Total Marks
1	Any three skills	9
2	Overall Performance	6
3	Officiating Ability	5
	<b>TOTAL</b>	<b>20</b>

**B. Cricket (20 Hours) (External 20 marks)**

1. Skills and techniques of the game
  - a. **Fielding**
    - i. Ground fielding
    - ii. Catching a fly ball
    - iii. Slip fielding.
    - iv. Wicket keeping
  - b. **Bowling**
    - i. The grips run up, delivery and follow through
    - ii. Length and line
    - iii. Medium pace bowling
    - iv. Spin: Off spin and Leg spin
  - c. **Batting**
    - i. The Grip, Stance, back lift and straight bat swing
    - ii. Forward play: Forward defense and drives
    - iii. Back foot play: Back foot defense an drives
    - iv. Running between wickets
2. Rules of the game and their interpretations.
3. Basic strategies and tactics.
4. Specific conditioning exercises.

<b>Scheme of Evaluation</b>		
Sl. No.	Particulars	Total Marks
1	Any three skills	9
2	Overall Performance	6
3	Officiating Ability	5
	<b>TOTAL</b>	<b>20</b>

**C. Plyo metric Training( Internal 5-marks)**

- a. Purpose
- b. General Principles
- c. Prescribing , Designing programme

**D. Interval Training. (Internal 5-marks)**

- a. Purpose
- b. General Principles
- c. Prescribing , Designing programme

**PT-204 Practical (Teaching Ability)**  
**GENERAL LESSONS**

**Module 1 : Preparation**

**A. Model General Lessons by Method Masters (within the College)**

Teacher Educators (Method Masters) of the teacher education college will plan one or two model lessons and engage model classes for the benefit of student teachers. At the same time, they will subject themselves to review by his , her colleagues. While doing so the student teachers will be sensitized to the component skills (micro teaching skills) of teaching physical activity that may be identified by the college.

**B. Micro Teaching Lessons (within the Training Institution)**

Each student teacher may select some activity skills of his choice and plan micro-teaching lessons emphasizing on one of the micro teaching skills at a time. He then will engage his peers to teach and uses the micro teaching skill. His peers then will comment on the micro teaching skill that was used, based on which the student teacher will have an opportunity to refine that particular skill. Examples of micro teaching skills may be:

- Motivating the learner to learn a given activity
- Demonstration (mastery over the skill to be learnt)
- Explanation
- Class management
- Error identification
- Correction etc.

**Module 2: Student Teaching**

Upon mastering the micro teaching skills the student teacher will plan and teach 07 general lessons as follows and 03 Classroom lesson plan in Physical Education & Sports.

Lesson in Free Hand Exercises	2
Lessons in Light Apparatus	3
Lessons in Drill & Marching	2
Lessons in Lezium and Rhythmic	3

**Module 3 : Student Observation of lessons**

Each student teacher, during the course of block teaching will observe ten (10) lessons of his, her peers. She/he will keenly observe each of the micro teaching skills and record his , her personal comments and ways to refine the skills.

**Internal Assessment:**

- Teacher Educators (Method Masters) will observe five (5) lessons and record their observations along with their grading as follows.  
5 – Excellent; 4 – Very Good; 3 – Good; 2 – Satisfactory; 1 – Poor
- The remaining five (5) lessons will be graded as follows:  
3 – Excellent; 2 – Good; 1 – Satisfactory;
- Five (5) best recorded Student observations will be awarded 2 marks each
- Internal marks will be compiled for an aggregate of 50 marks as follows:

For a total of five (5) official observations by Method Masters <sup>cc</sup>		
5 marks x 5 lessons		<b>25</b>
For remaining Five (5) best lessons		
3 marks x 5 lessons		<b>15</b>
Student Observations 2 marks x 5 observations		<b>10</b>
	<b>Total marks</b>	<b>50</b>

**External-50-marks**

Scheme of External Evaluation (1-Lesson)		
1	Particulars	Marks
2	Preparation: Lesson plan, Personal and technical preparations, Mastery over the skill to be learnt	20
3	Learning Activity	10
4	Practice Activity	05
5	Recreation Activity	05
6	Evaluation & Conclusion	10
	<b>Total Marks</b>	<b>50</b>



## SEMESTER – III

### THEORY COURSES

#### CC-301 SPORTS PSYCHOLOGY AND SOCIOLOGY

##### UNIT -I: INTRODUCTION

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

##### UNIT-II: SPORTS PSYCHOLOGY

1. Nature of learning, theories of learning, laws of learning,
2. Plateau in Learning; & transfer of training
3. Meaning and definition of personality, characteristics of personality,
4. Dimension of personality, Personality and Sports performance
5. Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance.
6. Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imaginary.
7. Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety
8. Meaning and nature of stress; Types of stress, Anxiety, Stress, Arousal and their effects on sports performance

##### UNIT-III: RELATION BETWEEN SOCIAL SCIENCE AND PHYSICAL EDUCATION.

1. Orthodoxy, Customs, Tradition and Physical Education.
2. Festivals and Physical Education.
3. Socialization through Physical Education.
4. Social Group life, Social conglomeration and Social group, Primary group and Remote group.

##### UNIT-IV CULTURE: MEANING AND IMPORTANCE.

1. Features of culture,
2. Importance of culture.
3. Effects of culture on people's life style.
4. Different methods of studying. Observation, Inspection method, Questionnaire method, Interview method

##### UNIT-V PSYCHOLOGICAL ASPECTS

1. Meaning and definition of competitions.
2. Psychological aspects and sociological consequences of competitions.
3. Determination of competitive behavior.
4. Characteristics of pre, during and post competition states.
5. Psychological techniques of relaxation and activation.
6. Sports competition as a preparation for life.
7. Sports and aggression, collective violence in sports and emergence of spectator's sports.

## References:

- Ball, D. W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport*. London: Addison Wesley Publishing Co., Inc.
- Blair, J. & Simpson, R. (1962). *Educational psychology*, New York: McMillan Co.
- Cratty, B. J. (1968). *Psychology and physical activity*. Eaglewood Cliffs. Prentice Hall.
- Kamlesh, M.L. (1998). *Psychology in physical education and sport*. New Delhi: Metropolitan
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- Mathur, S.S., (1962). *Educational psychology*. Agra. Vinod Pustak Mandir.
- Skinner, C. E., (1984.). *Education psychology*. New Delhi: Prentice Hall of India.
- William, F. O. & Meyer, F. N. (1979). *A handbook of sociology*. New Delhi: Eurasia Publishing House Pvt Ltd.

## SEMESTER – III

### THEORY COURSES

### CC-302 SPORTS MANAGEMENT

#### UNIT-I

1. Concept of Sports Management.
2. Principles of Sports management.
3. Progressive concept of Sports Management.
4. The purpose and scope of Sports Management.
5. Qualities and competencies required for the Sports Manager.
6. Event Management in physical education and sports.

#### UNIT-II

1. Meaning and Definition of leadership
2. Leadership style and method.
3. Elements of leadership.
4. Forms of Leadership
5. Qualities of administrative leader.
6. Preparation of administrative leader.
7. Leadership and Organizational performance.

#### UNIT-III

1. Sports Management in Schools, Colleges and Universities.
2. Factors affecting planning
3. Planning a school or college sports programme.
4. Directing of school or college sports programme.
5. Controlling a school, college and university sports programme.
  - Developing performance standard
  - Establishing a reporting system
  - Evaluation

#### UNIT-IV

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

#### UNIT-V DIRECTING AND CONTROLLING

1. Meaning, definition and signification of directing.
2. Characteristics and principles of directing.
3. Meaning, definition and signification of controlling.
4. Characteristics and principles of controlling.

## REFERENCES:

- Dr: Sharma. Chakaraborty; Sports Management
- Ashton, D. (1968). *Administration of physical education for women*. New York: The Ronal PressCl.
- Bucher, C.A. *Administration of physical education and athletic programme*. 7<sup>th</sup> Edition, St. Louis: The C.V. Mosby Co.
- Daugherty, G. & Woods, J.B. (1976). *Physical education and intramural programmes, Organization and administration*. Philadelphia U.S.A.: W.B. Saunders Cp.
- Earl, F. Z, & Gary, W. B. (1963). *Management competency development in sports and physical Education*. Philadelphia: W. Lea and Fibiger.

## **SEMESTER – III**

### **THEORY COURSES**

#### **CC-303 MEASUREMENT, EVALUATION IN PHYSICAL EDUCATION**

##### **UNIT -I INTRODUCTION TO TEST, MEASUREMENT AND EVALUATION**

1. Meaning of test measurement and evaluation in physical education.
2. What is measurement
3. What is evaluation
4. Need and importance of test measurement and evaluation in physical education
5. Principles of evaluation

##### **UNIT II CRITERIA, CLASSIFICATION AND ADMINISTRATION OF TESTS**

1. Criteria of good test
2. Criteria of test scientific authenticity (reliability, objective validity and availability of norms
3. What is classification
4. Type and classification of test
5. Administration of test advance preparation duties during test duties after testing

##### **UNIT-III PHYSICAL FITNESS TEST**

1. OREGON MOTOR Fitness test
2. AAHPER youth fitness test
3. India motor fitness test
4. JCR test
5. US Army Physical -fitness test

##### **UNIT-IV SPORTS SKILL TEST**

1. Badminton- French slatter miller wall valley
2. Johnson basket ball test
3. Russel Lange and Brady volley ball test
4. Harbansing hockey and Indian hockey test

##### **UNIT-V KNOWLEDGE TEST**

1. Meaning and definition of knowledge test
2. Need and importance of knowledge test
3. Types of knowledge test
4. Structured response (True-False-Matching the following, multiple choice) test  
Use of knowledge test in physical education

**References:**

- Vastrad Basavaraj and Pujar Hanamant-“Shareer Shishanada Pareekishgallu Hagu Mapanagalu, Kriya sashodhane Hagu Sankhya Shastra”
- Bangsbo, J. (1994). *Fitness training in football: A scientific approach*. Bagsvaerd, Denmark:
- Ho+Storm.
- Barron, H. M., & Mchee, R. (1997). *A practical approach to measurement in physical education*.
- Philadelphia: Lea and Febiger.
- Barron, H.M. & Mchee, R. (1997). *A Practical approach to measurement in physical education*.
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- Kansal, D.K. (1996). *Test and measurement in sports and physical education*. New Delhi:
- D.V.S. Publications.
- Mathews, D.K., (1973). *Measurement in physical education*, Philadelphia:

## SEMESTER – III

### THEORY COURSES

#### EC-304(A) CONTEMPORARY ISSUES IN PHYSICAL EDUCATION, FITNESS AND WELLNESS (ELECTIVE)

##### UNIT – I CONCEPT OF PHYSICAL EDUCATION AND FITNESS

1. Definition, Aims and Objectives of Physical Education, fitness and Wellness
2. Importance and Scope of fitness and wellness
3. Modern concept of Physical fitness and Wellness
4. Physical Education and its Relevance in Inter Disciplinary Context.

##### UNIT – II FITNESS, WELLNESS AND LIFESTYLE

1. Fitness – Types of Fitness and Components of Fitness
2. Understanding of Wellness
3. Modern Lifestyle and Hypo kinetic Diseases – Prevention and Management
4. Physical Activity and Health Benefits

##### UNIT – III PRINCIPLES OF EXERCISE PROGRAM

1. Meaning of Fitness development – aerobic and anaerobic exercises
2. Exercises and Heart rate Zones for various aerobic exercise intensities
3. Concept of free weight Vs Machine, Sets and Repetition etc
4. Concept of designing different fitness training program for different age group.

##### UNIT – IV SAFETY EDUCATION AND FITNESS PROMOTION

1. Health and Safety in Daily Life
2. First Aid and Emergency Care
3. Common Injuries and their Management
4. Modern Life Style and Hypo-kinetic Disease –Prevention and Management

##### UNIT-V POSTIVE HEALTH

1. Introduction
2. Concept of positive health.
3. Meaning, importance of positive health.
4. Paths to positive health (Physical fitness)
5. Benefits of regular physical exercise.
6. A Workout schedules for physical fitness.

##### References:

- Difiore, J.(1998). *Complete guide to postnatal fitness*. London: A & C Black,.
- Giam, C.K & The, K.C. (1994). *Sport medicine exercise and fitness*. Singapore: P.G. Medical Book.
- Mcglynn, G., (1993). *Dynamics of fitness*. Madison: W.C.B Brown.
- Sharkey, B. J.(1990). *Physiology of fitness*, Human Kinetics Book.

## SEMESTER – III

### THEORY COURSES

#### EC-304(B) SPORTS NUTRITION AND WEIGHT MANAGEMENT (ELECTIVE)

##### UNIT – I INTRODUCTION TO SPORTS NUTRITION

1. Meaning and Definition of Sports Nutrition.
2. Basic Nutrition guidelines.
3. Role of nutrition in sports.
4. Factors to consider for developing nutrition plan.

##### UNIT – II NUTRIENTS: INGESTION TO ENERGY METABOLISM

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

##### UNIT – III NUTRITION AND WEIGHT MANAGEMENT

1. Meaning of weight management Concept of weight management in modern era. Factors affecting weight management and values of weight management.
2. Concept of BMI (Body Mass Index), Obesity and its hazards, Myth of Spot reduction, Dieting versus exercise for weight control, Common Myths about Weight Loss.
3. Obesity – Definition, meaning and types of obesity,
4. Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.

##### UNIT – IV STEPS OF PLANNING OF WEIGHT MANAGEMENT

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

##### UNIT-V VALUES OF FRUITS AND FOOD PRESERVATIONS

1. Therapeutical values of fruits and vegetables.
2. Principles of food storage and food preservation.
3. Fat meal effect.
4. Food requirements.
5. Calories balance.

##### References:

- Bessesen, D. H. (2008). Update on obesity. *J ClinEndocrinolMetab.*93(6), 2027-2034.
- Butryn, M.L.,Phelan, S &Hill, J. O.(2007) Consistent self-monitoring of weight: a key component of successful weight loss maintenance. *Obesity(Silver Spring)*. 15(12), 3091-3096.
- Chu, S.Y. & Kim, L. J. (2007). Maternal obesity and risk of stillbirth: a Meta analysis. *ObstetGynecol*, 197(3), 223-228.
- DeMaria, E. J. (2007). Bariatric surgery for morbid obesity. *N Engl J Med*,356(21), 2176-2183.
- Dixon, J.B., O'Brien, P.E., Playfair, J. (n.d.). Adjustable gastric banding and conventional Therapy for type 2 diabetes: a randomized controlled trial. *JAMA*. 299(3), 316-323.



## Semester – III

PC-301

### PC-301 -PRACTICALS

#### ATHLETICS

#### A. Throws- Shot-put (25 HOURS External Evaluation 20-Marks, Internal 05 marks)

1. Improvements of performance in shot-put. Recent records at the national and international levels.
2. Skills and techniques (O "Brain styles")
  - a. Hand hold and placement of shot.
  - b. Initial swing
  - c. The „T“ and the crouch
  - d. The glide across the circle
  - e. The Release and Recovery
3. Teaching stages for shot-put
4. Specific conditioning exercises for shot put.

#### B. Throws-Discuss Throw/Javelin Throw (25 HOURS External Evaluation 20-Marks, Internal 05 Marks)

1. Improvements of performance in discuss throw..
2. Recent records at the national and international levels.
3. Skills and techniques
  1. The hand holds (Grip) and spin
  2. The initial swing
  3. The turn
  4. The release
  5. The recovery.
3. Teaching stages for discuss throw
4. Specific conditioning exercises for discuss throw

#### Throws Javelin throw

1. Improvements of performance in javelin throw. Recent records at the international and national levels.
3. Skills and techniques
  - i. The grip (Hand hold )
  - ii. The carry
  - iii. The approach run and checkmarks
  - iv. The release and recovery.
3. Teaching stages for javelin throw
4. Specific conditioning exercises for javelin throw

Scheme of Evaluation		
	Particulars	Marks
01	Skills	12
02	Overall Performance	07
03	Officiating Ability	06
	<b>Total</b>	<b>25</b>

### PC. 302 PRACTICALS

#### A. Football ( External Evaluation 20 marks)

##### 1. Skills and techniques of the game

- a. The kick:
    - i. Low kick (Low drive),      ii. Lofted kick (High drive),
    - iii. Full and half volley
  - b. The pass:
    - i. With inside of the foot,      ii. With outside of the foot,
    - iii. Passing the ball on the move and weaving.
  - c. Trapping the ball :
    - i. With sole of the foot,      ii. With thigh,
    - iii. With chest
  - d. Dribbling and running with the ball.
  - e. Heading.
  - f. Tackling
  - g. Throw- in
  - h. Goal keeping.
2. Rules of the game & their interpretation
  3. Basic strategies and tactics.
  4. Specific conditioning exercises.
  5. Lead up games.

Scheme of Evaluation		
Sl.No.	Particulars	Total Marks
1	Any three skills	9
2	Overall Performance	5
3	Officiating Ability	6
	Total Marks	20

**B. Yoga:, Asana & Pranayama.****(25 Hours) (External Evaluation 20 marks)****1. Asanas**

Padmasana, Trikonasana, Veerabhadrasana, Padahastanasana, Vrikshasana, Tolasana, Utthita Padmasana, Parvatasana, Yogamudrasana, Utthita dwipadasana, Padasparsha merudandasana, Eka pada shalabhasana, Shalabhasana, Parshvakonasana, Parivrutta trikonasana, Ardha Chakrasana, Ushtrasana, Ardha Matsendrasana, Gomukhasana, Pashchimottanasana, Matsyasana, Sarvangasana, Rajakapotasana, Dhanurasana, Hastapadangushtasana, Utthanasana, Urdhvahasttotthanasana, Uththitha Ekapada Baddha Padmasana, Badhdha Konasana, Gorakshasana, Kukkutasana, Kurmasana, Halasana, Navasana, Chakrasana, Ardha Chakrasana, Garudasana, Prasarita Padittanasana, Angushttasana, Vajrasana, Bakasana, Supta Veerasana, Paryankasana, Bhujangasana, Paripurna Navasana, Simhasana, Mayurasana, Ushtrasasana

**2. Pranayama**

Anuloma Viloma Pranayam, Suryanuloma, Chandranuloma, Chandrabhedhana and Suryabedhana pranayam, Nadi Shodha pranayam, Ujjayi Pranayam, Sheetal, Sheetakari, Kapalabhati, Bhramari

**3. Mudras**

Chinmudra, Chinmayamudra, Adimudra, Brahmamudra, Nasikamudra, Shanmukhamudra

**4. Suryanamaskara.**

Astanga Dand (10 counts) and Aundkar's method (10 counts)

Scheme of Evaluation				
		No.	Marks	Total
I	Candidate's Choice	4	2.5	<b>10</b>
	Examiner's Choice	2	5	<b>10</b>
	Total Marks			<b>20</b>

**C. Softball ( Internal Evaluation 05 marks )****1. Skills and techniques of the game.****A. Catching – Basic fielding positions, moving to the ball**

1. Catching ground ball, scooping the ball, running through the ball

**B. Throwing**

1. Grip-Over head throw-Body position –Arm Action, release, follow through
2. Long throws –Crow hop –long bounce throw
3. Quick throw- Shortened wind up – on the, side arm, under hand toss, glove toss, backhand flip.

C. Pitching Styles- windmill and sling shot

1. The Grip
2. Stance
3. Release
4. Leg drive
5. Follow through

D. Hitting

1. Grip
2. Stance
3. Stride
4. Swing
5. Contact
6. Follow through

E. Bunting and Slap hitting

1. Stance
2. Hand position
3. Bunt angle
4. Contact position
5. Right handed sneaky bunt
6. Left hand drag bunt
7. Squeeze bunt

F. Base Running

1. Lead off
2. Sliding bent leg
3. Pop up slide
4. Hook slide

2. Rules of the game & their interpretation
3. Basic strategies and tactics
4. Specific conditioning exercises
5. Lead up games.

**D. Attya-Pattya (Internal 05 marks)**

- a) Offensive and Defensive skills
- b) Ground Marking
- c) Officiating
- d) Basic Strategies

## PC -303 Practicals

### A. Hockey ( *External Evaluation 20 MARKS* )

1. Skills and techniques of the game
  - a. The Grip            b. Pushing and stopping
  - c. Hitting            d. Scooping
  - e. Dribbling        f. Tackling
  - g. Goal keeping
  - i Dive                ii The volley
  - h Positional play
2. Rules of the game & their interpretation
3. Basic strategies and tactics.
4. Specific conditioning exercises.
5. Lead up games

Scheme of Evaluation		
Sl.No.	Particulars	Total Marks
1	Any three skills	9
2	Overall Performance	6
3	Officiating Ability	5
	Total Marks	20

### B. Wrestling (for Men only) ( *External Evaluation 20- Marks* )

1. Skills and Techniques
  - a. Stance- Square and Diagonal
  - b. Take Downs-
    - i. Leg drive,                            iii. Heel pick-up
    - ii. Double arm drag,                iv. Head drag,
  - c. Go-behind-
    - i. Double arm drag,                ii. Short arm drag,
  - d. Take down from behind-
    - i. Cross-over,                        ii. Cross body ride
  - e. Break-down from behind-
    - i. Inside crotch ride,                ii. Standing escape
  - f. Reverses and escapes-
    - i. Switch                                ii. Standing escape,
2. Basic strategies and tactics.
3. Specific conditioning exercises
3. Lead up activities

**B. Netball (for Women) (External Evaluation 20- Marks)**

1. Skills and techniques of the game

1. Playing the ball
2. Passing the distance
3. Foot work
4. Catching-Two-handed and One-handed catches
  - a. Throwing

Chest pass, Straight shoulder pass, High shoulder pass, Bounce pass, Under arm pass

- b. Getting free
- c. Marching
- d. Intercepting
- e. Scoring a Goal
- f. Taking a shot at goal
- g. Penalties
- h. The free pass
- i. The penalty passes or shot
- j. The throw in
- k. The throw-up

2. Rules of the game & their interpretation

3. Basic strategies and tactics

4. Specific conditioning exercises

5. Lead up games

**B. Throw ball ( for Women) (External Evaluation 20- Marks)**

1. Skills and techniques of the game

- I. Service-Side-arm :Spinning
- II. Offensive: Throwing –Jump shot, Placement, Spinning.
- III. Defensive: Catching – Double hand catching, Single hand throw.

2. Rules of the game & their interpretation

3. Basic strategies and tactics

4. Specific conditioning exercises

5. Lead up games

<b>Scheme of Evaluation</b>		
<b>Sl.No.</b>	<b>Particulars</b>	<b>Total Marks</b>
1	Any three skills	9
2	Overall Performance	6
3	Officiating Ability	5
	<b>Total Marks</b>	<b>20</b>

### **C) Flag Salutation & Ceremonial Parade**

A batch of 20 to 25 student teachers, under the supervision of a teacher educator will plan and prepare a programme of events to celebrate one of the national celebrations such as „Independence Day“, „Republic Day“, etc. Communicate the same to all through invitation, circulars, etc.

- . Hold rehearsal“s for practice.
- . Prepare the podium, flag staff, P-A system etc for the purpose
- . Conduct the actual function.

Assessment:

1. The components taken in to consideration are: participation, involvement, Quality of work, attitude towards participation in the associated activities and programme.
  2. The assessment will be made in scores separately and single Grade will be given as indicated below.
- A - Excellent:      B- Very Good; C- Good; D- Satisfactory; E- Poor.

### **C. Tournaments & Sports Meets (Internal Evaluation for 5 marks)**

#### **Tournaments**

A sports committee duly constituted under the guidance of a teacher educator will be responsible for intramural and extramural tournaments. Upon completion of diagnostic tests and talent search, the student teacher of First year will be integrated into houses for the purpose of intramural Competitions in those games. For example, those who opt for Kabaddi will Organize Kabaddi intramural tournament. The same students will be responsible for making the field, court and, or Setting up other requirements for the game, officiating the matches (refereeing, time- keeping, scoring etc). The teacher educator in- charge of intramural activities will assess the student teachers as follows:

- a. The components taken into consideration are participation in the intramural activities and their talents in such activities
- b. The assessment will be made in scores separately and single Grade will be given as indicated below.

**A -Excellent; B- Very Good; C-Good;      D- Satisfactory; E- Poor.**

#### ***Sports Meets***

A group of 20 to 25 student teachers will organize an athletic sports meet either for the children of practicing school or among themselves. The group of student teachers will constitute an organizing committee under the chairmanship of one of the teacher educators. There will be other sub Committees necessary for organizing sports meet. The organizing committee and other sub committees will take necessary decisions in terms of dates, place, events, funds required, rules of competitions, guests for inaugural and closing functions etc. The group of student teachers will prepare a budget for the meet and find the means to raise funds including their own contributions, entry fees, contributions, entry fees, contribution by the participating school and other sponsorships. The group of student teachers will invite entries from the participants, for which they will prescribe an entry Performa. The group of student teachers will decide the order of events and prepare a Small brochure containing the list of events list of participants, the events programme of opening and closing functions.

The group of student teachers will arrange for the inaugural and prize Distribution functions. The group of student teachers will mark the track and field as required, hold the inaugural function, conduct the events, officiate, compile the results, and hold the prize distribution function.

The group of student teachers will prepare a report of the meet including, proceedings of the committee meetings, budgets, invitations, brochure, results, photographs (if any), accounts of receipts and expenditure etc.

**Assessment:**

1. The teacher educator, in-charge of the meet will assess the group of student teachers for their involvement, initiative, and readiness to involve and work during the preparatory work in the following aspects.
  - a. Participation in the inaugural and closing functions
  - b. Marking of the track and field
  - c. Officiating and other ancillary work
  - d. Involvement in the follow up work
  
2. The teacher educators will assess the student teachers in terms of scores Separately, to be converted into grades.
3. The scores will be converted in to grades as indicated below;  
A – Excellent; B-Very Good: C- Good: D- Satisfactory and E- Poor.

***D) Hikes, Picnics and Camping (7 days) (Internal Evaluation -5 marks)***

A batch of 20 to 25 student teachers, under the supervision of a teacher educator will plan and prepare programme for a picnic, hike.

- . Visit and inspect the spot for suitability.
- . Communicate the same to all through invitation, circulars, etc.
- . Arrange for transportation of food, men and material.
- . Execute the planned programme of picnic, hike

**Assessment:**

1. The components taken into consideration are participation, involvement, and Attitude towards participation in the associated activities and programme.
2. The assessment will be made in scores separately and single Grade will be Given as indicated below:  
A- Excellent : B-Very Good: C-Good : D- Satisfactory; E- Poor



## PT – 304 Practical (Teaching Ability) PARTICULAR LESSONS

### Module 1 : Preparation

- A. Model Particular Lessons by Method masters ( within the College) Teacher Educators ( Method Masters ) of the teacher education college will plan one or two model particular lessons and engage model classes for the benefit of student teachers. At the same time, they will subject themselves to review by his, her colleagues. While doing so the student teachers will be once again sensitized to the component skills (micro teaching skills) of teaching physical activity that may be identified by the college, as was done in the case of general lesson.
- B. Review of Micro Teaching Skills (within the Training Institution)

### Module 2: Student Teaching

Upon reviewing the micro teaching skills the student teacher will plan and teach 10 particular lessons as follow.

Lessons in the Track and Field	<b>4</b>
Lessons in the Team Games	<b>6</b>
	<b>10</b>

### Module 3 : Student Observation of lessons.

Each student teacher, during the course of block teaching will observe ten (10) lessons of his, her peers. He, she will keenly observe each of the micro teaching skills and record his, her personal comments and ways to refine the skills.

### Internal Assessment :

Teacher Educators (Method Masters) will observe five (5) lessons and record their observations along with their grading as follows.

5 – Excellent; 4 – Very Good; 3 – Good; 2- Satisfactory; 1-Poor.

- . The remaining seven (7) lessons will be graded as follows:
  - 3- Excellent; 2-Good; and 1-Satisfactory;
- . Five (5) best recorded Student observations will be awarded 2 marks each
- . Internal marks will be compiled for an aggregate of 50 marks as follows :

For a total of five (5) official observations by Method Masters

5 marks x 5 lessons	25
5 marks x 5 lessons	<b>25</b>
Total Marks	<b>50</b>

<b>Scheme of External Evaluation ( 1-Lesson)</b>		
	Particulars	Marks
1	Preparation: Lesson plan , Personal and technical preparation, Mastery over the skill to be learnt	20
2	Learning Activity	10
3	Practice Activity	05
4	Recreation Activity	05
5	Evaluation & Conclusion	10
	<b>Total Marks</b>	<b>50</b>

## SEMESTER – IV

### THEORY COURSES

#### CC-401 SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION

##### UNIT-I: SPORTS MEDICINE:

1. Sports Medicine: Meaning, Definition, Aim, Objectives, Modern Concepts and Importance.
2. Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.
3. Need and Importance of the study of sports injuries in the field of Physical Education
4. Prevention of injuries in sports – Common sports injuries – Diagnosis
5. First Aid - Treatment - Laceration – Blisters – Contusion - Strain – Sprain – Fracture Dislocation and Cramps – Bandages – Types of Bandages – trapping and supports.

##### UNIT-II: PHYSIOTHERAPY

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

##### UNIT-III: HYDROTHERAPY:

1. Introduction and demonstration of treatments of Cry therapy, 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-IV: THERAPEUTIC EXERCISE:

1. Definition and Scope – Principles of Therapeutic Exercise – Classification, Effects and uses of Therapeutic exercise – Passive Movements (Relaxed, Forced and passive - stretching) – Active Movements (concentric, eccentric and static) Application of the therapeutic exercise: Free Mobility Exercise – Shoulder, Elbow – Wrist and Finger Joints– Hips, Knee, Ankle and Foot joints – Trunk. Head and Neck exercises.

##### UNIT-V POSTURE

1. Meaning and signification of posture.
2. Values of good posture.
3. Causes of bad posture.
4. Ideal posture and advantages of good posture.
5. Types of posture.
6. Postural deformities and its types.
7. Flat foot.

## References:

- Vastrad Basavaraj and Venkatesh R. “ Anwayika Daihika Shikshana Mattu Kreedha Gayangallu”
- Christine, M. D., (1999). *Physiology of sports and exercise*. USA: Human Kinetics.
- Conley, M. (2000). *Bioenergetics of exercise training*. In T.R. Baechle, & R.W. Earle, (Eds.),
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- Hunter, M. D. (1979). *A dictionary for physical educators*. In H. M. Borrow & R. McGee, (Eds.), *A Practical approach to measurement in Physical Education* (pp. 573-74). Philadelphia: Lea &Febiger.
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- Williams, J. G. P. (1962). *Sports medicine*. London: Edward Arnold Ltd.

## **SEMESTER – IV**

### **THEORY COURSES**

#### **CC-402 RESEARCH IN PHYSICAL EDUCATION & ELEMENTARY STATISTICS**

##### **UNIT- I INTRODUCTION TO RESEARCH**

- 1) Meaning and definitions of Research
- 2) Need, Nature, Scope and importance of Research in Physical education
- 3) Qualities and Qualifications of a Research Scholar
- 4) Types of Research
- 5) Steps of Educational Research

##### **UNIT-II SURVEY OF RELATED LITERATURE**

- 1) Meaning, Need of Model Research Report
- 2) Steps of Model Research Report
- 3) Research Proposal
- 4) Preparation of Research Proposal
- 5) Meaning and need of Sampling

##### **UNIT-III SURVEY OF RELATED LITERATURE**

- 1) Need of Surveying related literature
- 2) Literature's Sources, Library Readings
- 3) Research problem, Meaning Locations & Criteria of selection of problems
- 4) Formulation of Research Problem, Limitation & Delimitations
- 5) Research Report

##### **UNIT - IV BASIC STATISTICAL ANALYSIS**

- 1) Meaning, definition and Need of Statistics in Physical education
- 2) Scope, Uses, and importance of Statistics in Physical education
- 3) Frequency table
- 4) Measures of central tendency, Mean Median & Mode meaning, Definition Importance, Advantages & disadvantages
- 5) Calculation of Mean, Median & Mode from group & ungrouped data

##### **UNIT-V STATISTICAL MODELS IN PHYSICAL EDUCATION**

- 1) Measures of Variability-Meaning, definitions of Range, Quartile, Average and standard deviation
- 2) Calculations from grouped & ungrouped data
- 3) Merits, demerits and uses of variability
- 4) Normal Probability Curve-Meaning, definition Characteristics, and uses
- 5) Skewnes Kurtosis- Types and Calculation of Skewness and Kurtosis

## References:

- Vastrad.Basavaraj-“ Research Methods in Physical and Sports”
- Vastrad.Basavaraj-“ Shareera Shikshanadalhi Samshodhane”
- Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.
- Bompa, T. O. &Haff, G. G. (2009). *Periodization: theory and methodology of training, 5th ed.*
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- Ltd.
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- *health science professional*. Landon: J.B. Lippincott Company.
- Thomas, J.R., & Nelson J.K. (2005). *Research method in physical activity*. U.S.A: Champaign,
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- Uppal, A. K. (1990). *Physical fitness: how to develop*. New Delhi: Friends Publication.
- Verma, J. P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

## SEMESTER – IV

### THEORY COURSES

#### CC-403 YOGA EDUCATION & COMPUTER APPLICATION

##### UNIT-I INTRODUCTION

- 1) Meaning and definition of yoga
- 2) Aim and objectives of yoga
- 3) Yoga in Early Upanishads
- 4) The Yoga Sutra, general considerations
- 5) Need and importance of yoga in physical Education and sports

##### UNIT-II FOUNDATION OF YOGA

- 1) The Astanga yoga
  - a) Yama
  - b) Niyama
  - c) Asana
  - d) Pranayama
  - e) Pratyahara
  - f) Dharana
  - g) Dhyana h) and Samadhi
- 2) Yoga in the Bhagavadgita
  - a) Karma yoga
  - b) Raja yoga
  - c) Jnana yoga
  - d) Bhakti yoga

##### UNIT-III EFFECTS AND INFLUENCE OF YOGA

###### Asanas

- a) Effects of Asanas and Pranayama on various systems of the body
- b) Classification of Asanas with Special reference to Physical Education and Sports
- c) Influence of relative, meditative posture on various systems of the body
- d) Types of Bandhas and Mudras
- e) Types of Kriyas
- f) Steps of Surya Namaskara (12 count)

##### UNIT-IV INTRODUCTION TO COMPUTER

1. Meaning, need and importance of information and communication technology
2. Importance of computer application in physical education
3. Components of computer, input and output device
4. Characteristics of computer
5. Parts of Computer

##### UNIT-V MS- OFFICE & INTERNET

1. Introduction to MS word, Excel and PowerPoint.
2. Creating, saving, and opening a document.
3. Meaning need & scope of internet.
4. Types of Network and work of Internet.
5. Importance of Internet in Physical Education & Sports.

## References:

- Vastrad.Basavaraj “Yoga”
- Brown, F. Y. (2000). *How to use yoga*. Delhi: Sports Publication.
- Gharote, M. L. &Ganguly, H. (1988). *Teaching methods for yogic practices*.Lonawala: Kaixydahmoe.
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- Shankar,G.(1998). *Holistic approach of yoga*. New Delhi: Aditya Publishers.
- Shekar,K. C. (2003). *Yoga for health*. Delhi: Khel Sahitya Kendra.

## SEMESTER – IV

### THEORY COURSES

#### CC-404 SUPERVISION AND CURRICULUM

##### UNIT-I INTRODUCTION

- 1) Supervision- Meaning, definition, importance,
- 2) Scope, need and Origin.
- 3) Development of supervision.
- 4) Qualifications of physical education supervisor.

##### UNIT-II DUTIES AND RESPONSIBILITIES

- 1) Duties of physical education supervisor.
- 2) Responsibilities of physical education supervisor.
- 3) Relationship with other teachers.
- 4) Relationship with administrative and public.

##### UNIT-III SUPERVISION SET UP AND TECHNIQUES

- 1) Supervisor of physical education at various levels.
- 2) Supervisory set up for physical education at the state level.
- 3) Types of Techniques.
- 4) Maintenance of Records and Reports.

##### UNIT-IV MODERN CONCPET OF CURRICULUM

- 1) Need and importance of curriculum, Need and importance of curriculum. development, the role of the teacher in curriculum development.
- 2) Factors affecting curriculum - Social factors - Personnel qualifications – Climatic consideration - Equipment and facilities -Time suitability of hours.
- 3) Basic principles of curriculum construction.
- 4) Curriculum design- Meaning, importance and factors of designing curriculum.
- 5) Principles of curriculum design and role of teachers“ curriculum designing.

##### UNIT-V BASIC GUIDE LINE FOR CURRICULUM CONSTRUCTION CONTEST (SELECTION AND EXPANSION).

- 1) Focalization, Psychological, Philosophical.
- 2) Socialization.

- 3) Individualization.
- 4) Sequence and operation.
- 5) Steps in curriculum construction.

**References:**

- Barrow, H. M. (1983). *Man and movement: principles of physical education*. Philadelphia:
- Lea and Febiger.
- Bucher, C. A. (1986). *Foundation of physical education*: St. Louis: The C. V. Mosby & Company.
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- Prentice Hall, Inc.

**Semester – IV**

**SYLLABUS OF PRACTICALS (Part I)**

**PC – 401 SPECIALIZATION-I**

KABADDI, KHO-KHO, HANDBALL, VOLLETBALL, TABLE-TENNIS, FOOTBALL, YOGA (ANY ONE)

**PC – 402 SPECIALIZATION -II**

CRICKET, BASKETBALL, HOCKEY, WRESTLING, BADMINTON, ATHLETICS (ANY ONE)

**1) RECORD BOOK**

- a) Origin and History
- b) Ground and Equipments
- c) Skills
- d) Rules and Regulations
- e) Officiating
- f) Tournaments and Awards

**2) COACHING ABILITY**

- a) Skills
- b) Performance
- c) Demonstration
- d) Test

**3) Officiating and Viva Voce**



- a) Duties and Responsibilities of Officials.
- b) Viva Voce

<b>Scheme of Evaluation (Internal)</b>		
Sl.No.	Particulars	Total Marks
1	Basic and Advanced skills	10
2	Overall performance	5
3	Officiating Ability	10
<b>Total Marks</b>		<b>25</b>

<b>Scheme of Evaluation (External)</b>		
Sl.No.	Particulars	Total Marks
1	Preparation of Book	25
2	Overall Performance and Coaching Ability	25
3	Viva voce	25
<b>Total Marks</b>		<b>75</b>

**TP- 401 AND TP- 402 INTERNSHIP TEACHING PRACTICE**

**TP – 401 Sports Specialization:** KABADDI, KHO-KHO, HANDBALL, VOLLETBALL, TABLE-TENNIS, FOOTBALL, YOGA (ANY ONE).

(4 internal lessons at practicing school and 1 final external lesson on the students of practicing school as a sports specialization of any discipline mentioned above.)

**TP- 402 Games Specialization:** CRICKET, BASKETBALL, HOCKEY, WRESTLING, BADMINTON, ATHLETICS. (ANY ONE)

(4 internal lesson at practicing school and 1 final external lesson on the students of practicing school as a games specialization of any discipline mentioned above.)

**Internal Assessment:**

Teacher Educators (Method Masters) will observe all lessons and record their observations along with their grading as follows.

5 – Excellent; 4 – Very Good; 3 – Good; 2- Satisfactory; 1-Poor.

Two best recorded Student observations will be awarded 2.5 marks each. Internal marks will be compiled for an aggregate of 25 marks as follows:

For a total of five (5) official observations by Method Masters

5 marks x 4 lessons	20
2.5 marks x 2 lessons	05
<b>Total Marks</b>	<b>25</b>

<b>Scheme of External Evaluation ( 1-Lesson)</b>		
1	Particulars	Marks
2	Preparation: Lesson plan , Personal and technical preparation, Mastery	15

	over the skill to be learnt	
3	Learning Activity	05
4	Practice Activity	05
5	Recreation Activity	05
6	Evaluation & Conclusion	10
	<b>Total Marks</b>	<b>40</b>