

National Education Policy-2020

Single Core Subject

**Four-Year Undergraduate Programme-
FYUP/Master Programme**

BACHELOR OF PHYSICAL EDUCATION AND SPORTS

(BPES)

&

MASTER OF PHYSICAL EDUCATION AND SPORTS

(MPES)

**Common Minimum Syllabus for Uttarakhand State
Universities and Colleges**

**PROPOSED STRUCTURE FOR
PHYSICAL EDUCATION AND SPORTS**

SYLLABUS

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S.N.	NAME	DESIGNATION	DEPARTMENT	AFFILIATION
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List of Papers (DSC,DSE,GE) with Semester Wise Titles for 'Phy Edu	5
Programme Specific Outcomes (PSOs) (Undergraduate Programme)	7
Programme Specific Outcomes (PSOs) (Honours Degree)	8
Programme Specific Outcomes (PSOs) (Master Degree)	9
Semester-I	
Course Title: History and Foundation of Physical Education	10
Course Title: Major Games – I	13
Course Title: Practical Major Games – I	15
Course Title: Anatomy & Physiology in Physical Education	17
Course Title: Fundamentals of Physical Education	19
Course Title: Indigenous Activities -I	21
Semester-II	
Course Title: Health Education	24
Course Title: Major Games – II	26
Course Title: Practical Major Games – II	28
Course Title: Biomechanics in Physical Education	30
Course Title: Recreation and Fitness in Physical Education	32
Course Title: Indigenous Activities - II	34
Semester-III	
Course Title: Kinesiology in Physical Education	37
Course Title: Major Games – III	39
Course Title: Practical Major Games – III	41
Course Title: Methods in Physical Education	43
Course Title: Sports Management	45
Course Title: Stress Management	48
Course Title: Internship	50
Course Title: Fitness and Conditioning	52
Semester-IV	
Course Title: Coaching and officiating in Physical Education	54
Course Title: Test and Measurement in Physical Education	56
Course Title: Marking of Track Events	58
Course Title: Practical Marking of Track Events	60
Course Title: Exercise Prescription and Therapeutic Exercise	62
Course Title: Olympic Education	64
Course Title: Project	66
Course Title: Yoga and Wellness	68
Semester-V	
Course Title: Sports Psychology	71
Course Title: Sports Lesson Plan	73
Course Title: Practical of Sports Lesson Plan	75

Course Title: Marking of Field Events	77
Course Title: Practical Marking of Field Events	79
Course Title: Sports Journalism	81
Course Title: Fundamentals of Yoga.....	83
Course Title: Internship.....	85
Course Title: Adventure Sports.....	87
Semester-VI.....	
Course Title: Sports Nutrition and Balance Diet	90
Course Title: Coaching and officiating in Physical Education.....	92
Course Title: Sports Sociology	94
Course Title: Fitness & Wellness in Physical Education	96
Course Title: Introduction to Injury Prevention and Rehabilitation in Sports	98
Course Title: Project	101
Course Title: Gym Operation.....	103
Semester-VII	
Course Title: Research Process in Physical Education.....	106
Course Title: Tests, Measurements and Evaluation in Physical Education.....	108
Course Title: Teaching Methodology in Physical Education	110
Course Title: Track Events and Marathons	112
Course Title: Academic Project.....	114
Semester-VIII	
Course Title: Yogic Science	116
Course Title: Statistics in Physical Education & Sports.....	118
Course Title: Athletic Care & Rehabilitation	120
Course Title: Athletics Field and Combined Events	122
Course Title: Dissertation	124
Semester-IX.....	
Course Title: Scientific Principles of Sports Training	126
Course Title: Sports Medicine	129
Course Title: Physiology of Exercise	131
Course Title: Sports Specialisation - I.....	133
Course Title: Introduction to Sports Training.....	135
Course Title: Dissertation	137
Semester-X.....	
Course Title: Psychology in Sports and Physical Education.....	139
Course Title: Health Education and Sports Nutrition	142
Course Title: Remedial and Corrective Physical Education.....	144
Course Title: Sports Specialisation - II	146
Course Title: Obesity and Weight Management.....	148
Course Title: Dissertation	151

DSC: Discipline Specific Course

SEC: Skill Enhancement Course

DSE: Discipline Specific Electives

IAPC: Internship/Apprenticeship / Project/ Community Outreach

LIST OF ALL PAPERS WITH SEMESTER WISE TITLES IN 'BPES' & 'MPES'						
YEAR	SEMESTER	COURSE	PAPER TITLE	THEORY /PRACTICAL	CREDITS	
UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION AND SPORTS						
FIRST-YEAR	I	DSC	History and Foundation of Physical Education	Theory	4	
		DSC	Major Games – I	Theory	3	
			Practical Major Games – I	Practical	1	
		DSC	Anatomy & Physiology in Physical Education	Theory	4	
		GE	Fundamentals of Physical Education	Theory	4	
		AEC	Indian Language-I	Theory	2	
		SEC	Indigenous Activities - I	Theory and Practical	2	
	VAC	One from the pool of VAC Course	Theory	2		
	Total Credits					22
	II	DSC	Health Education	Theory	4	
		DSC	Major Games – II	Theory	3	
			Practical Major Games – II	Practical	1	
		DSC	Biomechanics in Physical Education	Theory	4	
		GE	Recreation and Fitness in Physical Education	Theory	4	
AEC		Indian Language-I	Theory	2		
SEC		Indigenous Activities - II	Theory and Practical	2		
VAC	One from the pool of VAC Course		2			
Total Credit					22	
UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION AND SPORTS						
SECOND-YEAR	III	DSC	Kinesiology in Physical Education	Theory	4	
		DSC	Major Games - III	Theory	3	
			Practical Major Games – III	Practical	1	
		DSC	Methods of Physical Education	Theory	4	
		DSE	Sports Management	Theory	4	
			OR			
		GE	Stress Management	Theory	2	
		IAPC	Internship	Theory		
		OR				
		SEC	Fitness & Conditioning	Theory and Practical	2	
	VAC	One from the pool of VAC Course				
	AEC	Indian Language-II		2		
	Total Credit					22
	IV	DSC	Coaching and Officiating in Physical Education	Theory	4	
		DSC	Test & Measurement in Physical Education	Theory	4	
		DSC	Marking of Track Events	Theory	3	
			Practical Marking of Track Events	Practical	1	
		DSE	Exercise Prescription and Therapeutic Exercise	Theory	4	
			OR			
		GE	Olympic Education	Theory	2	
IAPC		Project	Theory			
OR						
SEC		Yoga and Wellness	Theory and Practical	2		
VAC	One from the pool of VAC Course					
AEC	Indian Language-II		2			
Total Credit					22	
BACHELOR IN PHYSICAL EDUCATION AND SPORTS						
	V	DSC	Sports Psychology	Theory	4	
		DSC	Sports Lesson Plan	Theory	3	
			Practical of Sports Lesson Plan	Practical	1	
		DSC	Marking of Field Events	Theory	3	

THIRD-YEAR			Practical Marking of Field Events	Practical	1
		DSE	Sports Journalism	Theory	4
		GE	Fundamentals of Yoga	Theory	4
		IAPC	Internship	Theory and Practical	2
		OR			
		SEC	Adventure Sports	Theory and Practical	
				Total Credit	22
	VI	DSC	Sports Nutrition and Balance Diet	Theory	4
		DSC	Coaching and officiating in Physical Education	Theory	4
		DSC	Sports Sociology	Theory	4
		DSE	Fitness & Wellness in Physical Education	Theory	4
		GE	Introduction to injury prevention and rehabilitation in sports	Theory	4
		IAPC	Project	Theory	2
		OR			
SEC	Gym Operation	Theory and Practical			
BACHELOR IN PHYSICAL EDUCATION AND SPORTS WITH HONOURS					
FOURTH-YEAR	VII	DSC	Research Process in Physical Education & Sports Sciences	Theory	4
		DSE	Tests, Measurements and Evaluation in Physical Education	Theory	4
		DSE	Teaching Methodology in Physical Education	Theory	4
		DSE	Track Events and Marathons	Practical	4
		Academic Project	Academic Project	Theory	6
	VIII	DSC	Yogic Science	Theory	4
		DSE	Statistics in Physical Education & Sports	Theory	4
		DSE	Athletic Care & Rehabilitation	Theory	4
		DSE	Athletics Field and Combined Events	Practical	4
		Dissertation	Dissertation		6
MASTER IN PHYSICAL EDUCATION AND SPORTS					
FIFTH-YEAR	IX	DSC	Scientific Principles of Sports Training	Theory	4
		DSE	Sports Medicine	Theory	4
		DSE	Physiology of Exercise	Theory	4
		DSE	Sports Specialization - I	Practical	4
		GE	Introduction to Sports Training	Theory	
		Dissertation	Dissertation		6
	X	DSC	Psychology in Sports and Physical Education	Theory	4
		DSE	Health Education and Sports Nutrition	Theory	4
		DSE	Remedial and Corrective Physical Education	Theory	4
		DSE	Sports Specialization - II	Practical	4
		GE	Obesity and Weight Management	Theory	4
Dissertation	Dissertation		6		

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

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

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

- A. This course provides knowledge of healthy living styles.
- B. This course provides knowledge of sports psychology which is helpful in the enhancement of sports performance.
- C. This course provides knowledge of physical and physiological systems and the effects of exercise on different systems.
- D. This course provides knowledge of management in physical education.
- E. This course provides knowledge of ICT.
- F. This course provides knowledge of sports training and different physical fitness components.
- G. This course provides knowledge of different recreational games and the importance of recreation in human life.
- H. This course provides knowledge of biomechanics in physical education which is helpful in the enhancement of performance and safety measures.
- I. This course introduces the students about concept of New Trends in Physical Education and the importance of ICT.
- J. Students can be able to understand human structure and function as well as effects of exercise on various human body systems. Students can be able to understand various aspects of psychology apply to sports person and how to organize sports and recreational activities.
- K. This course provides the basic ideas and concepts of human right and environmental education.
- L. It explores the process of development and learning Through ICT.
- M. The students will be able to check different aspects of a psychological parameter.
- N. The students will be able to explain the concept and needs of Administration and Management in Education.

- O. The students will be able to understand computer programme MS Office and able to interpret /present research data diagrammatically or graphically with the help of MS Office.
- P. This Course enables the students to understand basic concept of psychological foundations of physical education and teacher education.

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

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

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

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

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

❖ After this programme, the learners will be able to:

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

Department of Physical Education

Semester-I

Undergraduate Certificate in Physical Education and Sports

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

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: History and Foundation of Physical Education	4	4	0	0	Passed Class XII	Nil

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION

Programme: <i>Undergraduate Certificate in Physical Education and Sports</i>	Year: I	Semester: I
Subject: Physical Education		
Course: DSC	Course Title: History and Foundation of Physical Education	
<ul style="list-style-type: none"> • The pass out would be able to compare the relationship between general education and physical education. • He would be able to identify and relate with the History of Physical Education. • He would be able to comprehend the relationship between Philosophy, Education and Physical Education. • He would able to identify the works of Philosophers of Education and Physical Education. • He would know recent developments and academic foundation of Physical Education. 		

Credits: 4		11	Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic	No. of Hours	
Unit I	<ul style="list-style-type: none"> • Education- Meaning, Definition, Old Modern, Western Concept, Aims and Objectives, Importance of Education in Modern Era • Physical Education – Meaning, Definition, Aims and Objectives and Scope, Need and Importance of Physical Education in the Modern Society. • Physical Education as an Art or a Science, Role of Games and Sports in National and International Integration 	15	
Unit II	<ul style="list-style-type: none"> • Division of Ancient Period, History of Physical Education in India- Pre-Independence and Post-Independence. Greece, Rome The Dark Ages, Middle Ages, Renaissance, Germany, Sweden, Denmark, England, United States of America • Commonwealth Games, Asian games, Indian National Games, Olympic 	15	
Unit III	<ul style="list-style-type: none"> • Philosophical foundation: Idealism, Pragmatism, Naturalism, Realism. • Philosophy and Culture.- Fitness and wellness movement in the contemporary perspectives - Sports for all and its role in the maintenance and promotion of fitness. 	15	
Unit IV	<ul style="list-style-type: none"> • Biological (Growth and development, Age and gender characteristics, • Body Types) - Psychological (Attitude, interest, Cognition, emotions and sentiments, Practical suggestion from psychology) - Sociological (Society and culture, Social acceptance and recognition, Leadership in physical education) 	15	

Recommended Readings

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

- Bhatia, K.K. & Narang, C.L. (1984.)– Philosophical & Sociological Bases of Education, Prakash Bros., Ludhiana.
- Adams, William.C (1991.) – Foundation of Physical Education Exercises and Sports Sciences, Lea and Febiger, Philadelphia.
- Dr. Kamlesh M.L. (2004) - Principles and History of Physical Education and Sports, Friends Publication (India) New Delhi.
- Dr. B.C.Kapri, Fundamentals of Physical Education, Friends Publication, Dariya Ganj, Delhi (India).

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

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

Semester-I

Undergraduate Certificate in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC) - Major Games – I

No. of Hours-45

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Major Games – I	3	1	0	0	Passed Class XII	Nil

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION AND SPORTS

Programme: <i>Undergraduate Certificate in Physical Education and Sports</i>		Year: I	Semester: I Paper: DSC
Subject: Physical Education			
Course: DSC	Course Title: Major Games – I (Basketball, Badminton, Kabaddi & Kho-Kho etc.) Practical, according to availability of Infrastructure		
Course Outcomes: After studying this course, the students will be able to: <ul style="list-style-type: none"> • Students will skilled in games and enable to officiate, supervise various sports events and organize sports events. • Students will learn theoretical and practical aspects of game of his choice to apply at various levels for teaching, learning and coaching purposes efficiently. 			
Credits: 4			DSC
Max. Marks: As per Univ. rules			Min. Passing Marks: As per Univ. rules
Unit	Topic		No. of Hours

Unit I	<ul style="list-style-type: none"> • History and Development • Game at International and National level. 	12
Unit II	<ul style="list-style-type: none"> • Dimensions and marking of playing area. • Basic requirements of the playing area. • Positions and player roles 	12
Unit III	<ul style="list-style-type: none"> • Rules of the game with their interpretations. • Terminologies 	12
Unit IV	<ul style="list-style-type: none"> • Officiating & Referee / Umpire /scorer / • Tactics & Techniques <p><i>Note: Students shall opt any one game in each of the semester and shall not repeat the same game in other semesters.</i></p>	9

Suggested Readings:

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

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-I

Undergraduate Certificate in Physical Education

DISCIPLINE SPECIFIC COURSE (DSC) - Practical Major Games- I

No. of Hours-15

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION

Programme: Undergraduate Certificate *in Physical Education*

Year: I

Semester:
I Paper:
DSC

Subject: Physical Education

Course: DSC

Course Title: Game Specialization -I

(Kabaddi/ Kho-Kho/Badminton/ Table Tennis/ Tennis/ Squash/ Baseball/ Volleyball/Basketball/ Cricket/ football/ Handball/ Hockey) etc. According to available Infrastructure

Course Outcomes:

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

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

Credits: 4

DSC

Max. Marks: As per Univ. rules

Min. Passing Marks: As
per Univ. rules

Unit	Topic	No. of Hours
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Unit I	<ul style="list-style-type: none"> • Warm-Up Techniques • Fundamental skills of the game. • Skills of the game 	10
Unit II	<ul style="list-style-type: none"> • Fundamental skills of the game. • The concept of game mechanics • Tactics & Techniques • Game Strategies <p><i>Note: Students shall opt any one Team game of the availability of Infrastructure.</i></p>	5

Suggested Readings:

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

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-I

Undergraduate Certificate in Physical Education and Sports

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

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Anatomy & Physiology in Physical Education	4	4	0	0	Passed Class XII	Nil

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION AND SPORTS

Programme: <i>Undergraduate Certificate in Physical Education and Sports</i>		Year: I	Semester: I Paper: DSC
Subject: Physical Education			
Course: DSC	Course Title: Anatomy & Physiology in Physical Education		
Course Outcomes:			
<ul style="list-style-type: none"> • The student will be oriented with the basic structure and function of human body by identifying, comparing and relating different systems, organs and their functional and structural units. • He would be able to Relate and interpret the role of exercise on body systems and its relation to well-being, through literature reviews and physical conditioning exercises. • Adapt the art to apply the knowledge of anatomy and physiology in physical activity classes at school level. • Construct anatomy and physiology related pedagogical materials exploring their creative imaginations while working in group and using technology. 			
Credits: 4		Discipline Specific Course	
Max. Marks: As Per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours

Unit I	<ul style="list-style-type: none"> • Introduction of Anatomy and Physiology in the field of Physical Education – • Structural and functional demonstration of human cell, Tissue, Organs • Skeletal System- classification and functions - Anatomical terms related to body movements - Structure and types of bones, joints in human body. 	15
Unit II	<ul style="list-style-type: none"> • Structure and function of Muscle – • Major classifications of Muscles - Types of muscular contractions (Isotonic, Isometric, Isokinetic) and their roles in physical activity – • Concept of agonist and antagonist muscles and muscle imbalance. 	15
Unit III	<ul style="list-style-type: none"> • Circulatory System- Structure of Heart, Cardiac Cycle, Circulation of Blood (Systemic, Cardiac and Pulmonary), Respiratory System- Structure and function of lungs • Effect of exercise in circulatory system • Effect of exercise on Respiratory system 	15
Unit IV	<ul style="list-style-type: none"> • Introduction of Digestive system • Importance of Digestion, Functions and Processes of Digestive System • Organs of Digestive System, Mechanism of Digestive System • Kidney- Structure and function, Ureters- Structure and function • Urinary Bladder -Structure and function 	15

Suggested Readings:

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

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-I

Undergraduate Certificate in Physical Education and Sports

GENERIC ELECTIVE (GE) - Fundamentals of Physical Education

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION AND SPORTS

Programme: Undergraduate Certificate in Physical Education and Sports		Year: I	Semester: I
Subject: Physical Education		Paper: GE	
Course: GE	Course Title: Fundamentals of Physical Education		
Course Outcomes:			
After studying this course, the students will be able to: <ul style="list-style-type: none"> • Define physical education and explain its meaning, objectives, and importance. • Identify the scope and career opportunities in the field of physical education. • Understand the importance of each fitness component in daily life and sports performance. • Identify the major systems of the human body • Describe the principles of a healthy lifestyle, including hygiene, diet, rest, and exercise. • Recognize common lifestyle diseases. 			
Credits: 4			Generic Elective
Max. Marks: As per Univ. rules			Min. Passing Marks: As per Univ. rules
Unit	Topic		No. of Hours

Unit I	Introduction to Physical Education <ul style="list-style-type: none"> • Meaning and Definition of Physical Education • Aims and Objectives of Physical Education • Importance of Physical Education in Daily Life 	15
Unit II	Components of Physical Fitness <ul style="list-style-type: none"> • Strength, Endurance, Speed, Flexibility, and Coordination • Benefits of Physical Fitness • Basic Exercises to Improve Fitness 	15
Unit III	Basic Human Anatomy and Physiology <ul style="list-style-type: none"> • Importance of Anatomy in Physical Education • Major Systems: Skeletal, Muscular, Respiratory, and Circulatory • Effects of Exercise on the Body 	15
Unit IV	Sports and Health Education <ul style="list-style-type: none"> • Importance of Sports for a Healthy Lifestyle • Basic Rules of Common Sports (e.g., Football, Basketball, Athletics) • Introduction to First Aid and Injury Prevention 	15

Recommended Readings

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

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-I

Undergraduate Certificate in Physical Education

SKILL ENHANCEMENT COURSE (SEC) - Indigenous Activities - I

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION

Programme: <i>Undergraduate Certificate in Physical Education</i>		Year: I	Semester: I
Paper: SEC			
Subject: Physical Education			
Course: SEC	Course Title: Indigenous Activities - I (Calisthenics, Minor Games, Drills & Marching)		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Improve strength, endurance, flexibility, and coordination through calisthenics and drills. • Learn structured drills and marching to build focus, synchronization, and leadership skills. • Engage in minor games to develop reflexes, balance, and quick decision-making. • Appreciate indigenous activities' historical and practical value in fitness and well-being. <p>Learning Outcomes:</p> <p>After studying this course, the students will be able skilled to:</p> <ul style="list-style-type: none"> • Demonstrate proficiency in calisthenics, minor games, drills, and marching, enhancing physical fitness, coordination, and discipline. • Understand the significance of indigenous activities in physical education, promoting traditional methods for fitness and overall well-being. • Develop teamwork, leadership, and synchronization skills through group drills and structured physical activities. • Apply indigenous activities effectively in school and community settings, contributing to physical education programs and recreational activities. 			
Credits: 2			

Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	<ul style="list-style-type: none"> • Introduction to Calisthenics. • Basic Calisthenic Exercises: Jumping jacks, squats, push-ups, burpees, lunges, etc. • Rhythmic Exercises • Flexibility & Mobility Drills. 	8
Unit II	<ul style="list-style-type: none"> • Introduction to Minor Games • Traditional Indian Games • Motor Skill Development through Games 	7
Unit III	<ul style="list-style-type: none"> • Introduction to Drill & Command • Basic Drill Commands: Attention, Stand at Ease, Right Turn, Left Turn, About Turn. • Marching Drills: Slow march, Quick march, • Parade formation. 	8
Unit IV	<ul style="list-style-type: none"> • Mass Drills & Team Synchronization. • Organizing a Drill Competition • Leadership & teamwork development. 	7

Recommended Readings

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

Useful WEB Link

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

Probable job aspects

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

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

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-II

Undergraduate Certificate in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC)- Health Education

No. of Hours-60

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

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Health Education	4	4	0	0	Passed Class I Sem	

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION AND SPORTS

Programme: <i>Undergraduate Certificate in Physical Education and Sports</i>		Year: I	Semester: II
Subject: Physical Education		Paper: DSC	
Course: DSC	Course Title: Health Education		
Course Outcomes:			
After studying this course, the students will be able to:			
<ul style="list-style-type: none"> The course outcomes of Health Education in Physical Education are designed to provide students with a comprehensive understanding of health concepts and the skills needed to promote and maintain individual and community health. These outcomes prepare students for careers in sports nutrition, dietetics, health coaching, and related fields by providing a comprehensive understanding of how diet and nutrition impact athletic performance and overall health. prepare students for roles in health education, public health, community health promotion, and related fields by providing them with the knowledge and skills to effectively promote health and wellness across various populations. 			
Credits: 4		DSC	
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours
Unit I	<ul style="list-style-type: none"> Meaning and definition of Health Education, Factors affecting Health, Objectives of Health Education, Scope of Health Education 		15

	<ul style="list-style-type: none"> Principles of Health Education, Importance of Health Education Components of Health 	
Unit II	<ul style="list-style-type: none"> Causes of diseases, Infections-spread of infections. Common communicable diseases like Malaria, Cholera, Small Pox, Whooping Cough, Tuberculosis and Leprosy with special emphasis on their preventive methods Meaning of Personal Hygiene, Importance of Personal Hygiene Cleanliness 	15
Unit III	<ul style="list-style-type: none"> Balance diet, classification of food and role of various nutrients. Nutritional intake, Nutrient balance, Nutritional Tips, Ideal Weight International health agency- W. H. O., UNICEF. Meaning, Scope and Principles of occupational Health. Factors Responsible for Occupational Health Hazards and Diseases 	15
Unit IV	<ul style="list-style-type: none"> Public Health Administration. School health program and school health problems. Public Health measures to combat infection- methods of sanitation, drinking water supply and disposal of garbage, sewage, night soil and dead bodies. 	15

Recommended Readings

- Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana, 2000
- Jain AK (2002). Anatomy & Physiology for Nurses. Arya Publishers, Delhi.
- Pearce E.C.(1973) Anatomy & Physiology for nurses. Faber and faber, London.
- Singh Shamsheer (2007) Introduction to Anatomy and physiology, friend publication, New Delhi
- Dhull D.S.(1998) Sharir 25igyan 25 avam kriya 25igyan Friend publication New Delhi, India
- Lakshmi D.R.(2007) Anatomy & Physiology in physical education, Sports education technology, New Delhi

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

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

Semester-II

Undergraduate Certificate in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC)-Major Games – II

No. of Hours-45

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Major Games – II	3	3	0	0	Passed Class I Sem	Nil

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION AND SPORTS

Programme: <i>Undergraduate Certificate in Physical Education and Sports</i>		Year: I	Semester: I Paper: DSC
Subject: Physical Education			
Course: DSC	Course Title: Major Games – II (Basketball, Badminton, Kabaddi & Kho-Kho etc.) Practical, According to availability of Infrastructure		
Course Outcomes: After studying this course, the students will be able to: <ul style="list-style-type: none"> • Students will skilled in games and enable to officiate, supervise various sports events and organize sports events. • Students will learn theoretical and practical aspects of game of his choice to apply at various levels for teaching, learning and coaching purposes efficiently. 			
Credits: 3			DSC
Max. Marks: As per Univ. rules			Min. Passing Marks: As per Univ. rules
Unit	Topic		No. of Hours

Unit I	<ul style="list-style-type: none"> • History and Development • Game at International and National level. 	12
Unit II	<ul style="list-style-type: none"> • Dimensions and marking of playing area. • Basic requirements of the playing area. • Positions and player roles 	12
Unit III	<ul style="list-style-type: none"> • Rules of the game with their interpretations. • Terminologies 	12
Unit IV	<ul style="list-style-type: none"> • Officiating & Referee / Umpire /scorer / • Tactics & Techniques <p><i>Note: Students shall opt any one game in each of the semester and shall not repeat the same game in other semesters.</i></p>	9

Suggested Readings:

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

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-II

Undergraduate Certificate in Physical Education

DISCIPLINE SPECIFIC COURSE (DSC)- Practical Major Games- II

No. of Hours-15

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION

Programme: Undergraduate Certificate <i>in Physical Education</i>		Year: I	Semester: II Paper: DSC
Subject: Physical Education			
Course: DSC	Course Title: Practical Major Game -II (Kabaddi/ Kho-Kho/Badminton/ Table Tennis/ Tennis/ Squash/ Baseball/ Volleyball/Basketball/ Cricket/ football/ Handball/ Hockey) etc. According to available Infrastructure		
Course Outcomes: After studying this course, the students will be able to: <ul style="list-style-type: none"> • Students will skilled in games and enable to officiate, supervise various sports events and organize sports events. • Students will learn theoretical and practical aspects of game of his choice to apply at various levels for teaching, learning and coaching purposes efficiently. 			
Credits: 1			DSC
Max. Marks: As per Univ. rules			Min. Passing Marks: As per Univ. rules
Unit	Topic		No. of Hours

Unit I	<ul style="list-style-type: none"> • Warm-Up Techniques • Fundamental skills of the game. • Skills of the game 	10
Unit II	<ul style="list-style-type: none"> • Fundamental skills of the game. • The concept of game mechanics • Tactics & Techniques • Game Strategies <p><i>Note: Students shall opt any one Team game of the availability of Infrastructure.</i></p>	5

Suggested Readings:

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

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-II

Undergraduate Certificate in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC)- Biomechanics in Physical Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Biomechanics in Physical Education	4	4	0	2	Passed Class I Sem	Nil

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION AND SPORTS

Programme: Undergraduate Certificate in Physical Education
and Sports

Year: I

Semester:II
Paper: DSC

Subject: Physical Education

Course: DSC

Course Title: Biomechanics in Physical Education

Course Outcomes:

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

Credits: 4

Generic Elective

Max. Marks: As per Univ. rules

Min. Passing Marks: As
per Univ. rules

Unit	Topic	No. of Hours

I	<ul style="list-style-type: none"> • Meaning, Definition, and Objectives of Biomechanics, • Importance of Biomechanics in Physical Education and Sports. 	15
II	<ul style="list-style-type: none"> • Muscular analysis of Movements- Running, Throwing, Catching, Pulling, Pushing. • Fundamental Movements- Walking, Throwing, Pulling and Pushing. 	15
III	<ul style="list-style-type: none"> • Types of Muscular Contraction- Concentric, Eccentric, Static, Isotonic, Isometric, Isokinetic. • Exercise to develop the Front Upper arm, Rear Upper arm, Forearm, Calf, Upper back, Lower back, Neck and Abdomen. 	15
IV	<ul style="list-style-type: none"> • Mechanical Principles involved in Game and Sports – Displacement, Speed, Velocity, Acceleration, Momentum. • Types, Laws (Newton’s Law) and Influence of Motion- Air, Water, Friction, Center of Gravity, Equilibrium. • Levers- Meaning, Definition and Types of Leavers. 	15

Recommended Readings

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

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

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

Semester-II

Undergraduate Certificate in Physical Education

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

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION AND SPORTS

Programme: <i>Undergraduate Certificate in Physical Education</i>		Year: I	Semester: II
			Paper: GE
Subject: Physical Education			
Course: GE	Course Title: Recreation and Fitness in Physical Education		
Course Outcomes:			
After studying this course, the students will be able skilled to: <ul style="list-style-type: none"> • Explain the role of recreation in maintaining a balanced and healthy lifestyle. • Differentiate between recreation and physical fitness. • Identify and describe key components of physical fitness (strength, endurance, flexibility, agility). • Perform basic exercises to improve fitness levels. • Participate in various recreational activities (indoor and outdoor) for mental and physical health. • Recognize the social and psychological benefits of recreation. 			
Credits: 4			Generic Elective
Max. Marks: As per Univ. rules			Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
Unit I	<i>Introduction to Recreation and Fitness</i> <ul style="list-style-type: none"> • Meaning and Importance of Recreation • Difference Between Recreation and Physical Fitness • Benefits of Recreational Activities 	15
Unit II	<i>Components of Physical Fitness</i> <ul style="list-style-type: none"> • Strength, Endurance, Flexibility, and Agility • Exercises to Improve Fitness • Role of Fitness in a Healthy Lifestyle 	15
Unit III	<i>Recreational Activities and Their Benefits</i> <ul style="list-style-type: none"> • Outdoor and Indoor Recreational Activities (e.g., Yoga, Walking, Cycling, Swimming) • Importance of Leisure and Relaxation • Social and Mental Benefits of Recreation 	15
Unit IV	<i>Fitness and Health Maintenance</i> <ul style="list-style-type: none"> • Importance of Regular Exercise • Basic Nutrition for Fitness • Safety Measures in Fitness and Recreation 	15

Recommended Readings

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

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-II

Undergraduate Certificate in Physical Education

SKILL ENHANCEMENT COURSE (SEC) - Indigenous Activities – II

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

UNDERGRADUATE CERTIFICATE IN PHYSICAL EDUCATION

Programme: <i>Undergraduate Certificate in Physical Education</i>		Year: I	Semester: II
			Paper: SEC
Subject: Physical Education			
Course: SEC	Course Title: Indigenous Activities - II (Dands & Baithaks, Light Apparatus)		
Learning Objectives: <ul style="list-style-type: none"> • Develop muscular power, stamina, and flexibility through Dands (push-ups) and Baithaks (squats). • Improve agility, balance, and motor skills using light apparatus like clubs, ropes, and poles. • Understand the historical and cultural significance of Indian wrestling and martial arts training methods. • Learn the correct execution of exercises to maintain posture, and balance, and prevent injuries. 			
Course Outcomes:			
After studying this course, the students will be able skilled to: <ul style="list-style-type: none"> • Perform and demonstrate correct techniques for various types of Dands & Baithaks for strength development. • Effectively handle and execute movements using light apparatus such as dumbbells, wands, and clubs. • Integrate indigenous activities into physical training programs for fitness enhancement. • Understand safety measures, progressions, and variations of these activities for different age groups. 			
Credits: 2			

Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	<ul style="list-style-type: none"> • Concept, history, and significance of Dands & Baithaks in Indian traditional fitness systems. • Benefits of indigenous exercises • Overview of light apparatus training: Importance, types, and applications. 	7
Unit II	<ul style="list-style-type: none"> • Dands (Push-ups & Variations): • Benefits for muscle endurance and core stability • Baithaks (Squats & Variations): • Role in lower body strength and mobility • Breathing techniques and progression in indigenous exercises 	8
Unit III	<ul style="list-style-type: none"> • Types of Light Apparatus & Their Usage: • Dumbbells: Basic and rhythmic movements • Wands & Lezium: Movements, rhythm, and coordination • Hoops & Ropes: Basic drills and applications 	7
Unit IV	<ul style="list-style-type: none"> • Combining Dands, Baithaks, and Light Apparatus for fitness training • Warm-up and cool-down exercises before and after indigenous activities • Safety measures and precautions while performing exercises • Adaptation for different age groups and fitness levels 	8

Recommended Readings

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

Useful WEB Link

- <https://simplexstrong.com/2020/04/baithaks-aka-hindu-squats-1950>
- <https://www.youtube.com/watch?v=WzKEK FuN6Do>
- https://www.reddit.com/r/bodyweightfitness/comments/utw42b/hindu_push_up_appreciation_do_not_sleep_on_the
- <https://www.amazon.com/Light-Apparatus-Indian-Clubs-Annotated-ebook/dp/B00GNQ2GY8>
- <https://www.bodymind-fit.com/indian-clubs-selection-guide>
- <https://dutchflowacademy.com/a-history-of-barbells-dumbbells-and-indian-clubs>

Probable job aspects

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

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-III

Undergraduate Diploma in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC)- Kinesiology in Physical Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC- Kinesiology in Physical Education	4	4	0	2	Passed Class II Sem	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION AND SPORTS

Programme: Undergraduate Diploma in Physical Education and Sports

Year: II

**Semester:III
Paper: DSC**

Subject: Physical Education

Course: DSC

Course Title: Kinesiology in Physical Education

Course Outcomes:

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

Credits: 4

Generic Elective

Max. Marks: As per Univ. rules

Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours

I	<ul style="list-style-type: none"> • Introduction to Kinesiology, Definition and Objectives of Kinesiology • Role of Kinesiology in Physical education • Fundamental concepts of following terms with their application to the human body-Axes and planes, Centre of Gravity, Line of Gravity 	15
II	<ul style="list-style-type: none"> • Classification of joints and muscles • Terminology of fundamental movements. • Types of Muscle contractions, Angle of Pull, Kinesiology of Joints, Two joints muscles, Roles in which muscles may act. 	15
III	<ul style="list-style-type: none"> • Major characteristics of joints • Location and action of major muscles acting at the following joints -Shoulder Elbow, Wrist, Lower Extremity, Major characteristics of joints • Location and action of major muscles acting at the following joints – Hip, Knee, Ankle and Foot 	15
IV	<ul style="list-style-type: none"> • Application of Mechanical Concepts – Motion, Definition, Newton’s Laws of Motion • Application to sports activities – Force, Definition, Magnitude of force, Direction of application of force, Application to sports activities, Equilibrium, Definition Major factors affecting equilibrium , Role of equilibrium in sports • Lever -Definition Lever, Types of Lever, Application of Human body 	15

Recommended Readings

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

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

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

Semester-III

Undergraduate Diploma in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC)-Major Games – III

No. of Hours-45

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Major Games – III	3	3	0	0	Passed Class II Sem	Nil

Undergraduate Diploma in Physical Education and Sports

Programme: Undergraduate Diploma in Physical Education and Sports

Year: II

Semester:
III Paper:
DSC

Subject: Physical Education

Course: DSC

Course Title: Major Games – III

(Basketball, Badminton, Kabaddi & Kho-Kho etc.) Practical, According to availability of Infrastructure

Course Outcomes:

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

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

Credits: 3

DSC

Max. Marks: As per Univ. rules

Min. Passing Marks: As per Univ. rules

Unit

Topic

No. of Hours

Unit I	<ul style="list-style-type: none"> • History and Development • Game at International and National level. 	12
Unit II	<ul style="list-style-type: none"> • Dimensions and marking of playing area. • Basic requirements of the playing area. • Positions and player roles 	12
Unit III	<ul style="list-style-type: none"> • Rules of the game with their interpretations. • Terminologies 	12
Unit IV	<ul style="list-style-type: none"> • Officiating & Referee / Umpire /scorer / • Tactics & Techniques <p><i>Note: Students shall opt any one game in each of the semester and shall not repeat the same game in other semesters.</i></p>	9

Suggested Readings:

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

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-III

Undergraduate Diploma in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC)- Practical Major Games- III

No. of Hours-15

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
(DSC)- Practical Major Games- I	1		0	1	Passed Class Second Sem.	Nil

Undergraduate Diploma in Physical Education and Sports

Programme: Undergraduate Diploma in Physical Education and Sports

Year: II

Semester:
III Paper:
DSC

Subject: Physical Education

Course: DSC

Course Title: Game Specialization -III

(Kabaddi/ Kho-Kho/Badminton/ Table Tennis/ Tennis/ Squash/ Baseball/ Volleyball/Basketball/ Cricket/ football/ Handball/ Hockey) etc. According to available Infrastructure

Course Outcomes:

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

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

Credits: 1

DSC

Max. Marks: As per Univ. rules

Min. Passing Marks: As
per Univ. rules

Unit

Topic

No. of Hours

Unit I	<ul style="list-style-type: none"> • Warm-Up Techniques • Fundamental skills of the game. • Skills of the game 	10
Unit II	<ul style="list-style-type: none"> • Fundamental skills of the game. • The concept of game mechanics • Tactics & Techniques • Game Strategies <p><i>Note: Students shall opt any one Team game of the availability of Infrastructure.</i></p>	5

Suggested Readings:

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

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-III

Undergraduate Diploma in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC)- METHODS IN PHYSICAL EDUCATION

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Methods in Physical Education	4	4	0	0	Passed Class II Sem	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION AND SPORTS

Programme: Undergraduate Diploma in Physical Education and Sports

Year: II

Semester: III
Paper: DSC

Subject: Physical Education

Course: DSC

Course Title: Methods in Physical Education

Course Outcome:

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

Credits: 4		44	Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours
I	<ul style="list-style-type: none"> • Meaning and scope of teaching methods in physical education • Comparison of method in physical education and general education • Distinction between method and technique <ul style="list-style-type: none"> • Factors which influence methods of teaching in physical education 		15
II	<ul style="list-style-type: none"> • Meaning and nature of teaching • Types of method, chief method of teaching <ul style="list-style-type: none"> • Presentation technique 		15
III	<ul style="list-style-type: none"> • Teaching aid in Physical Education <ul style="list-style-type: none"> • Class management, principles of class management, factors influencing class management, steps in class management 		15
IV	<ul style="list-style-type: none"> • Types of competition, knock-out, consolation tournament, double knock-out tournament, different techniques to draw fixtures, Merits and demerits of Knockout tournament <ul style="list-style-type: none"> • Round Robin Tournament, different techniques to draw fixtures, Merits and demerits of round tournament 		15

Recommended Readings

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

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

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

Semester-III
Undergraduate Diploma in Physical Education and Sports

DISCIPLINE SPECIFIC ELECTIVE (DSE)- Sports Management

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Sports Management	4	4	0	0	Passed Class II Sem	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION AND SPORTS

Programme: Undergraduate Diploma in Physical Education and Sports

Year: II

Semester: III
Paper: DSE

Subject: Physical Education

Course: DSE

Course Title: Sports Management

Course Outcome:

- **Understand the Fundamentals of Sports Management** – Explain key concepts, principles, and functions of sports management, including planning, organizing, leading, and controlling sports organizations.
- **Develop Organizational and Administrative Skills** – Apply management techniques to effectively organize and administer sports events, facilities, and programs at various levels.
- **Apply Financial and Marketing Strategies** – Demonstrate knowledge of financial management, sponsorship, branding, and marketing strategies in the sports industry.
- **Legal and Ethical Aspects in Sports** – Understand the legal, ethical, and governance issues related to sports management, including policies, contracts, and athlete management.

Credits: 4		46	Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours
I	<ul style="list-style-type: none"> • Sports Management-Meaning, Definition, Importance, Principles, and functions. 		15
II	<ul style="list-style-type: none"> • Administration of the education department and its functions. <ul style="list-style-type: none"> a. School Games Federation of India. b. State Education Sports Wing-School Administration. c. Association of Indian Universities. d. University department of Physical Education. e. College Physical Education Department, Administration of nonteaching department and its functions. f. Youth and Sports department g. SAI h. Indian Olympic Association, Indian Sports Associations. i. State Sports Department 		15
III	<p>Administration of Sports Facilities, Equipment's, Funds and Employees.</p> <ul style="list-style-type: none"> • Facilities: Administration, Types, Need, Purchase of Equipment's, Preparation of fields and maintenance, Indoor Facilities (Gym, Swimmingpool). • Equipment's: Importance, Types, Purchase, Maintenance, Stockmaintenance and disposal. • Funds: Objective of Budget, Principles of budget preparation, idealbudget, its uses. • Employees Administration: Leadership, Principles, Need, Teacher's training improvement program. 		15
IV	<p>Planning and supervision in Physical Education.</p> <ul style="list-style-type: none"> • Principles of Lesson planning. • Supervision-Definition, Nature, Scope, Principles, Duties of a supervisor, Qualities of a supervisor, • Method and effective supervision. 		15

Recommended Readings

- Earl F. Zeigh & Gary W. Bowie. Management Competency Development in Sports and Physical Education., (Philadelphia: W. Lea and Febiger, 1963).
- Joseph Bucher and Earnest Kienigeburg, Scientific Inventory Management (New Delhi: Prentice Hall of India Pvt. Ltd., 1968).
- Ashton D. Administration of Physical Education for Women (New York: The Ronal Press Cl, 1968).
- Bucher C.A. Administration of Physical Education and Athletic Programme (St. Louis: The C.V. Mosby Co., 1979), 7th Edition.
- Daughtrey G. and Woods J.B. physical Education and Intramural Programms, Organisation and Administration (Philadelphia U.S.A. : W.B.Sounders Cp., 1976), 11th Ed.
- Fersy the C.E. and Duncan R.C. Administration of Physical Education (New York: Prentice Hall Inc. 1951).

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-III

Undergraduate Diploma in Physical Education

GENERIC ELECTIVE (GE) – Stress Management

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION

Programme: Undergraduate diploma in Physical Education

Year: II

Semester:
III
Paper:
GE

Subject: Physical Education

Course: GE

Course Title: Stress Management

Course Outcomes:

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

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

Credits: 4

DSC

Max. Marks: As per Univ. rules

Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
Unit I	INTRODUCTION TO STRESS <ul style="list-style-type: none"> • Definition and Introduction to Stress • Types of stress • Causes and effects of stress 	15
Unit II	STRESS ADAPTATION AND RESISTANCE <ul style="list-style-type: none"> • Adaptation to stress - GAS Theory • Sources of stress-personal and social stress • Reframing of habitual stress resistance 	15
Unit III	STRESS AWARENESS <ul style="list-style-type: none"> • Self-awareness and stress management, Adaptive and Maladaptive Behaviour • Relationship between Stress and Conflict. • Stress & drug abuse. 	15
Unit IV	STRESS MANAGEMENT <ul style="list-style-type: none"> • Role of communication in managing stress and work performance • Conflict Management - Positive and Negative Criticism • Coping Methods through physical activities- Lifestyle management. 	15

Suggested Readings:

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

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-III

Undergraduate Diploma in Physical Education

INTERNSHIP

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
INTERNSHIP	2				Passed Class II Sem	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION AND SPORTS

Programme : <i>Undergraduate Diploma in Physical Education and Sports</i>		Year: II	Semester: III
Subject: Physical Education		Paper: Internship	
Course: INTERNSHIP	Course Title: INTERNSHIP		
Course Outcomes:			
<ul style="list-style-type: none"> The course outcomes of an internship or service role in an institution, school, or fitness center, evaluated based on criteria such as daily diary preparation, regularity, teaching quality, sincerity, class control, and job execution, are designed to develop practical skills, professional conduct, and personal growth. The outcomes ensure that students not only gain practical experience but also develop essential skills and professional behaviors that will benefit them in their future careers in education, health, and fitness. 			
Credits: 2		INTERNSHIP	
Max. Marks: As per Univ. rules		Min. Passing Marks: As	
		per Univ. rules	
Unit	Topic		No. of Hours
	<ul style="list-style-type: none"> A Student will be required to join any school/ organization in any one of the following areas: Gym and Health Club management. Aerobics/Mass Demonstration. Training of Lifeguard for water sports. Sports Management/Journalism. Teaching Physical Education in Schools/Institutions/Centers. 		

	<ul style="list-style-type: none"> • A student is required to bring a certificate on letter head of the Institute form the Head of the Organization., specifying that he/she has imparted instruction/training/teaching in that organization w.e.f to and his/her work has been excellent/very good/good/satisfactory/poor (The administrator may tick any one of the five alternatives). 	
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Recommended Readings:

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

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-III

Undergraduate Diploma in Physical Education

SKILL ENHANCEMENT COURSE (SEC) - Fitness & Conditioning

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION

Programme: Undergraduate Diploma in Physical Education

Year: II

Semester: III

Paper: SEC

Subject: Physical Education

Course: SEC

Course Title: Fitness & Conditioning

Learning Objectives:

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

Course Outcomes:

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

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

Credits: 2

Max. Marks: As per Univ. rules

Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours

Unit I	<ul style="list-style-type: none"> • Definition & Importance of Fitness • Components of Physical Fitness • Principles of Training (Overload, Specificity, Progression, etc.) • Role of Nutrition & Hydration in Fitness 	7
Unit II	<ul style="list-style-type: none"> • Warm-up & Cool-down Techniques • Bodyweight & Resistance Training Basics (Push-ups, Squats, Lunges, etc.) • Cardiovascular Conditioning (Running, Skipping, HIIT Basics) • Strength Training with Free Weights (Dumbbells, Resistance Bands) 	8
Unit III	<ul style="list-style-type: none"> • Importance of Flexibility & Mobility • Stretching Techniques (Static vs. Dynamic Stretching) • Role of Rest & Recovery in Fitness • Common Injuries & Prevention Strategies 	7
Unit IV	<ul style="list-style-type: none"> • Basic Workout Plan • Functional Training & Agility Drills • Fitness Testing & Self-Assessment (Cooper Test, Strength Tests, Flexibility Tests) • Practical Demonstration 	8

Recommended Readings

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

Useful WEB Link

- <https://springfield.edu/graduate-programs/strength-and-conditioning/outcomes>
- https://www.asdk12.org/cms/lib/AK02207157/Centricity/Domain/1203/HS_WeightTrainingBasic_Faceplate.pdf
- https://catalog.elcamino.edu/preview_course_nopop.php?catoid=11&coid=22526
- https://www.hcpss.org/f/files/curriculum_pe_weight.pdf
- https://www.scsk12.org/ci/uploads/hpelw/FitnessConditioning_I.pdf

Probable job aspects

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

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

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

Semester-IV
Undergraduate Diploma in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC)- COACHING AND OFFICIATING IN PHYSICAL EDUCATION

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION AND SPORTS

Programme: Undergraduate Diploma in Physical Education in and Sports	Year: II	Semester: IV Paper: DSC
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Subject: Physical Education

Course: DSC	Course Title: Coaching and Officiating in Physical Education
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Course Outcome:

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

Credits: 4		55	Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic	No. of Hours	
I	<ul style="list-style-type: none"> Teaching and Training, Principles of Coaching, Personality of Coach, Methods of Personality Skills. Principles of conditioning, methodical principles of weight training isometric training. circuit training. Cross country, Fartlek, pressure Training and Sprint Training. 	15	
II	<ul style="list-style-type: none"> Basic Principles and planning of training schedule maintenance fitness. Selection of players, measures for maintaining and stimulating the interest of students in games and sports. 	15	
III	<ul style="list-style-type: none"> Analysis of individual and team performance. Sports hygiene, safety measures in sports. 	15	
IV	<ul style="list-style-type: none"> Official his duties and qualities, factors influencing officiating. Record sheets, facilities, techniques, strategies and rules and their interpretations of the following athletics, football, hockey, volleyball, basketball, cricket, kabaddi, kho-kho, gymnastics, and wrestling also for girls- Netball, Throwball, Badminton, Table Tennis etc 	15	

Recommended Readings

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

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

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

Semester-IV
Undergraduate Diploma in Physical Education in and Sports

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

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Test and Measurement in Physical Education	4	3	0	1	Passed Class III Sem	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION AND SPORTS

Programme: Undergraduate Diploma in Physical Education and Sports	Year: II	Semester: IV
		Paper: DSC

Subject: Physical Education

Course: DSC	Course Title: Test and Measurement in Physical Education
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Course Outcome:

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

Credits: 4		57	Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours
I	<ul style="list-style-type: none"> History of test and measurement in physical education, Meaning of test and measurement Need for test and measurement in Physical-Education. The use of test and measurement in Physical -Education. 		15
II	<ul style="list-style-type: none"> Criteria for selecting tests, Validity, Reliability, Objectivity, Norms, Standard norms Accuracy and interpretability 		15
III	<ul style="list-style-type: none"> Physical Fitness Test, Strength Test, Motor Fitness Tests –J.C.R. Test, Cardiovascular test, Harward’s Step test, Copper’s Twelve-minute Run and walk test 		15
IV	<ul style="list-style-type: none"> Sport skills test, Application of skill test. Standard activity tests Miler Volley ball test, Johnson Basketball ability test. Goal shooting test in hockey. 		15

Recommended Readings

- Bartlett, R. (2007). Introduction to Sports Biomechanics. Routledge Publishers, USA.
- Blazevich, A. (2007). Sports Biomechanics. A & C Black Publishers, USA.
- Breer & Zarnicks (1979). Efficiency of human movement. WIB Sounders Co. USA.
- Hamill, J. and Knutzen, K.M. (2003). Biomechanical Basis of Human Movement. Lippincott Williams and Wilkins, USA.
- Hay (1993). The biomechanics of sports techniques. Prentice Hall Inc. New Jersey.
- McGinnis, P. (2004). Biomechanics of Sports & Exercise. Human Kinetics, USA.
- Pandey, K.G. (2011). Sharirik Siksha, Shri Gyan Sagar Publication, MeerutOatis, C.A. (2008). Kinesiology.2nd Ed. Lippincott, Williams & Wilkins, USA

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-IV
Undergraduate Diploma in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC)- Marking of Track Events

No. of Hours-45

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Marking of Track Events	3	3	0	0	Passed Class III Sem	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION AND SPORTS

Programme: Undergraduate Diploma in Physical Education and Sports

Year: II

Semester: IV
Paper: DSC

Subject: Physical Education

Course: DSC

Course Title: Marking of Track Events

Course Outcome:

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

Credits: 3		59	Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours
I	<ul style="list-style-type: none"> • Importance of marking in athletics • Standard dimensions of an athletics track • Lane markings and numbering 		12
II	<ul style="list-style-type: none"> • Start and finish line markings for 100m, 200m, and 400m • Relay race markings (exchange zones and acceleration zones) • Hurdle event markings and placements 		12
III	<ul style="list-style-type: none"> • Staggered starts for 800m and 1500m • Water jump marking for the steeplechase • Lane breakpoints and curved starts for long-distance events 		12
IV	<ul style="list-style-type: none"> • Equipment used for track marking (measuring tape, chalk, paint) • Official rules for track event markings (World Athletics guidelines) • Common errors and corrections in track marking 		9

Recommended Readings

Athletics: Rules, Marking & Officiating

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

Track and Field Facilities Manual

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

Track and Field Officiating Manual

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

The Science of Track and Field

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

Athletics Marking and Event Management

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

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

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

Semester-IV
Undergraduate Diploma in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC)- Practical Marking of Track Events

No. of Hours-15

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Practical Marking of Track Events	1	0	0	1	Passed Class III Sem	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION AND SPORTS

Programme: Undergraduate Diploma in Physical Education and Sports

Year: II

Semester: IV
Paper: DSC

Subject: Physical Education

Course: DSC **Course Title: Practical Marking of Track Events**

Course Outcome:

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

Credits: 1	61	Discipline Specific Course
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules	
Unit	Topic	No. of Hours
I	<ul style="list-style-type: none"> Measuring and marking lane divisions Marking start and finish lines for sprint races (100m, 200m, 400m) Relay exchange zone and hurdle placement marking Staggered starts for 800m and 1500m 	8
II	<ul style="list-style-type: none"> Marking curved starts for long-distance races (3000m, 5000m, 10,000m) Using measuring tools (tape, chalk, paint) for accurate marking 	7

Recommended Readings

Athletics: Rules, Marking & Officiating

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

Track and Field Facilities Manual

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

Track and Field Officiating Manual

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

The Science of Track and Field

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

Athletics Marking and Event Management

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

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

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

Semester-IV
Undergraduate Diploma in Physical Education and Sports

DISCIPLINE SPECIFIC ELECTIVE (DSE)- EXERCISE PRESCRIPTION AND THERAPEUTIC EXERCISE

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Exercise Prescription and Therapeutic Exercise	4	4	0	0	Passed Class III Sem	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION AND SPORTS

Programme: Undergraduate Diploma in Physical Education and Sports

Year: II

Semester: IV
Paper: DSE

Subject: Physical Education

Course: DSE

Course Title: Exercise Prescription and Therapeutic Exercise

Course Outcome:

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

Credits: 4	63	Discipline Specific Elective
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
I	<ul style="list-style-type: none"> •Meaning and definition of exercise, Types of exercises- Aerobics, Anaerobic and Conditioning •Importance of warming up, cooling down and stretching • Therapeutic exercises and their principles. 	15
II	<ul style="list-style-type: none"> •Understanding body weight, components of bodyweight and ideal weight. •Fat burning exercises and their variations. •Gym training exercises for weight loss and strengthening, Dance, Aerobics, cycling and swimming for weight loss. 	15
III	<ul style="list-style-type: none"> •Understanding aging and characteristics •Need and importance of exercises in aged people. •Principles and precautions while giving exercises to elderly people, Type of exercises and recreational activities for elderly people. 	15
IV	<ul style="list-style-type: none"> •Exercises for rehabilitations after injuries. •Exercise for diabetics, Exercises during & after Pregnancy •Exercises for casuals and weekenders. • Exercises for recreations and kids 	15

Recommended Readings

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

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

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

Semester-IV

Undergraduate Diploma in Physical Education

GENERIC ELECTIVE (GE) – Olympic Education

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION

Programme: Undergraduate diploma in Physical Education

Year: II

Semester:
IV
Paper:
GE

Subject: Physical Education

Course: GE

Course Title: Olympic Education

Course Outcomes:

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

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

Credits: 4

DSC

Max. Marks: As per Univ. rules

Min. Passing Marks: As per Univ. rules

Unit

Topic

No. of Hours

Unit I	THE OLYMPIC MOVEMENT <ul style="list-style-type: none"> • Concept of Olympic movement, the Ancient Olympic Games and the Modern Olympic Games and its movement • Aims and symbols of the Olympic movement. • The International Olympic Committee (IOC). 	15
Unit II	STRUCTURE OF THE OLYMPIC MOVEMENT <ul style="list-style-type: none"> • The National Olympic Committee (NOC). • The International Sports Federations (IFs) and • The National Sports Federations (NFs). 	15
Unit III	THE OLYMPIC GAMES <ul style="list-style-type: none"> • Organization of the Olympic Games. • Outline of the international bid process for selecting the host city for the games. • Women and sports 	15
Unit IV	IOC PROGRAMMES <ul style="list-style-type: none"> • Olympic Solidarity Program. • Paralympics games • Volunteerism in Olympic Games • Fight Against Doping 	15

Suggested Reading:

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

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-IV

Undergraduate Diploma in Physical Education

PROJECT

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
PROJECT	2				Passed Class XII	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION AND SPORTS

Programme: <i>Undergraduate Diploma in Physical Education and Sports</i>	Year: II	Semester: IV Paper: Project
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Subject: Physical Education**Course:** Project **Course Title:** PROJECT**Course Outcomes:**

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

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

		per Univ. rules
Unit	Topic	No. of Hours
	<ul style="list-style-type: none"> • Every student has to serve honorary in the institution/ School/fitness centers. 	

	<ul style="list-style-type: none"> • Evaluated on the basis of project made on the Inter-disciplinary basis, such as project based on physical education collaboration with- Yoga/ Education Psychology/ Sociology/other social science subjects and other science subjects. • Project File Viva-voce 	
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Recommended Readings:

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

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

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

Semester-IV

Undergraduate Diploma in Physical Education

SKILL ENHANCEMENT COURSE (SEC) - Yoga and Wellness

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION

Programme: Undergraduate Diploma in Physical Education

Year: II

Semester: IV

Paper: SEC

Subject: Physical Education

Course: SEC

Course Title: Yoga and Wellness

Learning Objectives:

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

Course Outcomes:

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

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

Credits: 2		SEC
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	<ul style="list-style-type: none"> • Definition and Origin of Yoga • Importance of Yoga in Daily Life • Different Paths of Yoga (Hatha, Raja, Karma, Bhakti, Jnana) • Concept of Wellness: Physical, Mental, and Spiritual Well-being 	7
Unit II	<ul style="list-style-type: none"> • Preparatory Practices: Sukshma Vyayama (Joint Movements) • Asanas for Flexibility and Strength (Tadasana, Bhujangasana, Trikonasana, etc.) • Pranayama Techniques (Anulom-Vilom, Kapalabhati, Bhastrika) • Relaxation Techniques: Shavasana and Yoga Nidra 	8
Unit III	<ul style="list-style-type: none"> • Benefits of Yoga for Stress Management • Role of Yoga in Lifestyle Diseases (Diabetes, Hypertension, Obesity) • Yogic Diet and Healthy Eating Habits • Meditation and Mindfulness for Mental Well-being 	7
Unit IV	<ul style="list-style-type: none"> • Sun Salutation (Surya Namaskar) and Variations • Advanced Asanas (Paschimottanasana, Dhanurasana, Chakrasana, etc.) • Deep Breathing and Meditation Techniques • Self-Practice and Personal Progress Assessment 	8

Recommended Readings

- Swasthya Shiksha Avam Sharir Vigyan- H.K. Sharma
- Health for all through Yoga- Dr. Ganesh Shanker Ghi
- Manvav Sarir Dipika- Dr. Mukund Swarup Verma
- Yoga Avam Swasthya – Raaj Publication Patoyala
- Hath Yoga Pradipika-Kaivalyadham
- Asana, Pranayama, Mudra, and Bandha
- Yogasana Vijnana- Swami Dharendra Brahmachari.
- Yogic Sukshma Vyayama- Swami Dharendra Brahmachari.
- The Seven Spiritual Laws of Yoaga- Deepak Chopara.
- The Wellness Sense- Om Swami.
- The Power of Positive Thinking- Norman Vincent Peale.
- Textbook of Yoga - George Feuerstein. Rider and Company, London.
- Yogic Therapy - Swami Kunalayananda and Dr.S.L.Vinekar, Govt. of India, Ministry of Health, New Delhi.
- Yadav, SK., Kumar, Anil. (2013), —Effect of dynamic suryanamaskar on flexibility of male studentl, Journal of Physical Education Sports and Yoga Sciences (AKASH), Vol-III, No-1, 50-55, ISSN.2250-1398.

- ASANAS– by Dr. P. Mariayyah, Sports Publications, Coimbatore.
- SUIYANAMASKAR - by Dr. P. Mariayyah, Jaya Publishing House, Perunthurai, Erode.
- Hathapradipika - Published from Kaivalyadhama.
- Gherandasamhita - Published from Kaivalyadhama.
- Yoga-Mimamsa - Quarterly Journal (Back volumes) Published from Kaivalyadhama, Lonavla.
- Yogasanas: A Teacher's Guide - NCERT, New Delhi.
- Asanas - Why? And How? - Sri.O.P.Tiwari Kaivalyadhama, Lonvla.
- Light on Yoga: The Classic Guide to Yoga by the World's Foremost Authority- B.K.S. Iyengar

Use WEB links:

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

Probable job aspects:

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

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-V

Bachelor in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC) - SPORTS PSYCHOLOGY

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

BACHELOR IN PHYSICAL EDUCATION AND SPORTS

Programme: Bachelor in Physical Education and Sports	Year: III	Semester: V
Paper: DSC		

Subject: Physical Education**Course:** DSC | **Course Title:** Sports Psychology

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

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

Credits: 4	72	Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
Unit I	<ul style="list-style-type: none"> • Introduction: Meaning definition and nature of Psychology and Educational Psychology. • Psychology as a Science. • Importance of Psychology in Physical Education. 	15
Unit II	<ul style="list-style-type: none"> • Meaning of growth and development. • Physical, Mental & Social development during following stages: Early childhood, Middle childhood, Late childhood, Adolescence, • Individual Differences, Meaning of the term individual difference, Heredity and Environment as causes of Individual Differences, Interaction of Heredity and Environment 	15
Unit III	<ul style="list-style-type: none"> • Learning, Meaning definition and nature of learning • Principles/Laws of Learning • Factors affecting Learning • Meaning and Conditions of Transfer to Training • Personality, Meaning and nature of Personality, Dimensions of Personality 	15
Unit IV	<ul style="list-style-type: none"> • Motivation Concept of need, drive, motive, incentive and achievement • Types of Motivation, Role of Motivation in teaching physical activities, • Meaning and nature of Emotion, Types of Emotion 	15

Recommended Readings

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

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

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

Semester-V

Bachelor in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC) – Sports Lesson Plan

No. of Hours-45

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Sports Lesson Plan	3	3	0	0	Passed Class IV Sem	Nil

BACHELOR IN PHYSICAL EDUCATION AND SPORTS

Programme: Bachelor in Physical Education and Sports		Year: III	Semester: V
			Paper: DSC
Subject: Physical Education			
Course: DSC	Course Title: Sports Lesson Plan		

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

- **Lesson Planning Proficiency:** Develop the ability to design structured and effective lesson plans for physical education classes, incorporating learning objectives, activities, and assessments.
- **Effective Teaching Strategies:** Apply appropriate teaching methodologies, instructional techniques, and modifications to accommodate diverse learners in physical education.
- **Classroom and Activity Management:** Demonstrate skills in organizing and managing physical education sessions, ensuring student engagement, safety, and discipline.
- **Assessment and Evaluation:** Develop competency in assessing student performance, providing constructive feedback, and refining lesson plans based on evaluation outcomes.

Credits: 3		74	Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic	No. of Hours	
Unit I	<ul style="list-style-type: none"> • Importance of structured lesson planning in sports • Components of an effective lesson plan • Types of lesson plans: Daily, weekly, and seasonal 	12	
Unit II	<ul style="list-style-type: none"> • Setting objectives and learning outcomes • Structuring a lesson (warm-up, main activity, cool-down) • Selection of drills and exercises based on skill level 	12	
Unit III	<ul style="list-style-type: none"> • Methods of delivering a sports lesson • Safety measures and injury prevention • Evaluating student performance and progress 	12	
Unit IV	<ul style="list-style-type: none"> • Modifying lesson plans for different age groups and skill levels • Incorporating technology in sports lesson planning • Continuous improvement based on feedback 	9	

Recommended Readings

- "Physical Education Lesson Plans for Classroom Teachers" – Carol Jahan
- "Complete Guide to Sport Education" – Daryl Siedentop, Peter Hastie, Hans Van der Mars
- "Lesson Planning for Effective Teaching in Physical Education" – Derek Berg
- "Teaching Sport Concepts and Skills: A Tactical Games Approach" – Stephen A. Mitchell, Judith L. Oslin, Linda L. Griffin
- "Dynamic Physical Education for Elementary School Children" – Robert P. Pangrazi, Aaron Beighle
- **Kamlesh, M. L. (2019).** Physical Education: Facts and Foundations. P.B. Publications.
- **Baumgartner, T. A., & Jackson, A. S. (2020).** Measurement for Evaluation in Physical Education and Exercise Science. McGraw-Hill Education.
- **Siedentop, D., & Tannehill, D. (2021).** Developing Teaching Skills in Physical Education. Human Kinetics.
- **Wuest, D. A., & Fisette, J. L. (2019).** Foundations of Physical Education, Exercise Science, and Sport. McGraw-Hill.
- **Pangrazi, R. P., & Beighle, A. (2020).** Dynamic Physical Education for Elementary School Children. Human Kinetics.
- **Kelly, I. (2021).** Lesson Planning for Physical Education: A Practical Guide. Routledge.
- **Gallahue, D. L., & Donnelly, F. C. (2019).** Developmental Physical Education for All Children. Human Kinetics.

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-V

Bachelor in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC) – Practical Sports Lesson Plan

No. of Hours-15

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Sports Lesson Plan	1	0	0	1	Passed Class IV Sem	Nil

BACHELOR IN PHYSICAL EDUCATION AND SPORTS

Programme: Bachelor in Physical Education and Sports	Year: III	Semester: V
Paper: DSC		

Subject: Physical Education**Course:** DSC **Course Title:** Sports Lesson Plan

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

- **Lesson Planning Proficiency:** Develop the ability to design structured and effective lesson plans for physical education classes, incorporating learning objectives, activities, and assessments.
- **Effective Teaching Strategies:** Apply appropriate teaching methodologies, instructional techniques, and modifications to accommodate diverse learners in physical education.
- **Classroom and Activity Management:** Demonstrate skills in organizing and managing physical education sessions, ensuring student engagement, safety, and discipline.
- **Assessment and Evaluation:** Develop competency in assessing student performance, providing constructive feedback, and refining lesson plans based on evaluation outcomes.

Credits: 1		76	Discipline Specific Course
Max. Marks: As per Univ. rules			Min. Passing Marks: As per Univ. rules
Unit	Topic		No. of Hours
Unit I	<ul style="list-style-type: none"> • Writing objectives for a sports lesson • Structuring a lesson: Warm-up, main activity, cool-down • Creating a simple lesson plan for a chosen sport 		4
Unit II	<ul style="list-style-type: none"> • Demonstrating warm-up and stretching exercises • Teaching basic skills and techniques through drills • Practicing communication and instruction methods 		4
Unit III	<ul style="list-style-type: none"> • Observing and assessing student performance • Making adjustments based on skill level and progress • Implementing safety measures in practical sessions 		4
Unit IV	<ul style="list-style-type: none"> • Conducting a full sports lesson with peers/students • Receiving and providing feedback on lesson effectiveness • Refining and improving lesson planning skills 		3

Recommended Readings

- "Physical Education Lesson Plans for Classroom Teachers" – Carol Jahan
- "Complete Guide to Sport Education" – Daryl Siedentop, Peter Hastie, Hans Van der Mars
- "Lesson Planning for Effective Teaching in Physical Education" – Derek Berg
- "Teaching Sport Concepts and Skills: A Tactical Games Approach" – Stephen A. Mitchell, Judith L. Oslin, Linda L. Griffin
- "Dynamic Physical Education for Elementary School Children" – Robert P. Pangrazi, Aaron Beighle
- **Kamlesh, M. L. (2019).** Physical Education: Facts and Foundations. P.B. Publications.
- **Baumgartner, T. A., & Jackson, A. S. (2020).** Measurement for Evaluation in Physical Education and Exercise Science. McGraw-Hill Education.
- **Siedentop, D., & Tannehill, D. (2021).** Developing Teaching Skills in Physical Education. Human Kinetics.
- **Wuest, D. A., & Fisette, J. L. (2019).** Foundations of Physical Education, Exercise Science, and Sport. McGraw-Hill.
- **Pangrazi, R. P., & Beighle, A. (2020).** Dynamic Physical Education for Elementary School Children. Human Kinetics.
- **Kelly, I. (2021).** Lesson Planning for Physical Education: A Practical Guide. Routledge.
- **Gallahue, D. L., & Donnelly, F. C. (2019).** Developmental Physical Education for All Children. Human Kinetics.

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in>, egyankosh.ac.in

Semester-V
BACHELOR IN PHYSICAL EDUCATION AND SPORTS

DISCIPLINE SPECIFIC COURSE (DSC)- Marking of Field Events

No. of Hours-45

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Marking of Field Events	3	3	0	0	Passed Class IV Sem	Nil

BACHELOR IN PHYSICAL EDUCATION AND SPORTS

Programme: BACHELOR IN PHYSICAL EDUCATION AND SPORTS

Year: III

Semester: V

Paper: DSC

Subject: Physical Education

Course: DSC

Course Title: Marking of Field Events

Course Outcome:

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

Credits: 3		78	Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours
I	<ul style="list-style-type: none"> • Importance of accurate marking in field events • General rules and regulations for field event markings • Tools and equipment used for marking (measuring tape, chalk, cones, flags) 		12
II	<ul style="list-style-type: none"> • Measurement and marking for Long Jump and Triple Jump (take-off board, runway, landing pit) • Marking for High Jump and Pole Vault (crossbar height, approach area, landing zone) 		12
III	<ul style="list-style-type: none"> • Measurement and marking for Shot Put, Discus Throw, Javelin Throw, and Hammer Throw • Sector lines, throwing arcs, and foul line markings • Distance measurement techniques for valid throws 		12
IV	<ul style="list-style-type: none"> • World Athletics regulations for field event marking • Common errors in marking and their corrections • Safety measures and best practices in field event marking 		9

Recommended Readings

Athletics: Rules, Marking & Officiating

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

Track and Field Facilities Manual

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

Track and Field Officiating Manual

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

The Science of Track and Field

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

Athletics Marking and Event Management

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

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

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

Semester-V
BACHELOR IN PHYSICAL EDUCATION AND SPORTS

DISCIPLINE SPECIFIC COURSE (DSC)- Practical Marking of Track Events

No. of Hours-15

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSC: Practical Marking of Track Events	1	0	0	1	Passed Class IV Sem	Nil

BACHELOR IN PHYSICAL EDUCATION AND SPORTS

Programme: BACHELOR IN PHYSICAL EDUCATION AND SPORTS	Year: III	Semester: IV Paper: DSC
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Subject: Physical Education

Course: DSC	Course Title: Practical Marking of Track Events
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Course Outcome:

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

Credits: 1		80	Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours
I	<ul style="list-style-type: none"> Measuring and marking the take-off board for Long Jump and Triple Jump Setting up approach runways and landing areas for High Jump and Pole Vault Checking accuracy using measuring tools (tape, cones, chalk) 		8
II	<ul style="list-style-type: none"> Measuring and marking sector lines for Shot Put, Discus, Javelin, and Hammer Throw Marking the throwing arc, foul lines, and landing areas Practicing distance measurement techniques for valid throws 		7

Recommended Readings

Athletics: Rules, Marking & Officiating

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

Track and Field Facilities Manual

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

Track and Field Officiating Manual

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

The Science of Track and Field

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

Athletics Marking and Event Management

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

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

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

Semester-V
Bachelor in Physical Education and Sports

DISCIPLINE SPECIFIC ELECTIVE (DSE)- SPORTS JOURNALISM

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Sports Journalism	4	4	0	0	Passed Class IV Sem	Nil

Bachelor in Physical Education and Sports		
Programme: Bachelor in Physical Education and Sports	Year: III	Semester: V Paper: DSE
Subject: Physical Education		
Course: DSE	Course Title: Sports Journalism	
<p>Course Outcome:</p> <ul style="list-style-type: none"> • Students will understand the role and significance of sports journalism in media, including its history, ethical considerations, and influence on society. • Students will acquire in-depth knowledge of various sports, including rules, terminology, history, and current trends, to effectively report on sporting events and stories. • Students will learn effective techniques for gathering sports news, including interviewing athletes, coaches, and officials, and researching sports-related topics. • Students will learn to use digital media tools and platforms, including social media, video editing software, and multimedia storytelling techniques, to enhance sports reporting and engagement. 		

Credits: 4	82	Discipline Specific Course
Max. Marks: As per Univ. rules	Min. Passing Marks: As per Univ. rules	
Unit	Topic	No. of Hours
I	<ul style="list-style-type: none"> Meaning and Definition of Journalism, Ethics of Journalism - Canons of journalism-Sports Ethics and Sportsmanship - Reporting Sports Events. National and International Sports News Agencies. Principles of modern journalism. 	15
II	<ul style="list-style-type: none"> Concept of Sports Bulletin, Types of bulletin Journalism and sports education - Structure of sports bulletin - Compiling a bulletin - Complete information on investigative Sports Journalism 	15
III	<ul style="list-style-type: none"> Role of Journalism in the Field of Physical Education: Sports as an integral part of Physical Education - Sports organization and sports journalism - General news reporting and sports reporting. 	15
IV	<ul style="list-style-type: none"> Advantages of Division of labor in sports journalism Sports organization and Sports Journalism - General news reporting and sports reporting. Methods of editing a Sports report. Evaluation of Reported News. Interview with and elite Player and Coach 	15

Recommended Readings

- *Ahiya B.N. (1988) Theory and Practice of Journalism: Set to Indian context Ed3. Delhi : Surjeet Publications*
- *Ahiya B.N. Chobra S.S.A. (1990) Concise Course in Reporting. New Delhi: Surjeet Publication Bhatt S.C. (1993) Broadcast Journalism Basic Principles. New Delhi.*
- *Haranand Publication Dhananjay Joshi (2010)*
- *Value Education in Global Perspective. New Delhi: Lotus Press. Kannan K (2009) SoftSkills, Madurai:*
- *Madurai: Yadava College Publication Mohit Chakrabarti (2008): Value Education: Changing Perspective, New Delhi: Kanishka Publication.*
- *Padmanabhan. A & Perumal A (2009), Science and Art of Living, Madurai: Pakavathi Publication Shiv Khera (2002), You Can Win, New Delhi: Macmillan India Limited. Varma A.K. (1993) Journalism in India from*
- *Earliest Times to the Present Period. Sterling publication Pvt. Ltd. Venkataiah. N (2009) Value Education- New Delhi: APH Publishing Corporation. 43*

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

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

Semester-VI

Bachelor in Physical Education

GENERIC ELECTIVE (GE) - Fundaments of Yoga

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

BACHELOR IN PHYSICAL EDUCATION

Programme: Bachelor in Physical Education

Year: III

Semester: VI
Paper: GE

Subject: Physical Education

Course: GE

Course Title: Fundaments of Yoga

Course Outcomes:

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

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

Credits: 4

DSC

Max. Marks: As per Univ. rules

Min. Passing Marks: As per Univ. rules

Unit	Topic	No. of Hours
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Unit I	<ul style="list-style-type: none"> • Meaning, Definition, and History of Yoga • Importance and Benefits (Physical, Mental, Spiritual) 	15
Unit II	<ul style="list-style-type: none"> • Tadasana, Vrikshasana, Bhujangasana, Dhanurasana, Shavasana • Benefits and Correct Techniques 	15
Unit III	<ul style="list-style-type: none"> • Anulom Vilom, Bhastrika, Bhramari • Basics of Meditation and Relaxation Techniques 	15
Unit IV	<ul style="list-style-type: none"> • Role of Yoga in Stress Management • Creating a Simple Daily Yoga Routine 	15

Suggested Readings:

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

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

Suggested Equivalent OnlineCourses: SWAYAM, MOOCS, <https://vidyamintra.inflibnet.ac.in, egyankosh.ac.in>

Semester-V**Undergraduate Bachelor in Physical Education and Sports****INTERNSHIP****No. of Hours-60****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
INTERNSHIP	2				Passed Class IV Sem	Nil

UNDERGRADUATE DIPLOMA IN PHYSICAL EDUCATION AND SPORTS

Programme : Undergraduate Bachelor in Physical Education and Sports		Year: III	Semester: V Paper: Internship
Subject: Physical Education			
Course: INTERNSHIP	Course Title: INTERNSHIP		
Course Outcomes:			
<ul style="list-style-type: none"> The course outcomes of an internship or service role in an institution, school, or fitness center, evaluated based on criteria such as daily diary preparation, regularity, teaching quality, sincerity, class control, and job execution, are designed to develop practical skills, professional conduct, and personal growth. The outcomes ensure that students not only gain practical experience but also develop essential skills and professional behaviors that will benefit them in their future careers in education, health, and fitness. 			
Credits: 2		INTERNSHIP	
Max. Marks: As per Univ. rules		Min. Passing Marks: As	

		per Univ. rules
Unit	Topic	No. of Hours
	<ul style="list-style-type: none"> A Student will be required to join any school/ organization in any one of the following areas: Gym and Health Club management. Aerobics/Mass Demonstration. Training of Lifeguard for water sports. Sports Management/Journalism. 	

	<ul style="list-style-type: none"> Teaching Physical Education in Schools/Institutions/Centers. 	
	<ul style="list-style-type: none"> A student is required to bring a certificate on letter head of the Institute from the Head of the Organization., specifying that he/she has imparted instruction/training/teaching in that organization w.e.f to and his/her work has been excellent/very good/good/satisfactory/poor (The administrator may tick any one of the five alternatives). 	

Recommended Readings:

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

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

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

Semester-V

Bachelor in Physical Education

SKILL ENHANCEMENT COURSE (SEC) - Adventure Sports

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

BACHELOR IN PHYSICAL EDUCATION

Programme: <i>Bachelor in Physical Education</i>		Year: III	Semester: V
Subject: Physical Education			
Course: SEC	Course Title: Adventure Sports		
<p>Learning objectives:</p> <ul style="list-style-type: none"> • Develop Physical & Mental Endurance • Enhance Risk Management & Safety Awareness • Promote Teamwork & Leadership • Encourage Environmental Awareness & Sustainability <p>Course Outcomes:</p> <ul style="list-style-type: none"> • The course outcomes of "Adventure Sports" aim to provide students with the knowledge, skills, and experiences necessary to safely and effectively participate in, lead, and manage adventure sports activities. • fostering personal growth, environmental stewardship, and a commitment to lifelong learning. • Apply eco-friendly practices and promote sustainable adventure tourism. • Gain practical knowledge of first aid, survival techniques, and safety measures in outdoor environments. • Demonstrate decision-making, problem-solving, and teamwork in adventure-based settings. 			

Credits: 2		
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
I	<ul style="list-style-type: none"> • Introduction of Adventure Sports, • History of Adventure Sports & Types of Adventure Sports • Adventure Sports at global level, 	8
II	<ul style="list-style-type: none"> • Role of Indian government in promotion of Adventure Sports • Role of SAI in promotion of Adventure Sports • Scope of Adventure Sports in India, Need and Importance of Adventure Sports 	7
III	<ul style="list-style-type: none"> • Basics of Water Sports • Introduction to Air-Based Sports • Environmental Ethics and Conservation in Adventure Sports • Role of Fitness and Mental Preparation 	8
IV	<ul style="list-style-type: none"> • Equipment's required for adventure sports, • Precautions during adventure sports • First aid required for adventure sports • Rehabilitation required for adventure sports 	7

Recommended Readings

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

Use WEB Links

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

Probable job aspects

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

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

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

Semester-VI

Bachelor in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC)- SPORTS NUTRITION AND BALANCE DIET

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

BACHELOR IN PHYSICAL EDUCATION AND SPORTS

Programme: <i>Bachelor in Physical Education and Sports</i>	Year: III	Semester: VI
		Paper: DSC

Subject: Physical Education

Course: DSC | Course Title: Sports Nutrition and Balance Diet

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

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

Credits: 4		91	Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours
Unit I	<ul style="list-style-type: none"> • Definition and Importance of Sports Nutrition • Role of Macronutrients (Carbohydrates, Proteins, and Fats) • Micronutrients (Vitamins and Minerals) and their Importance in Sports Performance • Hydration and Electrolyte Balance 		15
Unit II	<ul style="list-style-type: none"> • Energy Production for Exercise (ATP-PC, Glycolytic, and Aerobic Systems) • Dietary Guidelines for Different Sports and Athletes • Pre-, During, and Post-Workout Nutrition • Role of Supplements and Ergogenic Aids in Sports Performance 		15
Unit III	<ul style="list-style-type: none"> • Components of a Balanced Diet • Nutritional Strategies for Endurance, Strength, and Power Athletes • Meal Planning for Training, Competition, and Recovery Phases • Nutrition for Special Populations (Adolescents, Female Athletes, and Masters Athletes) 		15
Unit IV	<ul style="list-style-type: none"> • Common Nutritional Deficiencies in Athletes • Eating Disorders in Sports (Anorexia, Bulimia, and RED-S) • Nutritional Strategies for Weight Management in Athletes • Doping and Anti-Doping Regulations Related to Nutrition 		15

Recommended Readings

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

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

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

Semester-VI
Bachelor in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC)- COACHING AND OFFICIATING IN PHYSICAL EDUCATION

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

BACHELOR IN PHYSICAL EDUCATION AND SPORTS

Programme: Bachelor in Physical Education in and Sports

Year: III

Semester: VI

Paper: DSC

Subject: Physical Education

Course: DSC

Course Title: Coaching and Officiating in Physical Education

Course Outcome:

- The course outcomes of "Coaching and Officiating in Physical Education" aim to equip students with the necessary skills, knowledge, and competencies to effectively coach sports teams and officiate sporting events.
- It ensures that students completing a course in "Coaching and Officiating in Physical Education" are well-prepared to coach sports teams and officiate sporting events effectively, ethically, and professionally, contributing to the overall development of athletes and the success of sports programs.

Credits: 4		93	Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic	No. of Hours	
I	<ul style="list-style-type: none"> Teaching and Training, Principles of Coaching, Personality of Coach, Methods of Personality Skills. Principles of conditioning, methodical principles of weight training isometric training. circuit training. Cross country, Fartlek, pressure Training and Sprint Training. 	15	
II	<ul style="list-style-type: none"> Basic Principles and planning of training schedule maintenance fitness. Selection of players, measures for maintaining and stimulating the interest of students in games and sports. 	15	
III	<ul style="list-style-type: none"> Analysis of individual and team performance. Sports hygiene, safety measures in sports. 	15	
IV	<ul style="list-style-type: none"> Official his duties and qualities, factors influencing officiating. Record sheets, facilities, techniques, strategies and rules and their interpretations of the following athletics, football, hockey, volleyball, basketball, cricket, kabaddi, kho-kho, gymnastics, and wrestling also for girls- Netball, Throwball, Badminton, Table Tennis etc 	15	

Recommended Readings

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

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

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

Semester-VI
Bachelor in Physical Education and Sports

DISCIPLINE SPECIFIC COURSE (DSC)- Sports Sociology

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

BACHELOR IN PHYSICAL EDUCATION AND SPORTS

Programme: Bachelor in Physical Education and Sports

Year: III

Semester: VI

Paper: DSC

Subject: Physical Education

Course: DSC

Course Title: Sports Sociology

Course Outcome:

- **Understand the Role of Sports in Society** – Analyze the social, cultural, and historical significance of sports and their impact on different communities.
- **Examine Social Issues in Sports** – Identify and critically assess issues such as gender, race, class, and ethics in sports, including discrimination, inclusivity, and commercialization.
- **Evaluate the Relationship Between Sports and Social Institutions** – Explore how sports interact with institutions like media, politics, education, and religion in shaping public perceptions and policies.
- **Analyze the Influence of Sports on Individual and Group Behavior** – Understand how participation in sports affects identity, teamwork, leadership, and socialization across different populations.

Credits: 4	95	Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
I	<ul style="list-style-type: none"> • Meaning, Definition, and Scope of Sports Sociology • Importance of Sociology in Sports • Relationship Between Society and Sports • Socialization Through Sports 	15
II	<ul style="list-style-type: none"> • Gender and Sports: Participation and Discrimination • Role of Media in Shaping Sports Culture • Race, Ethnicity, and Sports • Politics and Nationalism in Sports 	15
III	<ul style="list-style-type: none"> • Sports and Education System • Sports and Economy: Commercialization and Sponsorship • Impact of Globalization on Sports • Role of Government and Policies in Sports Development 	15
IV	<ul style="list-style-type: none"> • Influence of Sports on Social Mobility • Ethical Issues in Sports: Doping, Fair Play, and Corruption • Sports as a Tool for Social Integration and Development • Future Trends in Sports Sociology 	15

Recommended Readings

- Loy, John W., Kenyon, Gerald S. & McPherson, Barry D. *Sports Culture and Society* (Philadelphia: Lea & Febiger, 1981).
- Ball, Donald W. and Loy John W. *Sport and social Order; Contribution to the sociology of sport*, (London: Addison Wesley Publishing Co., Inc., 1975).
- Loy John. W. McPherson, Barry D., and Kenyon Gerald, *sport and Social System* (London: Addison Wesley Publishing Company Inc., 1978).
- Edward Larry. *Sociology of sport* (Illinois: The Dorsey Press, 1973).
- Cratty, Brayant J. *Social Dimensions of Physical Activity* New Jersey: Englewood Cliffs, Prentice Hall Inc., 1967.
- **Shukla, K. P. (2020).** *Sociology of Sports in India*. Khel Sahitya Kendra.
- **Madan, D. (2018).** *Sports, Society, and Culture in India*. Sports Publication.
- **Bhushan, V. & Sachdeva, D. R. (2017).** *An Introduction to Sociology*. Kitab Mahal.
- **Deshpande, S. (2011).** *Contemporary India: A Sociological View*. Penguin India.
- **Kansal, D. K. (2008).** *Textbook of Applied Measurement, Evaluation & Sports Sociology*. Sports & Spiritual Science Publications.

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

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

Semester-VI
Bachelor in Physical Education and Sports

DISCIPLINE SPECIFIC ELECTIVE (DSE)- FITNESS & WELLNESS IN PHYSICAL EDUCATION

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
DSE: Fitness & Wellness in Physical Education	4	3	0	1	Passed Class V Sem	Nil

BACHELOR IN PHYSICAL EDUCATION AND SPORTS

Programme: Bachelor in Physical Education and Sports

Year: III

Semester: VI

Paper: DSE

Subject: Physical Education

Course: DSE

Course Title: Fitness & Wellness in Physical Education

Course Outcome:

- The course outcomes of "Fitness & Wellness in Physical Education" aim to provide students with a comprehensive understanding of fitness and wellness principles, along with the skills necessary to promote and implement effective fitness and wellness programs.

It ensures that that students completing a course in "Fitness & Wellness in Physical Education" are well-prepared to promote and implement effective fitness and wellness programs, contributing to the overall health and well-being of individuals and communities.

Credits: 4		97	Discipline Specific Course
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic	No. of Hours	
I	<ul style="list-style-type: none"> ● INTRODUCTION: Concept and meaning of fitness and wellness ● Components of fitness and their description, Components of wellness and their description ● Significance of fitness and wellness in present scenario, Fitness and wellness for life 	15	
II	<ul style="list-style-type: none"> ● Types :- physical (cardio respiratory, strength, speed agility, flexibility, power, muscular endurance) health related (cardio-respiratory, flexibility, body composition, muscular strength and endurance) ● motor skill related (speed, power, agility, coordination, endurance, balance) Principals of physical fitness, Benefits of fitness programme, ● Obesity (causes and prevention), Weight management (role of diet & exercise in maintenance of ideal weight) 	15	
III	<ul style="list-style-type: none"> ● Identifying dimensions of wellness, achieving and maintenance of wellness, Adopting healthy and positive lifestyle ● Identifying healthy and positive lifestyle 	15	
IV	<ul style="list-style-type: none"> ● Behaviour modification, Barriers to change, Process of change (6 stages) SMART, Technique of change & smart goal setting. ● Healthy lifestyle approach. (Introduction, prevention, and treatment of inactivity diseases) Daily schedule based upon one's attitude, gender, age & occupation. Basic – module: ● - Time split for rest, sleep, diet, activity & recreation. 	15	

Recommended Readings

- Singh, Ajmer et.al. "Olympic Movement" Kalyani Publishers, Ludhiana, 2000
- Jain AK (2002). Anatomy & Physiology for Nurses. Arya Publishers, Delhi.
- Alliance, A. (1999). Physical Best Activity Guide, New Delhi,
- Capel, S. et al Editors (2006). A Practical Guide to Teaching Physical Education. Routledge Publishers, USA.
- Gupta R. Kumar P. & Sharma. D.P.S. (2004). Sharirik Shiksha Mein Path Yojna. Sahyog
- Prakashan. New Delhi. Gupta R. Kumar P. & Tyagi S. (2008) Textbook on Teaching Skill & Prowess. Part I & II. Friends

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

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

Semester-VI
Bachelors in Physical Education

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

No. of Hours-60

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

BACHELORS IN PHYSICAL EDUCATION

Programme: *Bachelors in Physical Education*

Year: V

Semester: X

Paper: GE

Subject: *Physical Education*

Course: GE

Course Title: Introduction to Injury Prevention and Rehabilitation in Sports

Course Outcome:

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

Credits: 4		99	Discipline Specific Electives
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules	
Unit	Topic		No. of Hours
I	INTRODUCTION TO INJURY PREVENTION AND REHABILITATION <ul style="list-style-type: none"> • Introduction and definition of injury • Importance of injury prevention and rehabilitation in sports • Principles of injury prevention and rehabilitation 		15
II	COMMON SPORTS INJURIES AND FIRST AID <ul style="list-style-type: none"> • Identification and classification of common sports injuries • Causes and risk factors associated with sports injuries • Introduction to First Aid 		15
III	INJURY PREVENTION STRATEGIES <ul style="list-style-type: none"> • Warm-up and cool-down protocols • Proper technique and form to minimize injury risk • Nutritional considerations for injury prevention 		15
IV	REHABILITATION AND PSYCHOSOCIAL ASPECTS OF INJURY PREVENTION <ul style="list-style-type: none"> • Overview and Goals of the rehabilitation process • Modalities used in rehabilitation (ANY TWO: heat therapy, cold therapy, electrical stimulation) • Psychological impact of sports injuries • Injury prevention and rehabilitation education for athletes, coaches, and parents 		15

Suggested Readings:

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

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

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

Semester-VI

Bachelor in Physical Education and Sports

PROJECT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/Practice		
PROJECT	2				Passed Class	Nil
					V Sem	

BACHELOR IN PHYSICAL EDUCATION AND SPORTS

Programme : Bachelor in Physical Education and Sports		Year: III	Semester: VI
			Paper: Project
Subject: Physical Education			
Course: Project	Course Title: PROJECT		
Course Outcomes:			
<ul style="list-style-type: none"> Creating a project on an interdisciplinary basis involving physical education in collaboration with fields such as yoga, educational psychology, sociology, and other social sciences or science subjects provides a holistic approach to understanding the multifaceted nature of physical education. It will ensure that students completing an interdisciplinary project in physical education gain a well-rounded education that prepares them to tackle complex issues, engage with diverse communities, and promote holistic health and well-being. 			
Credits: 2		Project	
Max. Marks: As per Univ. rules		Min. Passing Marks: As	
		per Univ. rules	
Unit	Topic		No. of Hours
	<ul style="list-style-type: none"> Every student has to serve honorary in the institution/ School/fitness centers. 		

	<ul style="list-style-type: none"> • Evaluated on the basis of project made on the Inter-disciplinary basis, such as project based on physical education collaboration with- Yoga/ Education Psychology/ Sociology/other social science subjects and other science subjects. • Project File Viva-voce 	
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Recommended Readings:

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

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

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

Semester-VI

Bachelor in Physical Education

SKILL ENHANCEMENT COURSE (SEC) - Gym Operation

No. of Hours-30

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

BACHELOR IN PHYSICAL EDUCATION

Programme: <i>Bachelor in Physical Education</i>		Year: III	Semester: VI Paper: SEC
Subject: Physical Education			
Course: SEC	Course Title: Gym Operation		
Learning objectives: <ul style="list-style-type: none"> • Learn about facility management, equipment maintenance, and operational procedures. • Gain knowledge in client handling, membership management, and marketing strategies. • Learn gym safety protocols, emergency response, and equipment usage guidelines. • Learn gym safety protocols, emergency response, and equipment usage guidelines. 			
Course Outcomes: <ul style="list-style-type: none"> • Explain the importance, types, and benefits of setting up a gym. • Differentiate between various gym equipment and their functions. • Implement maintenance and hygiene practices to ensure equipment longevity. • Apply marketing strategies for membership growth and retention. • Integrate smart technology and sustainable practices into gym management. • Analyse successful case studies and develop strategies for efficient gym operation. 			

<ul style="list-style-type: none"> This course will equip students with the practical knowledge and business acumen to set up and manage a successful gym facility. 		
Credits: 2		
Max. Marks: As per Univ. rules		Min. Passing Marks: As per Univ. rules
Unit	Topic	No. of Hours
I	<ul style="list-style-type: none"> Overview of Gym Management and Operations Types of Gyms Basic Equipment Used in a Gym (Cardio Machines, Strength Equipment, Free Weights) Gym Safety Rules and Guidelines 	8
II	<ul style="list-style-type: none"> Proper Use of Cardio Machines (Treadmill, Elliptical, Stationary Bike) Strength Training Machines: Setup and Adjustments Free Weights and Functional Training Equipment (Kettlebells, Resistance Bands) Daily Cleaning and Maintenance Procedures 	7
III	<ul style="list-style-type: none"> Role of a Gym Attendant Trainer in Customer Service Basic Marketing Strategies for Gym Promotion Health and Safety Regulations in Gym Operations 	8
IV	<ul style="list-style-type: none"> Assisting Clients with Workout Routines and Proper Form Managing Gym Timings and Equipment Allocation Handling Emergency Situations (CPR) First Aid) 	7

Recommended Readings

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

Use WEB Links

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

Probable job aspects

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

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

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