

# DAV UNIVERSITY JALANDHAR



**Course Scheme & Syllabus  
For  
B.Sc in Health & Physical Education  
(Program ID - 222)**

**Syllabi Applicable for Admissions in 2021-2024 onwards**

**DAV University, Jalandhar**  
**Scheme of Under Graduate Course {B.Sc in Health & Physical Education Program (Program ID- 222 )} CBCS**

**SEMESTER- I**

S.No	Paper Code	Course Title	L	T	P	Cr	INT. ASS.	MSE	ETE	TOTAL
<b>Core Courses</b>										
1	PHE	History Principles and Foundations of Physical Education	4	0	0	4	25	25	50	100
<b>Core (Practical) Courses</b>										
2	PHE	Game specialization-1 (Volleyball and Kho-Kho)	0	0	6	4				100
3	PHE	Drills /Calisthenics/March Past-I	0	0	3	2				50
<b>Elective Course(Any One)</b>										
4	PHE	Posture and Massage	4	0	0	4	25	25	50	100
5	PHE	Physical activity for children	4	0	0	4	25	25	50	100
<b>Compulsory Foundation</b>										
6	EVS-100	Environmental Studies	4	0	0	4	25	25	50	100
7	SGS-107	Human Values and General studies	4	0	0	4	25	25	50	100
8	ENG – 155A	English Literature and Communication Skills-I	4	0	0	4	25	25	50	100
			<b>24</b>	<b>0</b>	<b>9</b>	<b>30</b>				<b>750</b>

**SEMESTER- II**

S.No	Paper Code	Course Title	L	T	P	Cr	INT. ASS.	MSE	ETE	TOTAL
<b>Core Courses</b>										
1	PHE	Anatomy and Physiology	4	0	0	4	25	25	50	100
2	PHE	* Recreation and Camping	4	0	0	4	25	25	50	100
<b>Core (Practical) Courses</b>										
3	PHE	Game specialization-2 (Basketball and Kabaddi)	0	0	6	4				100
4	PHE	Drills /Calisthenics – II and <b>Indigenous games</b>	0	0	6	4				100
5	PHE	Community Service	0	0	4	2				50
<b>Elective Course(Any One)</b>										
5	PHE	Olympic Movement	4	0	0	4	25	25	25	100
6	PHE	Fundamentals of Kinanthropometry	4	0	0	4	25	25	25	100
<b>Compulsory Foundation</b>										
7	ENG-156A	English Literature and Communication Skills-II	4	0	0	4	25	25	50	100
			<b>16</b>	<b>0</b>	<b>12</b>	<b>24</b>				<b>650</b>

A: Continuous Assessment:

B: Mid-Term Test-1:

C: Mid-Term Test-2:

Based on objective/Practical Type Tests

Based on Objective Type and Subjective Type Test

Based on Objective Type and Subjective Type Test

D: End-Term Exam (Final); E: Total Marks Based on Objective/practical Type Tests

L: Lectures T: Tutorial P: Practical Cr: Credits

DAV University, Jalandhar

Scheme of Under Graduate Course {B.Sc In Health & Physical Education Program (Program ID- 222 )} CBCS

**SEMESTER- III**

S.No	Paper Code	Course Title	L	T	P	Cr	INT. ASS.	MSE	ETE	TOTAL
<b>Core Courses</b>										
1	PHE *	Health Education	4	0	0	4	25	25	50	100
2	PHE	Sports Journalism	4	0	0	4	25	25	50	100
<b>Core (Practical) Courses</b>										
3	PHE	Track and Field-I (Starts/Sprints , Long Jump/ Shotput)	0	0	6	4				100
4	PHE	Game specialization-3 (Football and Hockey)	0	0	6	4				100
<b>Elective Course(Any One)</b>										
6	PHE	Educational Psychology and counselling	4	0	0	4	25	25	50	100
7	PHE	Sports Marketing	4	0	0	4	25	25	50	100
<b>Compulsory Foundation Course</b>										
8	ENG – 157A	English Literature and Communication Skills-III	4	0	0	4	25	25	50	100
			<b>16</b>	<b>0</b>	<b>12</b>	<b>24</b>				<b>600</b>

**SEMESTER- IV**

S.No	Paper Code	Course Title	L	T	P	Cr	INT. ASS.	MSE	ETE	TOTAL
<b>Core Courses</b>										
1	PHE	Fitness Management	4	0	0	4	25	25	50	100
2	PHE	Global Perspective of Sports Business.	4	0	0	4	25	25	50	100
<b>Core (Practical) Courses</b>										
3	PHE	Game specialization-4 (Badminton and Table Tennis)	0	0	6	4				100
4	PHE	Track and Field-II (Triple Jump and Discus)	0	0	6	4				100
<b>Elective Course(Any One)</b>										
6	PHE	Physical Education for special children	4	0	0	4	25	25	50	100
7	PHE	Sports Sociology	4	0	0	4	25	25	50	100
<b>Compulsory Foundation Course</b>										
8	ENG- 158A	English Literature and Communication Skills-IV	4	0	0	4	25	25	50	100
			<b>16</b>	<b>0</b>	<b>12</b>	<b>24</b>				<b>600</b>

A: Continuous Assessment:

B: Mid-Term Test-1:

C: Mid-Term Test-2:

D: End-Term Exam (Final):

E: Total Marks

L: Lectures T: Tutorial P: Practical Cr: Credits

Based on objective/Practical Type Tests

Based on Objective Type and Subjective Type Test

Based on Objective Type and Subjective Type Test

Based on Objective/practical Type Tests

**SEMESTER V**

DAV University, Jalandhar

Scheme of Under Graduate Course {B.Sc In Health &amp; Physical Education Program (Program ID- 222 )} CBCS

S.No	Paper Code	Course Title	L	T	P	Cr	INT. ASS.	MSE	ETE	TOTAL
<b>Core Courses</b>										
1	PHE *	Management in Physical Education	4	0	0	4	25	25	50	100
2	PHE	Common Sports Injuries, their prevention and care	4	0	0	4	25	25	50	
<b>Core (Practical) Courses</b>										
5	PHE	Game Specialization- 5 (Handball & Cricket)	0	0	6	4				100
6	PHE	Track & Field- III (Hurdle & Javelin Throw)	0	0	3	2				50
<b>Elective Course(Any One)</b>										
9	PHE	Organisation Behaviour	4	0	0	4	25	25	50	100
10	PHE	Fundamentals of Sports Training	4	0	0	4	25	25	50	100
<b>Compulsory Foundation Course</b>										
11	ENG – 159 A	English Literature and Communication Skills-V	3	0	0	3	25	25	50	75
12	ENG – 159 B	English Literature and Communication Skills- V (Lab.)	0	0	2	1				25
			<b>19</b>	<b>0</b>	<b>11</b>	<b>26</b>		<b>25</b>		<b>650</b>

**SEMESTER- VI**

S.No	Paper Code	Course Title	L	T	P	Cr	INT. ASS.	MSE	ETE	TOTAL
<b>Core Courses</b>										
1	PHE	Yoga Education	2	0	4	4	25	25	50	100
3	PHE	Sports Nutrition and Weight Management	4	0	0	4	25	25	50	100
<b>Core (Practical) Courses</b>										
5	PHE	Game Specialization-6 (Judo and Wrestling)	0	0	6	4				100
6	PHE	Track & Field - IV (Relay and High Jump )	0	0	6	4				100
<b>Elective Course(Any One)</b>										
9	PHE	Contemporary Issues in Physical Education.	4	0	0	4	25	25	50	100
10	PHE	Movement Education	4	0	0	4	25	25	50	100
<b>Compulsory Foundation Course</b>										
11	ENG - 160 A	English Literature and Communication Skills- VI	3	0	0	3	25	25	50	75
12	ENG - 160 B	English Literature and Communication Skills- VI (Lab.)	0	0	2	1	25	25	50	25
			<b>17</b>	<b>0</b>	<b>18</b>	<b>28</b>				<b>700</b>

A: Continuous Assessment:B: Mid-Term Test-1:C: Mid-Term Test-2:D: End-Term Exam (Final):

E: Total Marks

L: Lectures T: Tutorial P: Practical Cr: Credits

Based on objective/Practical Type Tests

Based on Objective Type and Subjective Type Test

Based on Objective Type and Subjective Type Test

Based on Objective/practical Type Tests

**NOTE: Provision of Bonus Credits Maximum 06 Credits in each Semester**

<b>Sr. No.</b>	<b>Special Credits forte Extra Co-curricular Activities</b>	<b>Credit</b>
1	Sports Achievement at State level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation International level Competition	4
2	Inter Uni. Medal winners (Any one game)	2
3	Inter Uni. Participation (Any one game)	1
4	National Cadet Corps / National Service Scheme NCC/NSS Certificate C -3, NCC/NSS Certificate B -2, NCC/NSS Certificate A - 1	2
5	Blood donation / Cleanliness drive / Community services /	2
6	Mountaineering – Basic Camp, Advance Camp / Adventure Activities	2
8	News Reporting / Article Writing / book writing / progress report writing	1

Students can earn maximum 06 Bonus credits in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution / Department. This Bonus credit can be used instead of any academic course of same credit.

**DETAILED SYLLABUS**  
**SEMESTER - I**

**Course Title: HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION**

**Paper Code: PHE**

L	T	P	Credits	Marks
4	0	0	4	100

**Learning Outcomes:**

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

**UNIT – I Introduction**

- 1.1 Meaning & definition of Education.
- 1.2 Aims and Objective of Education.
- 1.3 Meaning & definition of Physical Education.
- 1.4 Aims, objectives & principles of Physical Education.
- 1.5 Need & Importance of Physical Education.
- 1.6 Misconceptions of Physical Education.
- 1.7 Physical Education as an Art and Science.

**UNIT- II Historical Development of Physical Education in India**

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

**UNIT- III Historical Development of Physical Education in abroad**

- 3.1 Physical Education in Ancient Greece,
- 3.2 Physical Education in Rome,
- 3.3 Physical Education in Germany, Sweden, Denmark and Russia.
- 3.4 Modern perspectives: USA, UK and China.

## **UNIT-IV Biological Basis & Honours in Physical Education**

**4.1** Biological basis of Physical Education

**4.2** Growth and development, its principles.

**4.3** Age and gender characteristics, Body Types, Sights of Anthropometric measurements.

**4.4** Career Avenues in Physical Education

**4.5** National awards, recent awardees and Honours,

**4.6** Major international Competitions related to various sports/games (Asian Games, Commonwealth Games, Olympic Games, World Championship)

### **REFERENCES:**

- Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co. Deshpande,
- S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
- Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep.
- Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.

**Course Title: GAME SPECIALIZATION – I**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
0	0	6	4	100

**Paper Code: PHE (Volleyball, Kho- Kho)**

**Learning Outcomes:**

1. Students will be able to know about history and governing bodies of the game.
2. Development of the basic skills of the game.
3. Understand the strategies and tactics of the game for competition.
4. Students will be able to officiate in competitions

**UNIT-I INTRODUCTION**

**1.1** Historical Development-

**1.1.1** National Level

**1.1.2** International level.

**1.2** Important Tournaments/Competitions held at National and International level

**1.3** National & International Governing body.

**UNIT-II SKILLS**

**2.1** Fundamental Skills of the sport.

**2.2** Warming Up–General, Specific, Cooling Down,

**UNIT-III COMPETITION PREPARATION**

**3.1** Strategies and their Applications.

**3.2** Tactical Preparation.

**3.3** Psychological preparation.

**UNIT-IV OFFICIATING & SKILL TESTS**

**4.1** Knowledge of rules and regulations.

**4.2** Duties of official & conducting a match.

**4.3** Sports Specific Skill & Motor Ability Test.



**Course Title: DRILLS & CALLISTHENICS – I**

**Paper Code: PHE**

### **UNIT I- MARCH PAST**

**1.1** Basic Commands (Attention, Stand-at-Ease, Left turn, Right turn, About turn)

**1.2** March time march (Kadam Taal), Drum beat

**1.3** Marching, Turn while marching, Salute

### **UNIT II – CALLISTHENICS**

**2.1** Free hand exercise on count

**2.2** Free hand exercise on whistle & drum

**2.3** Free hand exercise with music

### **UNIT III - Light Apparatus I**

**3.1** Exercise with dumbbell

**3.2** Exercise with Hoop

**3.3** Exercise with Flag

### **UNIT IV – Light Apparatus II**

**4.1** Exercise with Wands

**4.2** Exercise with Lezium

**4.3** Exercise with Umbrella

**Course Title: POSTURE AND MASSAGE**

L	T	P	Credits	Marks
4	0	0	4	100

**Paper Code: PHE**

**Learning Outcomes:**

1. The pass out would be able to know about posture, its types and classification.
2. The students would be able to identify postural defects and its causes and remedial measures.
3. He would be able to comprehend the relationship between massage, and benefits of massage.
4. He would able to know the importance and application of therapeutic and sports massage.

**UNIT- I Introduction to Posture**

**1.1** Introduction, meaning and types of posture (Static, Dynamic)

**1.2** Natural curves in a Human Spine

**1.3** Classification of Posture: Good and Bad posture.

**1.4** Values of Good Posture

**1.5** Causes and Drawbacks of Bad Posture

**UNIT-II Postural defects**

**2.1** Common Postural defects of Upper Extremities

**2.1.1** Kyphosis – its causes and remedial measures

**2.1.2** Lordosis – its causes and remedial measures

**2.1.3** Scoliosis – its causes and remedial measures

**2.2** Common postural defects of Lower Extremities

**2.2.1** Knock-knee – its causes and remedial measures

**2.2.2** Bow legs – its causes and remedial measures

**2.2.3** Flatfoot - its causes and remedial measures

**UNIT - III Introduction to Massage**

**3.1** Meaning, definition and History of Massage.

**3.2** Types of Massage.

**3.3** Principles and effects of Massage.

**3.4** Benefits of Massage and its guidelines.

**3.5** Indications and Contraindications of Massage.

**UNIT-IV Therapeutic and Sports Massage**

**4.1** Meaning and definition of therapeutic massage

**4.2** Application of Massage to different body parts

**4.2.1** Human back

**4.2.2** Chest

**4.2.3** Abdomen

**4.2.4** Head and Face

**4.2.5** Limbs

**4.3** Techniques of Application of Massage: Effleurage, Superficial Stroking, Kneading and Petrissage

**4.4** Role of Massage in Sports.

**REFERENCES:**

- Mary V. Laoe : Massage and Medical Gymnastics, 1956.
- Tidy : Massage and a Remedial Gymnastics, 1976.
- Joke Ernest : Scope of Exercises in Rehabilitations.
- Joke Ernest : Philosophy of Exercises.
- Horns Kans : Therapeutic Exercises.

**Course Title: PHYSICAL ACTIVITY FOR CHILDREN**

**Paper Code: PHE**

**Learning Outcomes:**

L	T	P	Credits	Marks
4	0	0	4	100

1. The students will be able to know about children behavior and types of behavior.
2. The students will be capable of setting boundaries for unwanted behavior.
3. The students will be competent to plan health and physical activity.
4. The students will be able to promote physical activity in society.

**UNIT – I – Introduction to Children Behaviour**

- 1.1 An Introduction to Children Behaviour Different types of behaviour; and Children’s needs.
- 1.2 Factors Influencing a Child’s Behaviour: Race, Culture and religion; Separation and divorce; Remarriage; Bereavement; The birth of a new baby; Moving house; Child abuse; Gender; Age; Short term unwanted behaviour; and Long term unwanted behaviour.
- 1.3 Encouraging Positive Behaviour in Children using rewards.

**UNIT – II Guidelines for Unwanted Behaviour**

- 2.1 Guidelines for Dealing with Unwanted Behaviour: Setting boundaries; Policies; Sticking to rules; Tantrums; and Bribery.
- 2.2 Responding to unwanted Behaviour, Ignoring the behaviour; Distraction; and Play therapy. Observing & Assessing Children’s Behaviour: Progress; Personality; Responding; and Health.
- 2.3 Physical Punishment: The Smacking debate; The Law and smacking. Communicating with Parents: Parenting styles; and Seeking additional support.
- 2.4 Bullying: The bully; The victim; Seeking help and support; and Bullying policies

**UNIT – III Health and Physical Activity Planning**

- 3.1 Planning Health Related Exercise and Physical Activities for Children.
- 3.2 Instructing Health Related Exercise and Physical Activities for Children.
- 3.3 Maintaining health, safety and welfare in a variety of fitness environments, including safeguarding of children and vulnerable adults.
- 3.4 Programming safe and effective exercise for a range of clients, the health benefits of physical activity and the importance of healthy eating.
- 3.5 Planning and delivering structured health related exercise and physical activity for apparently healthy children in the 5-15 age range inclusive.

**UNIT – IV Children and Exercise**

- 4.1 Concepts, components and principles of health and fitness, benefits of exercise for children.
- 4.2 Warm-ups, preparatory stretching, main workout, cool down component, developmental stretching.
- 4.3 Promoting physical activity to children and families and the psychological barriers for participation.
- 4.4 Appropriate motivational techniques.

## REFERENCES:

- Cale L, Harris J (2006) Interventions to promote young people's physical activity: Issues, implications and recommendations for practice. *Health Education Journal* 65: 320–337.
- Riddoch CJ, Mattocks C, Deere K et al. (2007) Objective measurement of levels and patterns of physical activity. *Archives of Disease in Childhood* 92: 963–969.
- Sund, A.M., Larsson, B., Wichstrom, L. Role of physical and sedentary activities in the development of depressive symptoms in early adolescence. *Soc Psychiatry PsychiatrEpidemiol.* 2011;46:431–441.

Miller, G.E., Prinz, R.J. Enhancement of social learning family interventions for childhood conduct disorder. *Psychol Bull.* 1990;108:291–307.

**Course Title: ENVIRONMENTAL STUDIES**

**Paper Code: EVS100**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
4	0	0	4	100

### **Unit 1**

#### **1.1 Introduction to Environmental Studies**

- 1.1.1** Definition, components and types of Environment.
- 1.1.2** Meaning of Environmental Studies and its Multidisciplinary nature;
- 1.1.3** Scope and importance; Concept of sustainability and sustainable development.

**6 hours**

#### **1.2 Natural Resources: Renewable and Non--Renewable Resources**

- 1.2.1** Land resources and land use change; Land degradation, soil erosion and desertification.
- 1.2.2** Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- 1.2.3** Water: Use and over--exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- 1.2.4** Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

**8 hours**

### **Unit - II**

#### **2.1 Ecosystems**

**2.1.1** What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems :

- a) Forest ecosystem
- b) Grassland ecosystem
- c) Desert ecosystem
- d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

**2 hours**

#### **2.2 Biodiversity and Conservation**

**2.2.1** Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots

**2.2.2** India as a mega--biodiversity nation; Endangered and endemic species of India

**2.2.3** Threats to biodiversity: Habitat loss, poaching of wildlife, man--wildlife conflicts, biological invasions; Conservation of biodiversity: In-- situ and Ex-- situ conservation of biodiversity.

**2.2.4** Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

**8 hours**

### **Unit III**

#### **3.1 Environmental Pollution**

- 3.1.1** Environmental Pollution: types, causes, effects and controls; Air, water, soil and noise pollution
- 3.1.2** Nuclear hazards and human health risks
- 3.1.3** Solid waste management: Control measures of urban and industrial waste.
- 3.1.4** Pollution case studies.

**8 hours**

#### **3.2 Environmental Policies & Practices**

- 3.2.1** Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- 3.2.2** Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- 3.2.3** Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

**7 hours**

### **Unit IV**

#### **4.1 Human Communities and the Environment**

- 4.1.1** Human population growth: Impacts on environment, human health and welfare.
- 4.1.2** Resettlement and rehabilitation of project affected persons; case studies.
- 4.1.3** Disaster management: floods, earthquake, cyclones and landslides.
- 4.1.4** Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan.
- 4.1.5** Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- 4.1.6** Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

**6 hours**

#### **4.2 Field work**

- 4.2.1** Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
- 4.2.2** Visit to a local polluted site--\_Urban/Rural/Industrial/Agricultural.
- 4.2.3** Study of common plants, insects, birds and basic principles of identification.
- 4.2.4** Study of simple ecosystems--\_pond, river, Delhi Ridge, etc.

**5 hours**

### **Suggested Readings:**

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R.1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999.*Global Ethics and Environment*, London, Routledge.
4. Gleick, P. H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll.*Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36--37.



**Course Title: HUMAN VALUES AND GENERAL STUDIES**

**Course Code: SGS107**

L	T	P	Credits
4	0	0	4

**UNIT - I**

**1.1** Human Values. Concept of Human Values: Meaning, Types and Importance of Values.

**1.2** Value Education: Basic guidelines for value education. Value crisis and its redressal. Being Good and Responsible. Self-Exploration and Self Evaluation. Acquiring Core Values for Self Development. Living in Harmony with Self, Family and Society.

**1.3** Values enshrined in the Constitution: Liberty, Equality Fraternity and Fundamental Duties.

**UNIT – II**

**2.1** Value – based living.

**2.2** Vedic values of life. Karma Yoga and Jnana Yoga .Ashta Marga and TriRatna.

**2.3** Ethical Living: Personal Ethics. Professional Ethics. Ethics in Education

**UNIT – III**

**3.1** General Geography World Geography 3 The Universe, The Solar System, The Earth, Atmosphere, The World we live in, Countries rich in Minerals, Wonders of the World, Biggest and Smallest.

**3.2** Indian Geography 3 Location, Area and Dimensions, Physical Presence, Indian States and Union Territories, Important sites and Monuments, Largest-Longest and Highest in India. General History 3 Glimpses of India History, Ancient Indian, Medieval India, Modern India.

**3.3** Various Phases of Indian National Movement, Prominent Personalities, Glimpses of Punjab history with special reference to period of Sikh Gurus Glimpses of World History 3 Important Events of World History, Revolutions and Wars of Independence, Political Philosophies like Nazism, Fascism, Communism, Capitalism, Liberalism etc.

**3.4** Indian Polity: Constitution of India,Important Provisions, Basic Structure, Union Government, Union Legislature and Executive, State Government: State Legislature and Executive, Indian Judiciary, The Election Commission, Panachayati Raj System, RTI etc. General Economy 3 The process of liberalization, privatization, globalization and Major World Issues, Indian Economy, Indian Financial System, Major Economic Issues, Economic Terminology.

**UNIT – IV**

**4.1** General Science 3 General appreciation and understandings of science including the matters of everyday observation and experience, Inventions and Discoveries Sports and Recreation 3

**4.2** The World of Sports and recreation, Who's Who is sports, Major Events, Awards and Honours.

Famous personalities, Festivals, Arts and Artists Current Affairs 3

**4.3** National and International Issues and Events in News,Governments Schemes and Policy Decisions Miscellaneous Information Who is who 3

**REFERENCES:**

- Sreedharan, E. and Wakhlu, B. Restoring Values. New Delhi: Sage Publications Ltd, Latest Edition.
- Nagarajan, K. Indian Ethos and Values. New Delhi: Tata McGraw Hill, Latest Edition.
- Tripathi, A.N. Human Values. New Delhi: New Age International Publishers, Third Edition, Latest Edition.
- Sankar. Indian Ethos and Values in Management. New Delhi: Tata McGraw Hill Education Pvt. Ltd. , Latest Edition

Osula. Values and Ethics. Asian Books, Latest Edition. 6. Surbিরamanian,R. Professional Ethics. New Delhi: Oxford University Press, Latest Edition.

## Course Title: English Literature & Communication Skills-I

Course Code: ENG 155 A

Total Lectures: 45

L	T	P	Credits
4	0	0	4

### Course Objective:

- To enhance students' vocabulary and comprehensive skills through prescribed texts.
- To hone students' reading skills.
- To develop literary sensibility
- To polish students' grammar

### Learning Outcomes:

Students will be able to improve their reading skills as well as will enrich their word power and grammar. They will also be able to critically respond to the literary texts.

## Unit 1 Grammar

Basic Grammar (in Socio-Cultural Context)

- A. Tenses
- B. Parts of Speech

## Unit 2 Literature-I

- A. Short Stories
  - a. Anton Chekhov's *Grief / Lament*
  - b. O'Henry's *The Last Leaf*
- B. Poems
  - On His Blindness* by John Milton
  - The Solitary Reaper* by Wordsworth
  - Goodbye Party for Miss Pushpa, T.S.* by Nissim Ezekiel

## Unit 3 Literature-II

- A. Prose
  - Education for New India by C. Rajagopalchari
  - Our Own Civilization by C. E. M. Joad
  - Andrew Carnegie by E.H. Carter
  - (*Selections from Modern English Prose*, Edited by Haladhar Panda. Hyderabad: University Press, 1983)

Unit 4 Developing Communication Skills A. Indianness

(Teacher shall cover this topic from *Communication Skills* by Sanjay Kumar and PushpLata, OUP, India, 2011)

- B. One Word Substitution

## SEMESTER II

Course Title: ANATOMY AND PHYSIOLOGY

Paper Code: PHE

L	T	P	Credits	Marks
4	0	0	4	100

### Learning Outcomes:

1. The students will understand the different systems of human body
2. Identify and describe the different organs of the human body and its regulation.
3. Understand the effects of the exercise on different systems of human body.
4. Understand the mechanism of various systems of the body

### UNIT-I Introduction & Structural Organization

- 1.1 Meaning and Concept of Anatomy & Physiology.
- 1.2 Need and Importance of Anatomy & Physiology in the field of Physical Education
- 1.3 Normal Anatomical Position and its Importance
- 1.4 Classification and Structure of Cells & tissues

### UNIT-II Skeletal System, Joints & Muscular System

- 2.1 Skeletal System:
  - 2.1.1 Different parts of Skeleton (Axial & Appendicular)
  - 2.1.2 Types of bones
- 2.2 Joints:
  - 2.2.1 Types of Joint
  - 2.2.2 Movements around the joint
- 2.3 Muscular System:
  - 2.3.1 Types of Muscles
  - 2.3.2 Structure & function of Muscles.

### UNIT-III Blood, Circulatory System & Respiratory System

- 3.1 Blood:
  - 3.1.1 Constituents of blood and their function.
  - 3.1.2 Blood groups & clotting of blood
- 3.2 Circulatory system:
  - 3.2.1 Structure of heart and blood vessels.
  - 3.2.2 Types of circulation.
  - 3.2.3 Function of heart muscle,
  - 3.2.4 Terminologies: cardiac cycle, cardiac output, blood pressure: diastolic, systolic. Athletic heart
- 3.3 Respiratory system:
  - 3.3.1 Types of Respiration,
  - 3.3.2 Functions of respiratory System
  - 3.3.3 Organs & structure of respiratory System
  - 3.3.4 Mechanism of respiration.

## **UNIT-IV Digestive System, Nervous System & Endocrine System**

### **4.1 Digestive System:**

#### **4.1.1 Organs of digestive system**

#### **4.1.2 Functions and process of digestive system**

#### **4.1.3 Mechanism of Digestion**

### **4.2 Nervous System:**

#### **4.2.1 Organs or Parts of Nervous system**

#### **4.2.2 Functional classification of nervous system.**

### **4.3 Endocrine System:**

#### **4.3.1 Meaning of Glands**

#### **4.3.2 Location and function of glands**

### **REFERENCES:**

- Gupta, A. P. (2010). Anatomy and physiology. Agra: Sumit Prakashan.
- Gupta, M. and Gupta, M. C. (1980). Body and anatomical science. Delhi: Swaran Printing Press.
- Guyton, A.C. (1996). Textbook of Medical Physiology, 9th edition. Philadelphia: W.B. Saunders.
- Karpovich, P. V. (n.d.). Philosophy of muscular activity. London: W.B. Saunders Co.
- Lamb, G. S. (1982). Essentials of exercise physiology. Delhi: Surjeet Publication.
- Moorthy, A. M. (2014). Anatomy physiology and health education. Karaikudi: Madalayam Publications. Morehouse,
- L. E. & Miller, J. (1967). Physiology of exercise. St. Louis: The C.V. Mosby Co.
- Pearce, E. C. (1962). Anatomy and physiology for nurses. London: Faber & Faber Ltd.
- Sharma, R. D. (1979). Health and physical education, Gupta Prakashan.
- Singh, S. (1979). Anatomy of physiology and health education. Ropar: Jeet Publication

**Course Title: RECREATION AND CAMPING**

**Paper Code: PHE**

L	T	P	Credits	Marks
4	0	0	4	100

**Learning Outcomes:**

1. Understand the concept of recreation
2. Understanding of different programme for recreation and camping
3. Planning of recreational programme
4. Importance of recreation in social institutions

**UNIT-I: Introduction to Recreation**

- 1.1 Meaning and definitions and Historical Development of Recreation.
- 1.2 Principles and Characteristics of Recreation
- 1.3 Importance of Recreation
- 1.4 Misconceptions about Recreation
- 1.5 Scope of Recreation.

**UNIT-II: Programmes in Recreation**

- 2.1 Criteria and Principles of selecting recreational programmes.
- 2.2 Classification of Recreational activities.
- 2.3 Indoor and outdoor activities. (Merits and Demerits)
  1. Water sports activities.
  2. Cultural activities.
  3. Literary activities.
  4. Nature and outing.
  5. Social events.
  6. Adventure activities.
- 2.4 Hobbies – Introduction to hobbies and types of hobbies
- 2.5 Agencies Providing Recreation

**UNIT-III: Planning for Recreation**

- 3.1 Factors Responsible for the need of recreation:
  - 3.1.1 Growth of cities, Changing home conditions, Increase in leisure time, Specialization and automation in Industry, Population changes, Rising economy, Technological Development, etc.
- 3.2 Recreational activities for different societal categories.
  - 3.2.1 Recreation for handicaps, Facilities required for community recreation, industrial recreation, institutional recreation, family recreation and commercial recreation.
- 3.3 Indoor and Outdoor Recreation for rural population
- 3.4 Indoor and Outdoor recreation for urban population

**UNIT-IV: Camping**

- 4.1 Meaning, aim and objective of the camping.
- 4.2 Need and importance of the camping.
- 4.3 Types of camping (Educational, Recreational, Training, Adventure, Leadership camp etc.)
  - 4.3.1 Organization and administration of camping.

#### 4.4 Recreation in Social Institution and Camping (Family, Educational Institution, Community/Culture, Religious Organization)

##### **REFERENCES:**

- George D. Butler, —Introduction of community recreation, McGraw Hills, 1969.
- Zeigler F.F., —Philosophical Foundations for Physical Health and Recreation Education, Prentice Hill Inc. Eagle Wood Cliffs N.J. Prentice Hall, 1964.
- Mayer and Bright Bill, —Recreation Administration, Englewood Cliffs N.J. Prentice Hall Inc. 1961.
- Singh Ajmer et.al, —Essentials of Physical Education, Kalyani Publishers Ludhiana second revised addition 2008.

**Course Title: GAME SPECIALIZATION II**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
0	0	6	4	100

**Paper Code: PHE**  
**(Basketball, Kabaddi )**

**Learning Outcomes:**

1. Students will be able to know about history and governing bodies of the game.
2. Development of the basic skills of the game.
3. Understand the strategies and tactics of the game for competition.
4. Students will be able to officiate in competitions

**UNIT-I INTRODUCTION**

**1.1 Historical Development-**

**1.1.1 National Level**

**1.1.2 International level.**

**1.2 Important Tournaments/Competitions held at National and International level**

**1.3 National & International Governing body.**

**UNIT-II SKILLS**

**2.1 Fundamental Skills of the sport.**

**2.2 Warming Up–General, Specific, Cooling Down,**

**UNIT-III COMPETITION PREPARATION**

**3.1 Strategies and their Applications.**

**3.2 Tactical Preparation.**

**3.3 Psychological preparation.**

**UNIT-IV OFFICIATING & SKILL TESTS**

**4.1 Knowledge of rules and regulations.**

**4.2 Duties of official & conducting a match.**

**4.3 Sports Specific Skill & Motor Ability Test.**



**Course Title: DRILLS & CALLISTHENICS – II & INDIGENOUS GAMES**  
**Paper Code: PHE**

L	T	P	Credits	Marks
0	0	3	2	50

**UNIT I- Light Apparatus III**

- 1.1 Exercise with Tipri
- 1.2 Exercise with Ribbon
- 1.3 Exercise with Cardboard

**UNIT II – Light Apparatus IV**

- 2.1 Exercise with Ball
- 2.2 Aerobics
- 2.3 Exercise with drum sticks

**UNIT III - Light Apparatus V**

- 3.1 Free Hand Exercise for visual impaired
- 3.2 Exercise with apparatus for disabled
- 3.3 Exercise with pom-pom

**UNIT IV- Indigenous Games**

- a. Circle Kabaddi
- b. Malkhamb
- c. Sitholia
- d. Langdi Taang
- e. Gulli Danda
- f. Marbles
- g. Ice Water
- h. Rat- A- Tat
- i. Hide & Seek

**COURSE TITLE: COMMUNITY SERVICE**

**PAPER CODE: PHE**

<b>L</b>	<b>T</b>	<b>P</b>	<b>CREDITS</b>	<b>MARKS</b>
0	0	3	2	50

Cleanliness of the Campus

Cleanliness of the surrounding of the campus.

Maintenance of the Play fields

Training and Coaching of different games to the children/aspirants of the nearby place.

Preparation of project report and submission of the work.

**Course Title: OLYMPIC MOVEMENT**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
4	0	0	4	100

**Paper Code: PHE**

**Learning Outcomes:**

1. Understand the origin and historical development of the Olympics.
2. Understand the significant development of Modern Olympics.
3. The students gets to know about different types of Olympic Games.
4. Understand the structure and functions of governing bodies.

**UNIT – I Historical Development**

- 1.1 Origin of Olympic Movement.
- 1.2 Philosophy of Olympic movement.
- 1.3 The early history of the Olympic movement.
- 1.4 Educational and cultural values of Olympic movement

**UNIT – II Modern Olympics**

- 2.1 Significant stages in the development of the modern Olympic movement.
- 2.2 Concept of Olympic Ideals, Olympic Rings, Olympic Torch, Olympic Flag.
- 2.3 Olympic Protocol for member countries.
- 2.4 Olympic Code of Ethics. Olympism in action. Sports for All

**UNIT – III Different Olympic Games**

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

**UNIT – IV Governing Bodies**

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

**REFERENCES:**

- Osborne, M. P. (2004). Magictree house fact tracker: ancient greece and the olympics: a nonfiction companion to magic tree house: hour of the Olympics. New York: Random House Books for Young Readers.
- Burbank, J. M., Andranovich, G. D. &Heying Boulder, C. H. (2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner

**Course Title: FUNDAMENTALS OF KINANTHROPOMETRY**

L	T	P	Credits	Marks
4	0	0	4	100

**Paper Code:** PHE

**Learning Outcomes:**

1. Understand the basics of anthropometry and kinanthropometry.
2. Understand the concept and techniques of body measurements.
3. The students will understand the human body composition and methods of estimating body fat.
4. Understand the Human growth and somatotyping.

**Unit-I Introduction**

- 1.1 Meaning and definition of Anthropometry and Kinanthropometry.
- 1.2 A brief historical background of Kinanthropometry.
- 1.3 Factors affecting Kinanthropometry.
- 1.4 Basic sights of measuring human body in Kinanthropometry.
- 1.5 Scope of Kinanthropometry
  - a. Sports Scientists, b. Physical Educationist, c. Coaches, d. Human Biologists, e. Physical Anthropologists

**Unit-II Human Body Measurements**

- 2.1 Meaning of human body measurements
- 2.2 Techniques of human body measurements
  - 2.2.1 Different Height Measurements.
  - 2.2.2 Different Width Measurements.
  - 2.2.3 Different Girth Measurements.
  - 2.2.4 Methods for Determination of Age:
    - Chronological, Skeletal , Dental , Physiological and Training

**Unit-III Human Body Composition**

- 3.1 Elementary Composition of Human Body.
- 3.2 Models of Body Composition.
- 3.3 Methods for Estimating Body Fat.
  - a. Densitometry, b. Body Mass Index, c. Skin Fold Method (Four Sites), d. Hydro Static Weighing, e. Bioelectrical Impedance Analysis, f. Magnetic Resonance Imaging (MRI), g. BodPod

**Unit-IV Human Growth**

- 4.1 Meaning and Definition of Growth.
- 4.2 Phases of growth
- 4.3 Methods of Studying Human Growth.
- 4.4 Factors affecting growth. Somatotyping
- 4.5 Meaning and definition of Somatotyping
- 4.6 Viola's and Kretschmer's Classification

#### 4.7 Sheldon's Methods of Somatotyping

a. Endomorphy, b. Mesomorphy, c. Ectomorphy

#### 4.8 Heath Carter procedure for Anthropometric Somatotype

#### REFERENCES:-

- Koley Shyamal and Sandhu Jaspal Singh, —An Introduction to KINANTHROPOMETRY, Friends Publications 2005.
- Ross W.D. and Wilson N.C., —A Stratagem for Proportional Growth Assessment, 1974.

Ross W.D., — Kinanthropometry: An Emerging Scientific Technology, Miami 1978.

**Course Title: English Literature and Communication Skills- II**

**Course Code: ENG 156 A**

**Total Lectures: 45**

L	T	P	Credits
4	0	0	4

**Course Objective:**

- To enhance students' vocabulary and comprehensive skills through prescribed texts.
- To hone students' reading skills.
- To develop literary sensibility
- To polish students' grammar

**Learning Outcomes:**

Students will be able to improve their reading skills as well as will enrich their word power and grammar. They will also be able to critically respond to the literary texts.

**Unit 1 Grammar**

Unit 1 to 25

Murphy's English Grammar, (Raymond Murphy), 3rd Ed. CUP 2004, Rept. 2005

**Unit 2 Literature-I**

*The Race of My Life*- Milkha Singh

**Unit 3 Literature-II**

- A. 'The Gold Medal' in *The Greatest: My Own Story*- Muhammad Ali
- B. 'Mr. Indian Official: Thanks for Nothing' in *A Shot at History*- AbhinavBindra
- C. 'Night Golf'- Billy Collins

**Unit 4 Reading Skills**

Reading Comprehension

(Teacher shall cover this topic from *Communication Skills* by Sanjay Kumar and PushpLata, OUP, India. Students will be encouraged to read sports news and columns from reputed English newspapers.)

## SEMESTER III

Course Title: Health Education

Paper Code: PHE

L	T	P	Credits	Marks
4	0	0	4	100

### Learning Outcomes:

1. Understand the concept of health and health education.
2. The students will know about health problems in India.
3. Understand the concept of health and environment.
4. The students will know about health, hygiene and rural and urban health problems.

### Unit I Introduction

- 1.1 Meaning, definition and concept of Health.
- 1.2 Dimensions of Health
- 1.3 Health and Longevity
- 1.4 Meaning, definition and concept of Health education.
- 1.5 Principles of Health Education
- 1.6 Aims and Objectives of Health Education

### Unit II Health Problems in India

- 2.1 Health Supervision
- 2.2 Communicable and Non Communicable diseases
- 2.3 Nutritional disease and solution
- 2.4 Lifestyle disease and their causes & prevention
- 2.5 Food Adulteration and problems.

### Unit III Health and Environment

- 3.1 Environmental Pollution and its sources
- 3.2 Types of Pollution
- 3.3 Effect of Pollution on Health
- 3.4 Celebration of various days in relation with environment.
- 3.5 Health and sustainable development

### Unit IV Health and Hygiene

- 4.1 Meaning and types of hygiene
- 4.2 Personal care – Skin, nails, clothing, bathing, eyes, mouth and teeth
- 4.3 Rural and Urban Health Problems
- 4.4 Causes of rural and urban health problems
- 4.5 Rural and Urban Sanitation

### References:

- Bucher, Charles A. "Administration of Health and Physical Education Programme"
- Delbert, Oberteuffer, et. Al "The School of Health Education"
- Nemir A. " The School of Health Education" (Harber and Brothers, New York).
- Park, J.E and Park, K. "Text-Book of preventive and social medicine" 2002.
- Turner, C.E. "The School of Health and Health Education".
- Turner, G.L. "Personal and Community Health".

**Course Title: SPORTS JOURNALISM**

**Paper Code: PHE**

L	T	P	Credits	Marks
4	0	0	4	100

**UNIT-I Introduction**

- 1.1 Meaning, definition and concept of journalism.
- 1.2 Historical background of journalism.
- 1.3 Introduction to Mass Media; Print, Electronic and Informal media.
- 1.4 Role of Journalism in society.
- 1.5 Role of IT in Journalism.
- 1.6 Problems of Journalism, Press Council of India and its Role, Characteristic of Good Journalist.
- 1.7 Sports Writers, Commentators and Broadcasters.

**UNIT-II News Writing**

- 2.1 News Content: Entertainment Features, Timely and Timeless, Stories.
- 2.2 Levels of News - Hard News, Soft News,
- 2.3 Objectives of News writing
- 2.4 The —New Journalism
- 2.5 Procedure of News writing: The Heading, The Slug,

**UNIT-III Journalism Ethics and Sections**

- 3.1 Ethical Journalism and the Laws: Libel, Definition of libel,
- 3.2 Making of the Head lines
- 3.3 Supplements and Sections: Types of stories, Scores alone, Women section, Traditional contents, Sunday Magazines and other sections.
- 3.4 Ingredients of News
- 3.5 Concept of 5 W's
- 3.6 Beat Reporting: Defining a beat, Types of Beat
- 3.7 Lead and its types.

**UNIT-IV Establishment of Newspaper, and Sports Journalism**

- 4.1 Starting of campus or student Newspaper: Paper Dimension and Quantity. Cost of Illustration, Delivering the newspaper, Finance, Sales of advertising, establishing newspaper policies, Formation of an editorial board. •Selecting staff members, choosing the Editors and Evaluating the Newspapers success.
- 4.2 Opportunities in Sports Journalism
- 4.3 Starting positions
- 4.4 Writing reports of sports events
- 4.5 Covering sports for radio and television channels (Art of Commentating)



**REFERENCES:**

- Aamidor A (2003). Real Sports Reporting. Indiana University Press. Valparaiso. Indiana. U.S.A.
  - Ahuja, B.N (1988). Theory and Practice of Journalism. Surjeet. Delhi.
  - Andrews P (2005). Sports Journalism: A Practical Introduction. Sage Publications Ltd. Delhi.
- Boyle R (2006). Sports Journalism: Context and Issues. Sage Publications Ltd.

**Course Title: TRACK AND FIELD-I**

L	T	P	Credits	Marks
0	0	6	4	100

**Paper Code: PHE (Starts, Sprints, Long Jump & Shotput)**

**Learning Outcomes:**

1. Students will be able to know about history and governing bodies of the game.
2. Development of the basic skills of the game.
3. Understand the strategies and tactics of the game for competition.
4. Students will be able to officiate in competitions

**UNIT-I INTRODUCTION**

**1.1 Historical Development-**

**1.1.1 National Level**

**1.1.2 International level.**

**1.2 Important Tournaments/Competitions held at National and International level**

**1.3 National & International Governing body.**

**UNIT-II SKILLS**

**2.1 Fundamental Skills of the sport.**

**2.2 Warming Up–General, Specific, Cooling Down,**

**UNIT-III COMPETITION PREPARATION**

**3.1 Strategies and their Applications.**

**3.2 Tactical Preparation.**

**3.3 Psychological preparation.**

**UNIT-IV OFFICIATING & SKILL TESTS**

**4.1 Knowledge of rules and regulations.**

**4.2 Duties of official & conducting a match.**

**4.3 Sports Specific Skill & Motor Ability Test.**

**REFERENCES:**

- Shrivastva A.K. How to Coach Discus Throw, Sports Publication,(2006), New Delhi.
  - Thani Y R. Athletics, KhelSahitya Kendra (2005),New Delhi,(Hindi version).
  - Balayan D. Play and Learn Throwing, KhelSahitya Kendra,(2005),New Delhi.
  - SayalMeenu, Teach Yourself Running, PrernaPrakashan,(2005),Delhi.
  - NarangPriyanka, Teach Yourself Jumping, PrernaPrakashan,(2004),Delhi
- Shrivastva A.K. How to Coach Long jump, Sports Publication,(2006),New Delhi

**Course Title: GAME SPECIALIZATION – III**

**Paper Code: PHE (Football, Hockey)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
0	0	6	4	100

**Learning Outcomes:**

1. Students will be able to know about history and governing bodies of the game.
2. Development of the basic skills of the game.
3. Understand the strategies and tactics of the game for competition.
4. Students will be able to officiate in competitions

**UNIT-I INTRODUCTION**

**1.1 Historical Development-**

**1.1.1 National Level**

**1.1.2 International level.**

**1.2 Important Tournaments/Competitions held at National and International level**

**1.3 National & International Governing body.**

**UNIT-II SKILLS**

**2.1 Fundamental Skills of the sport.**

**2.2 Warming Up–General, Specific, Cooling Down,**

**UNIT-III COMPETITION PREPARATION**

**3.1 Strategies and their Applications.**

**3.2 Tactical Preparation.**

**3.3 Psychological preparation.**

**UNIT-IV OFFICIATING & SKILL TESTS**

**4.1 Knowledge of rules and regulations.**

**4.2 Duties of official & conducting a match.**

**4.3 Sports Specific Skill & Motor Ability Test.**

**Course Title: EDUCATIONAL PSYCHOLOGY AND COUNSELLING**

L	T	P	Credits	Marks
4	0	0	4	100

**Paper Code: PHE**

**Learning Outcomes:**

1. Understand the concept of Educational Psychology and its relevance in Physical Education.
2. The students will know about the growth and development its stages and principles.
3. Understand the learning and Concept of Individual differences.
4. The students will understand the characteristics and functions of guidance and counselling.

**UNIT-I Psychology and Educational Psychology.**

**1.1** Meaning, Definition, Nature and Scope of Psychology and Educational Psychology

**1.2** Importance of Educational Psychology for the teacher.

**1.3** Historical Development of Educational Psychology.

**1.4** Psychology and its usefulness in the field of Physical Education.

**1.5** Methods of studying human behaviour: Introspection, observation method, experimental method, clinical and case study methods.

**UNIT – II Growth and Development**

**2.1** Meaning of growth and development.

**2.2** Nature of growth and development.

**2.3** Characteristics or principles of growth and development.

**2.4** Distinction between growth and development.

**2.5** Stages of growth and development. Psychological and Emotional development during different stages of Growth and Development.

**2.6** The role of physical education and sports in solving the problems faced by adolescents.

**2.7** Educational implications of Principles of growth and development.

**2.8** Factors affecting growth and development – Heredity and Environment.

**UNIT - III Learning**

**3.1** Learning: Meaning, definition and Nature of learning.

**3.2** Factors affecting learning. Principles of learning.

**3.3** Laws and associated laws of learning given by Thorndike.

**3.4** Individual differences: Meaning, Definitions and Areas.

**3.5** Nature of Individual Differences, Causes of Individual Differences, Sport and Individual Differences • Transfer of training: Meaning and definitions.

**3.6** Theories of transfer of training: Theory of mental discipline (Faculty Theory), Appreciation theory of Transfer training, Theory of Identical Elements, Theory of Generalization, Transposition Theory of Transfer Training and Theory of Ideals.

**3.7** Factors affecting transfer of training, Educational implication of transfer of training.

#### **Unit-IV Guidance and Counseling**

- 4.1** Meaning and concept of guidance, Purpose and need of guidance programmes, Organisation of the guidance programme in schools.
- 4.2** Meaning, Definition and types of counseling. Characteristics or qualities of an effective counselor.
- 4.3** Principles of counseling, duties and functions of counseling.

#### **REFERENCES:**

- Singh Jeet and Vaid, Rajesh, —Physical Education and Sports Psychology (2007) Sports Publication, G-6,23/23B EMCA House, Ansari Road, Darya Ganj New Delhi.
- Gangopadhya, S. R. —Sports Psychology (2007) Sports Publication G-6, 23/23B EMCA House, Ansari Road, Darya Ganj New Delhi.
- Singh Ajmer and et al, —Essential of physical Education (2007) 3rd edition, Kalyani Publisher • 1/292, Rajinder Nagar Ludhiana Punjab.
- K. K. Bhatia and et al, —Advance Educational Psychology of Teaching Learning Process (2005)
- Mangal S.K. —Advance Educational Psychology (2004)
- Dweey John, —Psychology (1998) Khel Sahitya Kendra, New Delhi 1998
- Mathur, S.S. —Educational Psychology (1994) Vinod Pustak Mandir Agra.

**Course Title: SPORTS MARKETING**

L	T	P	Credits	Marks
4	0	0	4	100

**Paper Code: PHE**

**Learning Outcomes:**

1. Understand the concept of sports marketing its scope and strategies.
2. The students will know about various ways of marketing of sports and marketing through sports.
3. Understand the sponsorship its components and marketing of products.
4. The students will know about relationship marketing and its principles.

**UNIT - I Introduction**

- 1.1 Meaning and definition of sports marketing.
- 1.2 Scope of sports marketing.
- 1.3 Internal marketing, stakeholders, and consumers of the sports industry.
- 1.4 Sports marketing environments and markets.
- 1.5 Sports marketing strategy. Media policies. Public relations in sports policy.

**UNIT – II Marketing of sports and marketing through sports**

- 2.1 Marketing of sports teams and events.
- 2.2 Marketing of products through sport. (Examples of marketing of products through sport, TV advertising during broadcast sports events,
- 2.3 Marketing of Sports through Social Media and Grassroots sport marketing.)
- 2.4 Benefits of Sport Marketing
- 2.5 Sports marketing revenue & The difference between indirect and direct sources.

**UNIT - III Sponsorship in sport**

- 3.1 Introduction to Sponsorship: Concepts, Objectives and Components.
- 3.2 Sponsorship of events and Sponsorship of teams,
- 3.3 Pre-Event Evaluation: The Assessment of Sponsorship Opportunities.
- 3.4 Developing a Promotional Strategy for the Marketing of Sports Products.
- 3.5 Pricing Decisions in Sports Marketing

**UNIT – IV Relationship Marketing**

- 4.1 Relationship Marketing in the Business of Sports.
- 4.2 Principles of relationship marketing.
- 4.3 Emerging Issues and controversies in Sports Marketing.
- 4.4 The Role of Technology in Sports Marketing.

## REFERENCES:

- Aral, A., Y. J. Ko and S. Ross (2014). —Branding athletes: Exploration and conceptualization of athlete brand image. *Sport Management Review*, 17 (2): 97-106.
- Biscaia, R., A. Correia, S. Ross, A. Rosado and J. Maroco (2013). —Spectator-based brand equity in professional soccer. *Sport Marketing Quarterly*, 22 (1): 20-32.
- Carlson, B. D. and D. T. Donovan (2013). —Human brands in sport: Athlete personality and identification. *Journal of Sport Management*, 27 (3): 193-206.
- Kelly, S. J., T. B. Cornwell, L. V. Coote and A. R. McAlister (2012). —Event-related advertising and the special case of sponsorship-linked advertising. *International Journal of Advertising*, 31 (1): 15-37.
- Levin, A., J. Cobbs, F. Beasley and C. Manolis (2013). —Ad nauseam? Sports fans' acceptance of commercial messages during televised sporting events. *Sport Marketing Quarterly*, 22 (4): 193-202

**Course Title: English Literature and Communication**

**Skills-III**

**Course Code: ENG 157 A**

**Total Lectures: 45**

L	T	P	Credits
4	0	0	4

**Course Objective:**

- To enhance students' vocabulary and comprehensive skills through prescribed texts.
- To hone students' reading and writing skills.
- To develop literary sensibility
- To polish students' grammar

**Learning Outcomes:**

Students will be able to improve their reading and writing skills; they will have better vocabulary and grammar. They will also be able to critically respond to the literary texts.

**Unit 1 Grammar**

Unit 26 to 48

Murphy's English Grammar, (Raymond Murphy), 3rd Ed. CUP 2004, Rept. 2005.

**Unit 2 Literature-I**

Unbreakable- Mary Kom

**Unit 3 Literature-II**

- A. 'The Sporting Spirit' - George Orwell  
(Selections from Modern English Prose, Edited by Haladhar Panda. Hyderabad: University Press, 1983)
- B. 'Is My Team Ploughing' - A.E. Housman
- C. 'The Homesick Colonial and the Imitative Native' in A Corner of a Foreign Field: The Indian History of a British Sport- RamachandraGuha

**Unit 4 Writing Skills**

- A. The Art of Condensation / Précis Writing
- B. Sports News Writing  
Analysis of Current Sports Columns from The Tribune (Any Ten)



## SEMESTER IV

Course Title: **FITNESS MANAGEMENT**

L	T	P	Credits	Marks
4	0	0	4	100

**Paper Code: PHE**

**Learning Outcomes:**

1. Understand the concept of fitness and wellness.
2. The students will know the guidelines for developing a fitness program.
3. Understand the establishment and management of fitness centre.
4. The students will know about the fitness trends and career options in fitness industry.

### **UNIT-I Introduction**

- 1.1 Meaning and Definition of Fitness and Wellness.
- 1.2 Concept of Fitness Management in Modern Era.
- 1.3 Basic Principles of Physical Fitness
  - 1.3.1 How much physical activity is enough?
- 1.4 Benefits of physical activity.
- 1.5 Components of Wellness
- 1.6 Components of physical fitness:
  - 1.6.1 Health related components
  - 1.6.2 Skill Related components

### **UNIT-II Developing a Fitness Program**

- 2.1 Guidelines for personal fitness plan- set goals, select activity, set target, system of mini goals & rewards, lifestyle activity, monitoring, commitment.
- 2.2 Maintaining fitness program for life.
- 2.3 Exercise guidelines for people with special concerns- arthritis, asthma, diabetes, heart disease, hypertension, obesity.
- 2.4 Exercise guidelines for life stages: children & adolescents, pregnant women, older adults.
- 2.5 Benefits of aerobic exercises and monitoring heart rate.

### **UNIT-III Establishment and Management of Fitness Centre**

- 3.1 Principles of starting a fitness centre - location, policy, offer of programmes, record keeping, public-relation
- 3.2 Environmental Considerations for fitness centre. Formalities prior to conducting fitness programme for various categories of clients.
- 3.3 Purchasing and maintenance of fitness equipment's.
- 3.4 Fitness centre membership and its types.

### **UNIT-IV Fitness and Weight Management**

- 4.1 Trends in weight loss, weight gain.
- 4.2 Calculation of Target Heart Rate Zone for exercise.
- 4.3 Concept of free weight Vs. machine, sets and repetitions, variation of sets and repetitions for weight training.
- 4.4 Career option and business of fitness center: Qualification and qualities for a fitness trainer.

**4.5** Management skills needed for a successful fitness manager.

**4.6** Instructor's duties for handling beginners.

**REFERENCES:**

- Fahey, Insel, Roth (2004). Fit & well (6th Ed.). Boston: McGraw Hill co.
- Greenberg, Dintiman, Oakes. (2004). Physical fitness & wellness (3rd Ed.). IL: Human Kinetics
- Durstine & Moore (2003) ACSM's exercise management for person's with chronic diseases & disabilities (2 nd Ed.) IL: Human Kinetics.
- Uppal and Gautam., Health and Physical Education, Friends Publication, 2008.
- Emily R. Foster, Karyn Hartiger & Katherine A. Smith, Fitness Fun, Human Kinetics Publishers 2002.
- Lawrence, Debbie, Exercise to Music. A & C Black Publishers Ltd. 37, Soho Square, London 1999
- Robert Malt. 90 day fitness plan, D.K. publishing, Inc. 95, Madison Avenue, New York 2001

**Course Title: GLOBAL PERSPECTIVE IN SPORTS BUSINESS.**

L	T	P	Credits	Marks
4	0	0	4	100

**Paper Code: PHE**

**Learning Outcomes:**

1. The students will understand the concept of sports business and economic system.
2. Understand the Branding in sports and its importance.
3. The students will know about marketing in sports, its management and segmentation.
4. The students will know about organizing a sports event.

**UNIT-I Introduction**

- 1.1 Concept of Organization
- 1.2 Meaning, definition, & types of Economic system.
- 1.3 Global business & The Sports Industry in the 21<sup>st</sup> century.
- 1.4 Importance of sports business.
- 1.5 Sports business ideas

**UNIT-II Branding in sports**

- 2.1 Branding – Meaning, definition & components of a brand
- 2.2 Need and Importance of Brand
- 2.3 Sports as a tool for commercial organisations for their business.
- 2.4 Sponsoring charities and charitable events by commercial organizations
- 2.5 Letter writing to request for sponsorship & proposal for sponsorship

**UNIT-III Marketing in Sports**

- 3.1 Strategic Marketing in Sports & Strategic management
- 3.2 ROI: Definition & ways to measure ROI (Return on Investment)
- 3.3 Market Segmentation: Definition, factors, strategies & types
- 3.4 Segmenting the Sports Fan Marketplace: Where to start Marketing.
- 3.5 The Value and ROI of Sports Sponsorships and Partnerships

**UNIT-IV Organizing Sports Event**

- 4.1 Sports event planning, marketing and execution.
- 4.2 Sports Events checklist
- 4.3 Professionalism in Sports—Opportunities and Threats
- 4.4 Ethical issues in sport

## **REFERENCES:**

- Beech J & Chadwick, S (Eds), (2004), *The Business of Sport Management*, Pearson FT/Prentice Hall, Harlow.
  - Chadwick, S & Arthur, D (Eds), (2008), *International Cases in the Business of Sport*, Butterworth-Heinemann, Oxford.
  - Dawson, P, (2011), *The Economics of Sport: An Integrated Approach*, Routledge, London.
  - Donnelly, P & Coakley, J, (2011), *Sports: A Short Introduction*, Routledge, London.
- Trenberth, L & Hassan, D (Eds), (2011), *Managing Sport Business: An Introduction*, Routledge, London.

**Course Title: GAME SPECIALIZATION – IV**

**Paper Code: PHE (Badminton/ Table Tennis)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
0	0	6	4	100

**Learning Outcomes:**

1. Students will be able to know about history and governing bodies of the game.
2. Development of the basic skills of the game.
3. Understand the strategies and tactics of the game for competition.
4. Students will be able to officiate in competitions

**UNIT-I INTRODUCTION**

**1.1** Historical Development-

**1.1.1** National Level

**1.1.2** International level.

**1.2** Important Tournaments/Competitions held at National and International level

**1.3** National & International Governing body.

**UNIT-II SKILLS**

**2.1** Fundamental Skills of the sport.

**2.2** Warming Up–General, Specific, Cooling Down,

**UNIT-III COMPETITION PREPARATION**

**3.1** Strategies and their Applications.

**3.2** Tactical Preparation.

**3.3** Psychological preparation.

**UNIT-IV OFFICIATING & SKILL TESTS**

**4.1** Knowledge of rules and regulations.

**4.2** Duties of official & conducting a match.

**4.3** Sports Specific Skill & Motor Ability Test.

**Course Title: TRACK AND FIELD-II**

L	T	P	Credits	Marks
0	0	6	4	100

**Paper Code: PHE**

**(Triple Jump/ Discus)**

**Learning Outcomes:**

1. Students will be able to know about history and governing bodies of the game.
2. Development of the basic skills of the game.
3. Understand the strategies and tactics of the game for competition.
4. Students will be able to officiate in competitions

**UNIT-I INTRODUCTION**

**1.1 Historical Development-**

**1.1.1 National Level**

**1.1.2 International level.**

**1.2 Important Tournaments/Competitions held at National and International level**

**1.3 National & International Governing body.**

**UNIT-II SKILLS**

**2.1 Fundamental Skills of the sport.**

**2.2 Warming Up–General, Specific, Cooling Down,**

**UNIT-III COMPETITION PREPARATION**

**3.1 Strategies and their Applications.**

**3.2 Tactical Preparation.**

**3.3 Psychological preparation.**

**UNIT-IV OFFICIATING & SKILL TESTS**

**4.1 Knowledge of rules and regulations.**

**4.2 Duties of official & conducting a match.**

**4.3 Sports Specific Skill & Motor Ability Test.**

**REFERENCES:**

- Shrivastva A.K. How to Coach Discus Throw, Sports Publication,(2006), New Delhi.
- Thani Y R. Athletics, KhelSahitya Kendra (2005),New Delhi,(Hindi version).
- Balayan D. Play and Learn Throwing, KhelSahitya Kendra,(2005),New Delhi.
- SayalMeenu, Teach Yourself Running, PrernaPrakashan,(2005),Delhi.
- NarangPriyanka, Teach Yourself Jumping, PrernaPrakashan,(2004),Delhi
- Shrivastva A.K. How to Coach Long jump, Sports Publication,(2006),New Delhi

**Course Title: PHYSICAL EDUCATION FOR SPECIAL CHILDREN**

**Paper Code: PHE**

**Learning Outcomes:**

L	T	P	Credits	Marks
4	0	0	4	100

1. Understand the concept of disability and importance of physical education for disabled.
2. The students will know about the classification and characteristics of disability.
3. Understand the role of parent and social institutions for the disabled.
4. The students will know about the rehabilitation and welfare programs specially abled.

**UNIT I Introduction to Adapted Physical Education**

**1.1** Meaning & Definition of disability.

**1.2** Need & Importance of Physical Education for persons with disabilities.

**1.3** Recreational sports opportunities for special children.

**1.4** Competitive opportunities for specially abled Special Olympics, Paralympics & Unified sports.

**UNIT II Classification & Characteristics of disability**

**2.1** Classification of disability: Physical disabilities & Mental disability; Visual impairment. Hearing impairment. Behavioural disorders.

**2.2** Characteristics and functional limitations of the Physical disabilities & Mental disability; Visual impairment. Hearing impairment. Behavioural disorders.

**2.3** Adapted Physical Education Programme: Guiding principles of adapted physical education programme.

**UNIT III Role of Parent and social institutions**

**3.1** Communication with Parents, parental involvement & parent-teacher association.

**3.2** Facilities and equipment for the disabled: Facilities for Elementary schools, Secondary schools and colleges.

**3.3** Orientation on facilities and equipment's. Facilities and equipment's for recreation and sport activities.

**3.4** Aids for the disabled and its evaluation.

**UNIT IV Rehabilitation and welfare programs**

**4.1** Meaning & Importance of rehabilitation for specially abled.

**4.2** Classification of rehabilitation-Functional rehabilitation & Psychological rehabilitation.

**4.3** Government welfare programme – Provision of special rights and privileges for the specially abled through legislation.

**4.4** Social welfare programme for the specially abled. Mass public education/ awareness programme.

## **REFERENCES :**

- David Auxter and Jean Pyfer, —Principles and methods of adapted Physical Education and recreation‖ Mosby college publishing, St. Louis
- Athur G. Miller & James V Sullivan, — Teaching Physical Activities to impaired youth‖ John Wilag& Sons Inc Canada
- Ronald W. French, & Paul J., —Special Physical Education‖, Charles E. Merrics Publishing Co. Edinburgh, Ohio.
- Arthur S. Daniels —Adapted Physical Education‖ ,Harper & Row Publisher- New York



## Course Title: SPORTS SOCIOLOGY

L	T	P	Credits	Marks
4	0	0	4	100

### Paper Code: PHE

#### Learning Outcomes:

1. Understand the concept of sociology and its relationship with other disciplines.
2. The students will know about the relationship of politics and sports.
3. Understand the relationship of sports and society.
4. Understand the concept of sports disability and their problems.

### Unit-I Introduction to Sports Sociology

**1.1** Meaning, definition, nature and scope of sociology and sociology of sports.

**1.2** Basic concepts of sociology: family, society, community, association, institution, state, folks, culture, value and norms.

**1.3** Relationship of sports sociology with other disciplines. Psychology, history of mankind and physical education.

**1.4** Historical approaches to social theory: Agency theories (social action theory) and structure theories (social system theories).

**1.5** The History of sociology of sport: The developmental phase of the sociology of sports - reflection, reproduction and resistance.

**1.6** Methodology and future trends in the sociology of sport.

### Unit – II Politics and Sport

**2.1** Definitions of politics, policy, the state and government.

**2.2** Women participation in the Olympic Games – (brief history of female experience of sport and changing trends).

**2.3** Economy and sports industry, sponsorship, tourism, hotel industry and entertainment.

**2.4** Social exclusion (sexually, gender, race, age, ethnicity, disability location and poverty).

**2.5** Brief description of social exclusion and poverty and its relationships with sport and leisure.

**2.6** Combating poverty and exclusion in sport and leisure – talent search schemes / cards.

### Unit-III Sports and Society

**3.1** Sports as a game occurrence

**3.2** Sports as an Institutional game.

**3.3** Sports as a social institution.

**3.4** Sports as a Social Situation or Social System.

**3.5** Sports and Sportsmanship.

**3.6** Sports and Personality.

### UNIT - IV Sports and Disability

**4.1** Background of sport and disability.

**4.2** Constraints of disabled people in participation in physical activity and sports; (lack of motivation and confidence; negative school experience; no proper support from family, friends and society, lack of information on opportunities; transport problems; lack of time and money;

poor physical access; poor knowledge of provisions among physical education teachers; poor physical education training for teachers in special schools).

**4.3** The Paralympics movement: classification, integration and the Paralympics.

**4.4** Perspectives on disability sport.

**4.5** Sport as a form of therapy and socialization.

**REFERENCES:**

- Barric Houlihan, —Sports and Society, SAGE Publication, (2005) 2nd edition, New Delhi.
- Singh, Yadwinder —Sociology in Sports, (2005) Sports Publication, G-6, 23/23B EMCA House, Ansari Road, Darya Ganj New Delhi.
- Sharma, Sita Ram —Sociological Foundation in Physical Education and Sports (2004) Friends Publication, 6, Mukerjee Tower, Dr. Mukerjee Nagar-Delhi
- Jay Coaklay, Sports in Society, (2004) McGraw Hill Publication.

**Course Title: English Literature & Communication Skills-IV**

**Course Code: ENG 158 A**

**Total Lectures: 45**

L	T	P	Credits
4	0	0	4

**Course Objective:**

- To enhance students' vocabulary and comprehensive skills through prescribed texts.
- To hone students' reading and writing skills.
- To develop literary sensibility
- To polish students' grammar

**Learning Outcomes:**

Students will be able to improve their reading and writing skills; they will have better vocabulary and grammar. They will also be able to critically respond to the literary texts.

**Unit 1**

**Grammar**

Unit 49 to 81

Murphy's English Grammar, (Raymond Murphy), 3rd Ed. CUP 2004, Rept. 2005.

**Unit 2 Literature-I**

- A. 'The Mystery of the Barefoot Footballers'
- B. 'That Tragic November Day of 1982'
- C. 'Gold, Silver, and Bronze'

(From *The Best of Indian Sports Writing*. Ed. Sundeep Misra. Delhi: Wisdom Tree, 2013. Print.) **Unit**

**3**

**Literature-II**

- A. Opportunity for Youth by Jawaharlal Nehru  
(*Selections from Modern English Prose*, Edited by Haladhar Panda. Hyderabad: University Press, 1983)
- B. 'Vital Lampada'- Sir Henry Newbolt
- C. 'Baloo's Struggle' in *A Corner of a Foreign Field: The Indian History of a British Sport*—  
Ramachandra Guha

**Unit 4 Writing Skills**

- A. Formal Letter Writing and Email
- B. Report Writing (Based on games and sports)
- C. Transcoding: Prose to Dialogue/Dialogue to Prose

## SEMESTER V

Course Title: Management in Physical Education

Paper Code: PHE

L	T	P	Credits	Marks
4	0	0	4	100

### Learning Outcomes:

1. Understand the concept of management, administration and organization and elements of management.
2. The students will know about the facilities and equipment's for Indoor and Outdoor physical activity.
3. Understand the importance of tournaments and its educational outcomes.
4. The students will know about management of staff and office and its importance.

### Unit I Introduction

- 1.1 Meaning and definition of Management, Administration and Organization
- 1.2 Need and Importance of Management in Physical education
- 1.3 Elements of Management (Planning, Organizing, Staffing, Directing and Coordination, Supervision and Control/ Evaluation; Re-adjustments and Improvement/ follow up)
- 1.4 Principles of Management
- 1.5 Organizational Structure of Physical Education in Schools and Colleges

### UNIT II Facilities and Equipment's

- 2.1 Layout of Indoor Physical Education and Sports Facilities
- 2.2 Layout of Outdoor Physical Education and Sports Facilities
- 2.3 Need and Importance of Outdoor Sports Facility
- 2.4 Care and Maintenance of Outdoor Sports Facility
- 2.5 Gymnasium- Establishment, Care and Maintenance
- 2.6 Procedure of Purchase of Equipment

### Unit III Tournaments

- 3.1 Meaning and Concept of tournaments.
- 3.2 Types of Tournaments
- 3.3 Intramurals and Extramural
- 3.4 Educational Outcomes of Intramural and extramural
- 3.5 Role of Physical Education teacher as a manager and team leader.

### Unit IV Staff and Office Management

- 4.1 Staff cooperation and its Significance
- 4.2 Role of Head to imbining the spirit of discipline among his staff
- 4.3 Development/ Involvement of Voluntary Services of other teachers for Physical Education Programs.
- 4.4 Need and Importance of Office Management
- 4.5 Physical Education Budget and its preparation
- 4.6 Maintenance of Office records.

**References:**

- Bucher, C.H. Administration of Physical Education and Athletic Programmes, The C.V. Mosby Company, London, 1983.
- Huges, W.L. et. Al. Administrative of Physical Education, The Ronald Press company, New York 1962.
- Maheshwari, B. Management by Objectives, Tabe Mc. Graw Hill Publishing Company Ltd., New Delhi 1982.
- Voltmar, B.P. et. Al. The Organization and Administration of Physical Education., Prentice Hall Inc., New Jersey, 1979.
- Newman, W.D. Administrative Action, Prentice Hall I.C., New Jersey 1963.

**Course Title: COMMON SPORTS INJURIES, PREVENTION AND CARE**

**Paper Code: PHE**

L	T	P	Credits	Marks
4	0	0	4	100

**Learning Outcomes:**

1. Understand the common sports injuries and its preventive measures.
2. The students will know about First Aid and its principles.
3. The students will know about the emergency treatment for common accidents.
4. Understand the rehabilitation of sports injuries and doping in sports.

### **UNIT-I Introduction**

**1.1** Sports injuries and its types:

**1.2** Acute injuries, Overuse injuries, Chronic Injuries

**1.3** Common sport injuries:

Sprain, Strain, Fracture, Dislocations, Abrasion, Contusion, Bruises, Blisters, Corn

**1.4** Common Sports Specific injuries: Athletes foot, Tennis elbow, Footballer's Knee, Footballer's Ankle

**1.5** Causes and Preventive measures for common sports injuries

### **UNIT-II FIRST AID**

**2.1** Meaning, aim and objectives of first aid. First aid box and its articles. Types of bandages and splints.

**2.2** Qualities and functions of a first aider

**2.3** Principles of first aid & Concept of RICE

**2.4** First aid for the common sports injuries

(Sprain, Strain, Abrasion, Dislocation,).

### **UNIT-III EMERGENCY TREATMENT FOR COMMON ACCIDENTS**

**3.1** Drowning, Burning, Insect stings & biting, Snake bite, Dog bite.

**3.2** Poisoning, Unconsciousness, Fainting, Hysteria, Sunstroke

**3.3** Electric shock, Acid burn

### **UNIT-IV REHABILITATION FOR SPORTS INJURIES & DOPING IN SPORTS**

**4.1** Rehabilitation meaning & definition

**4.2** Need and Importance of Rehabilitation for sports injuries

**4.3** Introduction to Basic Rehabilitation procedures of sports injuries: a. Cold Therapy b. Heat Therapy, c. Exercise Therapy

**4.4** Meaning and Definition

**4.5** National & International Agencies for Dope Control

**4.6** Types and Classification of Doping

**4.7** Ergogenic aids in sports and their ill effects: a. Anabolic agents b. Stimulants c. Beta blockers d. Narcotic analgesics e. Diuretics f. Blood doping

## **REFERENCES:**

- Armstrong and Tuckler(1964) ; —Injuries in sportl, London, Staples press,.
- Bolan J.P., —Treatment and prevention of athletic injuriesl.
- More house, L.E. and Resch, P.J., —Sports medicine for Trainers, Philadelphiall.
- Ryans Allan; —Medical Care of the Athletel, McGraw Hill.
- Evans, A. William; —Everyday safetyl, Chicago: Iyan and Chamaha.
- Singh Ajmer et.al (2008), —Essentials of Physical Educationl, Kalyani Publishers, Ludhiana, Second revised addition.

**Course Title: GAME SPECIALIZATION – V**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
0	0	6	4	100

**Paper Code: PHE**

**(Handball/Cricket)**

**Learning Outcomes:**

1. Students will be able to know about history and governing bodies of the game.
2. Development of the basic skills of the game.
3. Understand the strategies and tactics of the game for competition.
4. Students will be able to officiate in competitions

**UNIT-I INTRODUCTION**

**1.1 Historical Development-**

**1.1.1 National Level**

**1.1.2 International level.**

**1.2 Important Tournaments/Competitions held at National and International level**

**1.3 National & International Governing body.**

**UNIT-II SKILLS**

**2.1 Fundamental Skills of the sport.**

**2.2 Warming Up–General, Specific, Cooling Down,**

**UNIT-III COMPETITION PREPARATION**

**3.1 Strategies and their Applications.**

**3.2 Tactical Preparation.**

**3.3 Psychological preparation.**

**UNIT-IV OFFICIATING & SKILL TESTS**

**4.1 Knowledge of rules and regulations.**

**4.2 Duties of official & conducting a match.**

**4.3 Sports Specific Skill & Motor Ability Test.**



**Course Title: TRACK AND FIELD-III**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
0	0	6	4	100

**Paper Code: PHE**  
**(Javelin/ Hurdle)**

**Learning Outcomes:**

1. Students will be able to know about history and governing bodies of the game.
2. Development of the basic skills of the game.
3. Understand the strategies and tactics of the game for competition.
4. Students will be able to officiate in competitions

**UNIT-I INTRODUCTION**

**1.1 Historical Development-**

**1.1.1 National Level**

**1.1.2 International level.**

**1.2 Important Tournaments/Competitions held at National and International level**

**1.3 National & International Governing body.**

**UNIT-II SKILLS**

**2.1 Fundamental Skills of the sport.**

**2.2 Warming Up-General, Specific, Cooling Down,**

**UNIT-III COMPETITION PREPARATION**

**3.1 Strategies and their Applications.**

**3.2 Tactical Preparation.**

**3.3 Psychological preparation.**

**UNIT-IV OFFICIATING & SKILL TESTS**

**4.1 Knowledge of rules and regulations.**

**4.2 Duties of official & conducting a match.**

**4.3 Sports Specific Skill & Motor Ability Test.**

**REFERENCES:**

- Shrivastva A.K. How to Coach Discus Throw, Sports Publication,(2006), New Delhi.
- Thani Y R. Athletics, KhelSahitya Kendra (2005),New Delhi,(Hindi version).
- Balayan D. Play and Learn Throwing, KhelSahitya Kendra,(2005),New Delhi.
- SayalMeenu, Teach Yourself Running, PrernaPrakashan,(2005),Delhi.
- NarangPriyanka, Teach Yourself Jumping, PrernaPrakashan,(2004),Delhi
- Shrivastva A.K. How to Coach Long jump, Sports Publication,(2006),New Delhi.

**Course Title: ORGANIZATIONAL BEHAVIOUR**

L	T	P	Credits	Marks
4	0	0	4	100

**Paper Code: PHE**

**Learning Outcomes:**

1. Understand the organizational behavior and dimensions of individual differences.
2. The student will know about attitude and perception and its importance in organizational behavior.
3. Understand the concept of conflict in an organizational set-up and measure to enhance job satisfaction.
4. The student will know about the organizational communication and stress management.

**UNIT - I Introduction**

- 1.1 Organizational Behaviour: Definition of Management, Organization and Organizational Behaviour; Elements of Organizational Behaviour.
- 1.2 Nature of Organizational Behaviour; need, purpose and importance for studying Organizational Behaviour, Levels of Analysis; Six Fundamental Concepts of Organizational Behaviour; Holistic Organizational Behaviour. Limitations and Failure of Organisational Behaviour
- 1.3 FOUNDATION OF INDIVIDUAL BEHAVIOUR: - Individual Behaviour, Nature of Individual difference
- 1.4 Important Dimensions of Individual Differences- Self Concept, Self Esteem, Self Efficacy and its Implications for Managers; Personality Dimensions; Abilities, Skills and Competencies; Physical and Intellectual Abilities; personal values and Ethics.

**UNIT - II Attitude and Perception**

- 2.1 ATTITUDE - Meaning and Definition, Components of Attitude (Affective, Cognitive and Intentional); Attitude Formation and Change- Work Related Attitudes, Job Satisfaction, Organizational Commitment and Involvement.
- 2.2 Attitude- its Importance in Organizational Behaviour.
- 2.3 PERCEPTION: Meaning, Definition and Basic Perceptual Processes (Selective Perception, Stereo- -typing Perception, Perception and Attribution).
- 2.4 Impression Management. The Process of Impression Management, Employees' Impression Management Strategies, Coping with Individual Differences.

**UNIT – III CONFLICT AND ORGANIZATIONAL BEHAVIOUR**

- 3.1 Meaning, Definition, Types, and Reasons for Conflict; Dynamics of Inter-Group Conflict
- 3.2 Group Strategies to Gain Power; Direct and Indirect Methods to Solve Inter Group Conflicts.
- 3.3 JOB SATISFACTION: Meaning and Definition of Job Satisfaction; Factors Relating to Job Satisfaction- Personal Factor, Job Factors and Organizational Factors.
- 3.4 Importance of Job Satisfaction Evaluation and Measurement of Job Satisfaction. Measures / Steps to Enhance Job Satisfaction.

## **UNIT- IV ORGANIZATIONAL COMMUNICATION & STRESS MANAGEMENT**

**4.1** Meaning and Definition, Objectives, Importance of Organizational Communication.

**4.2** Communication Process, Methods of Communication and their Advantage and Disadvantages; Forms of Organizational Communication-, Barriers to Communication and Overcoming of Communication Barriers and Guidelines for Effective Communication.

**4.3** Meaning and Definition and Sources of Job Stress; Factors of Stress- Organizational and Personal Factors; Effects of Job Stress on Individual, Family and Organization; Methods of Managing Stress.

**4.4** Management of Change- Meaning and Forces for Change- External and Internal and Nature of Change; Approaches to Organizational Change- A Comprehensive Model Change- Seven Steps; Resistance to Change, Source of Resistance to Change- Organizational and Individual, Overcoming Resistance to Change; Organizational Development- Nature and Interventions with Techniques.

### **REFERENCES:**

- —Organisation Behaviour (1996) Stephen Robbins New Delhi, Prentice Hall.
- —Organisational Behaviourl Fred Luthans (1997) New York, Mc Graw Hill

**Course Title: FUNDAMENTALS OF SPORTS TRAINING**

**Paper Code: PHE**

L	T	P	Credits	Marks
4	0	0	4	100

**Learning Outcomes:**

1. Understand the term sports training, its components and principles.
2. The student will know about training methods for Strength and Endurance development.
3. The student will know about training methods for Speed and Flexibility development.
4. Understand the psychological and tactical preparation

**UNIT-1 Introduction**

- 1.1 Meaning & definition of terms: Sports training, Conditioning, Training load & Overload.
- 1.2 Aims & objectives of Sports Training
- 1.3 Characteristics and principles of sports training.
- 1.4 Meaning & definition of Warming up, & Cooling down

**UNIT-2 Training methods for Development of fitness components- I**

- 2.1 Strength:
  - 2.1.1 Concept and types of strength
  - 2.1.2 Methods of strength development
- 2.2 Endurance
  - 2.2.1 Definition & Types of Endurance
  - 2.2.2 Methods of developing Endurance

**UNIT-3 Training methods for Development of fitness components- II**

- 3.1 Speed:
  - 3.1.1 Meaning & Types of speed
  - 3.1.2 Development of speed
- 3.2 Flexibility
  - 3.2.1 Concept and benefits of flexibility
  - 3.2.2 Flexibility training

**UNIT-4 Psychological and Tactical preparation**

- 4.1 Meaning & definition of Technique and Skill.
- 4.2 Concept of tactics & strategy.
- 4.3 Introduction to Psychological preparation of team and individual sports persons.
- 4.4 Concept of Periodisation-Preparatory, Competition and Transition periods and their aim and objectives.
- 4.5 Preparation of a basic training program.

## REFERENCES:

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

**Course Title: English Literature and Communication**

**Skills- V**

**Course Code: ENG 159 A**

**Total Lectures: 45**

L	T	P	Credits
3	1	0	3

**Course Objective:**

- To enhance students' vocabulary and comprehensive skills through prescribed texts.
- To hone students' reading skill.
- To develop literary sensibility
- To polish students' grammar

**Learning Outcomes:**

Students will be able to improve their reading skill; they will have better vocabulary and grammar. They will also be able to critically respond to the literary texts.

**Unit 1 Communication Skills**

Verbal and Non-verbal Communication: Concept and Face-to-face Communication (Formal and Informal) Interview Skills

**Unit-2 Literature**

A. Guru Nanak:

- (i) As pieces of metal of the same kind melt into one another
- (ii) The body is like a pitcher of soft clay
- (iii) The Simal tree is huge and straight

B. *Bhagavad-Gita As It Is* : Chapter- 3, (The Eternal Duties of a Human Being/ Karma Yog)

Prabhupada, A.C. Bhaktivedanta. *Bhagavad-Gita As It Is*. India: The Bhaktivedanta Book Trust, 2012 (38<sup>th</sup> Printing). Print.

C. Swami Vivekanand: Work and its Secret

**Unit 3 Grammar**

Unit 82 to 112

Murphy's English Grammar, (Raymond Murphy), 3rd Ed. CUP 2004, Rept. 2005.

**Unit 4**

**Building Advanced Vocabulary**

Synonyms and Antonyms

Sports and Games Terminology

**Course Title: English Literature and Communication Skills- V (Lab.)**

**Course Code: ENG 159 B**

**Course Objective:**

- To improve fluency in speaking English.
- To promote interactive skills through Group Discussions and role plays.

**Learning Outcome:** Students will be able to speak in English confidently and fluently. In addition, they will develop a technical understanding of language learning software, which will further help them improve their communicative skills.

**Unit -1 Practical Approach to Listening and Speaking**

**Listening:** Throughout the course, listening will be a part of activities at every level and the focus will be to provide the learners with enough samples in order to encourage auditory understanding.

**Speaking:** The students shall be introduced to RP symbols and English Pronunciation dictionary by Daniel Jones. The focus shall be on correct articulation/ production of speech sounds, stress and intonation.

Part-I: Phonetics

Part-II: English Conversations (Unit 1 to 20)

Prescribed Textbook:

□ A PRACTICAL COURSE IN SPOKEN ENGLISH By J. K. GANGAL (PHI Private Limited, 2012)

**Unit-2**

- Basics of Sports Commentary

**Instructions:**

1. Each student will prepare a scrap file on any of the topics given by class teacher. Student should be able to justify the contents of his/her Scrap file. Marks will be given for originality, creativity and presentation of thoughts.
2. In the end of semester, viva exam will be conducted. Spoken English will be the focus of exam.  
Examiner will ask questions related to scrap file and other general (non-technical) topics.
3. Acknowledge all the sources of information in your scrap file.
4. This paper includes only one evaluation in the end term examination. **References:**

**Books**

1. Gangal, J. K. *A Practical Course in Spoken English*. India: Phi Private Limited, 2012.
- Kumar, Sanjay and PushpLata. *Communication Skills*. India: OUP, 2012.

## SEMESTER VI

**Course Title: YOGA EDUCATION**

**Paper Code: PHE**

L	T	P	Credits	Marks
3	0	2	4	100

### **Learning Outcomes:**

1. Understand the concept of Yoga and its importance in Physical Education and Sports.
2. The students will know about the foundations of Yoga.
3. The student will know about Asana, Pranayama, Bandha, Mudra and kriyas.
4. Understand the research practices in Yoga.

### **UNIT – I Introduction**

**1.1** Meaning and Definition of Yoga

**1.2** Aims and Objectives of Yoga

**1.3** Yoga in Early Upanisads

**1.4** The Yoga Sutra: General Consideration

**1.5** Need and Importance of Yoga in Physical Education and Sports

### **UNIT – II Foundation of Yoga**

**2.1** The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi

**2.2** Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

### **UNIT - III Asanas**

**3.1** Meaning, definition, types and benefits of Asanas.

**3.2** Effect of Asanas and Pranayama on various system of the body

**3.3** Classification of asanas with special reference to physical education and sports,

**3.4** Influences of relaxative, meditative posture on various system of the body,

**3.5** Types of Bandhas and mudras, Type of kriyas

### **UNIT – IV Research Practice in Yoga**

**4.1** Yoga Education Basic, applied and action research in Yoga

**4.2** Difference between yogic practices and physical exercises

**4.3** Yoga education centers in India and abroad

**4.4** Competitions in Yogasanas



**Practical :** Surya Namaskara, Pranayams , Corrective Asanas , Kriyas , Asanas

- Standing
- Sitting
- Laying Prone Position,
- Laying Supine Position
- Inverted Position

**REFERENCES:**

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

**Course Title: SPORTS NUTRITION AND WEIGHT MANAGEMENT**

Paper Code: PHE

L	T	P	Credits	Marks
4	0	0	4	100

**Learning Outcomes:**

1. Understand the concept of sports nutrition and basic nutrition guidelines.
2. The student will know about the balanced diet, its principles and factors.
3. Understand the concept of weight management in modern era and BMI.
4. The student will know diet plan and designing of exercise for weight management.

**UNIT – I Introduction to Sports Nutrition**

- 1.1 Meaning, definition and concept of Nutrition.
- 1.2 Classification of food
- 1.3 Nutrients - their sources and significance
- 1.4 Concept of Sports Nutrition
- 1.5 Basic Nutrition guidelines

**UNIT – II Balanced Diet**

- 2.1 Meaning & definition of Balanced Diet
- 2.2 Principles of Balanced diet
- 2.3 Essentials of balanced diet
- 2.4 Factors affecting balanced diet
- 2.5 Role of carbohydrates, Fat and protein during exercise
- 2.6 Role of hydration during exercise, water balance.
- 2.7 Daily calorie requirement and expenditure.

**UNIT – III Weight Management**

- 3.1 Meaning of weight management
- 3.2 Concept of weight management in modern era.
- 3.3 Factor affecting weight management
- 3.4 Values of weight management, concept of BMI (Body mass index),
- 3.5 Dieting versus exercise for weight control
- 3.6 Common Myths about Weight Loss Obesity – Definition, meaning and types of obesity, Obesity - Causes and Solutions for Overcoming Obesity.

**UNIT – IV Diet Plan and Weight Management**

- 4.1 Steps of planning of Weight Management
- 4.2 Determination of desirable body weight
- 4.3 Balanced diet for Indian School Children
- 4.4 Maintaining a Healthy Lifestyle, Weight management program for sporty child,
- 4.5 Role of diet and exercise in weight management,
- 4.6 Design diet plan and exercise schedule for weight gain and loss

## REFERENCES:

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

**Course Title: GAME SPECIALIZATION – VI**

**Paper Code: PHE  
(Judo/ Wrestling)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
0	0	6	4	100

**Learning Outcomes:**

1. Students will be able to know about history and governing bodies of the game.
2. Development of the basic skills of the game.
3. Understand the strategies and tactics of the game for competition.
4. Students will be able to officiate in competitions

**UNIT-I INTRODUCTION**

**1.1 Historical Development-**

**1.1.1 National Level**

**1.1.2 International level.**

**1.2 Important Tournaments/Competitions held at National and International level**

**1.3 National & International Governing body.**

**UNIT-II SKILLS**

**2.1 Fundamental Skills of the sport.**

**2.2 Warming Up–General, Specific, Cooling Down,**

**UNIT-III COMPETITION PREPARATION**

**3.1 Strategies and their Applications.**

**3.2 Tactical Preparation.**

**3.3 Psychological preparation.**

**UNIT-IV OFFICIATING & SKILL TESTS**

**4.1 Knowledge of rules and regulations.**

**4.2 Duties of official & conducting a match.**

**4.3 Sports Specific Skill & Motor Ability Test.**

**Course Title: TRACK AND FIELD-IV**

**Paper Code: PHE**

**(Relay, High Jump)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>	<b>Marks</b>
0	0	6	4	100

**Learning Outcomes:**

1. Students will be able to know about history and governing bodies of the game.
2. Development of the basic skills of the game.
3. Understand the strategies and tactics of the game for competition.
4. Students will be able to officiate in competitions

**UNIT-I INTRODUCTION**

**1.1 Historical Development-**

**1.1.1 National Level**

**1.1.2 International level.**

**1.2 Important Tournaments/Competitions held at National and International level**

**1.3 National & International Governing body.**

**UNIT-II SKILLS**

**2.1 Fundamental Skills of the sport.**

**2.2 Warming Up–General, Specific, Cooling Down,**

**UNIT-III COMPETITION PREPARATION**

**3.1 Strategies and their Applications.**

**3.2 Tactical Preparation.**

**3.3 Psychological preparation.**

**UNIT-IV OFFICIATING & SKILL TESTS**

**4.1 Knowledge of rules and regulations.**

**4.2 Duties of official & conducting a match.**

**4.3 Sports Specific Skill & Motor Ability Test.**

**REFERENCES:**

- Shrivastva A.K. How to Coach Discus Throw, Sports Publication,(2006), New Delhi.
- Thani Y R. Athletics, KhelSahitya Kendra (2005),New Delhi,(Hindi version).
- Balayan D. Play and Learn Throwing, KhelSahitya Kendra,(2005),New Delhi.
- SayalMeenu, Teach Yourself Running, PrernaPrakashan,(2005),Delhi.
- NarangPriyanka, Teach Yourself Jumping, PrernaPrakashan,(2004),Delhi
- Shrivastva A.K. How to Coach Long jump, Sports Publication,(2006),New Delhi

**Course Title: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION**

**Paper Code: PHE**

L	T	P	Credits	Marks
4	0	0	4	100

**Learning Outcomes:**

1. Understand the concept of Physical Education and its relevance in interdisciplinary context.
2. The students will know about wellness and lifestyle and health benefits.
3. Understand the concept of exercise programming.
4. The student will know about safety measures and fitness promotion.

**UNIT – I Introduction**

- 1.1 Concept of Physical Education and Fitness.
- 1.2 Definition, Aims and Objectives of Physical Education, fitness and Wellness.
- 1.3 Importance and Scope of fitness and wellness.
- 1.4 Modern concept of Physical fitness and Wellness.
- 1.5 Physical Education and its Relevance in Inter Disciplinary Context.

**UNIT – II Wellness & Lifestyle**

- 2.1 Fitness, Wellness and Lifestyle.
- 2.2 Fitness – Types of Fitness and Components of Fitness
- 2.3 Understanding of Wellness.
- 2.4 Modern Lifestyle and Hypo Kinetic Diseases – Prevention and Management.
- 2.5 Physical Activity and Health Benefits

**UNIT – III Exercise programming**

- 3.1 Principles of Exercise Program.
- 3.2 Means of Fitness development – aerobic and anaerobic exercises.
- 3.3 Exercises and Heart rate Zones for various aerobic exercise intensities.
- 3.4 Concept of free weight Vs Machine, Sets and Repetition etc.
- 3.5 Concept of designing different fitness training program for different age group.

**UNIT – IV Safety Measures & Fitness Promotion**

- 4.1 Health and Safety in Daily Life. First Aid and Emergency Care.
- 4.2 Common Injuries and their Management.
- 4.3 Modern Life Style and Hypo-kinetic Disease –Prevention and Management.
- 4.4 Application of Science to Physical Education and Sports.
- 4.5 Need of Sports law. Fitness centres, Health club, Recreation club and Adventure sports.
- 4.6 Commercialization of sports and sports media.
- 4.7 Gender issues in sports.
- 4.8 Alternate career in sports

## **REFERENCES:**

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

**Course Title: Movement Education**

**Paper Code: PHE**

L	T	P	Credits	Marks
4	0	0	4	100

**Learning Outcomes:**

1. Understand the concept of movement education and process of skill acquisition.
2. The students will know about body and spatial awareness.
3. Understand the concept of motor skill learning.
4. The students will know about the motor learning principles.

**Unit I Introduction of Movement Education.**

- 1.1 Meaning and concept of the term movement education.
- 1.2 History of movement education.
- 1.3 Traditional Approach in movement education.
- 1.4 Process of Skill acquisition.

**Unit II Understanding Movement**

- 2.1 Meaning and relationships of body awareness and spatial awareness.
- 2.2 Locomotor activities
- 2.3 Non- Locomotor activities
- 2.4 Manipulative activities.

**Unit III Motor Skill Learning**

- 3.1 Motor skill concepts
- 3.2 Levels of motor skill learning
- 3.3 Exploration
- 3.4 Discovery

**Unit IV Motor Learning Principles**

- 4.1 Facilitating Exploration
- 4.2 Facilitating Discovery
- 4.3 Facilitating Combinations

**References:**

- Bucher A Charles, Thaxton A. Nola “Physical Education for Children Movement Foundations and Experiences” Mac Millan Publishing Co. Inc New York.
- Cheffer John, Eval Tom, “Introduction to Physical Education Concept of Human Movement” Prentice Hall Inc. Philadelphia
- Gallahuc, L David, “Developmental Movement experience for children” John Wiley and Sons, New York.
- Hoffimen , A. Hubert. Young John Ktesuns, E. Stephen. “ Meaningful Movement for children” Allyn & Bacon Inc. Boston.
- Thomas, R. Jerry, Lee M. Amelia, Thomas T. Katherine “ Physical Education for Children- concepts into practice “ Human Kinetic Books, Champaign Illinios.



**Course Title: English Literature and Communication**

**Skills VI**

**Course Code: ENG 160 A**

**Total Lectures: 45**

L	T	P	Credits	Marks
3	1	0	3	100

**Course Objective:**

- To enhance students' vocabulary and comprehensive skills through prescribed texts.
- To hone students' reading skill.
- To develop literary sensibility
- To polish students' grammar

**Learning Outcomes:**

Students will be able to improve their reading skill; they will have better vocabulary and grammar. They will also be able to critically respond to the literary texts.

**Unit 1 Communication Skills**

C.V. and Résumé

Creating and Presenting Good Presentations

**Unit 2 Literature**

D. *Wings of Fire: An Autobiography of APJ Abdul Kalam*

E. *Bhagavad-Gita As It Is* : Chapter- 3, (The Eternal Duties of a Human Being/ Karma Yog)

Prabhupada, A.C. Bhaktivedanta. *Bhagavad-Gita As It Is*. India: The Bhaktivedanta Book Trust, 2012 (38<sup>th</sup> Printing). Print.

**Unit 3 Grammar**

Murphy's English Grammar, (Raymond Murphy), 3rd Ed. CUP 2004, Rept. 2005.

Unit 113 to 145

**Unit 4**

Building Advanced Vocabulary

Words often Confused

Idiomatic Expressions

(Teacher shall cover this topic from *Communication Skills* by Sanjay Kumar and PushpLata, OUP, India, 2011)

**Course Title: English Literature and Communication  
Skills- VI (Lab.)**

**Course Code: ENG 160 B**

**Course Objective:**

- To improve fluency in speaking English.
- To promote interactive skills through Group Discussions and role plays.

**Learning Outcome:** Students will be able to speak in English confidently and fluently. In addition, they will develop a technical understanding of language learning software, which will further help them improve their communicative skills.

**Unit -1**

**Practical Approach to Listening and Speaking**

**Listening:** Throughout the course, listening will be a part of activities at every level and the focus will be to provide the learners with enough samples in order to encourage auditory understanding.

**Speaking:** Revision of RP symbols. The focus shall be on correct articulation/ production of speech sounds, stress and intonation.

□ English Conversations (Unit 21 to 50)

Prescribed Textbook:

A PRACTICAL COURSE IN SPOKEN ENGLISH By J. K. GANGAL (Phi Private Limited, 2012)

**Unit-2**

- Group Discussions
- Movie Clippings

**Instructions:**

1. Each student will prepare a scrap file on any of the topics given by class teacher. Student should be able to justify the contents of his/her Scrap file. Marks will be given for originality, creativity and presentation of thoughts.
2. In the end of semester, viva exam will be conducted. Spoken English will be the focus of exam. Examiner will ask questions related to scrap file and other general (non-technical) topics.
3. Acknowledge all the sources of information in your scrap file.
4. This paper includes only one evaluation in the end term examination.

**References:**

1. Gangal, J. K. *A Practical Course in Spoken English*. India: Phi Private Limited, 2012.  
Kumar, Sanjay and PushpLata. *Communication Skills*. India: OUP, 2012.