

**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES**  
**SCHOOL OF PHYSICAL EDUCATION**

**Outcome based Curriculum for**  
**Undergraduate Degree Courses in Physical Education**  
**Department of Physical Education**

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**Vision:-** To develop globally recognized world class professionals and educations in the field of sports sciences to have sustained impact on social progress and betterment.

**Mission:-**

1. To innovatively and strategically enhancing the department as leading role in the field of physical education and provides teacher education and education plus program.
2. To nurture quality physical education teachers as well as sports and health professionals as self-reliant life-long learners capable for integrating theory and practice to serve as role models.
3. To develop professionals to encourage personal and professionally healthy behaviours of the individuals.

**Programme Educational Objectives:-**

- PEO1: Students will understand the importance of sound health and fitness principles as they Related to better health .
- PEO2: Students will define the various health components of fitness.
- PEO3: They will recognize the physical and mental benefits of increased activity.
- PEO4: Understand anatomy, basic bio-mechanical principles and terminology.
- PEO5: Determine factors involved with development, fitness level and training strategies.

## **POs of the Programme:**

- POs-1: Develop self-learning skills, problem solving, critical thinking abilities and the ability to retrieve, evaluate and manage information in the literature
- POs-2: To engage student teacher with self, Child, community and school to establish close connection between different physical education curricular areas.
- POs-3: To identifying the challenging and overcoming gender inequalities in ground, Play field, class room, curriculum, text book, social institutions etc.
- POs-4: To be able to use learner centred teaching methods as such and with modification in future.
- POs-5: To develop an understanding of the contemporary Indian society with special reference to physical education.
- POs-6: To be able to interact with sports persons from diverse socio economic and diverse background.
- POs-7: Be able to actively participate in the processes of planning, budgeting, financial management, assessing outcomes, coordinating campus and community relations.
- POs-8: To provide firsthand experience of all the physical activities.

## **PROGRAM SPECIFIC OUTCOMES (PSOs) OF THE PROGRAMME**

These outcomes are specific to a program defined POs Physical Education:

- PSO 1: To prepare success in technical or professional careers in various sports centre through excellent real time exposure to rigorous education.
- PSO 2: To streams a lifelong career of personal and practicing professional growth with ethical codes and self esteem.

### COs, POs and PSOs Mapping

Every course leads to some outcomes. All the courses must cover the stated list of PO/ PSO outcomes. One way of verifying this to prepare a match matrix as shown below. In the table below :

Semester	B.P.Ed. I Year	Course Code	Programme Outcomes								Specific Programme outcomes	
			POs-1	POs-2	POs-3	POs-4	POs-5	POs-6	POs-7	POs-8	PSO -1	PSO-2
I Semester	History , Principles and Foundation of Physical Education	PET-101	*	*			*		*	*		
	Anatomy & Physiology	PET-102	*		*	*					*	
	Health Education and Environmental; Studies	PET-103	*	*	*		*				*	
	Olympic Movement	PET-106	*			*			*	*		
	Officiating and Coaching	PET-107	*	*	*	*			*	*	*	*
	Track and Field (Running events)	PEP-101	*		*					*	*	
	Swimming/ Gymnastic/Shooting	PEP-102	*		*					*	*	
	Indigenous Sports: Kabaddi/ Malkhamb/ Lezium/ March Past	PEP-103	*			*				*	*	
	Mass Demonstration activities Kho-Kho/ Dumbells/ Tipri/ Wands/Hoops/ Umbrella	PEP-104	*	*		*				*	*	

Semester	B.P.Ed. I Year	Course Code	Programme Outcomes	Specific
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Semester	B.P.Ed. 2 Year	Course Code	Programme Outcomes								Specific Programme outcomes	
			POs-1	POs-2	POs-3	POs-4	POs-5	POs-6	POs-7	POs-8	PSO-1	PSO-2
<b>III Semester</b>	Sports Training	PET-301	*		*	*		*		*	*	*
	Computer Applications in Physical Education	PET-302	*			*		*		*	*	*
	Sports Psychology and Sociology	PET-303	*		*	*		*		*		*
	Sports Medicine, Physiotherapy, and Rehabilitation	PET-304	*		*					*	*	*
	Curriculum Design	PET-305	*	*		*	*		*	*		
	Track and Field (Throwing Events)	PEP-301	*		*					*	*	
	Combative Sports: Martial Art/ Karate/ Judo/Fencing/ Boxing/Taekwondo/Wrestling (any two out of these)	PEP-302	*		*	*				*	*	
	Team Games: Baseball/ Cricket/Football/ Hockey/Softball/ Volley ball Handball/ Basketball/Netball (Any Two )	PEP-303	*	*	*				*	*	*	
	Teaching Practices(Teaching Lesson Plans for Racquet Sport/Team Games/ Indigenous Sports) (out of 10 lessons 5 internal and5 external at practicing School)	PETP-301	*		*	*	*	*	*		*	*



### Structure of Programme:

To full fill the need of development of all the POs/ GAs, as per above mapping, university decided to have following semester wise programme structure.

### Course Outcomes

Year/ Semester	SUBJECT CODE	SUBJECT	OUTCOME
<b>Second/ II Sem.</b>	PET-201	Yoga Education	Cos10: Students will practice and focus on yoga for strength, flexibility, and relaxation. The subject also cover techniques for increasing concentration and decreasing anxiety which leads to Stronger academic performance. Breathing exercises and healthy fitness activities will also be taught.
	PET-202	Educational Technology and Methods of Teaching in Physical Education	Cos11: This subject deals with general and specific methods of physical education for preparation of Being a physical education teacher.
	PET-203	Organization & Administration	Cos12: The different laws that govern that different aspect of physical education are introduced to the Students. This builds up their fundamental knowledge on the ethics associated with the Profession of physical education.
	PET-204	Contemporary issues in physical education, fitness and Wellness	Cos13: Knowledge and information of modern technology and sources provided to the students .
	PET-205	Sports Nutrition and Weight Management	Cos14: Habitually taken food and drink and their absorption to built living tissues could be the Simplest Definition for diet and nutrition. "What we eat is what we become" is the best quote Which is more Evidently visible now a days. Pursue the identification of prescriptions and process of complete Fineness.
	PEP-201	Track and Field (Jumping Events)	Cos15: To enhance the Practical and theoretical knowledge related to skills of track and field events. Mainly the jumping events.
	PEP-202	Yoga/Aerobics/ Gymnastics/Swimming	Cos16: Students will practice and focus on yoga for strength, flexibility, and relaxation. The subject also cover techniques for increasing concentration and decreasing anxiety which leads to Stronger academic performance. Breathing exercises and healthy fitness activities will also be taught.
	PEP-203	Racquet Sports: Badminton/ Table Tennis/ Squash/Tennis	Cos17: The purpose of this course is to introduce students to the basic skills and knowledge associated with playing a variety of racquet sports such as tennis, badminton, table tennis, handball, pickle ball, etc. And identify the major muscle groups and their application to racquet sports.

PETP-201	Teaching Practices (05) lessons in class room teaching and (05) lessons in out door activities	Cos18:Teaching Practices describe the measurable skills, abilities, knowledge or values that students-teacher should be able to demonstrate as a result of a completing a course.
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Year/ Semister	SUBJECT CODE	SUBJECT	OUTCOME
<b>Third/ III Sem.</b>	PET-301	Sports Training	Cos19: Can distinguish between various games and the different skills of the every games .
	PET-302	Computer Applications in Physical Education	Cos20: Apply the knowledge of mathematics and computing fundamentals to various real life applications for any given requirement,
	PET-303	Sports Psychology and Sociology	Cos21: Sports psychologists and sociology teach skills to help athletes enhance their learning process and motor skills, cope with competitive pressures, fine-tune the level of awareness needed for optimal performance, and stay focused amid the many distractions of team travel and in the competitive environment.
	PET-304	Sports Medicine, Physiotherapy, and Rehabilitation	Cos22: To understand different professional aspects of medicine and therapy. It helps the athlete to develop a keen inquisitive mind that is needed by a practicing athlete.
	PET-305	Curriculum Design	Cos23: learning to design a curriculum for the further courses which is going to be implemented in the educational system of the institute.
	PEP-301	Track and Field (Throwing Events)	Cos24: To enhance the Practical and theoretical knowledge related to skills of track and field events. Mainly the Throwing events.
	PEP-302	Combative Sports: Martial Art/ Karate/ Judo/Fencing/ Boxing/Taekwondo/Wrestling (any two out of these)	Cos25: To develop the quality of self defense and the various techniques to protect our self.
	PEP-303	Team Games: Baseball/ Cricket/ Football/ Hockey/Softball/ Volleyball Handball/ Basketball/ Netball (Any Two )	Cos26: This course deals majorly with the different professional aspects of Physical Education. It helps the students to develop a keen inquisitive mind that is needed by practicing sports teacher.



	PETP-301	Teaching Practices(Teaching Lesson Plans for Racquet Sport/Team Games/ Indigenous Sports) (out of 10 lessons 5 internal and 5 external at practicing School)	Cos27: To develop the quality of pre preparation for the subject which contain the relevant topic in the class.
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Year/ Semester	SUBJECT CODE	SUBJECT	OUTCOME
<b>Fourth/ IV Sem.</b>	PET-401	Measurement and Evaluation in Physical Education	Cos28: This subject deals with general and specific methods of measurements which is being done on the field to mark the ground of particular game/events.
	PET-402	Kinesiology and Biomechanics	Cos29: The students study the mechanics and anatomy in relation to human body parts movement.
	PET-403	Research and Statistics in Physical Education	Cos30: To describe what factors farmers take into account in making such decisions as whether to Adopt a new technology or what technologies to develop performance.
	PET-404	Theory of Sports and Game	Cos31: The study aimed to develop a relationship for Game theory, Physical Education and Sports.
	PET-405	Sports Management	Cos32: students will learn how to manage and maintain the various aspects related to the sports Management in play field.
	PEP-401	Track and Field/ Swimming/ Gymnastics (Any One)	Cos33: To enhance the Practical and theoretical knowledge related to skills of track and field events. As well skills of Swimming and Gymnastics.
	PET-402	Kabaddi / KhoKho/ Baseball/ Cricket/ Football/Hockey/ Softball/Volleyball/Handball/Basketball/Netball/ Badminton/Table-Tennis/Squash/ Tennis(any three of these)	Cos34: in this course the practical/theoretical knowledge of various skills of different games are given to the students to develop their knowledge.

	PEP-403	Sports Specialization: Coaching lessons plans(one of sports 5 lessons)	Cos35: Practicing and developing the quality of being a coach of particular game or sports event.
	PETP-402	Games Specialization: Coaching lessons plans(one for games 5 lessons)	Cos36: to develop the quality of providing information and proper training to the player by a student teacher after becoming a specialized coach

B.P.Ed.	Program Outcomes								Specific Program outcomes		Course Outcomes
	POs-1	POs-2	POs-3	POs-4	POs-5	POs-6	POs-7	POs-8	SPO-1	SPO-2	COS
<b>Core Subject I Semester</b>											
History , Principles and Foundation of Physical Education	*	*			*		*	*			Cos1
Anatomy & Physiology	*		*	*					*		Cos2
Health Education and Environmental; Studies	*	*	*		*				*		Cos3
Olympic Movement	*			*			*	*			Cos4
Officiating and Coaching	*	*	*	*			*	*	*	*	Cos5
Track and Field (Running events)	*		*					*	*		Cos6
Swimming/ Gymnastic/Shooting	*		*					*	*		Cos7
Indigenous Sports :Kabaddi/ Malkhamb/ Lezium/ March Past	*			*				*	*		Cos8
Mass Demonstration activities Kho-Kho/ Dumbbells/ Tipri/ Wands/Hoops/ Umbrella	*	*		*				*	*		Cos9
<b>Core Subject II Semester</b>											
Yoga Education	*		*	*				*	*	*	Cos10
Educational Technology and Methods of Teaching in Physical Education	*	*	*	*	*	*	*	*	*	*	Cos11
Organization& Administration	*			*		*	*			*	Cos12
Contemporary issues in physical education, fitness and Wellness	*	*	*		*	*		*	*		Cos13

Sports Nutrition and Weight Management	*		*	*				*			Cos14
Track and Field (Jumping Events)	*		*	*				*	*		Cos15
Yoga/Aerobics/ Gymnastics/Swimming	*		*					*	*		Cos16
Racquet Sports: Badminton/ Table Tennis/ Squash/Tennis	*		*					*	*		Cos17
Teaching Practices (05) lessons in class room teaching and (05) lessons in out door activities	*		*	*	*	*		*	*	*	Cos18

B.P.Ed.	Program Outcomes								Specific Program outcomes		Course Outcomes
	POs-1	POs-2	POs-3	POs-4	POs-5	POs-6	POs-7	POs-8	SPO-1	SPO-2	COS
<b>Core Subject III Semester</b>											
Sports Training	*		*	*		*		*	*	*	Cos19
Computer Applications in Physical Education	*			*		*		*	*	*	Cos20
Sports Psychology and Sociology	*		*	*		*		*		*	Cos21
Sports Medicine, Physiotherapy, and Rehabilitation	*		*					*	*	*	Cos22
Curriculum Design	*	*		*	*		*	*			Cos23
Track and Field (Throwing Events)	*		*					*	*		Cos24
Combative Sports: Martial Art/ Karate/ Judo/Fencing/ Boxing/Taekwondo/Wrestling (any two out of these)	*		*	*				*	*		Cos25
Team Games: Baseball/ Cricket/ Football/ Hockey/Softball/ Volleyball Handball/ Basketball/ Netball (Any Two )	*	*	*			*		*	*		Cos26
Teaching Practices(Teaching Lesson Plans for Racquet Sport/	*		*	*	*	*		*	*	*	Cos27

Team Games/ Indigenous Sports) (out of 10 lessons 5 internal and 5 external at practicing School)											
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B.P.Ed.	Program Outcomes								Specific Program outcomes		Course Outcomes
	POs-1	POs-2	POs-3	POs-4	POs-5	POs-6	POs-7	POs-8	SPO-1	SPO-2	COS
<b>Core Subject IV Semester</b>											
Measurement and Evaluation in Physical Education	*			*			*	*			Cos28
Kinesiology and Biomechanics	*		*					*	*		Cos29
Research and Statistics in Physical Education	*		*	*	*	*		*		*	Cos30
Theory of Sports and Game	*			*				*			Cos31
Sports Management	*			*		*	*	*	*	*	Cos32
Track and Field/ Swimming/ Gymnastics (Any One)	*		*					*	*		Cos33
Kabaddi / KhoKho/ Baseball/ Cricket/ Football/Hockey/ Softball/ Volleyball/Handball/Basketball/Net	*		*					*	*		Cos34

ball/ Badminton/Table-Tennis/Squash/Tennis(any three of these)											
Sports Specialization: Coaching lessons plans(one of sports 5 lessons)	*		*	*	*			*	*	*	Cos3 5
Games Specialization: Coaching lessons plans(one for games 5 lessons)	*		*	*	*			*	*	*	Cos3 6

**(08) Structure of Programme:** To fulfill the need of development of all the POs/ GAs, as per above mapping, the following semester wise programme structure are as under.

**[L= Lecture, T = Tutorials, P = Practical's & C = Credits]**

**Total Credits\*= 92**

**Structure of Bachelor of Education program:**

S.No.	Course Category	Credits of the EE Curriculum
1.	I semester (Theory papers )	
2.	II semester(Theory papers )	
3.	III semester(Theory Paper)	
4.	IV semester(Theory papers)	

5.	Practical's	
7.	<b>Total</b>	

**\*Definition of Credit:**

1 Hr. Lecture (L) per week	1 Credit
1 Hr. Tutorial (T) per week	1 Credit
1 Hr. Practical (P) perweek	0.5Credit
2 HoursPractical (Lab)/week	1 Credit

**Scheme of Examination Academic Year 2019-20  
( I SEMESTER )**

S.No	Subject Code	Subject Name	Maximum Marks (Theory Slot)				Maximum Marks (Practical Slot)				Total Marks	Periods/ hour/ week			Credits
			End Sem. Exam.	End Sem. Exam.	Internal Exam & Internal Record	Internal Exam & Internal Record	End Sem. Practical & Viva (External)	Practical Record (Internal)	Max	Mini		Max	Mini	L	
		Group A : Core Course	Max	Mini	Max	Mini	Max	Mini	Max	Mini					
1	PET-101	History , Principles and Foundation of Physical Education	60	22	40	14	---	---	---	---	100		4		4
2	PET-102	Anatomy & Physiology	60	22	40	14	---	---	---	---	100		4		4

3	PET-103	Health Education and Environmental; Studies	60	22	40	14	---	---	---	---	100		4		4
<b>Group B : Elective Course</b>															
4	PET-106	Olympic Movement	60	22	40	14	---	---	---	---	100		4		4
5	PET-107	Officiating and Coaching													
<b>Group C : Practical Course</b>															
6	PEP-101	Track and Field (Running events)	---	---	---	---	60	22	40	14	100			6	4
7	PEP-102	Swimming/ Gymnastic/Shooting	---	---	---	---	60	22	40	14	100			6	4
8	PEP-103	Indigenous Sports:Kabaddi/ Malkhamb/Lezium/ MarchPast	---	---	---	---	60	22	40	14	100			6	4
9	PEP-104	Mass Demonstration activities Kho-Kho/ Dumbbells/Tipri/ Wands/Hoops/ Umbrella	---	---	---	---	60	22	40	14	100			6	4
<b>Total</b>			240	88	160	56	240	88	160	56	800		16	24	32

**( II SEMESTER )**

S.No.	Subject Code	Subject Name	Maximum Marks (Theory Slot)				Maximum Marks (Practical Slot)				Total Marks	Periods/ hour/ week			Credits
			End Sem. Exam.	End Sem. Exam.	Internal Exam & Internal	Internal Exam & Internal	End Sem.		Practical Record (Internal)	L		T	P		
					Record	Record	Practical & Viva (External)								
Group A : Core Course			Max	Mini	Max	Mini	Max	Mini	Max	Mini					
1	PET-201	Yoga Education	60	22	40	14	---	---	---	---	100		4		4
2	PET-202	Educational Technology and Methods of Teaching in Physical Education	60	22	40	14	---	---	---	---	100		4		4
3	PET-203	Organization &	60	22	40	14	---	---	---	---	10		4		4

		Administration										0			
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**Group B : Elective Course**

4	PET-204	Contemporary issues in physical education,fitness and Wellness	60	22	40	14	---	---	---	---	100	4	4
5	PET-205	Sports Nutritionand Weight Management											

**Group C : Practical Course**

6	PEP-201	Track and Field (Jumping Events)	---	---	---	---	60	22	40	14	100		6	4	
7	PEP-202	Yoga/Aerobics/ Gymnastics/ Swimming	---	---	---	---	60	22	40	14	100		6	4	
8	PEP-203	Racquet Sports	---	---	---	---	60	22	40	14	100		6	4	
9	PETP-201	Teaching Practices	---	---	---	---	60	22	40	14	100		6	4	
<b>Total</b>			240	88	160	56	240	88	160	56	800		16	24	32

**( III SEMESTER )**

S.No.	Subject Code	Subject Name	Maximum Marks (Theory Slot)				Maximum Marks (Practical Slot)				Total Marks	Periods/ hour/ week			Credits
			End Sem. Exam.	End Sem. Exam.	Internal Exam & Internal	Internal Exam & Internal	End Sem.	Practical Record (Internal)	L	T		P			
<b>Group A : Core Course</b>			<b>Max</b>	<b>Mini</b>	<b>Max</b>	<b>Mini</b>	<b>Max</b>	<b>Mini</b>	<b>Max</b>	<b>Mini</b>					
1	PET-301	Sports Training	60	22	40	14	---	---	---	---	100		4		4
2	PET-302	Computer Applications in Physical Education	60	22	40	14	---	---	---	---	100		4		4
3	PET-303	Sports Psychology and Sociology	60	22	40	14	---	---	---	---	100		4		4

**Group B : Elective Course**



4	PET-304	Sports Medicine, Physiotherapy, and Rehabilitation	60	22	40	14	---	---	---	---	100			4	4	
5	PET-305	Curriculum Design														
<b>Group C : Practical Course</b>																
6	PEP-301	Track and Field (Throwing Events)	---	---	---	---	60	22	40	14	100			6	4	
7	PEP-302	Combative Sports	---	---	---	---	60	22	40	14	100			6	4	
8	PEP-303	Team Games	---	---	---	---	60	22	40	14	100			6	4	
9	PETP-301	Teaching Practices	---	---	---	---	60	22	40	14	100			6	4	
<b>Total</b>			240	88	160	56	240	88	160	56	800			16	24	32

**( IV SEMESTER )**

S.No.	Subject Code	Subject Name	Maximum Marks (Theory Slot)				Maximum Marks (Practical Slot)				Total Marks	Periods/ hour/ week			Credits
			End Sem. Exam.	End Sem. Exam.	Internal Exam & Internal Record	Internal Exam & Internal Record	End Sem. Practical & Viva (External)	Practical Record (Internal)	L	T		P			
Group A : Core Course			Max	Mini	Max	Mini	Max	Mini	Max	Mini					
1	PET-401	Measurement and Evaluation in Physical Education	60	22	40	14	---	---	---	---	100		4		4
2	PET-402	Kinesiology and Biomechanics	60	22	40	14	---	---	---	---	100		4		4
3	PET-403	Research and Statistics in Physical Education	60	22	40	14	---	---	---	---	100		4		4
<b>Group B : Elective Course</b>															
4	PET-404	Theory of Sports and Game	60	22	40	14	---	---	---	---	100		4		4

5	PET-405	Sports Management														
<b>Group C : Practical Course</b>																
6	PEP-401	Trackand Field/ Swimming/ Gymnastics (Any One)	---	---	---	---	60	22	40	14	100			6	4	
7	PEP-402	Kabaddi /KhoKho/ Baseball/ Cricket/ Football/Hockey/ Softball/Volleyball/Handb all/Basketball/Netball/ Badminton/Table-Tennis/ Squash/Tennis(any threeofthese)	---	---	---	---	60	22	40	14	100			6	4	
8	PEP-403	Sports Specialization	---	---	---	---	60	22	40	14	100			6	4	
9	PEP-404	Games Specialization	---	---	---	---	60	22	40	14	100			6	4	
<b>Total</b>			240	88	160	56	240	88	160	56	800		16	24	32	

**(10) Course Content:-**

**Semester I**

**PET – 101**

**HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION**

<b>PET-101</b>	<b>HPFPE</b>	<b>0L:4T:0P</b>	<b>4 credits</b>	<b>4 Hrs/Week</b>
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**Preamble:-**

The preamble of this foundational course is to review History, Principal And foundation of Physical Education concepts already learnt in past.

**Outcome:-**

To understand the history of Physical Education through ages and define principle.

**Unit 1:**

**Introduction**, Meaning, Definition and Scope of Physical Education. Aims and Objective of Physical Education Importance of Physical Education in present era. Misconceptions about Physical Education. Relationship of Physical Education with General Education.

Physical Education as an Art and Science.

**Unit- 2:**

**Principles of Physical Education-** Definition of Education and Physical Education, Principles, Sources of Principles of Physical Education- Related Subjects- Aims and Objectives of Education and Physical Education- Relationship of Physical Education to General Education – Difference between Physical Culture ,Physical training and Physical Education.

**Unit- 3**

**Historical Development of Physical Education in India** Indus Valley Civilization Period. (3250 BC 2500 BC), Vedic Period (2500 BC – 600 BC), Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD), Medieval Period (1000 AD – 1757 AD), British Period (Before 1947) Physical Education in India (After 1947), Contribution of Akhadas and Vyayamshals Y.M.C.A. and its contributions.

**Unit- 4**

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

## Unit-5-

**Principles of Physical Education Biological:** Growth and development, Age and gender characteristics, Body Anthropometric differences, Psychological, Learning types, learning curve, Laws and principles of learning, Attitude, interest, cognition, emotions and sentiments, **Sociological:** Society and culture, Social acceptance and recognition, Leadership Social integration and cohesiveness.

## References:

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## **PET – 102**

### **Anatomy & Physiology**

<b>PET-102</b>	<b>Anatomy &amp; Physiology</b>	<b>0L:4T:0 P</b>	<b>4 credits</b>	<b>4 Hrs/Week</b>
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#### **Preamble:-**

To acquire knowledge about the structure and relationship between body parts. As well the function of body parts which are visible to the naked eye, such as the heart or bones.

#### **Outcome:-**

Compounds, structural isomerism, intermediates to understand the major components of the human body system and describe their functions.

## UNIT-I

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

## UNIT-II

**Blood and circulatory system:** Constituents of blood and their function –Blood groups and blood transfusion, clotting of blood, the structure of the heart-properties of the heart muscle, circulation of blood, cardiac cycle, blood pressure, Lymph and Lymphatic circulation. Cardiac output.

**The Respiratory system:** The Respiratory passage – the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume.

## UNIT-III

**The Digestive system:** structure and functions of the digestive system, Digestive organs, Metabolism, **The Excretory system:** Structure and functions of the kidneys and the skin.

**The Endocrine glands:** Functions of glands pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands.

**Nervous systems:** Function of the Autonomic nervous system and Central nervous system. Reflex Action,

**Sense organs:** A brief account of the structure and functions of the Eye and Ear.

## UNIT-IV

Definition of physiology and its importance in the field of physical education and sports. Structure, Composition, Properties and functions of skeletal muscles. Nerve control of muscular activity: Neuromuscular junction Transmission of nerve impulse across it. Fuel for muscular activity Role of oxygen- physical training, oxygen debt, second wind, vital capacity.

## UNIT-V

Effect of exercise and training on cardiovascular system Effect of exercise and training on respiratory system. Effect of exercise and training on muscular system

Physiological concept of physical fitness, warming up, conditioning and fatigue.

Basic concept of balanced diet – Diet before, during and after competition.

## References:

- Gupta, A. P. (2010). Anatomy and physiology. Agra: SumitPrakashan.
- 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 Publications

## **PET – 103**

### **Health Education, Environmental Studies**

<b>PET-103</b>	<b>Health Education, Environmental Studies</b>	<b>0L:4T:0 P</b>	<b>4 credits</b>	<b>4 Hrs/Week</b>
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#### **Preamble:-**

To gain the knowledge of about health and environment of living being and surroundings.

#### **Outcome:-**

The knowledge of Health Education helps in attainment of further information on Physical fitness and as well as maintenance of Environment.

### **Unit – I**

#### **Health Education**

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



## Unit – II

### **Health Problems in India**

Communicable and Non Communicable Diseases Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population,

## Unit – III

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

## Unit-IV

### **Environmental Science**

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

## Unit –V

### **Natural Resources and related environmental issues:**

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

## References:

Agrawal, K.C. (2001). Environmental biology. Bikaner: Nidhi publishers Ltd.

Frank, H. & Walter, H., (1976). Turners school health education.

Saint Louis: The C.V. Mosby Company.

Nemir, A. (n.d.). The school health education. New York: Harber and Brothers.

Odum, E.P. (1971). Fundamental of ecology. U.S.A.: W.B. Saunders Co.



## PET – 106

### Olympic Movements

<b>PET-106</b>	<b>Olympic Movements</b>	<b>0L:4T:0 P</b>	<b>4 credits</b>	<b>4 Hrs/Week</b>
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#### **Preamble:-**

To introduce ancient **Olympic Games** or **Olympics** and focusing on the modern **Olympic** teaching pedagogy to the student-centered learning rather than the teacher-centered learning.

#### **Outcome:-**

The students will learn and gain the knowledge about various games and sports events. And in the practical performance they get hands on knowledge on qualitative and quantitative estimation of these. This knowledge is helpful for them in learning about high level achievements.

#### **Unit – I**

**Origin of Olympic Movement:-** Philosophy of Olympic movement. The early history of the Olympic movement The significant stages in the development of the modern Olympic movement Educational and cultural values of Olympic movement

#### **Unit – II**

**Modern Olympic Games:-** Significance of Olympic Ideals, Olympic Rings, Olympic Flag. Olympic Protocol for member countries. Olympic Code of Ethics Olympism in action Sports for All

#### **Unit – III**

##### **Different Olympic Games**

Para Olympic Games, Summer Olympics, Winter Olympics, Youth Olympic Games

#### **Unit – IV**

**Committees of Olympic Games:-** International Olympic Committee - Structure and Functions, National Olympic committees and their role in Olympic movement, Olympic commission and their functions, Olympic medal winners of India

## Unit – V

Contribution to the growth of physical education by different leaders of various countries;a) Germany: John Basedow,Guts Muths, Turnverein Movement, b) Sweden: Per Henric Ling, Swedish Medical Gymnastics, c) Denmark: Frank Nachtegal, Neils Burke d) British games and sports e) USA: Y.M.C.A and its contributions f) U.S.S.R: Physical Education in schools and on spartakiad g) India: Shri H.C.Buck, Pt Jawahar Lal Nehru, Prof. G.D Sodhi, Rajkumari Amrit Kaur,Dr.P.M.Jojeph,Prof.D.G.Wakharka

### Reference:

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

## PET – 107

### Officiating and Coaching

<b>PET-107</b>	<b>Officiating and Coaching</b>	<b>0L:4T:0P</b>	<b>4 credits</b>	<b>4 Hrs/Week</b>
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**Preamble:-** In order to bring out the beat in athletes, coaches must first consider their approach and how to guide their practice.

**Outcome:-** The subject provide the knowledge to develop the quality of being a qualified official (Referees) as well qualified Coach.

### Unit- I:

**Introduction of Officiating and coaching:-** Concept of officiating and coaching, Importance and principles of officiating, Relation of official and coach with management, players and spectators, Measures of improving the standards of officiating and coaching

### Unit- II:

**Coach as a Mentor:-** Duties of coach in general, pre, during and post game. Philosophy of coaching, Responsibilities of a coach on and off the field, Psychology of competition and coaching

### Unit- III:

**Duties of Official:-** Duties of official in general, pre, during and post game. Philosophy of officiating Mechanics of officiating – position, singles and movement etc. Ethics of officiating

## Unit- IV:

**Qualities and Qualifications of Coach and Official:-** Qualities and qualification of coach and official, General rules of games and sports Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills, Integrity and values of sports

## UNIT - V

Training – Warming up – Types – Conditioning Exercise – Principles of Sports

Training - Training for Motor Components, Strength, Endurance, Speed, Flexibility , Coordinative abilities Training Load – Intensity - Density – Duration, Frequency - Types of Training – Weight Training – Circuit Training – Fartlek Training – Interval Training.

Periodisation-Preseason-Competitive season – off season

## Reference Books:

Bunn, J. W. (1968). The art of officiating sports. Englewood cliffs N.J. Prentice Hall. Bunn,

J. W. (1972). Scientific principles of coaching. Englewood cliffs N. J. Prentice Hall. Dyson,

G. H. (1963). The mechanics of athletics. London: University of London Press Ltd. Dyson,

G. H. (1963). The mechanics of Athletics. London: University of London Press Ltd. Lawther,

J.D. (1965). Psychology of coaching. New York: Pre. Hall. Singer, R. N. (1972). Coaching, athletic & psychology. New York: M.C. Graw Hill.

## PEP – 101

### Track & Field (Running Events)

PEP-101	Track & Field (Running Events)	0L:0T:6P	4 credits	4 Hrs/Week
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### Preamble:-

**Outcome:-** To enhance the Practical and theorytical knowledge related to skills of track and field events. Mainly the running events.

**Starting techniques:** Standing start, Crouch start and its variations, Proper use of blocks.

**Finishing Techniques:** Run, Through, Forward lunging, Shoulder Shrug Ground Marking,

**Rules and Officiating,** Hurdles: Fundamental Skills- Starting, Clearance and Landing Techniques Types of Hurdles Ground Marking and Officiating.

### **Relays: Fundamental Skills**

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

## PEP – 102

### Swimming/ Gymnastic / Shooting

PEP-102	Swimming/Gymnastic/ Shooting	0L:0T:6 P	4 credits	4 Hrs/Week
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#### Preamble:-

**Outcome:-** Gain perfectness in the skills of the relevant events during the course study.

#### Gymnastics

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

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

#### Swimming:

Fundamental Skills, Entry into the pool. Developing water balance and confidence

Water fear removing drills. Floating-Mushroom and Jelly fish etc. Gliding with and without kickboard. Introduction of various strokes, Body Position, Leg, Kick, Arm pull, Breathing and Coordination. Start and turns of the concerned strokes. Introduction of Various Strokes. Water Treading and Simple Jumping. Starts and turns of concerned strokes. Rules of Competitive swimming-officials and their duties, pool specifications, seeding heats and finals, Rules of the races.

#### Shooting Fundamental Skills

Basic stance, grip, Holding rifle/ Pistol, aiming target, Safety issues related to rifle shooting, Rules and their interpretations and duties of officials

## PEP – 103

### Indigenous Sports

PEP-103	Indigenous Sports	0L:0T:6 P	4 credits	4 Hrs/Week
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#### Preamble:-

**Outcome:-** The introduction of the National Indan Curriculum has the potential to make significant impact on indiginious sports education.

#### Kabaddi:

##### Fundamental Skills

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

##### Malkhambh and Light Apparatus:

Lathi-Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises. GhatiLezuim-AathAawaaz, Bethakawaaz, AagePaon, Aagekadam, Do pherawaaz, Chau pherawaaz, Kadamtaal, Pavitra, Uchhakpavitra, Kadampavitra. Mass P.T. Exercises- Two count, four count and eight count exercises. Hindustani Lezuim- Char Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya. Drill and Marching Malkhamb-Salaami, Hold, Saadiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Soydoro, Phirki, Padmasana, T.Balance, Pataka, Landing. Rope Malkhamb-Salaami, PadmasanaChadh, Katibandh1-2, Sadiadhi, Rikebpakkad, Rikebpagniadhi, Kamaradhi, Nakkikasadhi, Kamaradhi, Nakkikasadhi,Urubandhtedhi, Sadibagli, Do hatibagli, Kamarbandhbagli, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakkad, various padmasana, Landing.



## PEP – 104

### Mass Demonstration activities

PEP-104	Mass Demonstration activities	0L:0T:6P	4 credits	4 Hrs/Week
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#### Preamble:-

**Outcome:-** This course deals majorly with the different professional aspects of Physical Education. It helps the students to develop a keen inquisitive mind that is needed by practising sports teacher.

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

#### Dumbbells/ Wands/Hoop/ Umbrella/ Tipri:

##### Fundamentals skills

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

## Semester II

### PET – 201

### Yoga Education

PET-201	Yoga Education	0L:4T:0P	4 credits	4 Hrs/Week
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#### **Preamble:-**

The aim of **yoga** is to unite the individual consciousness with the supreme consciousness. **yoga** is a science and art of living; also it is a body of techniques that lead us to consciously connect with ourselves and with life, the experience of **yoga** .

#### **Outcome:-**

Students will practice and focus on yoga for strength, flexibility, and relaxation. The subject also cover techniques for increasing concentration and decreasing anxiety which leads to stronger academic performance. Breathing exercises and healthy fitness activities will also be taught.

#### **Unit I:**

**Introduction:-** Meaning and Definition of Yoga, Aims and Objectives of Yoga, Yoga in Early Upanishads. The Yoga Sutra: General Consideration, Need and Importance of Yoga in Physical Education and Sports.

#### **Unit - II:**

**Foundation of Yoga:-** The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi, Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

## Unit – III:

Asanas:-Effect of Asanas and Pranayama on various system of the body, Classification of asanas with special reference to physical education and sports, Influences of relaxtive, meditative posture on various system of the body, Types of Bandhas and mudras Type of kriyas

## Unit – IV

**Yoga Education:-** Basic, applied and action research in Yoga Difference between yogic practices and physical exercises Yoga education centers in India and abroad Competitions in Yogasanas.

## Unit – V

1. Special Techniques: Asthama, Nasal allergy, Diabetes, Low backache, Hypertension, IIHD, IBS/GID, Tension/Migraine, Headache
2. Advance Techniques: a. Self Management of Excessive Tension b. Pranic Energisation Technique
3. Meditation: a. Omkara Dhyana, b.Cyc1ic Meditation

## 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 strenthening of relaxation for sports man. New Delhi:AlliedPublishers.Shankar,G.(1998). Holistic approach of yoga. New Delhi:Aditya Publishers. Shekar,K. C. (2003).Yoga for health.Delhi: Khel Sahitya Kendra.

## PET – 202

### Educational Technology and Methods of Teaching in Physical Education

PET-202	0L:4T:0P	4 credits	4 Hrs/Week
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#### Preamble:-

Educational technology is to be used to enhance student learning. Students are able to access social networking and gaming sites only under the guidance and supervision of the teacher for the educational outcomes identified within the lesson and given appropriate age.

**Outcome:-** This subject deals with general and specific methods of physical education for preparation of being physical education teacher.

#### Unit I

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

## Unit – II

### Teaching Technique

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

## Unit – II

**Introduction to teaching styles** : Choosing & combining appropriate styles- factors to be considered Spectrum of teaching styles Reproduction/Direct- command style, practice style, reciprocal style, self check style, inclusion style Production/Indirect- Guided discovery, Convergent discovery, divergent discovery, task style. Modified sport & lead up games

## Unit – IV

### TeachingAids

Teaching Aids – Meaning, Importance and its criteria for selecting teaching aids. Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc. Team Teaching – Meaning, Principles and advantage of team teaching. Difference between Teaching Methods and Teaching Aid.

## Unit – V

### Lesson Planning and Teaching Innovations

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

## Reference:

- Bhardwaj, A. (2003). New media of educational planning. New Delhi: Sarup of Sons. Bhatia, & Bhatia, (1959). The principles and methods of teaching. New Delhi: Doaba House.
- Kochar, S.K. (1982). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd. Sampath, K., Pannirselvam, A. & Santhanam, S. (1981). Introduction to educational technology. New Delhi: Sterling Publishers Pvt. Ltd.
- Walia, J.S. (1999). Principles and methods of education. Jullandhar: Paul Publishers.

## PET – 203

### Organization & Administration

<b>PET-203</b>	<b>Organization &amp; Administration</b>	<b>0L:4T:0P</b>	<b>4 credits</b>	<b>4 Hrs/Week</b>
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**Preamble:-**

**Outcome:-** The different laws that govern that different aspect of physical education are introduced to the students. This builds up their fundamental knowledge on the ethics associated with the profession of physical education.

### **Unit – I:**

#### **Organization and administration**

Meaning and importance of Organization and Administration in physical education  
Qualification and Responsibilities of Physical Education teacher and pupil leader, Meaning & scope of management in the field of Phy.Edu. Modern concept & principles of management Functions & Importance of management Manager - qualities, duties & responsibilities.

### **Unit – II:**

Planning and their basic principles,

Program planning: Meaning, Importance, Principles of program planning in physical education. Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.

### **Unit- III:**

#### **Office Management, Record, Register & Budget**

Office Management: Meaning, definition, functions and kinds of office management

Records and Registers: Maintenance of attendance Register, stock register, cash register, physical efficiency record, Medical examination Record.

Budget: Meaning, Importance of Budget making, Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget.

### **Unit-IV:**

#### **Facilities, & Time-Table Management**

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

door. Care of school building, Gymnasium, swimming pool, Play fields, Play grounds

Equipment: Need, importance, purchase, care and maintenance. Time Table

Management: Meaning, Need, Importance and Factor affecting time table.

### **Unit-V:**

#### **Competition Organization**

Importance of Tournament, Types of Tournament and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge

Tournament. Organization structure of Athletic Meet Sports Event Intramurals & Extramural Tournament planning

**PET – 204**

<b>PET-204</b>		<b>0L:4T:0P</b>	<b>4 credits</b>	<b>4 Hrs/Week</b>
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**Preamble:-**

**Outcome:-**

**PET – 205**

<b>PET-205</b>		<b>0L:4T:0P</b>	<b>4 credits</b>	<b>4 Hrs/Week</b>
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**Preamble:-**

**Outcome:-**

**PETP – 201**

<b>PEP-20</b>		<b>0L:4T:0P</b>	<b>4 credits</b>	<b>4 Hrs/Week</b>
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**Preamble:-**

**Outcome:-**