

Curriculum and Credit Framework for Undergraduate Programme

(Single Major) as per NEP-2020

For

B.Sc. Physical Health and Sports Education

(Four-Year Undergraduate Programme)

w.e.f. Session-2023

(1st to 8th Semesters)



**University School for Graduate Studies,
Chaudhary Devi Lal University**

Sirsa-125055, Haryana

Table 3: Course code and Title along with credit details

SEMESTER-I								
Course Category	Course Code	Course Title	Credits			Marks		
			L	P	Total	Int	Ext	Total
1. DSC	BSc/Physical/S M/1/DSC/101	Foundation in Physical Education	4	-	4	30	70	100
	BSc/Physical/S M/1/DSC/102	Elementary Anatomy & Physiology	4	-	4	30	70	100
2. MIC	BSc/Physical/S M/1/MIC/101	Indigenous Game-Kabaddi & Kho Kho	-	4	4	30	70	100
3. MDC	BSc/Physical/S M/1/MDC/101	Sports Journalism	3	-	3	25	50	75
4. AEC	ENG/AEC/101	English-I (Sports Integrated)	2	-	2	15	35	50
5. SEC	BSc/Physical/S M/1/SEC/101	Athletics Teaching- Track Events	-	3	3	25	50	75
6. VAC	CDLU/VAC/10 1	Universal Human Values	2	-	2	15	35	50
		Total			22			550
SEMESTER-II								
1. DSC	BSc/Physical/S M/2/DSC/103	Officiating & Coaching in Physical Education and Sports	4	-	4	30	70	100
	BSc/Physical/S M/2/DSC/104	Organization & Administration in Physical Education and Sports	4	-	4	30	70	100
2. MIC	BSc/Physical/S M/2/MIC/102	Game – Football & Handball, Gymnastic Techniques- Front Roll, Dive	-	4	4	30	70	100
3. MDC	BSc/Physical/S M/1/MDC/102	SPORTS NUTRITION		3	3	25	50	75
4. AEC	ENG/AEC/102	Hindi-I (Sports Integrated)	2	-	2	15	35	50
5. SEC	BSc/Physical/S M/1/SEC/102	Athletics Teaching – Throws	-	3	3	25	50	75
6. VAC	CDLU/VAC/10 2	EVS-I (Sports Integrated)	2	-	2	15	35	50
		Total			22			550

SEMESTER-III								
Course Category	Course Code	Course Title	Credits			Marks		
			L	P	Total	Int	Ext	Total
1. DSC	BSc/Physical/SM/3/DSC/201	Sports Injuries & Rehabilitation	4	-	4	30	70	100
	BSc/Physical/SM/3/DSC/202	Sports Psychology	4	-	4	30	70	100
2. MIC	BSc/Physical/SM/3/MIC/201	Apparatus Exercise- Dumbbell & Laziuam	-	4	4	30	70	100
	BSc/Physical/SM/3/MIC/202	Game –Volley Ball & Basket Ball.	-	4	4	30	70	100
3. MDC	BSc/Physical/SM/3/MDC/201	Event Management	3	-	3	25	50	75
4. AEC	ENG/AEC/201	English-II (Sports Integrated)	2	-	2	15	35	50
5. SEC	BSc/Physical/SM/3/SEC/201	Athletics Teaching- Jump	-	3	3	25	50	75
6. VAC	CDLU/VAC/201	Communication Skills	2	-	2	15	35	50
					26			650
SEMESTER-IV								
1. DSC	BSc/Physical/SM/4/DSC/203	Sports Training	4	-	4	30	70	100
	BSc/Physical/SM/4/DSC/204	Yoga	4	-	4	30	70	100
	BSc/Physical/SM/4/DSC/205	Physical Fitness & Wellness	4	-	4	30	70	100
2. MIC	BSc/Physical/SM/4/MIC/203	Game – Softball & Korfball	-	4	4	30	70	100
	BSc/Physical/SM/4/MIC/204	Yog- Pranayama & Shat Karma	-	4	4	30	70	100
3. AEC	HINDI/AEC/201	Hindi-II(Sports Integrated)	2	-	2	15	35	50
4. VAC	EVS/VAC/201	EVS-II(Sports Integrated)	2	-	2	15	35	50
					24			600

SEMESTER-V								
Course Category	Course Code	Course Title	Credits			Marks		
			L	P	Total	Int	Ext	Total
1. DSC	BSc/Physical/S M/5/DSC/301	Test, Measurement & Evaluation in Physical Education (Fit India Fitness Protocols for all age groups, khelo India Protocols for Talent Identification)	4	-	4	30	70	100
	BSc/Physical/S M/5/DSC/302	Sports Sociology	4	-	4	30	70	100
	BSc/Physical/S M/5/DSC/303	Kinesiology	4	-	4	30	70	100
2. MIC	BSc/Physical/S M /5/MIC/301	Game-Hockey	-	4	4	30	70	100
	BSc/Physical/S M /5/MIC/302	Gymnastic- Opening Ceremony & Closing Ceremony	-	4	4	30	70	100
3. SEC	BSc/Physical/S M /5/SEC/301	Internship @ 4 Credit		4	4	30	70	100
					24	30	70	600
SEMESTER-VI								
1. DSC	BSc/Physical/S M/6/DSC/304	Bio-Mechanics	4	-	4	30	70	100
	BSc/Physical/S M/6/DSC/305	Track and Field	4	-	4	30	70	100
	BSc/Physical/S M/6/DSC/306	Sports Technology	4	-	4	30	70	100
2.MIC	BSc/Physical/S M/6/MIC/303	Game –Cricket	-	4	4	30	70	100
	BSc/Physical/S M/6/MIC/304	Game –Badminton	-	4	4	30	70	100
3.SEC	BSc/Physical/S M/6/SEC/301	Mass Participation in Physical Activities (Mass PT, Aerobics, March Past)		3	3	25	50	75
		Total			23			575

SEMESTER-VII								
Course Category	Course Code	Course Title	Credits			Marks		
			L	P	Total	Int	Ext	Total
1. DSC	BSc/Physical/S M/7/DSC/401	Statics In Physical Education	4	-	4	30	70	100
	BSc/Physical/S M/7/DSC/402	Health Education	4	-	4	30	70	100
	BSc/Physical/S M/7/DSC/403	Value and environment education through Sports	4	-	4	30	70	100
	BSc/Physical/S M/7/DSC/404	Information and Communication Technology (ICT) in Physical Education	4	-	4	30	70	100
2. MIC	BSc/Physical/S M /7/MIC/401	Game- Target Sports (Shooting & Archery)	-	4	4	30	70	100
	BSc/Physical/S M /7/MIC/402	Entrepreneurship Mindset and Design (EMDD)	-	4	4	30	70	100
					24			500
SEMESTER-VIII								
1. DSC	BSc/Physical/S M/8/DSC/405	Research Methodology in Physical Education	4	-	4	30	70	100
	BSc/Physical/S M/8/DSC/406	Community Coaching	4	-	4	30	70	100
2.MIC	BSc/Physical/S M/8/MIC/403	Internship in School/Sports Organization	-	4	4	30	70	100
3.SEC	BSc/Physical/S M/8/SEC/401	Research Project/ Dissertation			12			
					24			

NOTE: -IT IS NECESSARY TO GO ON NATIONAL LEVEL STUDY TOUR & STATE LEVEL STUDY TOUR FOR EVERY YEAR.

BSc Physical Education Sports & Health education Semester 1st

BSc/Physical/SM/1/DSC/101

Foundation of Physical Education

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30)

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

UNIT-I

- (i) Definition, Meaning and Scope of Physical Education
- (ii) Aim & objectives, need of Physical Education
- (iii) Meaning of the terms: Physical Culture, Physical Training, , Gymnastics, Athletics, Aquatics

UNIT-II

- (i) Foundation of Physical Education
 - a) Biological activity, its need, Principles of use and disuse
 - b) Growth and Development
 - c) Age and Sex differences
 - d) Classification of Physique
- (ii)
 - a) Principles of motor learning skills
 - b) Development of Social qualities through Physical Education

UNIT-III

- (i) History of Physical Education in India, Greece, Germany, Sweedon.
- (ii) The Historical development of Ancient Olympic games
- (iii) The origin and development of Modern Olympic games
- (iv) Modern Trends of Physical Education in India: I.O.A, National Associations/Federations
Awards: Arjun-award, Daronacharya-award, Rajiv Gandhi Khel Ratan award.

UNIT-IV

- (i) The development of Asian Games, National Games
- (ii) Common-wealth games
- (iii) Awards: Arjuna-award, Daronacharya-award, Rajiv Gandhi Khel Ratan award, and Policies for developing Physical Education and Sports
- (iv) S.A.I., and its schemes

REFERENCES

- (i) Bhatia K.K. and Narang Principles of Education (Methods and Techniques) Ludhiana Parkash Brothers Educational Publishers.
- (ii) Gupta Rakesh, Akhlesh, Santosh Sharma, Professional preparation and curriculum Design in Physical Education.
- (iii) M.L. Kamlesh & M.S. Sangral: Principles & History of Physical Education
- (iv) Harold M.Barrow: Man and His Movements Principles of Physical Education.

BSc Physical Education Sports & Health education Semester 1st

BSc/Physical/SM/1/DSC/102

Elementary Anatomy & Physiology

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30)

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

Unit-I

i.) Meaning of Anatomy, Definition and Importance in the field of Physical Education. ii) Roll of Anatomy in Physical Education iii) Cell structure & properties of living matter iv) Tissue, Organs & system

Unit – II

i) General description of skeleton. ii) Anatomy of Bone, types of Bone iii) Types of Joints iv) Description of Diarthroses Joint (synarial joint)

Unit – III

Circulatory system i) Anatomy of Heart conduction of heart ii) Systematic Pulmonary and coronary circulation iii) Heart Rate, stroke volume, cardiac output iv) Anatomy of Digestive system, digestion as food

Unit – IV

i) Excretory system. ii) Structure of kidney Function of Kidney iii) Skin & lungs As a Excretory organ Respiratory System i) Structure of Respiratory organ. ii) Mechanism of Respiration iii) Tissue & Pulmonary Respiration

Reference Books: 1. Pearee Evelyn, C. : Anatomy and Physiology for Nurses, London, Faber, Ltd., 1962.

2. Pavat, J. : Anatomy for Students and Teachers of Physical Education, London, Edward Arnold and Co., 1859.

3. Willion, J.F. : Anatomy and Physiology, London, W.B. Saunders.

4. Season Wright: Applied Physiology.

5. Best and Taylor : The Living Body, New Delhi, Asia Club House, 1960.

6. Smount, C.F.V. and : Physiotherapy, Occupational Therapy and McDonald, R.J.S. : Gymnastics Edward Arnold Pvt. Ltd. 1969.

7. Kiober Grey : Anatomy and Physiology

8. Stackpoles : Anatomy and Physiology (6th ed.)

BSc Physical Education Sports & Health education1st
BSc/Physical/SM /1/MIC/101
Indigenous Game – Kabaddi & Kho-Kho

The Course learning (Single Major) as per NEP-2020 out comes B.Sc. Physical Health and Sports Education, the students will be learning and able to do/perform the following.....

1. Defining the various skills of Kabaddi & Kho-Kho
2. Demonstrating the various skills of Kabaddi & Kho-Kho
3. Explaining the fundamental skills of Kabaddi & Kho-Kho

Evaluation Scheme for internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	15	30

For External

Assignment/ File work	Viva	Skill	Total
10	10	50	70

BSc Physical Education Sports & Health education Semester 1st

BSc/Physical/SM /1/MDC/101

Sports Journalism

DURATION: 3 HOURS

MAXIMUM MARKS: 75

CREDIT: 03

EXTERNAL: 50, INTERNAL: 25)

Note: for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 2 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting one question from each unit

UNIT- I - Introduction

Meaning, scope and changing trends of journalism in sports. Role of journalism in sports promotion & vice-versa Historical development & role of print and electronic media in sports promotion Media, ethics and responsibilities of journalist & editor (social, legal and professional) Writing Skills for Media

Language – vocabulary, spellings, figure of speech, dialect, grammar, punctuation.

Sports terminators and its use

Fundamentals of a sports story/ news

News- types, curtain – raiser, advance follow – up, news – analysis, box news

Design & make – ups: headings, front reading, layout & page making late stories, editorial tools, marks & skills

UNIT- II Organizational and Presentation Skills for Media Organizational set-up of a newspaper-printing, process sequences of operations in the printing of a newspaper/journals.

Introduction of various sports organization and agencies –Olympic Games, Asian games, commonwealth games, awards and trophies. Write-ups: feature, follow-ups, advance story, curtain raiser, flash bank, articles, filters, editorials, boxes, radio and T.V. commentary anchoring, interviews, group discussions, talk-shows, and reviews in sports. Development and maintenance of sports personal library Statistics, records and computers in sports.

UNIT-III Extended Relevant Dimensions Theory and principles of advertising in sports

Public relations in sports, press release, conferences Public relation Media – advertising, press release, conferences, exhibitions, fairs, street drama, public speaking, radio, televisions, newspapers, films, posters, pictures, and graphics

Sports photo feature and writing captions of photo Introduction to photo journalism in reference to sports

UNIT-IV Research Trends & Future Directions in Sports Journalism Process of newspaper publishing and management Olympics and sports journalism Research tools for developing a sports story Introduction to various types of information technology Satellite communication: use of satellite in radio and T.V. Communication for sports information

REFERENCES

Journalism

Ahuja, B.N., Theory and Practice of Journalism, Delhi: Surjeet, 1988

Aster, J.J., Art. of Modern Journalism

Bromley, M., Journalism, Hodder to ughton, 1994

BSc Physical Education Sports & Health education Semester 1st

COMMUNICATIVE

ENGLISH-I

ENG/AEC/101

Credits 02

Time allowed: 2Hours

Total Marks: 50

Theory:35

Internal Assessment: 15

Course Objective: The course aims to introduce students to the theory, fundamentals and tools of communication and to develop effective communication skills for personal, social and professional interactions. Besides, the students shall learn the basics of English grammar and language.

Course Learning Outcomes:

- i) They will learn the importance and basics of communication
- ii) They will learn to receive, comment and respond to correspondences in English language.
- iii) They will learn to use English in their life practically.

Note for the Paper Setter: The question paper will consist of **five** questions in all. The **first** question will be compulsory and will consist of **seven** short questions of **1** mark each covering the whole syllabus. In addition, **four** more questions of **14** marks each will be set unit-wise comprising of **two** questions from each of the **two** units. The candidates are required to attempt **one** compulsory question and **two** more questions selecting at least **one** question from each unit.

Unit - I: Listening, Reading and Speaking Skills

Definition, The Listening Process; Importance of Listening; Basic Types of Listening; Barriers to Effective Listening, Reading Comprehension, Intonation, Group Discussion, Interview

Unit II: Writing Skills:

- Report Writing
- Paragraph Writing
- Letter Writing
- E-Mail
- Resume
- Blogs and Comments on Social Media

Suggested Reading:

- I) Kumar, Sanjay and Pushp Lata. 2015. *Communication Skills*. Second Edition, New Delhi: Oxford University Press (OUP).
- II) Sethi, J. and P.V. Dhamija. 2006. *A Course in Phonetics and Spoken English*. Second Edition. New Delhi: Prentice-Hall of India.
- III) Balasubramanian. T. *A Text Book of English Phonetics for Indian Students*. Chennai: Macmillan Publishers India Ltd., 1981.
- IV) *On Track: English Skills For Success* by Orient Blackswan (Board of Editors, Solapur University).

BSc Physical Education Sports & Health education

Practical Course

Athletics Teaching- Track Events

Course Code- BSc/Physical/SM /1/SEC/101

The Course learning (Single Major) as per NEP-2020 out comes B.Sc. Physical Health and Sports Education, the students will be learning and able to do/perform the following.....

PART-A (Athletics) Unit – 1 Running Event

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

1.2 Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug

1.3 Races: Short, Medium & Long distance

1.4 Hurdles

1.4.1 Fundamental Skills- Starting, Clearance and Landing Techniques.

Unit – 2 Relays: Fundamental Skills

2.1 Various patterns of Baton Exchange

2.2 Understanding of Relay Zones

Evaluation Scheme For internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	10	25

For External

Assignment/ File work	Viva	Skill	Total
5	5	40	50

BSc Physical Education Sports & Health education Semester 1st

Universal Human Values

CDLU/VAC/104

Credits: 2 (Theory)

Lectures: 30

Duration of Exam: 2 Hrs.

Max. Marks: 50

Final Term Exam: 35

Internal Assessment: 15

COURSE OBJECTIVES

- Describe the meaning, purpose, and relevance of universal human values.
- Understand the importance of values in individual, social, career, and national life.

LEARNING OUTCOMES

- Develop integral life skills with values.
- Inculcate and practice them consciously to be good human beings.
- Realize their potential as human beings.

Unit-1

Love and Compassion (Prem and Karuna): Introduction, love and its forms: love for self, parents, family, friend, spouse, community, nation, humanity and other beings—living and non-living. Love and compassion and inter-relatedness; The faculty member needs to explain the relationship between love and compassion and other related feelings and emotions like empathy, sympathy, and non-violence. Individuals who are remembered in history or collective memory for practising compassion and love; (such as the Buddha, and Jesus Christ) Narratives and anecdotes from history, literature, including local folklore.

Truth (Satya): What is truth? A Universal truth, truth as value (artha), truth as fact (satya) (veracity, sincerity, honesty among others), Individuals who are remembered in history for practising this value; (Raja Harishchandra, Dharmaraja Yudhishtira, Gautama Buddha, Socrates, and Mahatma Gandhi, among others), Narratives and anecdotes about truth from history, collective memory, and literature including local folklore.

Non-Violence (Ahimsa): What is non-violence and its need? Love, compassion, empathy, and sympathy are prerequisites for non-violence. Ahimsa is non-violence and non-killing. Individuals and organizations that are known for their commitment to non-violence. Narratives and anecdotes about non-violence from history and literature including local folklore.

Righteousness (Dharma): What is righteousness? Righteousness and dharma, righteousness and propriety. Individuals who are remembered in history for practising righteousness. Narratives and anecdotes from history and literature, including local folklore.

Unit-2

Peace (Shanti): What is peace and its need? Peace, harmony and balance. Individuals and organizations that are known for their commitment to peace (Mahatma Gandhi, United Nations). Narratives and anecdotes about peace from history and literature including local folklore.

Service (Seva): What is service? Forms of service: for self, parents, spouse, family, friends, community, persons in distress, nation, humanity and other living and non-living things. Individuals who are remembered in history for practising this value. Narratives and anecdotes dealing with instances of service from history and literature including local folklore.

Renunciation Sacrifice (Tyaga): What is renunciation? Renunciation and sacrifice. Greed is the main obstruction in the path of renunciation. Self-restraint and other ways of overcoming greed. Renunciation with action as true renunciation. Individuals who are remembered in history for practicing this value* footnote (The faculty member may suggest names of local characters or leaders that could be relevant.) like: Sri Rama, Bhishma, Gautama Buddha, Mahavira, Jesus Christ, Guru Govind Singh, Bhagat Singh, and Mahatma Gandhi.) Narratives and anecdotes from history and literature, including local folklore about individuals who are remembered for their sacrifice and renunciation.

Constitutional Values, Justice and Human Rights: contains fundamental values enshrined in our Constitution, which were practised even during the time of the Buddha in democratic city states in ancient India. comprises associated fundamental rights which are guaranteed not only in our Constitution but also in the Universal Declaration of Human Rights (1948), Enumerates the Fundamental Duties of Indian Citizens, Patriotism, pride and gratitude for the nation.

Suggested Readings: Follow Curriculum and Guidelines for Life Skills (Jeevan Kaushal) 2.0 at UGC website:

[https://www.cdlu.ac.in/assets/admin/miscellaneous/Implementation%20of%20Curriculum%20and%20Guidelines%20on%20Life%20Skills%20\(Jeevan%20Kaushal\)%202.0.pdf](https://www.cdlu.ac.in/assets/admin/miscellaneous/Implementation%20of%20Curriculum%20and%20Guidelines%20on%20Life%20Skills%20(Jeevan%20Kaushal)%202.0.pdf)

Note for the Paper Setter: *The question paper will consist of **five** questions in all. The first question will be compulsory and will consist of **seven** short questions of **1** marks each covering the whole syllabus. In addition, **four** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **two** units. The candidates are required to attempt **one compulsory question** and **two more questions** selecting at least one question from each unit.*

BSc Physical Education Sports & Health education 2nd

BSc/Physical/SM/2/DSC/103

Officiating & Coaching in Physical Education and Sports

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

(EXTERNAL: 70, INTERNAL: 30)

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

Unit - I

- i) Meaning, importance and principle of officiating
- ii) Qualities of a good official
- iii) Duties of official pre-game, during game and post-game
- iv) Relationship of official with management, Player, Coaches and Spectators.

Unit –II

- i) Meaning and Principle of Coaching.
- ii) Qualities and Qualification of a coach
- iii) Responsibility of a good coach.
- iv) concept of Coaching.

Unit – III

- i) Methods of conditioning – Circuit, Fartlak, Interval, Repetition and weight training.
- ii) Warming up, cool down and their effect on body
- iii) Dopping and its effect on performance
- iv) Factor affect sports performance

Unit – IV

- i) Dimensions/Lay out of the following games & Athletics Events.
- ii) Games:- Badminton, Basketball, Cricket, Football, Handball, Kabaddi, Kho-Kho, Hockey, Volley Ball, Table Tennis, Lawn Tennis.
Track:- Sprint, Middle and Long Races and Relay Races,
Throw:- Javelin, Shot put, Discus
Jump:- Long jump, High Jump, Triple Jump
- iii) Competition Rule & its interpretation of above games & Athletic
- iv) Eligibility rule for Inter College/School Tournaments.

REFERENCES

- i) Dick, F.W., Sports Training Principles
- ii) Singh Hardyal- Sports Training, NSNIS, Patiala
- iii) Bunn J.W- Scientific Principles of coaching, Englewood cliffs prentice Hall
- iv) Singh Shamsher, An Introduction to Training and Coaching, Friends Publication, New Delhi, 2006.
- v) Rule Books of respective Federations

BSc Physical Education Sports & Health education 2nd

BSc/Physical/SM/2/DSC/104

Organization and Administration in Physical education & Sports

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

(EXTERNAL: 70, INTERNAL: 30)

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

UNIT- I

- i. Meaning, Definition, Scope and Importance of methods in Physical Education.
- ii. Types of methods – By part, whole part, command, imitations, Discussion, Demonstration methods
- iii. Factors influence methods of teaching in Physical Education.

UNIT-II

- i. Classification of pupils, Physical activities, methods of classification, lesson planning.
- ii. Leadership and supervision.
- iii. Organization and conduct of competition – Athletic meet, Basketball and Volley Ball games.
- iv. Tournament and their types.

UNIT-III

- i. Methods of Teaching, physical activity, calisthenics, games and sports, indigenous activities
- ii. Presentation of technique, personal preparation, technical preparation, steps of preparation, command & their techniques and types of class formation

UNIT-IV

- i. Principles of class management- lesson plan and its types of lesson
- ii. Objectives of different lesson plan
- iii. Skill activities & group work
- iv. Class activities recreational part, reassembly, revision, summarizations, dismissal
- v. Construction and laying out of the track and field and play grounds

Reference books:

- | | | |
|------|--------------------------|---|
| i. | Sujan Singh | : Methods in physical education |
| ii. | Thiru Narayan & Hariharn | : Methods in physical education |
| iii. | J.P.Tomas | : Principles and organisation of physical education |
| iv. | R.L.Anand | : Manual of play grounds |

BSc Physical Education Sports & Health education 2nd
Practical Course
Game – Football & Handball, Gymnastic Techniques- Front Roll, Dive
Course Code- BSc/Physical/SM/2/MIC/102

The Course learning (Single Major) as per NEP-2020 out comes B.Sc. Physical Health and Sports Education, the students will be learning and able to do/perfrom the following.....

1. Defining the various skills of Football & Handball. 2. Demonstrating the various skills of Football & Handball. 3. Explaining the fundamental skills of Football & Handball.

Unit-1 Basic skills and their drills

1.1 Kicking the ball- Push Kick, Low Drive, Hip Shot, Volley, front Volley, side Volley.

1.2 Trapping the ball- Under the sole of the foot, Inside of the foot, Instep of the foot, Outside of the foot with shin, with thighs, with forehead.

1.3 Heading the ball- Deflection side way, Forward, Backward.

1.4 Dribbling & tackling- Running and controlling the ball, Block tackle, Slide tackles 1.5 Goal keeping- Post Play, Handling of high and low ball, Servicing of the ball, Clearance of the ball

Handball- Passing and Catching, Shooting, Blocking, Feinting

(Gymnastics)

Forward roll, diving forward roll

Evaluation Scheme for internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	15	30

For External

Assignment/ File work	Viva	Skill	Total
10	10	50	70

BSc Physical, Sports & Health Education 2nd

BSc/Physical/SM/2/MDC/102

Sports Nutrition

DURATION: 3 HOURS

CREDIT: 03

MAXIMUM MARKS: 75

(EXTERNAL: 50, INTERNAL: 25)

Note: for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 2 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting one question from each unit.

Unit – I Introduction to Sports Nutrition

- Meaning and Definition of Sports Nutrition
- Basic Nutrition guidelines
- Role of nutrition in sports
- Factor to consider for developing nutrition plan

Unit – II Nutrients: Ingestion to energy metabolism

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

Unit – III Nutrition and Weight Management

- Meaning of weight management Concept of weight management in modern era Factor affecting weight management and values of weight management
- Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction, Dieting versus exercise for weight control, Common Myths about Weight Loss
- Obesity–Definition, meaning and types of obesity,
- Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity.
- Nutrition–Daily calorie intake and expenditure, Determination of desirable body weigh
- Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle
- Weight management program for sporty child, Role of diet and exercise in weight management
- Design diet plan and exercise schedule for weight gain and loss

References:

- Bessesen, D. H. (2008). Update on obesity. *J ClinEndocrinolMetab.* 93(6), 2027-2034.
- 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. Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial. *JAMA.* 299(3), 316-323.

BSc Physical, Sports & Health Education 2nd

Hindi -1

हिंदी भाषा सामान्य परिचय :

HINDI/AEC/101

Credit – 2

Duration: 2 Hours per week

परीक्षा समयघंटे 2 :

अंक

कुल अंक50 :

लिखित परीक्षा :35 अंक

आंतरिक मूल्यांकन: 15

Note for the Paper Setter: The question paper will consist of five questions in all. The first question will be compulsory and will consist of seven short questions of 1 marks each covering the whole syllabus. In addition, four more questions of 14 marks each will be set unit-wise comprising of two questions from each of the two units. The candidates are required to attempt one compulsory question and two more questions selecting one question from each unit.

पाठ्यक्रम के उद्देश्य:

हिंदी भाषा की विकास.यात्रा से परिचय करवाना-

पाठ्यक्रम के अपेक्षित परिणाम

1. हिंदी भाषा के विकास व उसकी बोलियों का ज्ञान होगा
2. हिंदी भाषा के विविध रूप व प्रयोजनमूलकता से परिचित होंगे

खंड एक—

हिंदी भाषाउद्भव एवं विकास :

हिंदी की उपभाषाएं एवं बोलियों का वर्गीकरण

ब्रज अवधि और खड़ी बोली का सामान्य परिचय एवं ,प्रवृत्तियाँ

खंड दो-

कंप्यूटर-परिभाषा, स्वरूप एवं महत्व

पारिभाषिक शब्दावली – बैंकिंग, वाणिज्य, मंत्रालय, उपक्रम, निगम, औद्योगिक क्षेत्र व मीडिया क्षेत्र

अनुवाद लेखन- अर्थ परिभाषा, स्वरूप, महत्व, प्रकिया प्रकार

टिप्पणी लेखन ,अर्थ परिभाषा -नियम, लेखन विधि, उदाहरण

संदर्भ सूची:

1. हिंदी भाषा का उद्भव एवं विकास उदयनारायण तिवारी ,
2. भाषा विज्ञान भोलानाथ तिवारी .डॉ ,
3. हिंदी भाषा का इतिहास लेखक धीरेन्द्र वर्मा ,
4. समसामयिक भाषा विज्ञानलेखक वैष्णा नारंग ,
5. हिंदी1965 इलाहबाद ,किताब महल ,बाहरी हरदेव ,उद्भव और विकास :

BSc Physical Education Sports & Health education 2nd
Practical Course
Athletics Teaching- Throws
Course Code- BSc/Physical/SM/2/SEC/102

The Course learning (Single Major) as per NEP-2020 out comes B.Sc. Physical Health and Sports Education, the students will be learning and able to do/perform the following.....

PART-A (Athletics) Throws

1. Remembering the different phases of throwing events.
 2. Understanding the concepts of various throwing events.
 3. Demonstrating the various techniques of throwing events
- 1.1 Discus Throw, Javelin, Hammer throw, shot-put
1.2 Grip, Stance, Release, Reserve/ (Follow through action)

Evaluation Scheme For internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	10	25

For External

Assignment/ File work	Viva	Skill	Total
5	5	40	50

BSc Physical Education Sports & Health education 2nd
EVS/VAC/101: Environmental Studies – I

Credits: 2

Duration of Examination: 2 hrs

Total Marks: 50

Internal Assessment: 15

Semester End Examination: 35

Objective: The objective of this paper is to create the awareness among the students towards Environmental concepts and issues for smooth life of species and human at earth.

Note for the Paper Setter: The question paper will consist of five questions in all. The first question will be compulsory and will consist of seven short questions of 1 mark each covering the whole syllabus. In addition, four more questions of 14 marks each will be set unit-wise comprising of two questions from each of the two units. The candidates are required to attempt one compulsory question and two more questions selecting at least one question from each unit.

UNIT I

Introduction to Environment: The multidisciplinary nature of environmental studies: Definition, scope and importance, need for public awareness. Environmental Ethics: anthropocentric and eco-centric perspective. Natural resources: Renewable and non-renewable resources: Natural resources and associated problems. Forest resources: use and over-exploitation, Deforestation, Timber extraction, mining, dams and their effects on forests and tribal people. Water resources: Use and over-utilization of surface and ground water, floods, drought, dams- conflicts over water and problems. Minerals resources: Use and exploitation, environmental effects of extracting and using minerals resources. Food resources: World food issues, changes caused by agriculture and overgrazing, effects of modern agriculture on agro ecosystem, agrochemical issues, water logging, salinity, Energy resources; Growing energy needs, renewable and non-renewable energy resources. Land resources: Land as resource: land degradation man induced landslides, soil erosion and desertification. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable life style. Sustainable development: concept, initiatives for sustainable development: regional, state and global, Sustainable Development Goals.

UNIT II

Ecosystem: Concept, Structure and Function. Producers, Consumers and Decomposers, Energy flow in the ecosystem, Concept and type of ecological succession, Food chains, food webs and Ecological pyramids, Introduction, types, characteristics features, structure and function of the following ecosystem: Forest ecosystem, Grassland ecosystem, desert ecosystem, Aquatic ecosystem (Ponds, streams, lakes, rivers, oceans, estuaries). Biodiversity and its conservation: Introduction-Definition: Genetic, species and Ecosystem diversity, Bio-geographical classification of India. Value of Biodiversity: consumptive use, productive use, social, ethical; aesthetic and optional. Biodiversity at local, National and Local levels. India as Mega-diverse a Nation. Hot spots of Biodiversity. Threats to biodiversity, Habitat loss, poaching of wildlife, man-wildlife conflicts. Endemic species, conservation of biodiversity: In situ and Ex-situ, conservation of biodiversity. Convention on biological diversity, Aichi targets. Water pollution: Natural and anthropogenic sources of water pollution and their effects. Marine pollution, Thermal pollution, Eutrophication, Ground water pollution. Air pollution: Sources, Classification and properties of air pollutants (Particulate matter, Inorganic gaseous pollutants, Organic gaseous pollutants), Smog, Acid rain, Ozone layer depletion, Green house effects, Global warming, Effects of air pollution on Human Health Soil pollution: Soil pollution from the

use of agrochemicals (viz. Fertilizers and Pesticides), Heavy metals, Industrial effluents and Detrimental effects of soil pollutant, Remedial measures for soil pollution. Types and sources Solid waste, Electronic waste Radioactive and Noise pollution: Definition Sources of radioactive pollution, Radioactivity, effects of radioactive pollution, Sound pressure level, Frequency, noise monitoring and sound level meter, Sources and effects of noise pollution, Effects of noise pollution on human health. Role of individual in prevention of pollution.

Suggested Readings:

1. Agarwal, K.C. 2001 *Environmental Biology*, Nidi Publ. Ltd. Bikaner.
2. BharuchaErach, *The Biodiversity of India*, Mapin Publishing Pvt. Ltd., Ahmedabad- 380013, India.
3. Clerk RS., *Marine Pollution*; Clanderson Press Oxford.
4. Down to Earth, Centre for Science and Environment.

BSc Physical Education Sports & Health education Semester-3rd

BSc/Physical/SM/3/DSC/201

Sports Injuries and Rehabilitation

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30)

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

UNIT-I sports

Sports medicine: history, Scope, application, preventive-curative aspect and importance of sports medicine in games, general principles of injury management –Management of soft-tissue injuries, body injuries, nerve injuries.

UNIT-II

Sports injuries : Types, causes and treatment. Pre-participation examination of the athletes, Regional Athletic injuries and management –head injuries – shoulder injuries – arm and elbow joint injuries – wrist and hand injuries – thigh and knee injuries – lower leg, ankle and foot injuries.

Evaluation and management of specific disorders- traumatic lesions of the spinal cord aftercare of fracture- treatment of back disorders and deformities.

Massage: principles, techniques, advantages athletic massage, general massage

UNIT-III

Rehabilitation: Scope, need and objective, goal of rehabilitation, rehabilitation programme

Types of exercises – isometric –isotonic – isokinetic – manual resistance – proprioceptive, Neuromuscular facilitation programme for neck, shoulder, shoulder joint, arm and elbow joint- wrist and hand, lower – back, hip joint – thigh, knee, lower leg, ankle and foot.

UNIT-IV

Physiotherapy and Therapeutics Exercises: importance, rules, classification and their effects on human body. First Aids: Bleeding, burn, shock, heat stroke, epilepsy, asthma and drowning.

TEXT BOOK:

1. Govindarajulu, N(2006) Sports Medicine, Friends Publications ,New Delhi,

OTHER READINGS:

1. Pande, P.K.(2005), Sports Medicine, Sahitya Kendra New Delhi.
2. Sinha, Akhouri Gourang: Principles and Practices of Therapeutic Massage, Jaypee Brothers Medical Publisher New Delhi

BSc Physical Education Sports & Health education Semester-3rd

BSc/Physical/SM/3/DSC//202

Sports Psychology

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30)

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

Unit-I

- (i) Meaning and importance of psychology in physical education
- (ii) Need of psychology in Physical Education and sports.
- (iii) Body and mind relationship and its importance

Unit-II

- (i) Meaning, its types and explain the role of motivation in physical education and sports
- (ii) Factors influencing motivation in physical education and Sports
- (iii) Meaning and types of individual difference
- (iv) Causes of individual difference in physical education and sports

Unit-III

- (i) Meaning and definition of Learning.
- (ii) Laws of learning & learning curve
- (iii) Theories of learning
- (iv) Meaning of Emotions and explain the characteristics of emotions.

Unit-IV

- (i) Meaning, definition and types of personality
- (ii) Dimensions of personality
- (i) Factors influence a personality.
- (ii) Meaning of adjustment, its types and causes of mal adjustment
- (iii) Role of physical education in preventing mal adjustment and promoting adjustment

References:

- (i) Crow & Crow- Educational psychology-cattle field Adams & co. 1979
- (ii) M.L. Kamlesh- sports psychology of physical education
- (iii) Forst R.S.- psychological concepts applied to physical education
- (iv) Mrs. K. Sandhu & Mrs. Amrit Kaur- educational psychology Punjabi university Patiala

BSc Physical Education Sports & Health education 3rd

Practical Course

Apparatus Exercise- Dumbbell & Laziuam

Course Code- BSc/Physical/3/MIC//201

The Course learning (Single Major) as per NEP-2020 out comes B.Sc. Physical Health and Sports Education, the students will be learning and able to do/perform the following.....

(Gymnastics)

1. Defining the various skills of **Dumbbell & Laziuam**
2. Demonstrating the various skills of **Dumbbell & Laziuam**
3. Explaining the fundamental skills of **Dumbbell & Laziuam**

Dumbbell:-

This mood-boosting workout mixes dance, high-intensity interval training (HIIT), and strength training in a single, 45-minute session. All you need to get started are some comfortable workout clothes, a set of dumbbells, and a mat or towel for the floor work

Laziuam:-

Laziuam is more of a vigorous physical exercise and drill than a dance; the formations can be in two's, fours and even in a circle. Historically, there were a few variations of the **Laziuam** practiced in the villages of Maharashtra and parts of Gujarat; however these are seldom used today.

PT exercise with Dumbbell & Laziuam for Co- ordination.

Evaluation Scheme For internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	15	30

For External

Assignment/ File work	Viva	Skill	Total
10	10	50	70

BSc Physical Education Sports & Health education 3rd

Practical Course

Game- Volleyball & Basketball

Course Code- BSc/Physical/3/MIC//202

The Course learning (Single Major) as per NEP-2020 out comes B.Sc. Physical Health and Sports Education, the students will be learning and able to do/perform the following.....

(Gymnastics)

1. Defining the various skills of **Volleyball & Basketball**
2. Demonstrating the various skills of **Volleyball & Basketball**
3. Explaining the fundamental skills of **Volleyball & Basketball**

Volleyball:-

Read a brief summary of this topic. volleyball, game played by two teams, usually of six players on a side, in which the players use their hands to bat a ball back and forth over a high net, trying to make the ball touch the court within the opponents' playing area before it can be returned.

Basketball:-

Basketball is a game played between two teams of five players each on a rectangular court, usually indoors. Each team tries to score by tossing the ball through the opponent's goal, an elevated horizontal hoop and net called a basket.

PT exercise with Dumbbell & Lazium for Co- ordination.

Evaluation Scheme For internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	15	30

For External

Assignment/ File work	Viva	Skill	Total
10	10	50	70

BSc Physical Education Sports & Health education Semester 3rd

BSc/Physical/SM /3/MDC/201

Event Management

DURATION: 3 HOURS

MAXIMUM MARKS: 75

CREDIT: 03

EXTERNAL: 50, INTERNAL: 25)

Note: for the Paper Setter: The question paper will consist of seven questions in all. The first question will be compulsory and will consist of four short questions of 2 marks each covering the whole syllabus. In addition, six more questions of 14 marks each will be set unit-wise comprising of two questions from each of the three units. The candidates are required to attempt one compulsory question and three more questions selecting one question from each unit

UNIT-I

Introduction:

- 1.1. Understanding Sport Facilities/Planning, Importance of Sports Event Management
- 1.2. Different types of sports events, sports event and sport tourism
- 1.3. Event Planning Sequence, Opening and Closing ceremony
- 1.4. Event manager and role of management staffs and different committee

UNIT-II

Budgeting, Sponsorship and Marketing

- 2.1 Sports event budget, Planning and preparation of budget, Event Cost Estimate
- 2.2 Sponsorship and advertisement of the event
- 2.3 Marketing strategies and Event Marketing
- 2.4 Media role and promotion, Media partner

UNIT-III

Event Management and Negligence:

- 3.1 Sports Venue location and selection and facilities
- 3.2 Event and Game Day Management, Risk Management and negligence, analysis of strength and weakness of risk factors of event
- 3.3 Services and Logistics, Pre-Event and Post event evaluation, evaluation of managing staffs
- 3.4 Crowd Management

References:-

EVENT MANAGEMENT IN SPORTS Anu books Publisher.

Strategic Sports Event Management

BSc Physical Education Sports & Health education 3rd

Communicative English-II

Course Code: ENG/AEC/201

Credits: 2

Duration of Examination:-2 hrs

Internal Assessment: 15

Semester End Examination: 35

Total Marks: 50

Course Objective: The course aims to introduce students to the theory, fundamentals and tools of communication and to develop effective communication skills for personal, social and professional interactions. Besides, the students shall learn the basics of English grammar and language.

Course Learning Outcomes:

- i) They will learn the importance and basics of communication
- ii) They will learn the basics of English Grammar
- iii) They will learn to receive, comment and respond to correspondences in English language.
- iv) They will learn to use verbal and non-verbal modes of communication.

Note for the Paper Setter: The question paper will consist of **five** questions in all. The **first** question will be compulsory and will consist of **seven** short questions of **1** mark each covering the whole syllabus. In addition, **four** more questions of **14** marks each will be set unit-wise comprising of **two** questions from each of the **two** units. The candidates are required to attempt **one** compulsory question and **two** more questions selecting at least **one** question from each unit.

Unit - I:Basics of Communication:

Communication Skills: Introduction, Definition, The Importance of Communication, Forms of Communication, Types of Communication- Verbal and Non-Verbal Communication; The Communication Process- Source, Message, Encoding, Channel, Decoding, Receiver, Feedback, Context.

Barriers to Communication: Physiological Barriers, Physical Barriers, Cultural Barriers, Language Barriers, Gender Barriers, Interpersonal Barriers

Unit II: Basics of English Grammar :

Use of Tenses, Common Legal Terms, Vocabulary-Synonym and Antonyms, Affixes- Prefixes and Suffixes, Articles

Suggested Reading:

- I) Raymond Murphy. *English Grammar in Use* .Cambridge Uni. Press.
- II) Kumar, Sanjay and Pushp Lata. 2015. *Communication Skills*. Second Edition, New Delhi: Oxford University Press (OUP).
- III) B.K. Das, A. David: *A Remedial Course in English For Colleges Book 1 and 2*. OUP.

BSc Physical Education Sports & Health education 3rd

Practical Course

Athletics Teaching- Jumps

Course Code- BSc/Physical/SM/3/SEC/201

The Course learning (Single Major) as per NEP-2020 out comes B.Sc. Physical Health and Sports Education, the students will be learning and able to do/perform the following.....

PART-A (Athletics) Unit – 1 Jumps

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

1.2 Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug

1.3 Fundamental Skills- Starting, Clearance and Landing Techniques.

Jump

Jumping consists of various field and track events in which the athlete must cover the greatest distance by jumping either horizontally in the case of the long jump and triple jump, or vertically with the high jump and pole vault. The jumps are preceded by a run-up.

Evaluation Scheme For internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	10	25

For External

Assignment/ File work	Viva	Skill	Total
5	5	40	50

BSc Physical Education Sports & Health education 3rd
Communication Skills
CDLU/VAC/201

Credits: 2 (Theory)

Lectures: 30

Duration of Exam: 2 Hrs.

Max. Marks: 50

Final Term Exam: 35

Internal Assessment: 15

COURSE OBJECTIVES

- Identify common communication problems that may be holding learners back
- Perceive what the non-verbal messages are communicating to others
- Understand the role of communication in the teaching-learning process

LEARNING OUTCOMES

- Get a clear understanding of good communication skills.
- Know what they can do to improve their communication skills.

Unit-1

Listening: Techniques of Effective Listening, Listening and Comprehension, Probing Questions Barriers to Listening.

Speaking: Pronunciation, Enunciation, Vocabulary, Fluency, Common Errors.

Reading: Techniques of Effective Reading, Gathering Ideas and Information from a Given Text, evaluating these Ideas and Information, Interpreting the Text.

Writing and Different Modes of Writing: The Writing Process, Effective Writing Strategies, Different Modes of Writing.

Digital Literacy and Social Media: Basic Computer Skills, Introduction to Microsoft (MS) Office Suite, Open Educational Resources, Basic Virtual Platforms, Trending Technologies, Machine Learning, Artificial Intelligence (AI), Internet of Things (IoT), Social Media, Introduction to Social Media Websites, Advantages of Social Media, Ethics and Etiquettes of Social Media, How to Use Google Search Better?, Effective Ways of Using Social Media, Digital Marketing, Introduction to Digital Marketing, Traditional Marketing versus Digital Marketing, Digital Marketing Tools, Social Media for Digital Marketing, Digital Marketing Analytics.

Unit-2

Digital Ethics and Cyber Security: Digital Ethics, Digital Literacy Skills, Digital Etiquette, Digital Life Skills, Cyber Security, Understanding and introducing the environment of security, Types of attacks and attackers, the art of protecting secrets.

Nonverbal Communication: Meaning of nonverbal communication, Advantages of using nonverbal communication, Introduction to modes of nonverbal communication, Open and Closed body language, Eye contact and Facial expression, Hand gestures, Do's and Don'ts in NVC, Learning from experts, Activities-based learning.

Suggested Readings: Follow Curriculum and Guidelines for Life Skills (Jeevan Kaushal) 2.0 at UGC website:

[https://www.cdлу.ac.in/assets/admin/miscellaneous/Implementation%20of%20Curriculum%20and%20Guidelines%20on%20Life%20Skills%20\(Jeevan%20Kaushal\)%202.0.pdf](https://www.cdлу.ac.in/assets/admin/miscellaneous/Implementation%20of%20Curriculum%20and%20Guidelines%20on%20Life%20Skills%20(Jeevan%20Kaushal)%202.0.pdf)

Note for the Paper Setter: The question paper will consist of **five** questions in all. The first question will be compulsory and will consist of **seven** short questions of **1** marks each covering the whole syllabus. In addition, **four** more questions of **14 marks each** will be set unit-wise comprising of **two** questions from each of the **two** units. The candidates are required to attempt **one compulsory question and two more questions** selecting at least one question from each unit.

BSc Physical Education Sports & Health education Semester-4th
BSc/Physical/SM/4/DSC/203
Sports Training

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30)

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

UNIT-I

- (i) Teaching, Training and Coaching: Meaning, aims & Characteristics.
- (ii) Principles of Training
- (iii) Training Load: Meaning & characteristics of training load
- (iv) Principles of Load
- (v) Over Load, Causes & its Symptoms

UNIT-II

- (i) Strength : Meaning, Importance & types of Strength
- (ii) Endurance : Meaning, Importance & types of Endurance
- (iii) Speed : Meaning, Importance & types of Speed
- (iv) Flexibility: Meaning, Importance & types of flexibility
- (v) Co-ordinative Ability: Meaning, Importance & types of Co-ordinative ability

UNIT-III

- (i) Training Methods
 - a. Circuit training
 - b. Continuous training
 - c. Interval training
 - d. Fartlak training
- (ii) Technical Training : Meaning, Importance of Technical Training
- (iii) Tactical Training : Meaning, Importance of Tactical Training

UNIT-IV

- (i) Planning of training : Meaning of Planning & Types of Planning
- (ii) Periodization : Meaning, its types and Importance of Periodization
- (iii) Factor influencing the Performance in Sports

Reference Books:

- i. Dick, F.W.:Sports Training Principles, Lepus, London, 1980
- ii. Jenson, C.R. and Fischer : Scientific basis of Athletic conditioning, Lea and Feliger,A.G. Philadelphia, 1979
- iii. Brook, J.D. and Whiting : Human Movement a Field of Study, H.T.A.
- iv. Cooper, K.H. : The Aerobic Way, Bantom Books, Inc., 1978
- v. Breer Marison, R. : Efficiency of Human Movement, London W.B. Saunders
- vi. Bunn, J.W. : Scientific Principles of Coaching, Englewood Cliffs,

Prentice Hall.

BSc Physical Education Sports & Health education Semester-4th
BSc/Physical/SM/4/DSC/204
Yoga

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30)

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

UNIT- I

- i. Meaning and objectives of yoga, concept and brief historical back ground,
- ii. Meaning and objective of Astang yoga
- iii. Yama
- iv. Niyama
- v. Asana
- vi. Pranayam
- vii. Pratyhar
- viii. Dharna
- ix. Dhyan
- x. Smadhi

UNIT -II

- ii. Cleansing process and its role and purpose of shat karma
- iii. Jal Neti, Sutra Neti, Dugdh Neti, Dhirit Neti
- iv. Vastra Dhoti, and Dand Dhoti
- v. Nayoli Kirya
- vi. Tratk
- vii. Shank Prshlan
- viii. Gajkarni
- ix. Effect of asanas on health.

UNIT -III

- i. Meaning, objective and types of Pranayam
- ii. Suryanamaskar and their values in daily life
- iii. Type and importance of yoga in the field of physical education and sports
- iv. Effect and uses of bandhas uadyan bandhas and jalandher

UNIT- IV

- i. Meaning types and principles of asanas, Effect technique and benefit following asanas:-
- ii. Meditative :- Padmasana, Sidhasana, Vajrasana
- iii. Relaxative :- shevasana, makerasana

Cultural and corrective :- Bhujangasana, Dhanurasana, Halasana, Chakrasana, Bakasana, Garudasana, Tadasana, Trikounasana, Sarvangasana, Mayurasana, Uttan Padhastasana, Shalabhasana

Reference Books:

- i. Asanas and Pranayama by Swami Kuvalyanand.
- ii. Yoga for Health, Happiness and Peace by Yoga Acharya Prakash Dev.
- iii. Yoga Method of Reintegration by Alain Danial.
- iv. Yoga Personal Hygiene by Shri Yogendra.
- v. Yoga for Every Man by Desmonds Dubee.
- vi. Massage and Medical Gymnastics by Mary V. Lacc.

BSc Physical Education Sports & Health education Semester-4th

BSc/Physical/SM/4/DSC/205

Physical Fitness And Wellness

Int DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, **INTERNAL:** 30)

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

Unit I – Introduction

Meaning and Definition" of Physical Fitness, Physical Fitness Concepts and Techniques, Principles of physical fitness, Physiological principles involved in human movement. Components of Physical Fitness.

Leisure time physical activity and identify opportunities in the community to participate in this activity. Current trends in fitness and conditioning, components of total health fitness and the relationship between physical activity and lifelong wellness.

Unit II – Aerobic Exercise

Cardio respiratory Endurance Training; proper movement forms, i.e., correct stride, arm movements, body alignment; proper warm-up, cool down, and stretching, monitoring heart rates during activity. Assessment of cardio respiratory fitness and set goals to maintain or improve fitness levels. Cardio respiratory activities including i.e. power walking, pacer test, interval training, incline running, distance running, aerobics and circuits.

Unit III – Anaerobic Exercise

Resistance Training for Muscular Strength and Endurance; principles of resistance training, Safety techniques (spotting, proper body alignment, lifting techniques, spatial, awareness. and proper breathing techniques). Weight training principles and concepts; basic resistance exercises (including free hand exercise, free weight exercise, weight machines, exercise bands and tubing, medicine balls, fit balls) Advanced techniques of weight training

Unit IV – Flexibility Exercise

Flexibility Training, Relaxation Techniques and Core Training. Safety techniques (stretching protocol; breathing and relaxation techniques) types of flexibility exercises (i.e. dynamic, static), Develop basic competency in relaxation and breathing techniques. Pilates, Yoga.

Reference:

David K. Miller & T. Earl Allen, Fitness, A life time commitment, Surjeet Publication Delhi 1989.

Dificore Judy, the complete guide to the postnatal fitness, A & C Black Publishers Ltd. 35 Bedford row, London 1998.

Warner W.K. Oeger & Sharon A. Hoeger, Fitness and Wellness, Morton Publishing Company, 1990.

Elizabeth & Ken day, Sports fitness for women, B.T. Batsford Ltd, London, 1986.

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, Sohe Square, London 1999.

BSc Physical Education Sports & Health education 4th

Practical Course

Game –Softball and Korfball

Course Code- BSc/Physical/4/MIC//203

The Course learning (Single Major) as per NEP-2020 out comes B.Sc. Physical Health and Sports Education, the students will be learning and able to do/perform the following.....

1. Defining the various skills of **Softball and Korfball**
2. Demonstrating the various skills of **Softball and Korfball**
3. Explaining the fundamental skills of **Softball and Korfball**

Softball:-

Softball is a sport similar to baseball, and it is played with a larger ball on a smaller field and with only underhand pitches (where the ball is released while the hand is primarily below the ball) permitted. Softball is played competitively at club levels, the college level, and the professional level.

Korfball:-

Korfball is a ball sport played by hand. It takes a few moments to learn, but a lifetime to perfect. By passing and quick movement players must elude their personal opponents to shoot the ball through a korf – the Dutch word for basket. In the standard game, teams consist of eight players – four male and four female.

Evaluation Scheme For internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	15	30

For External

Assignment/ File work	Viva	Skill	Total
10	10	50	70

BSc Physical Education Sports & Health education 4th

Practical Course

Game –Shat Karm and Pranayam

Course Code- BSc/Physical/4/MIC//203

The Course learning (Single Major) as per NEP-2020 out comes B.Sc. Physical Health and Sports Education, the students will be learning and able to do/perform the following.....

1. Defining the various skills of **Shat Karm and Pranayam**
2. Demonstrating the various skills of **Shat Karm and Pranayam**
3. Explaining the fundamental skills of **Shat Karm and Pranayam**

Shat Karm:

षट्कर्म शुद्धिकरण तकनीकों का एक समूह है। हठ योगी आसन, प्राणायाम और ध्यान की उच्च प्रथाओं के लिए अपने शरीर और दिमाग को तैयार करने के लिए उनका उपयोग करते हैं। शाब्दिक रूप से अनुवादित, षट्कर्म शब्द का अर्थ है क्योंकि शरीर के विभिन्न हिस्सों को साफ करने की "छह क्रियाएं" छह तकनीकें हैं।

प्राणायाम:

प्राणायाम योग के आठ अंगों में से एक है। अष्टांग योग में आठ प्रक्रियाएँ होती हैं- **यम, नियम, आसन, प्राणायाम, प्रत्याहार, धारणा, ध्यान,** तथा **समाधि**। **प्राणायाम = आयाम + प्राण**। इसका शाब्दिक अर्थ है -**प्राण या श्वास** को लम्बा करना या फिर **जीवनी शक्ति** को लम्बा करना। प्राणायाम का अर्थ कुछ हद तक श्वास को नियंत्रित करना हो सकता है। परन्तु स्वास को कम करना नहीं होता है। प्राण या श्वास का आयाम या विस्तार ही प्राणायाम कहलाता है।

Evaluation Scheme For internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	15	30

For External

Assignment/ File work	Viva	Skill	Total
10	10	50	70

BSc Physical Education Sports & Health education 4th

Hindi -2

कार्यालयी हिन्दी

HINDI/AEC/201

Credit – 2

Duration: 2 Hours per week

परीक्षा समयघंटे 2 :

अंक

कुल अंक50 :

लिखित परीक्षा :35 अंक

आंतरिक मूल्यांकन: 15

Note for the Paper Setter: The question paper will consist of five questions in all. The first question will be compulsory and will consist of seven short questions of 1 marks each covering the whole syllabus. In addition, four more questions of 14 marks each will be set unit-wise comprising of two questions from each of the two units. The candidates are required to attempt one compulsory question and two more questions selecting one question from each unit.

पाठ्यक्रम के उद्देश्य:

कार्यालयों में हिंदी के प्रयोग को बढ़ाना

पाठ्यक्रम के उपेक्षित परिणाम:

1. कार्यालयों में हिंदी की उपयोगिता बढ़ेगी
2. मातृभाषा को बढ़ावा मिलेगा
3. हिंदी का व्यावहारिक प्रयोग बढ़ेगा

खंड एक-

कार्यालयी हिंदी का उद्देश्य

कार्यालयी हिंदीस्थिति एवं संभावनाएं :

खंड दो-

कार्यालयी पत्राचार के प्रकार (परिपत्र), ज्ञापन और सूचना आदेश(

कार्यालयी पत्राचारसरकारी पत्र-सरकारी एवं अर्द्ध :

पत्र-लेखन-सरकारी पत्र ,उत्तर पत्रोत्तर ,मूल पत्र ,आवेदन पत्र ,शिकायत पत्र ,कार्यालय आदेश ,परिपत्र ,
,प्रेस विज्ञप्ति ,पृष्ठकन ,अधिसूचना ,शासकीय आदेश ,लेखन-ईमेल ,सरकारी पत्र ,अनुस्मारक ,पावती
संक्षेपणलेखन लेखन विधि ,नियम ,अर्थ परिभाषा प्रकिया-

संदर्भ सूची:

1. प्रयोजनमूलक हिंदी—विनोद गोदरे, वाणी प्रकाशन, दिल्ली
2. प्रयोजनमूलक हिंदी सिद्धांत और प्रयुक्ति—जितेन्द्र कुमार सिंह,
3. राजभाषा सहायिका—अवधेश मोहन गुप्त,
4. पत्रकारिता हेतु लेखन—डॉ निशान सिंह, रचना पब्लिकेशन, दिल्ली
5. प्रालेखन प्रारूप—शिव नारायण चतुर्वेदी, वाणी प्रकाशन, दिल्ली

BSc Physical Education Sports & Health education 4th
Environmental Studies –II
EVS/VAC/102

Credits: 2

Internal Assessment: 15

Duration of Examination: -2 hrs

Semester End Examination: 35

Total Marks: 50

Objective: The objective of this paper is to create the awareness among the students towards Environmental concepts and issues for smooth life of species and human at earth.

Note for the Paper Setter: The question paper will consist of five questions in all. The first question will be compulsory and will consist of seven short questions of 1 mark each covering the whole syllabus. In addition, four more questions of 14 marks each will be set unit-wise comprising of two questions from each of the two units. The candidates are required to attempt one compulsory question and two more questions selecting at least one question from each unit.

UNIT I

Disaster Management: Floods, Cloud Burst, Earthquake, Tsunami, Landslide, Cyclone. Natural Disaster Management: Causes, effects and control measures of natural disasters, disaster preparedness – prevention and mitigation preparedness plan, community based planning, National and international efforts in disaster Management: NDRF; IMD. Role of armed forces, mass media, society and technology in disaster management. Role of in disaster management, Post disaster recovery measures: Rehabilitation, planning and construction, long term counter disaster planning. Solid waste management, causes, effects and control measures of urban and industrial wastes.

Environmental Conservation and Society: Social issue and the Environment: From Unsustainable to sustainable development. Urban problem related to energy. Water conservation, rain water harvesting, watershed management. Resettlement and Rehabilitation of people; its problems and concerns. Climate change, National Action Plan for Climate change (NAPCC). global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Wasteland reclamation, Consumerism and waste products.

UNIT II

Demography: Human population and the Environment: Population Growth, variation among nations. Population explosion- family Welfare Programme. Human rights, Value Education. HIV/AIDS. Women and Child welfare. Role of information technology in environment and Human health. Drug Abuse: Concept of Health: Physical Health, Mental Health, Factors affecting Mental and Physical Health, Management of positive mental health; Drugs and their

effects: What are drugs, useful and harmful drugs, stimulant and depressant drugs, use and abuse of drugs, Concept of drug de-addiction; Legal Position on drugs: Laws related to drugs i.e. NDPS etc., Concept of Narco-terrorism, role and responsibilities of legal service authorities, Awareness Programmers on drugs; Impacts of drugs/Alcohol/Smoking on Longevity

Environmental and Social movements: Bishnoi Movement, Chipko, Appiko, Save Silent valley, Narmada Bachao Andolan, Swachh Bharat Abhiyaan, Tehri Dam Conflict. Environmental legislation: Air (Prevention and control of pollution) Act, Water (Prevention and control of pollution) Act, Environmental Protection Act 1986. Wildlife Protection Act, Forest conservation Act. Issues involved in the enforcement of environmental legislation Public awareness. NGT (National Green Tribunal), Green Bench International agreements: Montreal Protocol, Kyoto Protocol, Convention on Climate change, Concept of Carbon footprint, Carbon credit and carbon trading, CBD: Clean development mechanism.

Suggested Readings

1. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt.Ltd.
2. Fundamental of Environmental studies. Mahua Basu, Xavier Savarimuthu, S.J. Cambridge University Press, -2017 Chadha, K.L. and Swaminathan, M.S. 2006. Environment and Agriculture. Malhotra Publishing House, New Delhi.
3. Cunningham, W.P. and Saigo, B.W. 1997. Environment Science. McGraw-Hill, USA.
4. Deswal, S. and Deswal, A., 2003, Energy, ecology, Environment and Society, Dhanpat Rai & Co Ltd., Delhi.
5. Deswal, S. and Deswal, A. 2005. A Basic Course in Environmental Studies. Dhanpat Rai & Co Ltd., Delhi.
6. Singh, G.B. and Sharma, B.R. 1998. Fifty Years of Natural Resource Management Research, Indian Council of Agriculture Research, New Delhi.
7. Singh, N. and Sontakke, N.A. 2002. On Climatic fluctuations and Environment changes on Indo-Gangetic Plains, India.
8. Paramjit S Jaswal. Allahabad Law agency. Environmental Law.
9. A textbook of Environmental Studies. Dr. D.K Asthana, Dr. Meera Asthana. Publisher: S Chand & Co Ltd.

BSc Physical Education Sports & Health education Semester 5th

BSc/Physical/SM/5/DSC/301

Test, Measurement & Evaluation in Physical Education

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30)

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

Unit- Introduction to Test, Measurement & Evaluation

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

Unit-II Criteria: Classification and Administration of test

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

Unit- III Physical and motor Fitness Tests

- AAHPER youth fitness test
- Indiana Motor Fitness Test
- JCR test

Unit- IV khelo India fitness Assessment in schools for different age groups

- Body Composition (BMI)
- Coordination (Plate Tapping)
- Balance (Flamingo Balance)
- Age Group 9-18
- Strength (Push Ups)
- Flexibility (sit & Reach)
- Cardiovascular (600 Mtr Run/Walk)
- Speed (50 Mtr Dash)

References:

Barrow, H. M., &McHee, R. (1997).*A practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.

Kansal, D.K. (1996).*Test and measurement in sports and physical education*. New Delhi: D.V.S. Publications.

Mathews, D.K., (1973). *Measurement in physical education*, Philadelphia: W.B.SoundersCompnay.

Phillips, D. A., &Hornak, J. E. (1979). *Measurement and evaluation in physical education*. New York: John Willey and Sons.

BSc Physical Education Sports & Health education Semester-5th

BSc/Physical/SM/5/DSC//302

Sports Sociology

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30)

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

Unit-I

- i. Meaning and Importance of sports sociology
- ii. concept of sports sociology
- iii. Sociology of sports as a separate discipline
- iv. Sports a social phenomenon
- v. Trends in sports sociology

Unit-II

- i. Definition and concept of society
- ii. Sports as an element of culture
- iii. Leadership of sports with other element of culture
- iv. Responsibilities of a sports leader in competition
- v. Qualification and Qualities of a sports leader

Unit-III

- i. Place of sports and games in different societies
- ii. Relationship of sports with others social institutions, politics, religion and economy
- iii. Sports as a part of social, structural and functional system
- iv. Sports and socialization institutions -Family and kinship, school and education system.

Unit-IV

- i. Mass-communication and its implication in sports
- ii. Socio-psychological factors in selecting teams; sports and social adjustment.
Influence of social factors on sports performance.
- iii. National sports policy- challenges and constraints
- iv. Socio-metric evaluation process

Reference Books:

- i. Crelty, B.J. : Social dimension of Physical activities, Prentice Hall, Inc.
- ii Puni, A.T. : Sports Psychology, An abridged translation by S.G. Sandhu, NIS, Patiala

BSc Physical Education Sports & Health education Semester-5th

BSc/Physical/SM/5/DSC/303

Kinesiology

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30)

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

Unit-I –

Meaning, scope, and importance of Kinesiology. Terminology of various types of movements around joints, body planes, body axis, range of motion, factors affecting range of motion, methods of assessing a joint's range of motion : techniques of increasing range of motion.

Unit-II-

Classification of muscles on the basis of Structure; Functional classification of muscles; Terminology of muscular attachment; Red and white muscles and their functions
Newton's laws of motion and their applications;

Unit-III-

Characteristics, function, movements, and muscles of:

- (i) Shoulder and elbow joints; pectoralis major; deltoid, pectoralis minor, latissimus dorsi, trapezius, biceps brachii ; triceps brachii
- (ii) Hip and knee joints gluteus maximus; gluteus medius; gluteus minimus, gastrocnemius, Quadriceps femoris group; Hamstring group Sartorius
- (iii) Other muscles: sternocleido mastoid; rectus abdominis

Unit-IV-

Concept of balanced posture, Common postural deformities and their corrective exercises; Flatfoot, knock-knee, bowleg, kyphosis and lordosis
Equilibrium and centre of gravity: characteristics of skillful performance

Reference Books:

1. Wells and Luttgens: Kinesiology.
2. Scott, M.G : Analysis of Human Motion, 2nd edition.
3. Ucells, K.: Eurasia Publishing House Ltd., Delhi, 1970, Kinesiology 4th edition, Philadelphia, W.B. Saunders, 1966.
4. Rosche, P.J. Burk : Kinesiology and applicant Anatomy, Lea and Febiger, 1967.
5. Broor, Marian, M : Efficiency of Human Movements, Philadelphia W.B. Saunders, 1960.
6. Dyson, J.: The Mechanics of Athletics, University of London Press Ltd., Warevick Square, London.

BSc Physical Education Sports & Health education 5th

BSc/Physical/SM /5/MIC/301

Game-Hockey

The Course learning (Single Major) as per NEP-2020 out comes B.Sc. Physical Health and Sports Education, the students will be learning and able to do/perform the following.....

Hockey is short for ice hockey or field hockey, but it usually refers to ice hockey, the sport where people skate on ice and use big hockey sticks to whack a puck into a goal. For ice hockey, players wear protective gear and helmets. A flat puck is knocked across the ice with long, paddle-shaped sticks.

1. Defining the various skills of Hockey
2. Demonstrating the various skills of Hockey.
3. Explaining the fundamental skills of Hockey

Hockey:-

Hockey is predominantly a stick and ball game (stick made of wood). Hockey is also the National Game of India. The objective of this game is to pass the ball with a bat to the goal of opposite players' court. Other players will be trying to take the ball away and make their goal.

Evaluation Scheme For internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	15	30

For External

Assignment/ File work	Viva	Skill	Total
10	10	50	70

BSc Physical Education Sports & Health education 5th

BSc/Physical/SM /5/MIC/302

Gymnastic- Opening Ceremony & Closing Ceremony

The Course learning (Single Major) as per NEP-2020 out comes B.Sc. Physical Health and Sports Education, the students will be learning and able to do/perform the following.....

The influence of these types of ceremonies is so significant that they are often considered during the design phase of a venue. Opening and closing ceremonies play an important role in capturing the euphoria of the Games, often after a turbulent lead-up.

1. Defining the various skills of Gymnastic- Opening Ceremony & Closing Ceremony
2. Demonstrating the various skills of Gymnastic- Opening Ceremony & Closing Ceremony
3. Explaining the fundamental skills of Gymnastic- Opening Ceremony & Closing Ceremony

Evaluation Scheme For internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	15	30

For External

Assignment/ File work	Viva	Skill	Total
10	10	50	70

BSc Physical Education Sports & Health education Semester 5th
BSc/Physical/SM /5/SEC/301
Internship

There are many advantages to introducing an internship program into an organization. These include: Improving your employees' leadership capabilities and creating the next generation of managers and leaders. Interns' enthusiasm can support the functioning of your daily business activity and raise productivity.

In other words, a school internship programme is a kind of course where aspiring teachers get to practice their skills in a Ground. To give the student-teacher the necessary knowledge and abilities to meet the various requirements of the school's students. School Internship is a major part of this Programme

Here is a list of skills every intern should have and continuously improve upon:

- Communication Skills. ...
- Organizational Skills. ...
- Initiative. ...
- Adaptability and Resilience. ...
- Ability to Work Independently. ...
- Problem-Solving and Decision-Making Skills. ...
- Curiosity / Inquisitiveness. ...
- Interpersonal Skills.

8 Benefits of Taking an Internship

- Apply your theory. ...
- Get a feel for the work environment. ...
- Boost your confidence. ...
- Build networks. ...
- Increase your motivation. ...
- Improve your CV. ...
- Getting a job directly. ...
- Getting a reference or letter of recommendation.

Evaluation Scheme For internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	15	30

For External

Assignment/ File work	Viva	Skill	Total
10	10	50	70

BSc Physical Education Sports & Health education Semester-6th
BSc/Physical/SM/6/DSC/304
Bio- Mechanics

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30)

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

UNIT-I

Meaning, definition, functions and importance of biomechanics in Physical Education and Sports. Fundamental Mechanical Concept of: Force, Pressure, Mass, Weight, Volume and Density. Forces acting on a system: properties of a force: Types of forces: Reaction Force, Friction Force, Centripetal and Centrifugal Force and their application in Sports.

UNIT-II

Linear Movement Linear speed and velocity Linear Acceleration Relationship of force, mass and linear acceleration Linear Momentum Linear impulse Newton laws of motion and their application in sports Rotatory Movement: A Angular speed and velocity B Angular acceleration

UNIT-III

Spin, Rebound and Swing and their application in Physical Education & Sports A Spin and its types, B Effects of spin on speed of the ball on the surface. C Effects of spin on speed and direction of the ball in flight D The Magnus effect its application in Sports Meaning and Application of Following Aerodynamic forces in Physical Education & Sports: a. Skin Friction b Profile Drag c Effects of Streamline on Drag d Terminal Velocity (Freefall)

UNIT-IV

Definition description and application of levers in Physical Education and Sports B Advantages of levers C Classes of levers Balance and Equilibrium a. Stable, unstable and neutral equilibrium b Balance in static position c Factors effecting stability 20

Reference Books:

1. Gowitzke, BA and Milner M. 1998, Scientific Basis of human movement (3rd Edition)
2. Hay. J (1978) The Bio-Mechanics of Sports Techniques 2nd Edition Englewood Cliffs: Prentice Hall
3. Kreighbaum & Bartheles, Biomechnis, Ny: Macmillan 1985.
4. Mood S.D. Beyond Biomechanics-New York – Taylor (1996)
5. Hall, S.J. Basic Biomechanics, London, Mosy 1991
6. Hay, J & Reid (1982) The Anatomical and Mechanical Basis of Human Motion

BSc Physical Education Sports & Health education Semester-6th
BSc/Physical/SM/6/DSC/305
Track and Field

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30)

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

UNIT-I

- i) History of athletics (Track and Field)
- ii) Organization and administration of Athletics meet.
- iii) Records of the Track and Field's events i.e. –Olympic, Asian and National Games.
- iv) Rule and Regulations of the Track and Field's events.

UNIT-II - Track Events.

- i) Short Races , Middle Distance and Long Distance Races.
- ii) Relay Race, Its types and duties of incoming runner and outgoing runner
- iii) Hurdle, Its type and explain the phases.

UNIT-III Field Events

Describe the following events:-

- i) Long jump its types of techniques and explain the phases.
- ii) Triple jump, its types of techniques and explain the phases.
- iii) Javelin throws, its type and explain the phases.
- iv) Shot-put- its types of techniques and explain the phases.

UNIT-IV

Describe the following Combined events:-

- (i) Combined events- Decathlon, Heptathlon, Pentathlon
- (ii) Score sheet of track and field events.
- (iii) Measurements and track and field events.

References :-

- i. Guthrie, Mark, Coaching track and field successfully, Human Kinetics: Champaign II, 2006
- ii. Bowerman, J.W. Freeman, H.W. High Performance training for track and field, Leisure Press : Champaign Illinois, 1991
- iii. Gambetta, Vern, the Athletics Congress's track and field Coaching Manual, Leisure Press : Champaign Illinois, 1989
- iv. Dunn, G.D. Jr. Mc Gill, Kevin, the throws Manual, Leisure Press: Mountain View, USA, 1991
- v. Baechle, T.R., Groves, B.R. Weight training steps to Success, Human Kinetics: Champaign Illinois, 1998.
- vi. Bompa, Tudor, O. total training for young champions, Human Kinetics : Champaign Illinois, 2000.

BSc Physical Education Sports & Health education Semester-6th

BSc/Physical/SM/6/DSC/306

Sports Technology

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30)

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

Unit I – Sports Technology Meaning, definition, purpose, advantages and applications, General Principles and purpose of instrumentation in sports, Workflow of instrumentation and business aspects, Technological impacts on sports.

Unit II – Science of Sports Materials Adhesives- Nano glue, nanomoulding technology, Nano turf. Foot wear production, Factors and application in sports, constraints. Foams- Polyurethane, Polystyrene, Styrofoam, closed cell and open-cell foams, Neoprene, Foam. Smart Materials – Shape Memory Alloy (SMA), Thermo chromic film, High-density modelling foam.

Unit III – Surfaces of Playfields Modern surfaces for playfields, construction and installation of sports surfaces.Types of materials – synthetic, wood, polyurethane.Artificial turf.Modern technology in the construction of indoor and outdoor facilities.Technology in manufacture of modern playequipments.Use of computer and software in Match Analysis and Coaching.

Unit IV – Modern equipment and training Gadgets Playing Equipments: Balls: Types, Materials and Advantages, Bat/Stick/ Racquets, Clothing and shoes: Types, Materials and Advantages. Measuring equipments: Throwing and Jumping Events. Protective equipments: Types, Materials and Advantages. Cricket: Bowling Machine, Mechanism and Advantages, Volleyball: Serving Machine Mechanism and Advantages. Lighting Facilities: Method of erecting Flood Light and measuring luminous. Video Coverage: Types, Size, Capacity, Place and Position of Camera in Live coverage of sporting events.

REFERENCE: Charles J.A. Crane, F.A.A. and Furness, J.A.G. (1987) “Selection of Engineering Materials” UK: Butterworth Heiremann. Finn, R.A. and Trojan P.K. (1999) “Engineering Materials and their Applications” UK: Jaico Publisher. John Mongilo, (2001), “Nano Technology 101 “New York: Green wood publishing group. Walia, J.S. Principles and Methods of Education (Paul Publishers, Jullandhar), 1999. Kochar, S.K. Methods and Techniques of Teaching (New Delhi, Jullandhar, Sterling Publishers Pvt. Ltd.), 1982

BSc Physical Education Sports & Health education 6th

BSc/Physical/SM /6/MIC/303

Game –Cricket

The Course learning (Single Major) as per NEP-2020 out comes B.Sc. Physical Health and Sports Education, the students will be learning and able to do/perform the following.....

Cricket is a [bat-and-ball game](#) that is played between two teams of eleven players on a [field](#) at the centre of which is a 22-yard (20-metre) [pitch](#) with a [wicket](#) at each end, each comprising two [bails](#) balanced on three [stumps](#). Two players from the [batting](#) team (the striker and nonstriker) stand in front of either wicket, with one player from the [fielding](#) team (the bowler) [bowling](#) the [ball](#) towards the striker's wicket from the opposite end of the pitch. The striker's goal is to hit the bowled ball and then switch places with the nonstriker, with the batting team scoring one [run](#) for each exchange. Runs are also scored when the ball reaches or crosses the [boundary](#) of the field or when the ball is bowled [illegally](#).

1. Defining the various skills of Game – **Cricket**.
2. Demonstrating the various skills of Game – **Cricket**
3. Explaining the fundamental skills of Game – **Cricket**

Evaluation Scheme For internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	15	30

For External

Assignment/ File work	Viva	Skill	Total
10	10	50	70

BSc Physical Education Sports & Health education 6th

BSc/Physical/SM /6/MIC/303

Game –Badminton

The Course learning (Single Major) as per NEP-2020 out comes B.Sc. Physical Health and Sports Education, the students will be learning and able to do/perform the following.....

Till 1887, this game continued to be played in England according to the rules made by the British. The 'Badminton Association of England' made the rules for playing badminton in 1893, and in 1899 started the world's first badminton championship, the All England Open Badminton Championship.

1. Defining the various skills of Game – **Badminton**
2. Demonstrating the various skills of Game – **Badminton**
3. Explaining the fundamental skills of Game – **Badminton**

Badminton:-

Badminton is a racquet sport played using racquets to hit a shuttlecock across a net. Although it may be played with larger teams, the most common forms of the game are "singles" (with one player per side) and "doubles" (with two players per side).

Evaluation Scheme For internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	15	30

For External

Assignment/ File work	Viva	Skill	Total
10	10	50	70

BSc Physical Education Sports & Health education 6th

Course Code- BSc/Physical/SM /6/SEC/301

Mass Participation in Physical Education in Activities (Mass PT, Aerobic, March Past)

The Course learning (Single Major) as per NEP-2020 out comes B.Sc. Physical Health and Sports Education, the students will be learning and able to do/perform the following.....

1. Mass PT. is for our stitching of body or muscles and to remove the laziness from our body.
 2. Aerobic exercise uses large muscle groups (legs, glutes, core, etc.) at the same time, usually in a rhythmic way, for a prolonged time. Exercises include brisk walking, jogging, hiking, swimming, spinning, and dancing. You should aim for about 150 minutes of moderate aerobic exercise per week.
 3. Marching develops balance while increasing core stability. The exercise helps the aging athlete avoid shuffling when walking, which can lead to falls. It helps increase performance in single-leg movements.
1. Defining the various skills of Mass PT, Aerobic, March Past
 2. Demonstrating the various skills of Mass PT, Aerobic, March Past
 3. Explaining the fundamental skills of Mass PT, Aerobic, March Past

Evaluation Scheme For internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	10	25

For External

Assignment/ File work	Viva	Skill	Total
5	5	40	50

BSc Physical Education Sports & Health education Semester 7th
BSc/Physical/SM/7/DSC/401
Statics in Physical Education

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30)

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

Unit. –I

Meaning of statistics. Need and importance of statistics in Physical Education,
Meaning of Data, Methods of organizing Data through Frequency Distribution.
Meaning of the Measures of Central Tendency, Computation of Measures of Central Tendency i.e. Mean, Median and Mode.

Unit-II

Meaning of Variability, Meaning of Measures of variability: Range, Quartile Deviation, Average Deviation and Standard Deviation.

Meaning of term Percentile, Computation of Percentile & Quartiles.

Meaning of Percentile Rank, Computation of Percentile Rank.

Computation of Range, Quartile Deviation, Average Deviation and Standard Deviation.

Unit - III

Meaning of Normal Probability Curve, Properties of Normal Curve.

Meaning and types of Skewness and kurtosis.

Calculation of probability for various combinations of Heads and Tails.

Meaning and Types of Linear Correlation.

Computation of Correlation Coefficient with Product Movement Method and Rank Difference Method.

Unit – IV

Meaning and advantage of Graphical Representation of Data, Principle of Graphical Representation of Data. Types of Bar Diagrams, Method of preparing Histogram, Frequency Polygon, Cumulative-Frequency Graph, Bar-Diagram and Pie Diagram.

Meaning of two – tailed and one tailed test of significance, computing significance of difference between two means with t – Test (independent samples).

REFERENCES

1. Clarke.HH.The Application of Measurement in Health and Physical Education,1992.
2. Clarke,David H.and Clake H.Hares N. Research Process in Health Education Physical Education and Recreation . Englewood Cliffs, New Jersey, Prentice Hall, Inc.1986.
3. Shaw. Dhananjay. Fundamental statistics in Physical Education & Sports sciences, sports publication,2007.
4. Margaret J. Safrit : Introduction to Measurement in Physical Education and Exercise Science, Time Mirror/ Mosy, College Publishing St. Louis. Toronte Bosion (2Nd. Edition-1998.
5. Morey E. Garrett : Statistics in Psychology and Educated, David Meka Company Inc.

BSc Physical Education Sports & Health education Semester 7th

BSc/Physical/SM/7/DSC/402

Health and Active Lifestyle

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

- Unit-I**
- (i) Meaning of health, Importance of health, Factors influencing health. Characteristics of healthy Individual.
 - (ii) Health and various components of Physical fitness.
 - (iii) Health Education, its relation with general education.
 - (iv) Nutrition, Balanced diet, Caloric value of food for competitive sports,

Unit-II School health programme and Health Environment. School building, light and ventilation, sanitation. School canteen, first-aid and safety measures. School Health Examination, Academic Programme and Health.

- Unit-III**
- (i) Methods of Education in health, health instructions, Audio-visual methods.
 - (ii) Health Organizations: World Health Organisation, Red Cross, Government Health Agencies, Mental or Emotional Health and their importance.

Unit-IV Meaning, Definition, Importance of Lifestyle
Factor affecting Lifestyle
Role of Physical Activity in the Maintenance of a Healthy Lifestyle.
Lifestyle diseases and its prevention:-
(i) Cholera, (ii) Small-pox, (iii) Typhoid,
(iv) Malaria, (v) Influenza (vi) Dysentery.
(vii) Swine Flu (viii) Rabies (ix) Hepatitis

BSc Physical Education Sports & Health education Semester 7th

BSc/Physical/SM/7/DSC/403

Value and environmental education through Sports

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

Unit I - introduction to Value Education.

Values: Meaning, Definition, Concepts of Values. Value Education: Need, Importance and Objectives. Moral Values: Need and Theories of Values. Classification of Values: Basic Values of Religion, Classification of Values. I: meaning and Definition, Personal and Communal Values, Consistency, Internally consistent, internally , inconsistent, Judging Value System, Commitment, Commitment to values.

Unit- II - Environmental Education.

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, Pollution free eco-system.

Unit- III Rural Sanitation and Urban Health.

Rural Health Problems, Causes of Rural Health Problems, Points to be kept in Mind for improvement of rural Sanitation, Urban Health Problems, Process of Urban Health, Services of Urban Area, Suggested ' education Activity, Services on Urban Slum Area, Sanitation at Fairs & Festivals, Mass Education.

Unit - IV 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.

BSc Physical Education Sports & Health education Semester 7th

BSc/Physical/SM/7/DSC/403

Information and Communication Technology (ICT) in Physical Education

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

Unit I – Communication & Classroom Interaction Concept, Elements, Process & Types of Communication Communication Barriers & Facilitators of communication Communicative skills of English - Listening, Speaking, Reading & Writing Concept & Importance of ICT Need of ICT in Education Scope of ICT: Teaching Learning Process, Publication Evaluation, Research and Administration Challenges in Integrating ICT in Physical Education

Unit II – Fundamentals of Computers Characteristics, Types & Applications of Computers Hardware of Computer: Input, Output & Storage Devices Software of Computer: Concept & Types Computer Memory: Concept & Types Viruses & its Management Concept, Types & Functions of Computer Networks Internet and its Applications Web Browsers & Search Engines Legal & Ethical Issues

Unit III – MS Office Applications MS Word: Main Features & it's Uses in Physical Education MS Excel: Main Features & it's Applications in Physical Education MS Access: Creating a Database, Creating a Table, Queries, Forms & Reports on Tables and its Uses in Physical Education MS Power Point: Preparation of Slides with Multimedia Effects MS Publisher: Newsletter & Brochure

Unit IV – ICT Integration in Teaching Learning Process, E- learning & Web Based Learning Approaches to Integrating ICT in Teaching Learning Process Project Based Learning (PBL), Co-Operative Learning, Collaborative Learning ICT and Constructivism: A Pedagogical Dimension, E-Learning, Web Based Learning Visual Classroom

REFERENCES:

B. Ram, New Age International Publication, Computer Fundamental, Third Edition-2006 Brain under IDG Book. India (p) Ltd Teach Yourself Office 2000, Fourth Edition-2001 Douglas E. Comer, the Internet Book, Purdue University, West Lafayette in 2005 Heidi Steel Low price Edition, Microsoft Office Word 2003- 2004 IITL Education Solution Ltd. Introduction to information Technology, Research and Development Wing-2006 Pradeep K. Sinha & Priti; Sinha, Foundations computing BPB Publications -2006. Rebecca Bridges Altman Peach pit Press, Power point for window, 1999 Sanjay Saxena, Vikas Publication House, Pvt. Ltd. Microsoft Office for ever one, Second Edition-2006

BSc Physical Education Sports & Health education 7th

Practical Course

Game –target Sports (Shooting & Archery)

Course Code- BSc/Physical/7/MIC//401

The Course learning (Single Major) as per NEP-2020 out comes B.Sc. Physical Health and Sports Education, the students will be learning and able to do/perform the following.....

1. Defining the various skills of **Shooting & Archery**.
2. Demonstrating the various skills of **Shooting & Archery**.
3. Explaining the fundamental skills of **Shooting & Archery**.

Target Sports

Shooting targets are objects in various forms and shapes used for pistol, rifle, shotgun, and other shooting sports, as well as in darts, target archery, crossbow shooting, and other non-firearm related sports. The centre is often called the bull's eye. Targets can for instance be made of paper, "self-healing" rubber, or steel. There are also electronic targets that can provide the shooter with precise feedback on the shot placement.

Evaluation Scheme For internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	15	30

For External

Assignment/ File work	Viva	Skill	Total
10	10	50	70

**BSc Physical Education Sports & Health education 7th
Practical Course**

Entrepreneurship Mindset and Design (EMDD)

Course Code- BSc/Physical/7/MIC//402

There are many advantages to introducing an internship program into an organization. These include: Improving your employees' leadership capabilities and creating the next generation of managers and leaders. Interns' enthusiasm can support the functioning of your daily business activity and raise productivity.

In other words, a school internship programme is a kind of course where aspiring teachers get to practice their skills in a classroom. To give the student-teacher the necessary knowledge and abilities to meet the various requirements of the school's students. School Internship is a major part of this Programme.

Here is a list of skills every intern should have and continuously improve upon:

- Communication Skills. ...
- Organizational Skills. ...
- Initiative. ...
- Adaptability and Resilience. ...
- Ability to Work Independently. ...
- Problem-Solving and Decision-Making Skills. ...
- Curiosity / Inquisitiveness. ...
- Interpersonal Skills.

8 Benefits of Taking an Internship

- Apply your theory. ...
- Get a feel for the work environment. ...
- Boost your confidence. ...
- Build networks. ...
- Increase your motivation. ...
- Improve your CV.
- Getting a job directly. ...
- Getting a reference or letter of recommendation.

Evaluation Scheme For internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	15	30

For External

Assignment/ File work	Viva	Skill	Total
10	10	50	70

BSc Physical Education Sports & Health education Semester 8th

BSc/Physical/SM/8/DSC/403

Research Methodology in Physical Education

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

Unit-I

Meaning and Definition of research, Need of research in Health and Physical Education, Applied, basic and action research, scope of research in Physical Education, Characteristics of good research and qualities of a good research worker. The Problem: Definition, criteria for the selection of Problem, Sources of research problem in Health, Physical Education and Sports, Various steps in formulation of the research proposal. Research Literature: Location of the research material. Indexes, books, bibliographics, review and Abstracts, Critical literature and allied literature.

Unit-II

Tools of Research: Questionnaire, schedule, check list, rating scale, score card. Observation, Interviews, Physical fitness and skill tests" Sampling: Concept of population and sample, Probability Sampling (Random, Stratified) random, cluster, Non-Probability (Judgement and quota). Hypothesis: Meaning, importance, Sources, types (Declarative, Probable form and questions) and characteristics of good hypothesis),

Unit-III

(i) Historical Research: Meaning, values, bcope, characteristics, steps, primary and secondary sources. Internal and external criticism, pitfalls and reports. (ii) Normative/Survey Research and case study. Meaning, kinds, scope, steps and criteria of good survey. (ii| study: Meaning, steps, precautions and recommendations. (ii) (iiD (ii) (iii) Experimental Research: Meaning uses, characteristics, general principles, steps and experimental design (single, rotational). Research Report Format: preliminary Section

BSc Physical Education Sports & Health education Semester 8th

BSc/Physical/SM/8/DSC/406

Community Coaching

DURATION: 3 HOURS

MAXIMUM MARKS: 100

CREDIT: 04

EXTERNAL: 70, INTERNAL: 30

Note: Note for the Paper Setter: The question paper will consist of nine questions in all. The first question will be compulsory and will consist of seven short questions of 2 marks each covering the whole syllabus. In addition, eight more questions of 14 marks each will be set unit-wise comprising of two questions from each of the four units. The candidates are required to attempt one compulsory question and four more questions selecting one question from each unit.

Unit -I Introduction to Community Coaching

1. Meaning and definition of sports, society, community and community coaching.
2. Historic perspective to stimulate community coaching in India.
3. Aims and Objective of Community coaching.
4. Principles of community coaching.
5. Need and importance of community coaching.

Unit -II Coaching Concepts and Challenges

1. Definition of coaching.
2. Types of coaching methods.
3. Difference between community coaching and other coaching.
4. Roles and Responsibilities of a community coach.
5. Basic skills for the development of effective community coaches.
6. Successful community coaches practice.
7. Challenges of a community coach.

Unit -III Community Coaching Programme Levels and Ecosystems

1. Role of Physical education teacher in community coaching.
2. Community building through sports.
3. Levels of Community Coaching.
4. Programs at community level.
5. Ecosystems of Community Coaching.
6. Characteristics and guiding principles of a good plan.
7. Factors which affect community coaching plans.

Unit - IV Guidelines for Community Coach Assessments and Frameworks

1. Contents of community coaching.
2. Framework for coaching communities: readiness, relationships, reach resilience, result, and reflections.
3. Communities coaching issues
4. Basic life cycle of community building and types of challenges faced by the coach in each phase.
5. Contents of coaching assessments.
6. Evaluation and indicators of successful coaching.

- References: Emery, M. and C. Flora. (2006). Spiraling-Up: Mapping Community Transformation with Community Capitals Framework. *Journal of the Community Development Society*: 37: 19-35.
- Kahane, A. (2010). *Power and Love: A Theory and Practice of Social Change*. Reos Partners Publication.
- Bertram, R., & Gilbert, W. (2011). Learning communities as continuing professional development for sport coaches. *Journal of Coaching Education*, 4(2), 40-61.
- Bean, R. M. (2015). *The reading specialist: Leadership and coaching for the classroom, school, and community*. Guilford Publications.
- Stevenson, Valerie and Jones, Phillipa (2018). Community coaching. In: WILSON, Robert and PLATTS, Chris, (eds.) *Managing and Developing Community Sport*. London, CRC Press, 126-141.
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- Rainer Martens(2012) *Successful Coaching 4th Edition* Human Kinetics USA.
- Jones, P., & Stevenson, V. (2018). Community coaching. In *Managing and Developing Community Sport* (pp. 126-141). Routledge.
- Houlihan, B., & Green, M. (Eds.). (2010). *Routledge handbook of sports development* Routledge.
- Houlihan, B., & Green, M. (2010). High-performance sport policy in the UK: An outline and critique. Ian McDonald. In *Routledge Handbook of Sports Development* (pp. 387

BSc Physical Education Sports & Health education Semester 8th
BSc/Physical/SM/8/MIC/403
Internship in School/Sports Organisation

There are many advantages to introducing an internship program into an organization. These include: Improving your employees' leadership capabilities and creating the next generation of managers and leaders. Interns' enthusiasm can support the functioning of your daily business activity and raise productivity.

In other words, a school internship programme is a kind of course where aspiring teachers get to practice their skills in a classroom. To give the student-teacher the necessary knowledge and abilities to meet the various requirements of the school's students. School Internship is a major part of this Programme.

Here is a list of skills every intern should have and continuously improve upon:

- Communication Skills. ...
- Organizational Skills. ...
- Initiative. ...
- Adaptability and Resilience. ...
- Ability to Work Independently. ...
- Problem-Solving and Decision-Making Skills. ...
- Curiosity / Inquisitiveness. ...
- Interpersonal Skills.

8 Benefits of Taking an Internship

- Apply your theory. ...
- Get a feel for the work environment. ...
- Boost your confidence. ...
- Build networks. ...
- Increase your motivation. ...
- Improve your CV. ...
- Getting a job directly. ...
- Getting a reference or letter of recommendation.

Evaluation Scheme For internal

Assignment	Viva	Attendance	Skill	Total
5	5	5	15	30

For External

Assignment/ File work	Viva	Skill	Total
10	10	50	70