**IIMT UNIVERSITY, MEERUT**

**PHYSICAL EDUCATION DEPARTMENT**

****

**SYLLABUS**

**Of**

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS (2020-2021)**

**Abbreviation Used**

CT- Core Theory

EC- Elective Course

AEC- Ability Enhancement Course

SEC- Skill Enhancement Course

PC- Practical Course

**EVALUATION SCHEME: SEMESTER- I**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S. No** | **Course Code** | **Course Name** | **Type of Course** | **Teaching Hours** | **Credit** | **Assessment** |
| **L** | **T** | **P** | **Total** | **Int.** | **Ext.** | **Total** |
| 1 | BPES-CT-101 | Introduction and History of Physical Education | Core Theory | 4 | 0 | 0 | 4 | 4 | 30 | 70 | 100 |
| 2 | BPES-CT-102 | Health Education  | Core Theory | 4 | 0 | 0 | 4 | 4 | 30 | 70 | 100 |
| 3 | BPES-CT-103 | Olympic Movement | Core Theory | 4 | 0 | 0 | 4 | 4 | 30 | 70 | 100 |
| 4 | BPES-EC-104 | Sports Nutrition and Weight Management | Elective Course  | 3 | 0 | 0 | 3 | 3 | 15 | 35 | 50 |
| 5 | BPES-EC-105 | Value Physical Education | Elective Course |
| 6 | BPES-AEC-106 | Environmental Studies  | Ability Enhancement Course | 2 | 0 | 0 | 2 | 2 | 15 | 35 | 50 |
| 7 | BPES-AEC-107 | Disaster Management  | Ability Enhancement Course |
| 8 | BPES-PC-108 | Track and Field (Running Events I)- Short and Middle Races | Core Practical | 0 | 0 | 4 | 4 | 2 | 20 | 30 | 50 |
| 9 | BPES-PC-109 | Light Apparatus in Physical Education | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 10 | BPES-PC-110 | Aerobics | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 11 | BPES-PC-111 | Gymnastics  | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 12 | BPES-PC-112 | Intramural I | Core Practical | 0 | 0 | 2 | 2 | 1 | 100 | 0 | 100 |
| Total |  | 17 | 0 | 12 | 29 | 23 | 300 | 400 | 700 |

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS (2020-2021)**

**EVALUATION SCHEME: SEMESTER- II**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S. No** | **Course Code** | **Course Name** | **Type of Course** | **Teaching Hours** | **Credit** | **Assessment** |
| **L** | **T** | **P** | **Total** | **Int.** | **Ext.** | **Total** |
| 1 | BPES-CT-201 | Anatomy and Physiology | Core Theory | 3 | 0 | 1 | 4 | 4 | 30 | 70 | 100 |
| 2 | BPES-CT-202 | Recreation | Core Theory | 4 | 0 | 0 | 4 | 4 | 30 | 70 | 100 |
| 3 | BPES-CT-203 | Fundamentals of Computer and its use in Physical Education | Core Theory | 2 | 0 | 2 | 4 | 3 | 30 | 70 | 100 |
| 4 | BPES-EC-204 | Sports Medicine | Elective Course  | 3 | 0 | 0 | 3 | 3 | 15 | 35 | 50 |
| 5 | BPES-EC-205 | Sports Injuries and Rehabilitation | Elective Course |
| 6 | BPES-AEC-206 |  Communication Skills- English  | Ability Enhancement Course | 2 | 0 | 0 | 2 | 2 | 15 | 35 | 50 |
| 7 | BPES-AEC-207 | Communication Skills-Hindi  | Ability Enhancement Course |
| 8 | BPES-PC-208 | Track and Field (Running Events II)- Long Races | Core Practical | 0 | 0 | 4 | 4 | 2 | 20 | 30 | 50 |
| 9 | BPES-PC-209 | Judo and Wrestling | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 10 | BPES-PC-210 | Basketball | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 11 | BPES-PC-211 | Cricket | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 12 | BPES-PC-212 | Intramural II | Core Practical | 0 | 0 | 2 | 2 | 1 | 100 | 0 | 100 |
| Total |  | 15 | 0 | 14 | 29 | 22 | 300 | 400 | 700 |

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS (2020-2021)**

**EVALUATION SCHEME: SEMESTER- III**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S. No** | **Course Code** | **Course Name** | **Type of Course** | **Teaching Hours** | **Credit** | **Assessment** |
| **L** | **T** | **P** | **Total** | **Int.** | **Ext.** | **Total** |
| 1 | BPES-CT-301 | Basics of Kinesiology | Core Theory | 4 | 0 | 0 | 4 | 4 | 30 | 70 | 100 |
| 2 | BPES-CT-302 | Sports Management | Core Theory | 4 | 0 | 0 | 4 | 4 | 30 | 70 | 100 |
| 3 | BPES-CT-303 | Methods in Physical Education | Core Theory | 4 | 0 | 0 | 4 | 4 | 30 | 70 | 100 |
| 4 | BPES-EC-304 | Fitness and Wellness | Elective Course  | 3 | 0 | 0 | 3 | 3 | 15 | 35 | 50 |
| 5 | BPES-EC-305 | Contemporary Issues in PhysicalEducation  | Elective Course |
| 6 | BPES-SEC-306 | Fitness and Sports Skills Test | Skill Enhancement Course | 2 | 0 | 0 | 2 | 2 | 15 | 35 | 50 |
| 7 | BPES-SEC-307 | Stress Management | Skill Enhancement Course |
| 8 | BPES-PC-308 | Track and Field (Throwing Events I)- Shot-put and Discuss Throw | Core Practical | 0 | 0 | 4 | 4 | 2 | 20 | 30 | 50 |
| 9 | BPES-PC-309 | Swimming | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 10 | BPES-PC-310 | Table Tennis and Weight Lifting | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 11 | BPES-PC-311 | Kho- Kho | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 12 | BPES-PC-312 | Intramural III | Core Practical | 0 | 0 | 2 | 2 | 1 | 100 | 0 | 100 |
| Total |  | 17 | 0 | 12 | 29 | 23 | 300 | 400 | 700 |

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS (2020-2021)**

**EVALUATION SCHEME: SEMESTER- IV**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S. No** | **Course Code** | **Course Name** | **Type of Course** | **Teaching Hours** | **Credit** | **Assessment** |
| **L** | **T** | **P** | **Total** | **Int.** | **Ext.** | **Total** |
| 1 | BPES-CT-401 | Sports Training | Core Theory | 3 | 1 | 0 | 4 | 4 | 30 | 70 | 100 |
| 2 | BPES-CT-402 | Sports Biomechanics | Core Theory | 3 | 1 | 0 | 4 | 4 | 30 | 70 | 100 |
| 3 | BPES-CT-403 | Corrective Exercises and Rehabilitation  | Core Theory | 3 | 1 | 0 | 4 | 4 | 30 | 70 | 100 |
| 4 | BPES-EC-404 | Media and Careers in Physical Education | Elective Course  | 3 | 0 | 0 | 3 | 3 | 15 | 35 | 50 |
| 5 | BPES-EC-405 | Sports Journalism and Mass Communication | Elective Course |
| 6 | BPES-SEC-406 | Sports Exercise and Nutrition | Skill Enhancement Course | 2 | 0 | 0 | 2 | 2 | 15 | 35 | 50 |
| 7 | BPES-SEC-407 | Sports Industry and Marketing | Skill Enhancement Course |
| 8 | BPES-PC-408 | Track and Field (Throwing Events II)- Javelin and Hammer Throw | Core Practical | 0 | 0 | 4 | 4 | 2 | 20 | 30 | 50 |
| 9 | BPES-PC-409 | Handball  | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 10 | BPES-PC-410 | Yoga | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 11 | BPES-PC-411 | Tennis | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 12 | BPES-PC-412 | Intramural IV | Core Practical | 0 | 0 | 2 | 2 | 1 | 100 | 0 | 100 |
| Total |  | 14 | 3 | 12 | 29 | 23 | 300 | 400 | 700 |

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS (2020-2021)**

**EVALUATION SCHEME: SEMESTER- V**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S. No** | **Course Code** | **Course Name** | **Type of Course** | **Teaching Hours** | **Credit** | **Assessment** |
| **L** | **T** | **P** | **Total** | **Int.** | **Ext.** | **Total** |
| 1 | BPES-CT-501 | Professional Preparation in Physical Education and Sports | Core Theory | 4 | 0 | 0 | 4 | 4 | 30 | 70 | 100 |
| 2 | BPES-CT-502 | Education Technology in Physical Education | Core Theory | 4 | 0 | 0 | 4 | 4 | 30 | 70 | 100 |
| 3 | BPES-CT-503 | Sports Psychology | Core Theory | 3 | 1 | 0 | 4 | 4 | 30 | 70 | 100 |
| 4 | BPES-EC-504 | Theory of Games and Sports | Elective Course  | 3 | 0 | 0 | 3 | 3 | 15 | 35 | 50 |
| 5 | BPES-EC-505 | Yoga and Naturopathy | Elective Course |
| 6 | BPES-GE-506 | Generic Elective I | Generic Elective  | 2 | 0 | 0 | 2 | 2 | 15 | 35 | 50 |
| 7 | BPES-GE-507 | Generic Elective II | Generic Elective  |
| 8 | BPES-PC-508 | Track and Field (Jumping Events)- Long and Triple Jump | Core Practical | 0 | 0 | 4 | 4 | 2 | 20 | 30 | 50 |
| 9 | BPES-PC-509 | Hockey | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 10 | BPES-PC-510 | Kabaddi  | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 11 | BPES-PC-511 | Internship/Teaching Practice  | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 12 | BPES-PC-512 | Intramural V | Core Practical | 0 | 0 | 2 | 2 | 1 | 100 | 0 | 100 |
| Total |  | 16 | 1 | 12 | 29 | 23 | 300 | 400 | 700 |

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS (2020-2021)**

**EVALUATION SCHEME: SEMESTER- VI**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S. No** | **Course Code** | **Course Name** | **Type of Course** | **Teaching Hours** | **Credit** | **Assessment** |
| **L** | **T** | **P** | **Total** | **Int.** | **Ext.** | **Total** |
| 1 | BPES-CT-601 | Test and Measurement in Physical Education and Sports | Core Theory | 3 | 0 | 1 | 4 | 4 | 30 | 70 | 100 |
| 2 | BPES-CT-602 | Adapted Physical Education | Core Theory | 4 | 0 | 0 | 4 | 4 | 30 | 70 | 100 |
| 3 | BPES-CT-603 | Sports Sociology | Core Theory | 4 | 0 | 0 | 4 | 4 | 30 | 70 | 100 |
| 4 | BPES-EC-604 | Sports Technology | Elective Course  | 2 | 0 | 1 | 3 | 3 | 15 | 35 | 50 |
| 5 | BPES-EC-605 | Fundamental IT in Physical Education | Elective Course |
| 6 | BPES-GE-606 | Generic Elective I | Generic Elective  | 2 | 0 | 0 | 2 | 2 | 15 | 35 | 50 |
| 7 | BPES-GE-607 | Generic Elective II | Generic Elective  |
| 8 | BPES-PC-608 | Track and Field (Jumping Events)- High Jump and Pole Vault | Core Practical | 0 | 0 | 4 | 4 | 2 | 20 | 30 | 50 |
| 9 | BPES-PC-609 | Volleyball | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 10 | BPES-PC-610 | Football | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 11 | BPES-PC-611 | Badminton | Core Practical | 0 | 0 | 2 | 2 | 1 | 20 | 30 | 50 |
| 12 | BPES-PC-612 | Intramural VI | Core Practical | 0 | 0 | 2 | 2 | 1 | 100 | 0 | 100 |
| Total |  | 15 | 0 | 14 | 29 | 23 | 300 | 400 | 700 |

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| **CONSOLIDATED SCHEME- CBCS****BACHELOR OF PHYSICAL EDUCATION AND SPORTS (2019-20 ONWARDS)** |
|  | **Core Course Theory** | **Core Course Practical** |  **Department Elective Course** | **Ability Enhancement Course** | **Skill Enhancement Course** |
| **SEMESTER I** | Introduction and History of Physical Education | 3 | Track and Field (Running Events I)- Short and Middle Races | 5 | Sports Nutrition and Weight Management | 2 | Environmental Studies  | 2 |  |
| Health Education  | Light Apparatus in Physical Education | Value Physical Education | Disaster Management  |
| Olympic Movement | Aerobics |  |  |
|  | Gymnastics  |
| Intramural I |
| **SEMESTER II** | Anatomy and Physiology | 3 | Track and Field (Running Events II)- Long Races | 5 | Sports Medicine | 2 |  Communication Skills- English  | 2 |  |
| Recreation | Judo and Wrestling | Sports Injuries | Communication Skills-Hindi  |
| Fundamental of Computer and its use in Physical and Sport | Basketball |  |  |
|  | Cricket |
| Intramural II |
| **SEMESTER III** | Basics of Kinesiology | 3 | Track and Field (Throwing Events I)- Shot-put and Discuss Throw | 5 | Fitness and Wellness | 2 |  | Fitness and Sports Skills Test | 2 |
| Sports Management | Swimming | Contemporary Issues in PhysicalEducation | Stress Management |
| Methods in Physical Education | Table Tennis and Weight Lifting |  |  |
|  | Internship/Teaching Practice |
| Intramural III |
| **SEMESTER IV** | Sports Training  | 3 | Track and Field (Throwing Events II)- Javelin and Hammer Throw | 5 | Media and Careers in Physical Education | 2 |  | Sports Exercise and Nutrition | 2 |
| Sports Biomechanics | Handball  | Sports Journalism and Mass Communication | Sports Industry and Marketing |
| Introduction to Corrective and Rehabilitation  | Yoga |  |  |
|  | Lawn Tennis |
| Intramural IV |
| **SEMESTER V** | Professional Preparation in Physical Education and Sports | 3 | Track and Field (Jumping Events I)- Long and Triple Jump | 5 | Theory of Games and Sports | 2 |  | Holistic Personality Development | **2** |
| Education Technology in Physical Education | Hockey | Yoga and Naturopathy | Posture and Athletic Care |
| Sports Psychology | Track and Field (Jumping Events)- Long and Triple Jump |  |  |
|  | Hockey |
| Kabaddi  |
| **SEMESTER VI** | Test and Measurement in Physical Education and Sports | 3 | Track and Field (Jumping Events II)- High Jump and Pole Vault | 5 | Sports Technology | 2 |  | Management of Aerobics and Group Training  | **2** |
| Adapted Physical Education | Volleyball | Fundamental IT in Physical Education | Yoga Skills |
| Sports Sociology | Football |  |  |
|  | Badminton |
| Intramural VI |

**IIMT UNIVERSITY, MEERUT**

**PHYSICAL EDUCATION DEPARTMENT**

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**SYLLABUS**

**Of**

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**FIRST SEMETSER**

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-101 – INTRODUCTION AND HISTORY OF PHYSICAL EDUCATION**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

 Internal Marks: 30

**COURSE OUTCOME**

* Understand the concept of physical education.
* Understand the historical development of physical education in India and abroad.
* Describe the different Olympic games and its committees.
* Recognize and distinguish the functional operations of national and international Olympic federations.

**COURSE CONTENT**

**UNIT- I**

Introduction to physical education: Meaning, Definitions and Scope of Physical Education, Aim and Objectives of Physical Education, Importance of Physical Education in the present era, Misconceptions about Physical Education, Philosophical foundation: - Idealism, Pragmatism, Naturalism, Realism, Humanism and Existentialism,

**UNIT- II**

Historical Development of Physical Education in India: Indus Valley Civilization Period, (3250 BC – 2500 BC), Vedic Period (2500 BC – 600 BC), Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD),

**UNIT- III**

 Medieval Period (1000 AD – 1757 AD) ,British Period (Before 1947), Physical Education in India (After 1947), Significance of Olympic Ideals, Olympic Rings, Olympic Flag, Olympic Protocol for member countries, Olympic Code of Ethics

**UNIT- IV**

Different Olympic Games and Committees, The early history of the Olympic movement, The significant stages in the development of the modern Olympic movement, Educational and cultural values of Olympic movement, Para Olympic Games, Summer Olympics, Winter Olympics, Youth Olympic Games, International Olympic Committee - Structure and Functions, National Olympic committees and their role in Olympic movement

**SUGGESTED READINGS:**

Burbank, J, M,, Andranovich, G, D, &Heying Boulder, C, H, (2001), Olympic dreams: the impact of mega-events on local politics: Lynne Rienner

Deshpande, S, H, (2014), Physical Education in Ancient India, Amravati: Degree college of Physical education,

Nixon, E, E, & Cozen, F,W, (1969), An introduction to physical education, Philadelphia: W,B, Saunders Co,

Osborne, M, P, (2004), Magictree house fact tracker: ancient greece and the olympics: a nonfiction companion to magic tree house: hour of the Olympics, New York: Random House Books for Young Readers,

Bucher, C,A,, (2010), Foundation of Physical education (16thed,), New Delhi: Tata McGrawHill,

Barrow, H,M, (1983), Man and Movement: Principles and Physical Education, Phi: Lea and Febiger

Bucher &Wuest (1987), Foundations of Phy,Edu & Sports, Missouri: C,V,Mosby co,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-102 – HEALTH EDUCATION**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

Internal Marks: 30

**COURSE OUTCOME**

* Understand about the concept of health and health education.
* Understand the health problems in India.
* Understand about hygiene, nutritional aspects and prevention and control of communicable and non communicable diseases.
* Apply the comprehensive knowledge of the concept of health education, school health services and prevention of the environment related problems.

**COURSE CONTENT**

**UNIT-I**

Health Education : Concept and meaning of Health, Concept, meaning, definition, and scope of health education, Principles and practice of health education, Planning and evaluation in health education programmes, Organization and administrative set up of health services in India

**UNIT-II**

Hygiene: The concept of hygiene and personal hygiene, Care of skin, mouth, teeth, nose, eyes, hands, feet, nails, hair clothing, vital genital organs etc, Importance of rest, sleep, diet and exercise, School Health Programmes: School Health Service: History, School Health Problems, Health appraisal, healthy school environment nutritional services, mental health, school health programmes/services, school health records, Safety measures in the playfields – first aid and emergency care

**UNIT-III**

Disease: Meaning of a disease, diseases cycle, epidemiological trials, modes of disease transmission and immunity, Health Problem in India: Problems related to communicable diseases: (HIV- AIDs, Hepatitis, Malaria, Rabies and Tetanus) nutrition, environmental sanitation, medical care and population, Eating Disorders - Anorexia Nervosa, Bulimia Nervosa and Binge Eating Disorders

**UNIT-IV**

Sex Education: Concept and meaning of sex education, Need of sex education to the professional students, Family Planning, Meaning and concept of family planning, Methods to control child birth, National family welfare programme, Mother and child health care.

**SUGGESTED READINGS**

Singh Ajmer and et al, “Essential of physical Education” (2007) 3rd edition, Kalyani Publisher B-1/292, Rajinder Nagar Ludhiana Punjab,

Pandey, P,K, and Gongopadhay, S, R, “Health Education for School Children”, Friends Publication, 6, Mukerjee Tower, Dr, Mukerjee Nagar-Delhi,

Park, J,E, and Park , K, “Text Book of Preventive and Social Medicine”, (1985) Bnasidar 91 Bhanot , Publisher,Jabalpur-1985.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-103 – OLYMPIC MOVEMENT**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

 Internal Marks: 30

**COURSE OUTCOME**

* Understand the concept of Olympic movement and its historical development.
* Describe the different Olympic games and its committees.
* Classify and identify the Olympic values and apply the same to the society.
* Apply the concept of Olympism in organizing various sports activities.
* Recognize and distinguish the functional operations of national and international Olympic federations.

**COURSE CONTENT**

**UNIT-I**

 Origin of Olympic Movement: Philosophy of Olympic movement, Goals of Olympic Movement, The Olympic Spirit, Ancient Olympic Games: The early history of the Olympic movement, Significance of Ancient Olympics- Rules of Eligibility for Competition- Conduct of Games, Awards Decline and termination of the ancient Olympics, Educational and cultural values of Olympic movement

**UNIT- II**

 Modern Olympic Games: Significance of Olympic Ideals, Olympic Rings, Olympic Flag, Olympic Protocol for member countries, Olympic Code of Ethics, Modern Olympic Games: The Renaissance and Beyond- Review of Modern Olympic Games-1986- Rules of Eligibility for Competition- Conduct of Games,

**UNIT- III**

Different Olympic Games: The organizational structure, aim objectives and functions of Para Olympic Games, Summer Olympics, Winter Olympics, Youth Olympic Games, Committees of Olympic Games: Governing Body: International Olympic Committee - Structure and Functions, National Olympic association and their role in Olympic movement, Olympic commission and their functions, Rights and Eligibility for Competitors,

**UNIT- IV**

 Achievements of India in Olympics: Pre Independence Period- After Independence, Achievement of India in Team Games and Individual Sports- Achievements of India in Hockey, Olympic Medal winners of India, Indian Women in Olympics.

**SUGGESTED READINGS**

Osim Mohamond (2015) Olympic Movement, Sports Publication, New Delhi,

Ajmer Singh, Jagdish Baiet (2008) , Essentials of Physical Education, Kalyani Publication, Ludhiana

Osborne, M, P, (2004), Magictree House Fact Tracker: Ancient Greece and the Olympics: A Nonfiction Companion To Magic Tree House: Hour of the Olympics, New York: random house books for young readers,

Burbank, J, M,, Andranovich, G, D, & Heying Boulder, C, H, (2001), Olympic dreams: the impact of megaevents on local politics: Lynne Rienner

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-EC-104 – SPORTS NUTRITION AND WEIGHT MANAGEMENT**

Contact Hour: 3 Max, Marks: 50

Credit: 3 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* Enhancement of movement skills and movement knowledge-students will develop effective motor skills and understand the fundamentals of movement by practicing and analyzing purposeful movement.
* Increased self-image and personal development-students develop and maintain a positive self-image and strive to become the best they can be through planned physical activities.
* Improved self-control skills-Students will learn how to manage their minds and their weight through nutrition education and application of principal
* Goal setting and goal accomplishment skills-Students are given the opportunity to plan and accomplish achievable goals.

**COURSE CONTENT**

**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.

**UNIT- IV**

Steps of planning of weight management: nutrition – daily calorie intake and expenditure, determination of desirable body weight, 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.

**SUGGESTED READINGS:**

Bessesen, D, H, (2008), Update on obesity, J ClinEndocrinolMetab,93(6), 2027-2034,

Butryn, M,L,, Phelan, S,, &Hill, J, O,(2007), Consistent self-monitoring of weight: a key component of successful weight loss maintenance ,

Obesity (Silver Spring), 15(12), 3091- 3096,

Chu, S,Y, & Kim, L, J, (2007), Maternal obesity and risk of stillbirth: a metaanalysis, Am J ObstetGynecol, 197(3), 223-228,

DeMaria, E, J, (2007), Bariatric surgery for morbid obesity, N Engl J Med,356(21), 2176-2183, Dixon, J,B,, O'Brien, P,E,, Playfair, J, (n,d,), Adjustable gastric banding and conventional therapy for type 2 diabetes: a randomized controlled trial, JAMA, 299(3), 316-323,

BACHELOR OF PHYSICAL EDUCATION AND SPORTS

BPES-EC-105 – VALUE PHYSICAL EDUCATION

Contact Hour: 3 Max, Marks: 50

Credit: 3 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* Understand the need of values and its classification in contemporary society.
* Appreciate the values needed for peaceful society like democratic, secular, and socialist etc.
* Become aware of role of education in building value as dynamic social reality.
* Know the importance of value education towards personal, national and global development.

**COURSE CONTENT**

**UNIT-I**

 Physical Education and Values: Definition, Concept, Aims and objectives of value Physical education, , Classification, Role and Need for value education in the contemporary society, Role of education in transformation of values in society, Role of parents, teachers, society, peer group and mass media in fostering values, Teaching approaches and strategies to inculcate values through curricular and co-curricular activities

**UNIT- II**

Value in Physical Education and Personal Development, Human Values: Truthfulness, Constructivity, Sacrifice, Sincerity, Self-Control, Altruism, Scientific Vision, relevancy of human values to good life, Character Formation towards Positive Personality.

**UNIT- III**

Value in Physical Education towards National and Global Development, Constitutional Values: Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity, Social Values: Pity and Probity, Self-Control, Universal Brotherhood, Professional Values: Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, Faith.

**UNIT- IV**

Religious and Moral Values: Tolerance, Wisdom, character, Aesthetic Values: Love and Appreciation of literature, fine arts and respect for the same, Environmental Ethical Values, National Integration and international understanding, Need of Humanistic value for espouse peace in the society, Conflict of cross-cultural influences, cross-border education

**SUGGESTED READINGS**:

Sharma, S,P, Moral and Value Education; Principles and Practices, Kanishka publishers, 2013.

Kiruba Charles & V, Arul Selvi, Value Education: Neelkamal Publications, New Delhi, 2012. Passi, B,K, and Singh, P, Value Education, National Psychological Corporation, Agra, 2004. Chitakra, M,G,: Education and Human Values, A,P,H, Publishing Corporation, New Delhi, 2003,

Monica J, Taylor, Values in Education and Education in Value, Routledge, 1996.

Neil Postman, The End of Education: Redefining the Value of School, Vintage publisher, 1996.

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**BPES-AEC-106– ENVIRONMENTAL STUDIES**

Contact Hour: 2 Max, Marks: 50

Credit: 2 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* To train children to locate and comprehend relationships between the

natural, social and cultural environment.

* To create cognitive capacity and resourcefulness to make the child curious about social phenomena, starting with the family and moving on to wider spaces.
* To nurture the curiosity and creativity of the child particularly in relation to the natural environment (including artifacts and people).
* To develop an awareness about environmental issues

**COURSE CONTENT**

**UNIT- I**

 Multidisciplinary nature of environmental studies, Definition, scope and importance

 Need for public awareness, Celebration of various days in relation with environment.

**UNIT- II**

 Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems, Role of an individual in conservation of natural resources, Equitable use of resources for sustainable lifestyles.

**UNIT- III**

Ecosystems: Concept of an ecosystem, Structure and function of an ecosystem, Producers, consumers and decomposers, Energy flow in the ecosystem, Ecological succession, Food chains, food webs and ecological pyramids.

**UNIT- IV**

Environmental Pollution: Definition, Cause, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Nuclear hazards, Solid waste Management: Causes, effects and control measures of urban and industrial wastes, Role of an individual in prevention of pollution, Pollution case studies.

**Suggested Readings:**

Agarwal, K,C, 2001 Environmental Biology, Nidi Publ, Ltd, Bikaner,

Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt, Ltd,, Ahmedabad – 380 013, India.

Brunner R,C,, 1989, Hazardous Waste Incineration, McGraw Hill Inc, 480p

Clark R,S,, Marine Pollution, Clanderson Press Oxford (TB)

Cunningham, W,P, Cooper, T,H, Gorhani, E & Hepworth, M,T, 2001, Environmental Encyclopedia, Jaico Publ, House, Mumabai, 1196p

De A,K,, Environmental Chemistry, Wiley Eastern Ltd, Down to Earth, Centre for Science and Environment (R)

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES AEC-107 – DISASTER MANAGEMENT**

Contact Hour: 2 Max, Marks: 50

Credit: 2 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* The course is intended to provide a general concept in the dimensions of disasters caused by nature beyond the human control as well as the disasters and environmental hazards induced by human activities with emphasis on disaster preparedness, response and recovery.

**COURSE CONTENT**

**UNIT- I**

Introduction on Disaster Different Types of Disaster : A) Natural Disaster: Flood, Cyclone, Earthquakes, Landslides etc B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures(Building and Bridge), War and Terrorism etc, Causes, effects and practical examples for all disasters, Risk and Vulnerability Analysis, Risk : Its concept and analysis, Risk Reduction.

**UNIT- II**

Disaster Preparedness and Response: Concept and Nature, Disaster Preparedness Plan, Prediction, Early Warnings and Safety Measures of Disaster, Role of Information, Education, Communication, and Training, Role of Government, International and NGO Bodies, Role of IT in Disaster Preparedness, Role of Engineers on Disaster Management.

**UNIT- III**

Disaster Response : Introduction, Disaster Response Plan, Communication, Participation, and Activation of Emergency Preparedness Plan, Search, Rescue, Evacuation and Logistic Management, Role of Government, International and NGO Bodies, Psychological Response and Management (Trauma, Stress, Rumor and Panic), Relief and Recovery, Medical Health Response to Different Disasters.

**UNIT- IV**

Rehabilitation, Reconstruction and Recovery, Reconstruction and Rehabilitation as a Means of Development, Damage Assessment, Post Disaster effects and Remedial Measures, Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction, Sanitation and Hygiene, Education and Awareness, Dealing with Victims Psychology, Long-term Counter Disaster Planning, Role of Educational Institute,

**Suggested Readings:**

Dr, Mrinalini Pandey Disaster Management Wiley India Pvt, Ltd,

Tushar Bhattacharya Disaster Science and Management McGraw Hill Education (India) Pvt, Ltd,

Jagbir Singh Disaster Management : Future Challenges and Opportunities K W Publishers Pvt, Ltd,

J, P, Singhal Disaster Management Laxmi Publications,

Shailesh Shukla, Shamna Hussain Biodiversity, Environment and Disaster Management Unique Publications

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-108– TRACK AND FIELD (RUNNING EVENTS)**

Contact Hour: 4 Max, Marks: 50

Credit: 2 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Track and Field (Running Events).
* Understand the rules and regulations that regulate Track and Field (Running Events).

**COURSE CONTENT**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

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

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

Relays: Fundamental Skills, Various patterns of Baton Exchange, Understanding of Relay Zones, Ground Marking

Rules and their interpretation, Officiating

**Suggested Readings:**

Doherty, J., Track and Field, Engle wood Cliffs: Prientice Hall Inc.

Dyoon and Geoffray, G.H., (1962) The Mechanics of Athletics London: University of London Press Ltd.

Ken O Bosen, Track and Field Fundamental Techniques, Patiala: MS Publications.

Handbook, AAFI Rules, New Delhi.

Rogres, L. Joseph., Track & Field Coaching Manual, USA: Herman Kinetics.

Johnson L. Barry and Jack K. Nelson, (1982) Practical Measurements for Evaluation in Physical Education, Delhi: Surjeet Publications, 1982.

Narayanan N.C. (1993) A Hand Book of Weight lifting, Tiruneveli, TWDWC Association

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-109– LIGHT APPARATUS IN PHYSICAL EDUCATION**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Demonstrate and understand the value of command, formation, Rhythm during the mass demonstration activities.
* Student will learn and practice various exercises and their combinations with or without light apparatus equipment.

**COURSE CONTENT**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Free Hand Exercises-Two count, four count and eight count exercises,

Exercise with equipment (Wand, Lezium, Ball, Hoops, Dumbells) -Two counts exercises, Four Count exercises, eight count exercises, sixteen count exercises,

Drill and Marching- command, stand-at-ease, attention, turns, quick march, salute,

Group activity

**Suggested Readings:**

https://www.youtube.com/watch?v=KUvSVha5Qtg

https://www.youtube.com/watch?v=eFIIuFAMsyw

https://www.youtube.com/watch?v=vdLoXKomvA0

https://www.youtube.com/watch?v=vRtG79Asvic

https://www.youtube.com/watch?v=DtBybccaAC4

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-110– AEROBICS**

Contact Hour: 2 Max, Marks: 50

Credit: 2 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* The objectives of Aerobics class are to provide each student the knowledge of why it is important to be physically fit, and to give them an opportunity to improve their fitness level through daily exercise and activities.

**COURSE CONTENT**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Rhythmic Aerobics – dance, Low impact aerobics, High impact aerobics, Aerobics kick boxing, Postures – Warm up and cool down

THR Zone – Being successful in exercise and adaptation to aerobic workout,

**Suggested Readings:**

Bishop, J.G., Fitness Through Aerobics, Benjamin Cummings, USA, 2004.

Cooper, K. and W. Proctor, Controlling Cholesterol the Natural Way, Banton Doublay Dell, USA, 1999.

Cooper, K., Aerobics Program for TotalWell Being, Banton Doublay Dell Publishers, USA, 2001

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-111– GYMNASTICS**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Gymnastics
* Understand the rules and regulations that regulates Gymnastics

**COURSE CONTENT**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Floor Exercise o Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap, scissors leap, Vaulting Horse o Approach Run, Take off from the beat board, Cat Vault, Squat Vault, Dimensions of various gymnastic apparatus.

Interpretation of Various rules of Gymnastics

**Suggested Readings:**

Loken, Newton C.; Willoughby, Robert J. (1977). The Complete Book of Gymnastics (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc. ISBN 0-13-157172-9.

[About the FIG"](https://www.fig-gymnastics.com/site/about.php). FIG. Retrieved 31 May 2019.

Henry George Liddell, Robert Scott, A Greek-English Lexicon, on Perseus project

Henry George Liddell, Robert Scott, A Greek-English Lexicon, on Perseus project

Judd, Leslie; De Carlo, Thomas; Kern, René (1969). Exhibition Gymnastics. New York: Association Press. p. 17.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-112– INTRAMURAL I**

Contact Hour: 2 Max, Marks: 100

Credit: 1 External Marks: 0

 Internal Marks: 100

**COURSE OUTCOME**

* To provide an opportunity to students within the institute that will be conducive to their overall development.
* To display their skills in various physical activities.
* To have exposure to the competition.

**COURSE CONTENT**

**INSTRUCTIONS:**

Sports competition will be organize so that student can enhance their performance,

Learn organization skills, officiating etc

Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department,

**Suggested Readings:**

C. Jensen & S. Overman. Administration and Management of Physical Education and Athletic Programs. 4th edition. Waveland Press, 2003 (Chapter 14, "Intramural Recreation").

Louis Edgar Means. The Organization and Administration of Intramural Sports, Mosby, 1952

# Kristine Setting Clark Sports for All: Creating an Intramural Sports Program for Middle and High School Students, Rowman & Littlefield, 2019

**IIMT UNIVERSITY, MEERUT**

**PHYSICAL EDUCATION DEPARTMENT**

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**SYLLABUS**

**Of**

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**SECOND SEMETSER**

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-201 – ANATOMY AND PHYSIOLOGY**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

 Internal Marks: 30

**COURSE OUTCOME**

* Learner will be able to identify the major body systems and understand what each body system does.
* Learner will be able to relate how each body system works.
* To identify and explain major cells, tissues, and organs.
* To identify and explain functions of central muscles and bones.

**COURSE CONTENT**

**UNIT-I**

Composition of the Human Body, The Human Organism – Anatomy, Physiology, Structural and Functional Organization, Structure and Function of the Cell and Histology of Tissues – Epithelial, Connective, muscular, nervous.

**UNIT-II**

Different Systems of the Human Body, Skeletal System-Gross Anatomy, Axial Skeleton, Appendicle Skeleton Naming of bones Articulations, Classification of Joints, Types of Movements and Effect of Exercise, Muscular System – Histology, Functional Characteristics of Muscles, Gross Anatomy of Skeletal Muscles, Types of Muscle Contraction, team action of muscles and Effect of Exercise.

**UNIT-III**

Integration and Control System ,Central Nervous System – Brain, Spinal Cord – Development Structure Reflexes, Autonomic Nervous System – Structure and Functions, Functional Organization of the Endocrine System- General Characteristics, Pituitary Hypothalamus, Thyroid, Adrenal, Pancreas, Digestive System

**UNIT-IV**

Maintenance of Body, Circulatory System- Blood, Functions, Plasma, Cardio-Vascular System- Size, Form and Location of Heart, Anatomy of the Heart, Cardiac Cycle, Blood Pressure, Circulation, Pulmonary Systemic and Systematic Circulation, Effect of Exercise, Respiratory System – Anatomy, Ventilation and Lung Volumes, Pulmonary Volumes and Capacity, Effect of Exercise,

**REFERENCE:**

Introduction to anatomy & physiology - Dr, Shemsher Singh,

Lawrence, Thomas Gordan; Your health and Safety, Har Schiver, Alics; Powers, Courts, Braco & World, inc, Douglas F; and Vorhana Levis J, New York, 1969.

Bauer, WAV, (Editor), TODAYS' Health Guide, American Medical Association, Revised Edition 1968,

Guyton, A,C, (1996), Textbook of Medical Physiology, 9th edition.

Philadelphia: W,B, Saunders, Lamb, G, S, (1982), Essentials of exercise physiology, Delhi: Surjeet Publication.

Moorthy, A, M, (2014), Anatomy physiology and health education,Karaikudi: Madalayam Publications.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-202 – RECREATION**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

Internal Marks: 30

**COURSE OUTCOME**

* Student will understand about recreation and its importance in various social institutions.
* To understand the various misconception about recreation.
* Student will be able to understand various organization and administration aspects of recreational activities.

**COURSE CONTENT**

**UNIT- I**

Introduction- Meaning, Definitions and characteristics of recreation Importance of Recreation, Misconceptions about Recreation Scope of Recreation

**UNIT- II**

Influence of recreation in social institutions- family Education institutions Community/Cultural Religious organization, Programmes in recreation Classification of Recreational Activities Indoor and outdoor activities water activities Cultural activities Literary activities Nature and outing Social events Adventure activities Hobbies-Introduction to hobbies and types of hobbies Agencies providing Recreation,

**UNIT- III**

Planning for recreation- Planning criteria and objectives of recreation facilities, Different types of indoor and outdoor recreation for urban and rural population, Operation and maintenance of different recreation area and facilities, Sources of funding of recreational activities,

**UNIT- IV**

Camping and leadership- Aim, objectives and importance of camping, Organization and types of camp, Selection and layout of camp site, Camping leadership Types and functions of recreation leaders Qualification, qualities and training and recreation leaders.

**SUGGESTED READINGS**:

Ness wed, M,H, and New Meyer E,s, Leisure and Recreation, New Yourk, Ronald Press, Vannier Maryhalen, Methods and Material in Recreation leadership Philadelphia,W,B, Sounders company,1959

Planning Facilities for Health Physical Education and recreation, Chicago, the Athletic institute, 1936,

Recreation areas : Their Design and equipments, New York : Ronal Press 1958,

Kran, R,G, Recreation and the schools : New York : Mac melon company, Shivers J,S,, Principles and practices of recreational services, London : Mac Melon Company 1964,

Kledienst V, K, & Weston A the recreational sports programme prentice hall international Ic, London 1978,

Butler George introduction to community recreation (Mc Gram Hill Book Company 1976)

Dubey and Nayak Recreation Reston AP publishers, Jalandhar, Marrow GS Therapuetic Recreation Reston Publishing company 1976, Kelly JR Leisure Prentice Hall Inc, Englwood Cliffs N,J, (1982).

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-203 – FUNDAMENTALS OF COMPUTER AND ITS USE IN PHYSICAL EDUCATION**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

 Internal Marks: 30

**COURSE OUTCOME**

* Learner will understand about the history and development of computers.
* Will learn how to use mouse and moving icons on the screen while working on Windows.
* Student will able to learn MS Office and Word Processor.
* Student will understand the usage of ICT in the field of Physical Education.

**COURSE CONTENT**

**UNIT-I**

Introduction to Computers Brief history of development of computers Generations of computers Types of components of a computer system Basic components of a computer system Memory RAM – ROM, and other types of memory, Operating system Need of software, types of software Types of virus, virus detection and prevention Binary number system.

**UNIT-II**

Introduction to Windows Using mouse and moving icons on the screen, My computer, recycle bin, status bar, Start menu selection, running an application Window explorer to view files, folders and directories, creating and renaming of files and folders, Operating and closing of different windows, minimize, restore and maximize forms of windows, Basic components of a window: Desktop, frame, Title bar, menu bar, status bar, scroll bars, using right button of the mouse, Creating shortcut. **UNIT-III**

Introduction to Ms-office and word processor Types of word processor Creating and saving a documents, editing and formatting document including changing colour, size font, alignment of text, Formatting paragraphs with line or paragraph spacing adding headers and footers, numbering pages, Using grammar and spell check utilities.

**UNIT-IV**

Introduction to information and communication technology Concept, importance, meaning and nature of information and communication technology, Need of information and communication technology in physical education Scope of ICT in education and physical education.

**SUGGESTED READINGS:**

ITL Education solution ltd, Introduction to information technology research and development wing-2006,

Simmons lan, computer dictionary BPB publications-2005,

Pradeep K, Sinha and Prit; Sinha foundations computing BFB publications-2006,

Douglas E, Comer, The internet Book, Purduce University, West Lafayette in 2005,

V, Rajarman, fundamentals of computers, prentice hall of India, New Delhi-2000,

B, Ram, Computer fundamentals, New age international publishers 2006,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-EC-204 – SPORTS MEDICINE**

Contact Hour: 3 Max, Marks: 50

Credit: 3 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* To analyze, synthesize, and think critically to solve problems as they relate to the field of athletic training.
* To communicate and use information appropriately in the clinical setting with patients.
* To collaborate with a variety of healthcare providers to help in the decision making process for patient care.
* To prepare students to practice effectively as healthcare providers.

**COURSE CONTENT**

**UNIT I**

Sports medicine: meaning, definition, aims, objectives, modern concepts and importance, athletes care and rehabilitation: contribution of physical education teachers and coaches, need and importance of the study of sports injuries in the field of physical education,

**UNIT II**

Definition – guiding principles of physiotherapy, importance of physiotherapy,

Introduction and demonstration of treatments - electrotherapy – infrared rays – ultraviolet rays –short wave diathermy – ultrasonic rays,

**UNIT III**

Introduction and demonstration of treatments of cry therapy, thermo therapy, contrast bath, whirlpool bath – steam bath – sauna bath – hot water fomentation – massage: history of massage – classification of manipulation (swedish system) physiological effect of massage,

**UNIT IV**

Definition and scope – principles of therapeutic exercise – classification, effects and uses of therapeutic exercise – passive movements (relaxed, forced and passive - stretching) – active movements (concentric, eccentric and static) application of the therapeutic exercise: free mobility exercise – shoulder, elbow – wrist and finger joints hips, knee, ankle and foot joints – trunk, Head and neck exercises,

**SUGGESTED READINGS:**

Conley, M, (2000), *Bioenergetics of exercise training*, In T,R, Baechle, & R,W, Earle, (Eds,), Essentials of Strength Training and Conditioning (pp, 73-90), Champaign, IL: Human Kinetics,

David, R, M, (2005),*Drugs in sports,* (4th Ed), Routledge Taylor and Francis Group,

Jeyaprakash, C, S,, Sports Medicine, J,P, Brothers Pub,, New Delhi, 2003,

Karad, P,L, (2011), Prevention & Treatment of Sports Injuries, K,S,K, Publishers: New Delhi,

Sunder, P, (2017) Handbook of First aid, K,S,K Publishers: New Delhi,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-EC-205 – SPORTS INJURIES AND REHABILITATION**

Contact Hour: 3 Max, Marks: 50

Credit: 3 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

 An introduction to the practical and theoretical study of the prevention and care of athletic injuries.

 To learn the fundamental knowledge necessary in handling injury problems which may occur in physical education and athletics.

  To learn the procedures necessary in handling emergencies in athletic injury situations.

 To gain insight into the role of the athletic trainer, the team physician and other sports medicine professionals.

**COURSE CONTENT**

**UNIT I**

Sports Injuries: meaning, reasons, prevention of injuries in sports – common sports injuries – diagnosis –first aid - treatment - laceration – blisters – contusion - strain – sprain – fracture – dislocation and cramps – bandages – types of bandages – trapping and supports.

**UNIT II**

Meaning, Definition and Importance of Rehabilitation, Steps of Rehabilitation, Types of Rehabilitation, Guiding Principles of Rehabilitation.

**UNIT III**

Basic Rehabilitation Definition, Principles Precaution, Indication and Contraindication of Strapping/ Tapping, Objectives and Principles of rehabilitation, Rehabilitation Techniques: Proprioceptive Neuromuscular Facilitation (PNF), Isotonic, Isometric, Isokinetic Stretching, Rehabilitation exercises: Passive, Active, Assisted and Resisted, Continuous Passive Movement (CPM).

**UNIT IV**

Definition and scope – principles of therapeutic exercise – classification, effects and uses of therapeutic exercise – passive movements (relaxed, forced and passive - stretching) – active movements (concentric, eccentric and static) application of the therapeutic exercise: free mobility exercise – shoulder, elbow – wrist and finger joints hips, knee, ankle and foot joints – trunk, Head and neck exercises.

**REFERENCE:**

Corrective physical education by rathbone (J,I,H,B, Saunders and Co,)

Manual of message and movement by Prof, E,M,Naro (Faber & Faber)

Therapeutic exercises for body alignment and function by William Maclimond, Catherine Worthinghw (W,B,Saunders & Co,)

Message and Medical Gymnastics by M,V,Lace (J & A Churchhill Ltd,

Preventive and Corrective Physical Education by Stafford and Kelly (Ronald Press Co, New York)

Tests and Measurements by McColy and Young,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-AEC-206 –COMMUNICATION SKILLS- ENGLISH**

Contact Hour: 2 Max, Marks: 50

Credit: 2 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* The objective of this subject is to acquire proficiency, both in spoken (oral) and written language.
* The student will be able to develop comprehension skills, improve vocabulary, use proper grammar, acquire writing skills, correspond with others and enhance skills in spoken English.

**COURSE CONTENT**

**Unit-1**

Introduction to Communication: Nature and Process of Communication, Levels of Communication, Language as a tool of Communication

**Unit-2**

Language of Communication: Verbal and Non-Verbal, Spoken and Written, Personal, Social and Business, Barriers to Communication (Intra-personal, Inter-personal and Organizational communication)

**Unit-3**

Speaking Skills: Monologue, Dialogue, Group Discussion (Methodology & Guidelines)**,** Interview (Types & Frequently Asked Questions)**,** Public Speaking (Dos & Don'ts)

**Unit-4**

Reading and Understanding: Reading Comprehension, Difference between Abstract & Summary, Paraphrasing, Precis Writing. Writing Skills: Notices, Agenda, Minutes of Meeting, Letter writing (Formal & Informal), Email Writing, Report Writing (Kinds, Structure)

**SUGGESTED READINGS:**

English and Communication Skills, Book-I By Kuldip Jaidka, Alwainder Dhillon and Parmod Kumar Singla, Prescribed by NITTTR, Chandigarh Published By Abhishek Publication, 57-59, Sector-17, Chandigarh

Essentials of Business Communication by Pal and Rorualling; Sultan Chand and Sons

The Essence of Effective Communication, Ludlow and Panthon; Prentice Hall of India

.New Design English Grammar, Reading and Writing Skills by AL Kohli (Course A and course B), Kohli Publishers,

Industrial Area Phase-II, Chandigarh,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-AEC-207 –COMMUNICATION SKILLS- HINDI**

Contact Hour: 2 Max, Marks: 50

Credit: 2 External Marks: 35

 Internal Marks: 15

**पाठ्यक्रम के परिणाम**

• इस विषय का उद्देश्य प्रवीणता प्राप्त करना है, दोनों (मौखिक) और लिखित भाषा में।

• छात्र समझ के कौशल को विकसित करने, शब्दावली में सुधार करने, उचित व्याकरण का उपयोग करने, लेखन कौशल हासिल करने, दूसरों के साथ संवाद करने और बोली जाने वाली हिंदी में कौशल बढ़ाने में सक्षम होगा।

अध्य्यन विषयवस्तु

UNIT I

सार लेखन, अनुच्छेद लेखन, विज्ञापन, विज्ञप्ति

UNIT II

पत्र लेखन, अनुवाद, पल्लवन, पुनरीक्षण, प्रतिवेदन कार्यालय-प्रशासनिक शब्दावली, कार्यालय अभिव्यक्तियाँ

UNIT III

मुहावरें और लोकोक्तियाँ, अनेक शब्दों के लिए एक शब्द

UNIT IV

पर्यायवाची विलोम शब्द, समानार्थक शब्द, आगत शब्द

**SUGGESTED READINGS**

Science of Speech (Hindi Edition)

LOKVYAVAHAR (Hindi)

Rapidex English Grammar Course (Hindi Edition)

Definitive Book of Body Language,The (Hindi)

Vaartalaap Ka Jaadu Communication Ke Behatarin Tarike: A Practical Guide to Effective Communication (Hindi Edition)

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-208 –TRACK AND FIELD (RUNNING EVENTS)**

Contact Hour: 4 Max, Marks: 50

Credit: 2 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Track and Field (Running Events).
* Understand the rules and regulations that regulate Track and Field (Running Events).

**COURSE CONTENT:**

**UNIT 1**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

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

**SUGGESTED READINGS**

https://www.topendsports.com/sport/athletics/events.htm

Doherty, J., Track and Field, Engle wood Cliffs: Prientice Hall Inc.

Dyoon and Geoffray, G.H., (1962) The Mechanics of Athletics London: University of London Press Ltd.

Ken O Bosen, Track and Field Fundamental Techniques, Patiala: MS Publications.

Handbook, AAFI Rules, New Delhi.

Rogres, L. Joseph., Track & Field Coaching Manual, USA: Herman Kinetics.

Johnson L. Barry and Jack K. Nelson, (1982) Practical Measurements for Evaluation in Physical Education, Delhi: Surjeet Publications, 1982.

Narayanan N.C. (1993) A Hand Book of Weight lifting, Tiruneveli, TWDWC Association

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-209 –JUDO AND WRESTLING**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Judo and Wrestling
* Understand the rules and regulations that regulate Judo and Wrestling.

**COURSE CONTENT:**

**JUDO**

**UNIT 1**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental skills: Rei (Salutation)-Ritsurei (Salutation in standing position), Zarai (Salutation in the sitting position), Kumi kata (Methods of holding judo costume), Shisei (Posture in Judo), Kuzushi (Act of disturbing the opponent posture), Tsukuri and kake (Preparatory action for attack), Ukemi (Break Fall)-Urhiro Ukemi (Rear break Fall), Yoko Ukemi (Side Break Fall), Mae Ukemi (Front Break Fall), Mae mawari Ukemi (Front Rolling break fall), Shin Tai (Advance or retreat foot movement)-Suri-ashi (Gliding foot), Twugi-ashi (Following footsteps), Ayumi-ashi (Waling steps, Tai Sabaki (Management of the body), Nage Waze (Throwing techniques)-Hiza Guruma (Knee wheel), Sesae Twurikomi-ashi (Drawing ankle throw), De ashi hari (Advance foot sweep), O Goshi (Major loinm), Seoi Nage (Shoulder throw), Katama waze(Grappling techniques)-Kesa gatame (Scaff hold), Kata gatame (Shoulder hold), Kami shiho gatama (Locking of upper four quarters), Method of escaping from each hold.

**WRESTLING**

**UNIT 1**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skills: Take downs, Leg tackles, Arm drag, Counters for take downs, Cross face, Whizzer series, Escapes from under-sit-out turn in tripped, Counters for escapes from under-Basic control back drop, Counters for stand up, Pinning combination-Nelson series(Half Nelson, Half Nelson and Bar arm), Leg lift series, Leg cradle series, Reverse double bar arm, chicken wing and half Nelson, Escapes from pining: Wing lock series, Dopuble arm lock roll, Cridge, Standing Wrestling-Head under arm series, whizzer series Referees positions.

**SUGGESTED READINGS**

Judo Rule Book by JFI

Wrestling Rule Book by WFI

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-210 –BASKETBALL**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Basketball
* Understand the rules and regulations that regulate Basketball

**COURSE CONTENT:**

**UNIT 1**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skills, Player stance and ball handling, Passing-Two Hand chest pass, two hands Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass, o Receiving-Two Hand receiving, one hand receiving, receiving in stationary position, receiving while jumping, receiving while running, Dribbling-How to start dribble, how to drop dribble, High dribble, Low dribble, Reverse dribble, rolling dribble, Shooting-Layup shot and its variations, one hand set shot, one hand jump shot, Hook shot, and Free throw, Rebounding-Defensive rebound, Offensive rebound, Knock out, Rebound Organization, o Individual Defense-Guarding the man with the ball and without the ball, Pivoting, Rules and their interpretations and duties of the officials.

**SUGGESTED READINGS**

dolph H, Grundman (2004). [*The golden age of amateur basketball: the AAU Tournament, 1921–1968*](https://books.google.com/books?id=kHVGigFqcNkC&pg=PP1&dq=Basketball#v=onepage). University of Nebraska Press. [*ISBN*](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [*0-8032-7117-4*](https://en.wikipedia.org/wiki/Special%3ABookSources/0-8032-7117-4).

Batchelor, Bob (2005). [*Basketball in America: from the playgrounds to Jordan's game and beyond*](https://books.google.com/books?id=v8r__pvCopgC&pg=PP1&dq=history%20of%20Basketball#v=onepage). Routledge. [*ISBN*](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [*978-0-7890-1613-3*](https://en.wikipedia.org/wiki/Special%3ABookSources/978-0-7890-1613-3).

Brown, Donald H (2007). [*A Basketball Handbook*](https://books.google.com/books?id=YJmsqtj-rh4C&lpg=PA6&dq=history%20of%20Basketball&pg=PP1#v=onepage). AuthorHouse. [*ISBN*](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [*978-1-4259-6190-9*](https://en.wikipedia.org/wiki/Special%3ABookSources/978-1-4259-6190-9).

Forrest C, Allen (1991). [*All you wanted to know about Basketball*](https://books.google.com/books?id=FMbE6oVIP-0C&pg=PP1&dq=Basketball#v=onepage). Sterling publishing. [*ISBN*](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [*81-207-2576-X*](https://en.wikipedia.org/wiki/Special%3ABookSources/81-207-2576-X).

Grundy, Pamela; Susan Shackelford (2005). [*Shattering the glass: the remarkable history of women's basketball*](https://books.google.com/books?id=ZfS_3MUPBXoC&pg=PP1&dq=history%20of%20Basketball#v=onepage). New Press. [*ISBN*](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [*1-56584-822-5*](https://en.wikipedia.org/wiki/Special%3ABookSources/1-56584-822-5).

Herzog, Brad (2003). [*Hoopmania: The Book of Basketball History and Trivia*](https://books.google.com/books?id=oH8uK4Sn_BoC&pg=PP1&dq=history%20of%20Basketball#v=onepage). Rosen Pub. Group. [*ISBN*](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [*0-8239-3697-X*](https://en.wikipedia.org/wiki/Special%3ABookSources/0-8239-3697-X).

Simmons, Bill (2009). [*The book of basketball: the NBA according to the sports guy*](https://books.google.com/books?id=-4IMN7pCebwC&lpg=PA269&dq=history%20of%20Basketball&pg=PP1#v=onepage). Ballantine/ESPN Books. [*ISBN*](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [*978-0-345-51176-8*](https://en.wikipedia.org/wiki/Special%3ABookSources/978-0-345-51176-8).

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-211 –CRICKET**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Cricket
* Understand the rules and regulations that regulate Cricket

**COURSE CONTENT:**

**UNIT 1**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skills: Batting-Forward and backward defensive stroke, Bowling-Simple bowling techniques, Fielding-Defensive and offensive fielding, Catching-High Catching and Slip catching, Stopping and throwing techniques, Wicket keeping techniques, Laws of Cricket, Umpires signal and their interpretation.

**SUGGESTED READINGS**

Altham, H. S. (1962). A History of Cricket, Volume 1 (to 1914). London: George Allen & Unwin.

[*Ashley-Cooper, F. S.*](https://en.wikipedia.org/wiki/F._S._Ashley-Cooper) (1900). At the Sign of the Wicket: Cricket 1742–1751. Cricket: A Weekly Record of the Game. London: Cricket Magazine. [*OCLC*](https://en.wikipedia.org/wiki/OCLC) [*28863559*](https://www.worldcat.org/oclc/28863559).

Barclays (1986). [*Swanton, E. W.*](https://en.wikipedia.org/wiki/E._W._Swanton) (ed.). Barclays World of Cricket. London: Willow Books. [*ISBN*](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [*0-00-218193-2*](https://en.wikipedia.org/wiki/Special%3ABookSources/0-00-218193-2).

[*Birley, Derek*](https://en.wikipedia.org/wiki/Derek_Birley) (1999). A Social History of English Cricket. London: Aurum Press Ltd. [*ISBN*](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [*1-85410-710-0*](https://en.wikipedia.org/wiki/Special%3ABookSources/1-85410-710-0).

[*Bowen, Rowland*](https://en.wikipedia.org/wiki/Rowland_Bowen) (1970). Cricket: A History of its Growth and Development. London: Eyre & Spottiswoode. [*ISBN*](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [*0-413-27860-3*](https://en.wikipedia.org/wiki/Special%3ABookSources/0-413-27860-3).

Goldstein, Dan (2000). The Rough Guide to English Football (2000–2001). London: Rough Guides. [*ISBN*](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [*1-85828-557-7*](https://en.wikipedia.org/wiki/Special%3ABookSources/1-85828-557-7).

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-212 –INTRAMURAL II**

Contact Hour: 2 Max, Marks: 100

Credit: 1 External Marks: 0

 Internal Marks: 100

**COURSE OUTCOME**

* To provide an opportunity to students within the institute that will be conducive to their overall development.
* To display their skills in various physical activities.
* To have exposure to the competition.

**COURSE CONTENT**

**INSTRUCTIONS:**

Sports competition will be organize so that student can enhance their performance,

Learn organization skills, officiating etc

Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department,

**Suggested Readings:**

C. Jensen & S. Overman. Administration and Management of Physical Education and Athletic Programs. 4th edition. Waveland Press, 2003 (Chapter 14, "Intramural Recreation").

Louis Edgar Means. The Organization and Administration of Intramural Sports, Mosby, 1952

# Kristine Setting Clark Sports for All: Creating an Intramural Sports Program for Middle and High School Students, Rowman & Littlefield, 2019

**IIMT UNIVERSITY, MEERUT**

**PHYSICAL EDUCATION DEPARTMENT**

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**SYLLABUS**

**Of**

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**THIRD SEMETSER**

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-301 – BASICS OF KINESIOLOGY**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

 Internal Marks: 30

**COURSE OUTCOME**

* Demonstrate the strong foundation in exercise science necessary to effectively work in the exercise science field/profession.
* Apply knowledge and skills required to assess human performance related characteristics of individuals from diverse populations.
* Evaluate the behavioral and cultural factors that influence the adoption and maintenance of a physically active lifestyle.
* Apply knowledge of exercise science in a real world setting.

**COURSE CONTENT**

**UNIT- I**

Introduction to Kinesiology, Definition, Objectives of Kinesiology, Role of Kinesiology in Physical education, Fundamental concepts of following terms with their application to the human body, Axes and planes, Center of Gravity, Line of Gravity.

**UNIT- II**

Anatomical and Physiological fundamentals, Classification of joints and muscles, Terminology of fundamental movements, Types of Muscle contractions, Angle of Pull, Kinesiology of Joints, Two joints muscles, Roles in which muscles may act.

**UNIT- III**

Upper Extremity, Major characteristics of joints, Location and action of major muscles acting at the following joints, Shoulder, Elbow, Wrist, Lower Extremity, Major characteristics of joints, Location and action of major muscles acting at the following joints, Hip, Knee, Ankle and Foot.

**UNIT- IV**

Application of Mechanical Concepts, Motion: Definition, Newton’s Laws of Motion, Application to sports activities, Force: Definition, Magnitude of force, Direction of application of force, Application to sports activities, Equilibrium: Definition, Major factors affecting equilibrium, Role of equilibrium in sports, Lever: Definition Lever, Types of Lever, Application of Human body.

**SUGGESTED READINGS:**

Bunn, J, W, (1972), Scientific principles of coaching, Englewood Cliffs, N,J,: Prentice Hall Inc,

Hay, J, G, & Reid, J, G, (1988),Anatomy, mechanics and human motion, Englewood Cliffs, N,J,: prentice Hall Inc,

Hay, J, G, (1970), The biomechanics of sports techniques, Englewood Cliffs, N,J,: Prentice Hall, Inc,

Simonian, C, (1911),Fundamentalsof sport biomechanics, Englewood Cliffs, N,J,: Prentice Hall Inc,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-302 – SPORTS MANAGEMENT**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

 Internal Marks: 30

**COURSE OUTCOME**

* Students will be able to demonstrate adequate knowledge and competencies needed to be successful sports management professionals in a variety of settings.
* Students will be able to apply critical thinking and reasoning skills as sport management professionals.
* Students will be able to capably communicate, orally and in writing, as a sports management professional within various sport settings.
* Students will be able to analyze situations and apply the principles of appropriate leadership skills and behaviors related to sport management and sport leadership responsibilities.

**COURSE CONTENT**

**UNIT- I**

Management and Organizational Structure: Meaning and Definition of the Terms – Administration and Management, Elements/Phases of Management (Planning; Organizing; staffing; Directing and Coordination; Supervision and Control/ Evaluation; Re-adjustments and Improvement/ Follow-up) Importance/Significance of the Subject Management in Physical Education and Sports, Principles of Management.

**UNIT- II**

Facilities and Equipments : The Need for Out-door Facilities: Principles for their Location and the Recommended Area, Selection/Types of Surfaces, Drainage System, Fencing (Protection), Seating Arrangements and Parking, Guidelines/Principles for the Lay-out of outdoor Facilities, Care and Maintenance of Out-door Facilities Gymnasium: The need, Location, Dimensions, Sample Floor Plans, Swimming Pool: The Need, Construction, Maintenance and Supervision, The need for Equipments and their Types, Procedure for the Purchase of Equipments, Principles to be followed for the Purchase.

**UNIT- III**

Staff and Leadership Head of the Institute/Department and his Role in Imbibing the Spirit of Discipline among his Staff and Students, Qualifications of Physical Educators for Different Level Assignments, Qualities of a Good Physical Education Teacher.

**UNIT- IV**

Class Management and Office Management Teacher’s Preparation before Class (Lesson Plan, Markings of the Courts, Necessary Equipments Suitable Uniform), Students Preparation Handling and Controlling the Class, Attendance System, Grading the Student, Preparing Reports, The Need for Office, It’s Location and Set up, Office Function and Practice,

**SUGGESTED READINGS:**

Joseph P,M, Organization of physical Education, The old students Association, IIPE, Candiwali, Bombay 1963

Voltmar, B,P, et, al, The Organization and Administration of Physical Education, Prentice Hall Inc, New Jersey, 1979.

Bucher, C,H, Administration of Physical Education and Athletic programmes, The C,V, Mosby Company, London,1983.

Zigler, E,M, and Dewie, G,W, Management Competency Development in Sports and Physical Education, Lea and Febiger, Philadelphia, 1983.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-303 – METHODS IN PHYSICAL EDUCATION**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

 Internal Marks: 30

**COURSE OUTCOME**

* Describe and use various teaching methods according to suitability
* Construct the lesson plans for various physical education activities.
* Classify the types of presentation, techniques and technical preparations required for physical education lessons.
* Understand the principles of class management and factors affecting class management.
* Effectively utilize various teaching aids for conduct of physical education program.

**COURSE CONTENT**

**UNIT- I**

Physical Educational Method: Definitions – Scope and importance of method in Physical education: Teaching Techniques in Physical Education, Lecturer Method, Command Method, Demonstration Method, Limitation Method, Project Method, Discussion Method, Group Directed Practice Method, Teaching Procedure in Physical Education: Whole Method, Whole part whole method, Part whole method, Stage whole method.

**UNIT-II**

Classification: Classification of pupils for routine physical Education activities and competitions, various methods of classification, Advantage and disadvantage of classification.

**UNIT-III**

Lesson Planning: Types of lessons, Teaching aids-importance, Types and uses, Audio-Visuals, Charts, Models, Films, Black Board, etc,

**UNIT-IV**

Tournaments and competitions: Group competitions and their importance, Methods of organizing competitions, types of tournaments, methods of conducting tournaments, Methods of conducting intra- mural and Extramural completions, Construction and marking of play field for various games.

**SUGGESTED READINGS:**

Park J.E. & Park K. (2002). Textbook of preventive and social medicine. Jabalpur: Banarasi Das Bhanot Publication.

K. Tones, Y.K. Robinson’s, S. Tilfor (2013). Health Education, Springer.

UGC (2005). Textbook of Environmental Studies, University Press.

A.C. Pandey (2013). “Ozone” Academic Excellence, New Delhi.

L.B. Lave, E.P. Seskin (2013). Air Pollution and Human Health, Ref. Press, New York.

P.K. Gupta (2001) Methods in Environmental Analysis, Water, Soil and Air, AGROBIOS (India).

WHO (2006). Preventing diseases through healthy environment. P. Elliot, J.C. Wakefield, N.G. Best, D.J. Biggs (2000). Spatial Epidemiology: Methods and Application. W.P. Cummingham,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-EC-304 – FITNESS AND WELLNESS**

Contact Hour: 3 Max, Marks: 50

Credit: 3 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* Understand the modern concept of physical fitness and wellness.
* Employ the knowledge about concept of holistic health through fitness and wellness.
* Orient students toward the approach of positive life style.
* Develop competencies for profile development, exercise guidelines adherence.
* Apply the holistic concept of health and wellness

**COURSE CONTENT**

**UNIT I**

Meaning and importance of fitness, Meaning and importance of exercise, misconception about exercise, Relationship among fitness, wellness and health.

**UNIT II**

Components of performance related fitness, strength-endurance-Power- Agility-Co-ordination, speed, Components of health - related fitness, muscular strength endurance-flexibility- body composition-cardio respiratory endurance.

**UNIT III**

Types of exercises, Aerobic and Anaerobic exercises, Isometric- Isotonic and Iso-kinetic exercises, Stretching exercises.

**UNIT IV**

Dietary guidelines of Indians, Carbohydrates, Proteins, Fat, Minerals, Vitamins, Water, Vitamin, Supplements, Balance Diet, Pre Exercise Meal.

**SUGGESTED READINGS:**

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

Sharkey, B, J, (1990), Physiology of fitness, Human Kinetics Book,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-EC-305 – CONTEMPORARY ISSUES IN PHYSICAL EDUCATION**

Contact Hour: 3 Max, Marks: 50

Credit: 3 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* Articulate a critical response to contemporary political, social and philosophical debates impacting on the status and development of physical education and school sport
* Demonstrate an understanding of current theoretical and methodological approaches to teaching and learning in physical education and school sport
* Critically analyse policy at global, national and local levels in relation to physical education and school sport and contextualise policy impact on practice within their own professional setting
* Critically evaluate the role of government policy in managing decision making within physical education and school sports.

**COURSE CONTENT**

**Unit-I**

Concept of Physical Education and Fitness, Definition, Aims and Objectives of Physical Education, fitness and Wellness, Importance and Scope of fitness and wellness o Modern concept of Physical fitness and Wellness, Physical Education and its Relevance in Inter Disciplinary Context.

**Unit-II**

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

**Unit-III**

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

**Unit-IV**

Safety Education and Fitness Promotion, Health and Safety in Daily Life o First Aid and Emergency Care, Common Injuries and their Management, Modern Life Style and Hypo-kinetic Disease –Prevention and Management.

**SUGGESTED READINGS:**

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

Sharkey, B, J, (1990), Physiology of fitness, Human Kinetics Book,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-SEC-306 –FITNESS AND SPORTS SKILLS TEST**

Contact Hour: 2 Max, Marks: 50

Credit: 2 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* Student will able to learn various sports skills and fitness test.
* Student will able to understand various Anthropometric tests.
* Student will understand the concept of fitness.

**COURSE CONTENT**

**UNIT I**

Fitness Tests: AAHPER Youth Fitness Test, Indiana Motor Fitness Test, Fleishman Physical Fitness Test, JCR Test, Harvard Step Test, Cooper 12 minutes Run and Walk Test, Sit and Reach Test, Shoulder Flexibility Test, Rogers Strength Test, Kraus Weber Strength Test, Grip Strength, Leg Strength, Back Strength.

 **UNIT II**

Anthropometric Tests: Measurement of Body Weight, Height and Sitting height, Anthropometric Measurements: upper and lower arm circumference, chest circumference, thigh circumference, calf circumference, skin fold measurement for boys and girls, Procedure and calculation of Body Mass Index (BMI) as well as recommended norms and interpretation of BMI for different Sports Persons.

**UNIT III**

Physiological Tests: Measurement of Pulse Rate / Heart Rate at Radial Artery and Carotid Artery, Calculation of Target Heart Rate, Vo2Max, Blood Pressure measurement (pre and post training),

Psychological Test: Familiarizing and administration of various psychological tools and questionnaires.

 **UNIT IV**

Sports Skill Tests: Soccer – McDonald and Johnson soccer skill test, Badminton – Miller wall volley test, Johnson badminton test, Volleyball – Brady volleyball test, Hockey – Harbans Singh Field Hockey Test, Basketball – Johnson’s basketball test.

**SUGGESTED READINGS:**

Kumari, Sheela, S,, Rana, Amita and Kaushik, Seema (2008), Fitness, Aerobics and Gym Operations, Khel Sahitya, New Delhi.

W,W,K, Hoeger and S,A, Hoeger (2004), Principles and Labs for Fitness and Wellness, Thomson Wadsworth, California, USA.

Barrow & McGee’s Practical Measurement and Assessment.

Barrow H,M, and McGee R, (1979), A Practical Approach to Measurement in Physical Education, Lea & Febiger, Philadelphia, U,S,A, 5, D,K, Kansal (2008), Textbook of Applied Measurement Evaluation & Sports Selection, SSA Publication, New Delhi.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-SEC-307 –STRESS MANAGEMENT**

Contact Hour: 2 Max, Marks: 50

Credit: 2 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* A better understanding of what stress is.
* More awareness of how it affects them, their colleagues and the organisation.
* Strategies for handling stress more effectively, whether it’s coming from work or home.

**COURSE CONTENT**

**UNIT-I**

Definition of stress and anger, Causes and effects of stress and anger, two main emotions of stress-fear and anger, Daily life stressors, Process of stress and anger- Psycho Physiology of stress,

**UNIT-II**

Adaptation to stress-Reframing of habitual stress resistance, types of stress-personal and social stress Occupational stress, Peer stress / Students stress, Family stress, Stress & elderly and Stress & drug abuse, Stress related diseases- i) Sleep disorder, ii) Eating disorder, iii) Sexual and emotional disorder, iv) Other stress related diseases, v) Stress & Spirituality,

**UNIT-III**

Self awareness and stress management, Muscular tension reduction, Emotional tension reduction, Stress free living, Stress free examination, Stress management through physical activity, Stress management through recreation,

**UNIT-IV**

Anger management- Redford William’s 12 steps of anger management Stress management- behavior modification, time management, coping strategy& intervention skills, Relaxation technique- i) Diaphragmatic breathing, ii) Meditation, iii) Progressive muscle relaxation, iv) Yoga, v) Mental imagery, vi) Music therapy, vii) Massage therapy

**SUGGESTED READINGS:**

Adrain F & Herrick E, and Sharp P (1998), Anger Management, Routledge Publishing, Florence, Kentucky, U,S,A.

Allen E (2008), Stress Management for Dummies, For Dummies Publishers, U,S,A.

Davis M, et al (2008), The Relaxation and Stress Reduction workbook, Harbinger Publications, USA.

Greenberg J,S, (2008), Comprehensive stress management, McGraw Hill, USA.

Hipp E, (2008), Fighting Invisible Tigers: Stress Management for Teens, Free Spirit Publishing, USA.

Mac W, (2007), Anger and Stress Management, God‟s Way, Calvary Press, USA.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-308 –TRACK AND FIELD (THROWING EVENTS I)**

Contact Hour: 4 Max, Marks: 50

Credit: 2 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Track and Field (Throwing Event)
* Understand the rules and regulations that regulate Track and Field (Throwing event)

**COURSE CONTENT:**

**UNIT I**

Historical development of the game/sport at national and international levels, national bodies controlling sports and their affiliated units, international bodies controlling sports and their affiliated units and major national and international competitions,

Fundamental skills of shotput and discuss throw, types of techniques, ground marking and officiating,

**SUGGESTED READINGS:**

Doherty, J., Track and Field, Engle wood Cliffs: Prientice Hall Inc.

Dyoon and Geoffray, G.H., (1962) The Mechanics of Athletics London: University of London Press Ltd.

Ken O Bosen, Track and Field Fundamental Techniques, Patiala: MS Publications.

Handbook, AAFI Rules, New Delhi.

Rogres, L. Joseph., Track & Field Coaching Manual, USA: Herman Kinetics.

Johnson L. Barry and Jack K. Nelson, (1982) Practical Measurements for Evaluation in Physical Education, Delhi: Surjeet Publications, 1982.

Narayanan N.C. (1993) A Hand Book of Weight lifting, Tiruneveli, TWDWC Association

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-309 –SWIMMING**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Swimming
* Understand the rules and regulations that regulate Swimming

**COURSE CONTENT:**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

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

**SUGGESTED READINGS:**

Bass D. and Gordon A. (1980): Waterpolo E.P. Publications Ltd., east Ardsley, Wakefield East Yorkshire,G.B.

Colwin C.H.(1992): Swimming into 21stCentury. Leisure Press, Champaign, Illinois. 91825.,

Counsilman J.E.(1977): The Complete book of Swimming. M.C.Cleff and Stewart Ltd.

Counsilman, J.E.(1978): Competitive Swimming Manual for Coaches and Swimmers. Pelham Books Ltd., 27 Wrights Lane, London W-8-572.

Counsilman, J.E. and Counsilman, J.E.(1994): the new Science of Swimming Practice Hall, Englewood Cliffs, N.S. 07632.

Cutino P.J. and Bledsor D.R. (1976). Polo, the manual for coaches and player Swimming World Publications, Los Angeles, California 90045.

FINA Handbook (2005-07): FINA office. Cornel Marculescu, Executive Director, Avenue del’ Avant-Poste 4, 1005 Lausanne, Switzerland.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-310 –TABLE TENNIS AND WEIGHTLIFTING**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Table Tennis and Weightlifting
* Understand the rules and regulations that regulate Table Tennis and Weightlifting

**COURSE CONTENT:**

**TABLE TENNIS**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skills: The Grip-The Tennis Grip, Pen Holder Grip, Service-Forehand, Backhand, Side Spin, High Toss, Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shit, Loop Drive, Stance and Ready position and foot work, Rules and their interpretations and duties of officials,

**WEIGHT LIFTING**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions

Fundamental Skills: Isometric and Isotonic muscle contraction-Two arms curls, Front press, Press behind the neck, Dead lift, Quarter Squat, Half squat, Full squat, Rise on toes, Straight arm pull over, Bent over, rowing, Bench press, Leg press, Wrist rolling, Pronation and Supination, Trunk twisting, Good morning exercise, Sit ups with weight, Alternate press.

**SUGGESTED READING:**

Geske, K.M. and Mueller, J. (2010) Table Tennis Tactics – Your Path to Success. Maidenhead, Meyer & Meyer Sport.

Hodges, L. (1993) Table tennis-Steps to success. Champaign, Human Kinetics.

McAfee, R. (2009) Table tennis-Steps to success. Champaign, Human Kinetics.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-311 –KHO-KHO**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* This game will allow students the opportunity to work as a team by developing strategies to help their team be successful.
* This game also provides students with an excellent cardiovascular workout where constant movement is a crucial element of success.

**COURSE CONTENT**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

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

**SUGGESTED READINGS**

Student-Designed Games: Strategies for Promoting Creativity, Cooperation, and Skill Development.

 [Human Kinetics](https://en.wikipedia.org/w/index.php?title=Human_Kinetics&action=edit&redlink=1). pp. 52–. [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [978-0-7360-8590-8](https://en.wikipedia.org/wiki/Special%3ABookSources/978-0-7360-8590-8). Retrieved 7 March 2012.

<https://www.researchgate.net/publication/295079807_To_develop_a_tapping_skill_test_for_kho-kho_female_players>

<http://khokhofederation.in/about/>

<http://library.thinkquest.org/11372/data/kho-kho1.htm>

<https://rulesforsports.com/category/kho-kho-game/>

[Kho-Kho Federation of India webpage](http://www.khokhofederation.com/)

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-312 –INTRAMURAL III**

Contact Hour: 2 Max, Marks: 100

Credit: 1 External Marks: 0

 Internal Marks: 100

**COURSE OUTCOME**

* To provide an opportunity to students within the institute that will be conducive to their overall development.
* To display their skills in various physical activities.
* To have exposure to the competition.

**COURSE CONTENT**

**INSTRUCTIONS:**

Sports competition will be organize so that student can enhance their performance,

Learn organization skills, officiating etc

Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department,

**Suggested Readings:**

C. Jensen & S. Overman. Administration and Management of Physical Education and Athletic Programs. 4th edition. Waveland Press, 2003 (Chapter 14, "Intramural Recreation").

Louis Edgar Means. The Organization and Administration of Intramural Sports, Mosby, 1952

# Kristine Setting Clark Sports for All: Creating an Intramural Sports Program for Middle and High School Students, Rowman & Littlefield, 2019

**IIMT UNIVERSITY, MEERUT**

**PHYSICAL EDUCATION DEPARTMENT**

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**SYLLABUS**

**Of**

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**FOURTH SEMETSER**

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-401 – SPORTS TRAINING**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

 Internal Marks: 30

**COURSE OUTCOME**

* Understand the modern concept of sports training.
* Describe the principles of sports training.
* Evaluate and develop system of sports training – basic performance, intermediate performance and high performance training.
* Plan training sessions.

**COURSE CONTENT**

**UNIT-I**

Introduction, Meaning and Definitions of sports training, Meaning of terms: coaching, teaching, conditioning and training, Aims and Tasks of sports training, Systematization of sports training, Basic Training, Intermediate Training, High performance training.

**UNIT-II**

Training Load : Definition and Types of training load, Features/Factors of Training Load, Over Load, Meaning and types of over load, Causes of over load, Symptoms of over load.

**UNIT-III**

Strength: Concept and types of strength, Methods of strength training, Endurance: Concept and types of endurance, Methods of endurance training, Speed: Concepts and classification of speed, Methods of developing speed abilities, Reaction speed, Speed of movement, Acceleration speed, Sprinting speed, Speed endurance.

**UNIT-IV**

Technical Training, Definition of Technique and skill, Importance of Technique, Tactical Training, Concept of Tactics and Strategy, Methods of Tactical Training, Planning, Concept of Training Plan, Types of Training plan, Periodization, Meaning and Importance of Periodization, Aim and Contents of Periods, Types of Periodization

**SUGGESTED READINGS**:

Dick W, Frank, Sports Training Principles 4th Ed, (London: A & C Black Ltd,),2002.

Harre, D, Principles of Sports Training (Berlin : Sport Veulag), 1982.

Matveyev, L,P, Fundamentals of Sports Training (Moscow : Progress Publishers),1977.

Singh, Hardayal, Science of Sports Training (New Delhi : DVS Publications),1991.

Uppal, A,K, Principles of Sports Training (Delhi : Friends Publication),2001.

Tuder B, Bompa & Mihal C, Carera, Periodiation Training for Sports, Human Kinetics, 2005 (IInd Edition)

Yograj Thani, Sports Training, Sports publication 2003.

K, Chandra Shekar, Sports training, Khel Sahitya Kendra,2004.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-402 – SPORTS BIOMECHANICS**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

 Internal Marks: 30

**COURSE OUTCOME**

* Describe motion with precise, well-defined mechanical and anatomical terminology.
* Understand and quantify linear and angular characteristics of motion.
* Understand the quantitative relationships between angular and linear motion characteristics of a rotating body.
* Understand and quantify the cause and effect relationship between force and linear and angular motion.

**COURSE CONTENT**

**UNIT-1**

Introduction of Fundamentals of Biomechanics: Definition of Biomechanics & Sports Biomechanics, Importance of Biomechanics for Physical Education Teacher, Coach &

Athlete, Basic Concepts: Forms of Motion, Linear Motion, Angular Motion, General Motion

**UNIT – II**

Linear and Angular Kinematics: Linear Kinematic**,** Quantities: Distance and Displacement, Speed and velocity, Acceleration, Vectors and scalars, Units, Angular Kinematics, Angular Distance and Displacement**,** Angular Speed and Velocity**,** Units in angular kinematics**,** Angular Acceleration

**UNIT – III**

Linear Kinetics: Inertia, Mass, Force (Internal and External), Momentum, Friction and its types, Pressure, Angular Kinetics of Human Movement:Eccentric force**,** Couple**,** Moment of force**,** Moment of Inertia**,** Center of gravity and its use, Moment of Inertia,

**Unit –IV**

Fluid Mechanics: Flotation, Relative Motion, Fluid Resistance: Air & Water, Drag & Lift, Spin, Types of Spin

**SUGGESTED READINGS**

Bunn, John W, Scientific Principles of Coaching, Second Edition, (Englewood cliffs, New Jersey : Prentice Hall, Inc, 1972)

Hall, Susan J, Basic Biomechanics, Fourth Edition (Boston etc, : WCB/MC Graw-Hill Companies, 2004)

Hay, James G, The Biomechanics of Sports Techniques, Fourth Edition (Englewood cliffs, New Jersey; Prentice Hall, 1993

Hay, James G, and Raid J, Gavin, Anatomy, Mechanics and Human motion, Second Edition (Englewood cliffs, New Jersey: Prentice Hall, 1988),

Kreighbaum, Ellen and Barthels, Biomechanics – A qualitative Approach for studying Human movement, Third edition (New York : MC millan publishing company, 1990)

Mc, Ginnis, Peter M, Biomechanics of Sport and Exercise, Second Edition (Champaign : Human kinetics publishers, 2005)

Rai Ramesh, Biomechanics – Mechanical Aspects of human motion (Mohali Punjab : Agrim Publication, 2003)

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-403 – CORRECTIVE EXERCISES AND REHABILITATION**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

 Internal Marks: 30

**COURSE OUTCOME**

* Investigate common injuries that occur in sport and with physical activity, and conceptually map the initial and ongoing management of these injuries.
* Critique and reflect on the role and scope of practice of the exercise professional in the prevention and management of a diverse range of sport- and physical activity-acquired injuries, and discriminate the roles of other health professionals in the diagnosis and treatment of such injuries.

**COURSE CONTENT**

**UNIT-I**

Meaning, importance and scope of posture education, concept and classification of posture- Correct and incorrect posture- Static and dynamic posture- Body type and posture.

**UNIT-II**

Postural Deformities: A study of Physical defects in posture and the corrections to be arrived at – Kyphosis Lordosis Scolliosis Flat foot, Bowed legs Knocked knees Corrective exercise Assessment of posture-posture test, Therapeutic exercise and their classification,

**UNIT-III**

Sports Injuries : Introduction to sports injuries, Role of trained personnel in the management of the sports injuries, Prevention injuries: Factors causing sports injuries, Factors sports injuries, Complications of incomplete treatment

**UNIT-IV**

Common sport injuries and their immediate treatment: Sprain, Strain , Contusion and hecatomb, Dislocation, Fracture, Rehabilitation : Definition objectives and scope, Effects and uses of the therapeutic modalities in Cold therapy, Hot: Infra Red, Contrast bath, Wax bath therapy, Massage: Brief history of massage, Principles of application of Massage, Classification of the manipulations used in massage and the effects of each such type on different systems of human body, Stroking manipulation, Pressure manipulation, Percussion Manipulation

**SUGGESTED READINGS**

Corrective physical education by rathbone (J,I,H,B, Saunders and Co,) .

Manual of message and movement by Prof, E,M,Naro (Faber & Faber).

Therapeutic exercises for body alignment and function by William Maclimond, Catherine Worthinghw (W,B,Saunders & Co,).

Massage and Medical Gymnastics by M,V,Lace (J & A Churchhill Ltd.

 Preventive and Corrective Physical Education by Stafford and Kelly (Ronald Press Co, New York).

Tests and Measurements by McColy and Young,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-EC-404 – MEDIA AND CAREERS IN PHYSICAL EDUCATION**

Contact Hour: 3 Max, Marks: 50

Credit: 3 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* Know how to seek accreditation to sporting events and to report on such events.
* Demonstrate analytic skills in relation to reporting sporting events
* Produce a number of assignments that demonstrate their own style and perception of events

**COURSE CONTENT**

**Unit-I**

Audio-Visual Aids, Use of Audio-Visual Aids in Physical Education, Role of Media and Public Relations in Physical Education.

**Unit-II**

Media and Careers in Physical Education, Professional Courses in Physical Education and Sports in India, Careers in Fitness, Health, Physical Education, Sports Management and Sports Journalism.

**Unit-III**

Steps in the Organization of Intramural / Extramural Competitions (Formation of Committees and their Specific Roles, Publicity, Fixtures, Actual Competition, Prize Distribution Function, Report), Organization of other Physical Education and Sports Events (Seminar, Clinic, Lecture)

**UNIT IV**

Practical: Organize an event / intramural / tournament in your college, Prepare a News Report of an observed Sports competition, Create a presentation on any topic from Physical Education using an audio-visual aid.

**SUGGESTED READINGS**

Chakraborty, S,(2002) Sports Management (Delhi : Khel Sahitya Kendra) 2.

Covey, S, (1989) 7 Habits of Highly Effective People, Covey Publications, USA 3,

Magill, R,A, (2004) Motor Learning and Control: Concepts and Applications, McGraw Hill, New York, USA, 4, Masteralexis, L,P,

 C, Barr and M, Humms (2008) Principles and Practices of Sport Management, Jones and Bartlett Publisher, U,S,A, 5.

Sandhu, K,,(2006) Trends and Developments in Professional Preparation in Physical Education (New Delhi : Friends Publication), 6,

Sandhu, K,, (1993), Sports Dynamics-Psychology, Sociology and Management, Delhi: Galgotia Publishers, 7,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-EC-405 – SPORTS JOURNALISM AND MASS COMMUNICATION**

Contact Hour: 3 Max, Marks: 50

Credit: 3 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* Know how to seek accreditation to sporting events and to report on such events.
* Demonstrate analytic skills in relation to reporting sporting events
* Produce a number of assignments that demonstrate their own style and perception of events

**COURSE CONTENT**

**UNIT-I**

Definition of Sports News, Characteristics of Sports Journalist, Sports Journalism: Trends and Theories.

**UNIT-II**

Analysis of Sports News, Sports News for Doordarshan and Radio, Writing for magazines and cyber media.

**UNIT-III**

Heading of Sports News: Theories and Importance, Various Types of Sports Headings, • Reporting of current affairs related to various sports and events, National and international games, Olympics and Asian games etc.

**UNIT-IV**

Sports Journalism: Print media tradition, Digital Age, Printing and Proof Reading, Various Aspects of Writing for Sports Journalism.

**SUGGESTED READINGS:**

Chakraborty, S,(2002) Sports Management (Delhi : Khel Sahitya Kendra) 2,

Covey, S, (1989) 7 Habits of Highly Effective People, Covey Publications, USA 3, Magill, R,A, (2004) Motor Learning and Control: Concepts and Applications, McGraw Hill, New York, USA, 4, Masteralexis, L,P,,

C, Barr and M, Humms (2008) Principles and Practices of Sport Management, Jones and Bartlett Publisher, U,S,A,

5, Sandhu, K,,(2006) Trends and Developments in Professional Preparation in Physical Education (New Delhi : Friends Publication), 6,

Sandhu, K,, (1993), Sports Dynamics-Psychology, Sociology and Management, Delhi: Galgotia Publishers, 7,

Shaw, and Kaushik, (2001) Lesson-Planning, Teaching Methods and Class-Management in Physical Education (New Delhi : Khel Sahitya Kendra), 8,

Siendentop, P, (2003) Introduction to Physical Education, Fitness & Sports, McGraw Hill, New York, USA,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-SEC-406 –SPORTS EXERCISE AND NUTRITION**

Contact Hour: 2 Max, Marks: 50

Credit: 2 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* Describe the physiological functions of vitamins, minerals and major nutrients and explain how and why micronutrient requirements might be altered in athletes compared with non-exercising individuals.
* Describe the composition of common sports drinks and ergogenic aids and discuss how these can be used appropriately and safely before, during and after exercise.
* Outline evidence based nutritional strategies to enhance recovery and adaptation after exercise training.
* Explain the relationship between exercise, nutrition and energy balance for the control of body composition and chronic disease risk factors

**COURSE CONTENT**

**UNIT-I**

 Introduction to basic concepts in nutrition-Nutrients of physiological significance their sources & functions requirements in normal health conditions.

**UNIT-II**

Energy metabolism-BMR, RMR, energy expended on physical activity and TEF, Energy requirements of specific sports groups, Energy cost of activities, Energy substrate for activities of different intensity and duration; aerobic Concept of energy balance in maintaining weight.

**UNIT-III**

Basic food groups, Concept of balanced diet, General and specific dietary guidelines in planning meals for children, adolescents, adult men and women, elderly, Nutritional considerations for sports/exercising person (endurance and strength sports/exercise training) during training, pre event meal, during event and post event meal.

**UNIT-IV**

Concept of Fluid in sports- Hypotonic, Isotonic and Hypertonic, Requirement of fluid for various activities, Fluid balance in sports and exercise- Importance, Symptoms and prevention of dehydration, Normal weight- concept, weight management skills, Eating disorders in Sports Persons, Female athletic triad and Sports anemia, Nutrients as ergogenic aids for sports and exercise, Supplements and their role in sports.

**SUGGESTED READINGS**

Antoni, J, et al, Editors (2008), Essentials of Sports Nutrition and Supplements, Humana Press, USA,

Benardot, D, (2005), Advanced Sports Nutrition, Human Kinetics, USA,

Brown Judith E (2002), Nutrition Now, Canada Pub, Peter Marshal

Caliendo Mang Alica (1981), Nutrition and Preventive Health Care Mcemillin Publication Co,

Clark, N, (2008), Sports Nutrition, 4th Ed, Human Kinetics, USA,

Eberle, S,G, (2007), Endurance Sports Nutrition, Human Kinetics, USA,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-SEC-407 –SPORTS INDUSTRY AND MARKETING**

Contact Hour: 2 Max, Marks: 50

Credit: 2 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* Understand the sports marketing environment and trends influencing marketers.
* Evaluate sports sponsorship decisions.
* Understand the process and structure in sporting events.

**COURSE CONTENT**

**UNIT I**

Introduction and overview of Sports Industry, Definition of Marketing and Sports Marketing; Contingency Framework for Strategic Sports Marketing,

Environment and Structure of the Sports Industry; Overview of the Strategic Sports Marketing Process ownership Structure, Major and Minor Pro League Sports; Amateur Sports; Unorganized Sports.

**UNIT II**

Social Impact of Sports, Sports and Culture: Commercialization of Youth, High School, and College Sports: Legal and Ethical Issues; Competition and Aggressiveness as Dominant Social Values.

 **UNIT III**

 Economic Impact of Sports: Cities, Leagues and Teams; College Sports; Sponsorship, Managing athlete brands, Globalization and Sports, Implementing and Controlling the Strategic Sports Marketing Process,

 **UNIT IV**

Pricing Concepts and Sales strategies in Sports Marketing Careers in Sports Marketing /Management

**SUGGESTED READINGS**

Cornwell, T,B, (2014), Sponsorship in marketing: Effective communications through sports, arts and events, Routledge Publishers, USA.

DeGarris, L,, (2015) Sports Marketing: A Practical Approach, Routledge Publishers, USA Robinson, L, et al, (2012) The Routledge Handbook of Sport Management, second edition, Routledge Publishers, USA

Mullin, B,J,, et al, (2007) Sports Marketing, third edition, Human Kinetics

Fried, G, (2009) Managing Sport Facilities - 2nd Edition, Human Kinetics

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-408 –TRACK AND FIELD (THROWING EVENTS II)**

Contact Hour: 4 Max, Marks: 50

Credit: 2 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Track and Field (Throwing Event)
* Understand the rules and regulations that regulate Track and Field (Throwing event)

**COURSE CONTENT:**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skills of Javelin and Hammer Throw, Types of techniques, Ground Marking and Officiating,

**SUGGESTED READINGS**

Doherty, J., Track and Field, Engle wood Cliffs: Prientice Hall Inc.

Dyoon and Geoffray, G.H., (1962) The Mechanics of Athletics London: University of London Press Ltd.

Ken O Bosen, Track and Field Fundamental Techniques, Patiala: MS Publications.

Handbook, AAFI Rules, New Delhi.

Rogres, L. Joseph., Track & Field Coaching Manual, USA: Herman Kinetics.

Johnson L. Barry and Jack K. Nelson, (1982) Practical Measurements for Evaluation in Physical Education, Delhi: Surjeet Publications, 1982.

Narayanan N.C. (1993) A Hand Book of Weight lifting, Tiruneveli, TWDWC Association

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-409 –HANDBALL**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Handball
* Understand the rules and regulations that regulate Handball

**COURSE CONTENT:**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skills-Catching, Throwing, Ball Control, Goal Throws-Jump Shot, Centre Shot, Dive Shot, Reverse Shot, Dribbling-High and Low, Attack and Counter Attack, Simple Counter Attack, Counter Attack from two wings and centre, Blocking, Goal keeping, Defense, Rules and their interpretations and duties of officials,

**SUGGESTED READINGS**

Reita, Clanton and Phyl, Dwight Mary (1997) Team Handball Steps to Success, Human.

Latest Handball Rulebook

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-410 –YOGA**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Yoga
* Understand the rules and regulations that regulate Yoga

**COURSE CONTENT:**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions,

Asanas · Sitting · Standing · Laying Prone Position, · Laying Spine Position, Surya Namaskara, Pranayams, Corrective Asanas, Kriyas

**SUGGESTED READINGS**

Gharote, M. L. &Ganguly, H. (1988).Teaching methods for yogic practices.Lonawala: Kaixydahmoe. Rajjan, S. M. (1985). Yoga strentheningof relexation for sports man. New Delhi: Allied Publishers. Shankar, G. (1998). Holistic approach of yoga.New Delhi: Aditya Publishers.

Shekar, K. C. (2003). Yoga for health. Delhi: KhelSahitya Kendra.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-411 –TENNIS**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Tennis
* Understand the rules and regulations that regulate Tennis

**COURSE CONTENT:**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skills: Grips- Eastern Forehand grip and Backhand grip, Western grip, Continental grip, Chopper grip, Stance and Footwork, Basic Ground strokes-Forehand drive, Backhand drive, Basic service, Basic Volley, Over-head Volley, Chop Tactics – Defensive, attacking in game, Rules and their interpretations and duties of officials

**SUGGESTED READINGS**

Barrett, John *Wimbledon: The Official History of the Championships* (HarperCollins, 2001) [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [978-0-00-711707-9](https://en.wikipedia.org/wiki/Special%3ABookSources/978-0-00-711707-9)

Collins, Bud *History of Tennis – An Authoritative Encyclopedia and Record Book* (New Chapter Press, 2010) [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [978-0-942257-70-0](https://en.wikipedia.org/wiki/Special%3ABookSources/978-0-942257-70-0)

Danzig, Allison and Peter Schwed (ed.) *The Fireside Book of Tennis* (Simon & Schuster, 1972) [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [978-0-671-21128-8](https://en.wikipedia.org/wiki/Special%3ABookSources/978-0-671-21128-8)

Doherty, Reginald Frank *R.F. and H.L. Doherty – On Lawn Tennis* (Kessinger Publishing, 2010) [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [978-1-167-08589-5](https://en.wikipedia.org/wiki/Special%3ABookSources/978-1-167-08589-5)

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-412 –INTRAMURAL IV**

Contact Hour: 2 Max, Marks: 100

Credit: 1 External Marks: 0

 Internal Marks: 100

**COURSE OUTCOME**

* To provide an opportunity to students within the institute that will be conducive to their overall development.
* To display their skills in various physical activities.
* To have exposure to the competition.

**COURSE CONTENT**

**INSTRUCTIONS:**

Sports competition will be organize so that student can enhance their performance,

Learn organization skills, officiating etc

Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department,

**Suggested Readings:**

C. Jensen & S. Overman. Administration and Management of Physical Education and Athletic Programs. 4th edition. Waveland Press, 2003 (Chapter 14, "Intramural Recreation").

Louis Edgar Means. The Organization and Administration of Intramural Sports, Mosby, 1952

# Kristine Setting Clark Sports for All: Creating an Intramural Sports Program for Middle and High School Students, Rowman & Littlefield, 2019

**IIMT UNIVERSITY, MEERUT**

**PHYSICAL EDUCATION DEPARTMENT**

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**SYLLABUS**

**Of**

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**FIFTH SEMETSER**

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-501 – PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION AND SPORTS**.

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

 Internal Marks: 30

**COURSE OUTCOME**

* To define and discuses professional preparation in physical education in India.
* Appraise knowledge of the historical aspect, education policies and professional organization of physical education.
* To design the structure, requirement and selection criteria of different courses of physical education
* To develop knowledge about in- service education.

**COURSE CONTENT**

**UNIT I**

Foundation of Professional Preparation, Ideals for Indian Democracy for Physical Education, A Role of central government in Education and Professional Preparation,

**UNIT II**

Educational and Professional Preparation in Physical Education, History of Professional preparation in India, A comparison of professional preparation of India and other nations like: U,S,A and U,K,

**UNIT III**

 Professional Preparation at: Under-graduate and Post-graduate level, Admission Procedure, Syllabus, Educational, laboratory, Library and Practical, Experience,

**UNIT IV**

Curriculum Design, Meaning, Importance and factors affecting curriculum design, Principles, Curriculum design according to the needs of the students and state and national level policies, Role of Teachers

**SUGGESTED READINGS:**
 Bucher, C, A, (1983), Administration of Physical Education and Athletic¬
programme,St, Lolis: The C,V, Hosby Co,
 Patel,Rajnikant, P, (2016), Supervision in Physical Education¬
K,S,K,Publishers: New Delhi,
 Chakraborty, S,(2014) Sports Management, Prerna Prakashan: New Delhi,¬
 Dheer,S,Kamal,R, (2002), Organization¬ &amp; Administration in Physical
Education, Friends Publications: New Delhi,

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**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-502 –EDUCATIONAL TECHNOLOGY IN PHYSICAL EDUCATION**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

 Internal Marks: 30

**COURSE OUTCOME**

* Define educational technology
* Explain the scopes and significance of educational technology
* Differentiate Hardware and software
* Identify gardware and software in educational technology.
* Distinguish Educational Technology and Instructional technology.

**COURSE CONTENT**

**UNIT – I**

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

**UNIT – II**

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

**UNIT – III**

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

**UNIT – IV**

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

 **SUGGESTED READINGS**

Bhardwaj, A, (2003), New media of educational planning,New Delhi:Sarup of Sons, Bhatia,& Bhatia,(1959), The principles and methods of teaching,New Delhi: Doaba House, Kochar, S,K, (1982), Methods and techniques of teaching,New Delhi: Sterling Publishers

Pvt, Ltd,

Sampath, K,,Pannirselvam, A, &Santhanam, S, (1981), Introduction to educational technology,New Delhi: Sterling Publishers Pvt, Ltd,

Walia, J,S, (1999), Principles and methods of education,Jullandhar:Paul Publishers,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-503 –SPORTS PSYCHOLOGY**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

 Internal Marks: 30

**COURSE OUTCOME**

* The study of the influence of sports activities on the psyche of athletes:
* Development of psychological conditions for improving the effectiveness of sports training.
* Development of the psychological foundations of pre-competitive training of athletes
* The study of social and psychological phenomena in the sports team.

**COURSE CONTENT**

**UNIT- I**

 Introduction: Meaning and definition Psychology, Importance and scope of Psychology, Meaning and definition Sports Psyc

hology, Need for knowledge of Sports Psychology in the field of Physical Education,

**UNIT- II**

Learning: Meaning and definition of learning, Theories of learning and Laws of learning, Learning curve: Meaning and Types, Transfer of learning- Meaning, definition type and factors affecting transfer of learning,

**UNIT- III**

Motivation- Meaning, definition, type and importance of Motivation in Physical Education and Sports, Emotion- Meaning, definition, type and importance of Emotion in Physical Education and Sports, Personality- Meaning, definition and type Personality traits, Role of physical activities in the development of personality,

**UNIT- IV**

 Stress- Meaning, definition and types of Stress, Causes of Stress, Anxiety- Meaning, definition and types of Anxiety, Management of Stress and Anxiety through physical activity and sports.

**SUGGESTED READINGS**

Authors Guide (2013) National Library of Educational and Psychological Test (NLEPT) Catalogue of Tests, New Delhi: National Council of Educational Research and Training Publication, 2,

Jain, (2002), Sports Sociology, Heal SahetyKendre Publishers, 3, Jay Coakley, (2001) Sports in Society – Issues and Controversies in International Education, Mc-Craw Seventh Ed, 4, John D Lauther (2000) Psychology of Coaching, NerJersy: Prenticce Hall Inc, 5,

John D, Lauther (1998) Sports Psychology, Englewood, Prentice Hall Inc, 6,

 MiroslawVauks & Bryant Cratty (1999), Psychology and the Superior Athlete, London: The Macmillan Co, 7,

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**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-EC-504 – THEORY OF GAMES AND SPORTS**

Contact Hour: 3 Max, Marks: 50

Credit: 3 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* To categorize each game, physical activity, sport, play or movement coordination setting.
* To know the importance of each category of games, physical activities and sports.
* To know the essentials about game theory, physical education and sports.

**COURSE CONTENT**

**UNIT-I**

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

**UNIT-II**

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

**UNIT-III**

Duties, Qualities and Qualifications of Coach and Official, Duties of official in general, pre, during and post game, Philosophy of officiating, Mechanics of officiating – position, singles and movement etc, Ethics of officiating, Qualities and qualification of coach and official General rules of games and sports, Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills, Integrity and values of sports

**UNIT-IV**

General Introduction of specialized games and sports (any two), Athletics, Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Handball, Kabaddi, Kho-Kho, Tennis, Volleyball and Yoga Each

**SUGGESTED READINGS**

Bunn, J, W, (1968), The art of officiating sports, Englewood cliffs N,J, Prentice Hall, Bunn, J, W, (1972), Scientific principles of coaching, Englewood cliffs N, J, Prentice Hall, Dyson, G, H, (1963), The mechanics of athletics, London: University of London Press Ltd, Lawther, J,D, (1965), Psychology of coaching, New York: Pre, Hall,

Singer, R, N, (1972), Coaching, athletic & psychology, New York: M,C, Graw Hill,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-EC-505 –YOGA AND NATUROPATHY**

Contact Hour: 3 Max, Marks: 50

Credit: 3 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* Formulation of aims and patterns of research on scientific lines in Yoga & Naturopathy.
* Undertake any education, training, research and other programmes in Yoga & Naturopathy.
* Grant accreditation to organizations for conducting courses in Yoga and Naturopathy.
* Grant registration to the practitioners of Yoga and Naturopathy.

**COURSE CONTENT**

**UNIT-I**

History of Indian Yoga and Yoga Methods , Meaning of Yoga, Yoga definition, Yoga’s Aims and objectives, Importance of yoga in modern age and contribution of Yoga in Physical Education, Various types of Yoga and contribution of Yogasana in various fields, Wrong beliefs for yogasana and yoga philosophy.

**UNIT – II**

Different paths of yoga, Raj yoga, Hath yoga, Ashtang Yoga, Bhakti Yoga, Mantra Yoga and different parts of Ashtang yoga, Various types of Asanas, Body growth Asana, Meditative Asana, Asana for rest, Things to be kept in mind before, during and after Asanas, Base of Pranayama and number of Pranayama, Body Nurse according to Gourakh Sanhita.

**UNIT- III**

 Importance of Surya Namaskara, 12 mantras of Suryanamaskara(according to 10 or 12 counts), Benefits of Surya Namaskara, Mudra Science, Rypes of Mudra, Elaboration and different types of Chakras, Kundlini Yoga and introduction to Shattakarma, Meditation and types of meditation, Massage by Yogasana.

**UNIT- IV**

 Naturopathy: Meaning and definition, Short history of Naturopathy – Methods,

Importance of Naturopathy, Principles of Naturopathy, Agency of Naturopathy

**SUGGESTED READINGS**

Brown, F, Y, (2000), How to use yoga, Delhi: Sports Publication,

Gharote, M, L, &Ganguly, H, (1988),Teaching methods for yogic practices,Lonawala: Kaixydahmoe, Rajjan, S, M, (1985), Yoga strentheningof relexation for sports man, New Delhi: Allied Publishers,

Shankar, G, (1998), Holistic approach of yoga,New Delhi: Aditya Publishers,

Shekar, K, C, (2003), Yoga for health, Delhi: KhelSahitya Kendra,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-SEC-506 –HOLISTIC PERSONALITY DEVELOPMENT**

Contact Hour: 2 Max, Marks: 50

Credit: 2 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* Projecting the Right First Impression
* Polishing manners to behave appropriately in social and professional circles
* Enhancing the ability to handle casual and formal situations in terms of personal grooming, dining and entertaining etiquette
* Developing and maintaining a positive attitude and being assertive
* Mastering Cross Cultural Etiquette

**COURSE CONTENT**

**UNIT-I**

 Introduction to Personality & holistic Personality, Meaning and Definition of Personality & holistic Personality, Introduction to the acronym CAKE (Commitment to Application of Knowledge Existing), Components of holistic Personality in relation to existing knowledge on personality and character building, PEST-MOVES (Physical, Emotional, Social, Temporal-Mental, Occupational, Vital, Environmental and Spiritual), Holistic personality as represented by the car and its four wheels.

 **UNIT-II**

 Physical Personality: Introduction, Meaning, Definition and Components of Physical Personality, Physical Personality Principles of developing, controlling and maintaining Physical personality, Theoretical background measurement of personality, The acronyms MEN (Meditation, Exercise & Nutrition),

**UNIT III**

Personality and Wellness: Introduction to wellness, relation of wellness and personality, Components of wellness, health, physical fitness, behaviour, behaviour change method, understanding self-responsibility for one’s wellness, Personality and Physical Fitness: Introduction, Components of Physical Fitness, Role of Physical Fitness in Physical Personality Development.

**UNIT-IV**

Mental Personality: Introduction, Meaning and Definition of Mental Personality, Type A, B and C personality characteristics, Somatotype and Personality Traits: Introduction to Somatotype and Mental Personality Traits, Affective personality and its development,

 Spiritual Personality Development: Introduction, Meaning and Definition of Spiritual Personality.

**SUGGESTED READINGS**

Bernard N, (2001), Turn off the Fat Genes, Harmony Books, New York, U,S,A,

Callohan L, (2002), The Fitness Factor, The Lyons Press, Guilford, Connecticut, U,S,A,

Covey SR (2004), The 8th Habit, Franklin Covey Co,, Running Press Book Publishers, Philadelphia, Pennsylvania, U,S,A,

Kansal, D,K, (2010), Holistic Personality Development, Sports and Spiritual Science Publications, New Delhi

Osteen J, (2004), Your Best Life Now, Faith Words Publishing, New York, U,S,A,

 **BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-SEC-507 –POSTURE AND ATHLETIC CARE**

Contact Hour: 2 Max, Marks: 50

Credit: 2 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* To appraise the preventive and curative aspect of sports injuries.
* To appraise the rehabilitative concept of sports injuries.
* To explain the safety related issues in physical education and sports.

**COURSE CONTENT**

**UNIT-I**

Posture – Concept, Significance and Benefits, Bad Posture- Sitting, Standing, Walking, Lying down), Effects of Bad Posture on the Body, Postural Deformities – Types and Causes of Kyphosis, Scoliosis, Lordosis, Knock Knees, Bow Legs, Flat Foot and respective corrective exercises, Illnesses due to Improper Posture- Back Pain, Neck Pain and Corrective Exercises.

**UNIT-II**

Sports Medicine and Athletic Care - Concept and Significance, Factors causing Injuries, General Principles of Prevention of Injuries, Common Sports Injuries (Strain and Muscle and Ligament Sprain, Frozen Shoulder, Lower Back Strain, Tennis and Golfer‟s Elbow, Runner‟s Knee, Shin Pain, Blister, Concussion, Abrasion, Laceration, Haematoma, Fracture, Dislocation)

**UNIT-III**

First Aid, Ergogenic Aids and Rehabilitation, Sports Injuries and First Aid (P,R,I,C,E,), Rehabilitation - Aim and Objective, Recovery (Ice bath, Contrast Bath, Hot Fomentation), Management of Injuries (Strain and Muscle and Ligament Sprain, Frozen Shoulder, Lower Back Strain, Tennis and Golfer’s Elbow, Runner’s Knee, Shin Pain, Blister, Concussion, Abrasion, Laceration, Hematoma, Fracture, Dislocation)

**UNIT-IV**

Therapeutic Modalities and Rehabilitation, Therapeutic Modalities (Therapeutic Ultrasound, Interferential Therapy Unit, T,E,N,S, Infrared Lamp, Wax Bath, Short Wave Diathermy) , Muscle Strengthening through Active and Passive Exercise, 1,6 Therapeutic value with Yogasanas for rehabilitation and strengthening of the muscles.

**SUGGESTED READINGS**

ACSM's Guidelines for Exercise Testing and Prescription (2001).

American College of Sports Medicine, New York, U,S,A, Anspaugh, D,J,, G, Ezell and K,N, Goodman (2006)

Teaching Today Health, Mosby Publishers, Chicago (USA B,Sc, (PE, HE, & Sports) PROGRAMME (CBCS) 2019

Beotra, Alka (2001-02) Drug Education Handbook on Drug Abuse in Sports, Applied Nutrition Sciences, Mumbai,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-508 –TRACK AND FIELD (JUMPING EVENTS I)**

Contact Hour: 4 Max, Marks: 50

Credit: 2 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* To develop a sense of responsibility and accountability in all of our athletes
* To develop a sense of responsibility and accountability in all of our athletes
* To ensure that our athletes enjoy participating.

**COURSE CONTENT**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skills of long and triple jump, Types of techniques, Ground Marking and Officiating,

**SUGGESTED READINGS**

["Track and Field"](http://www.scholastic.com/teachers/article/track-and-field). Scholastic. Retrieved 22 July 2019.

Rosenbaum, Mike. [Introductions to Track and Field Events](http://trackandfield.about.com/od/trackfieldhistory/p/introallevents.htm). About. Retrieved on 2014-09-28.

[Jump up to: **a**](https://en.wikipedia.org/wiki/Track_and_field#cite_ref-Instone_3-0) [**b**](https://en.wikipedia.org/wiki/Track_and_field#cite_ref-Instone_3-1) [**c**](https://en.wikipedia.org/wiki/Track_and_field#cite_ref-Instone_3-2) Instone, Stephen (15 November 2009). [The Olympics: Ancient versus Modern](http://www.bbc.co.uk/history/ancient/greeks/greek_olympics_01.shtml#two). [BBC](https://en.wikipedia.org/wiki/BBC). Retrieved on 23 March 2010.

["Ancient Olympic Events; Pentathlon"](http://www.perseus.tufts.edu/Olympics/pentathlon.html). Perseus digital library. Retrieved 3 August 2009.

Waldo E. Sweet, Erich Segal (1987). Sport and recreation in ancient Greece. [Oxford University Press](https://en.wikipedia.org/wiki/Oxford_University_Press). p. 37. [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [0195041267](https://en.wikipedia.org/wiki/Special%3ABookSources/0195041267).

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-509 –HOCKEY**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**.

* To take the ball from the person on the other team.
* Another one is to dribble the ball down the field without losing it to the other team.
* One of the more major mini objectives, is to keep the ball out of your own goal

**COURSE CONTENT**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions,

Fundamental Skills, Grip, Skills-Rolling, the Ball, Dribbling, Push, Stopping, Hit, Flick, Scoop, Passing-Forward pass, Square pass, Triangular pass, Rules and their interpretations and duties of officials, Ground Marking.

**SUGGESTED READINGS**

 Liebeck, Elaine; Pollard, Helen, eds. (1994). The Oxford Paperback Dictionary (4th ed.). Oxford, England: Oxford University Press. [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [0-19-280012-4](https://en.wikipedia.org/wiki/Special%3ABookSources/0-19-280012-4).

[Gidén, Houda & Martel 2014](https://en.wikipedia.org/wiki/Hockey#CITEREFGid%C3%A9nHoudaMartel2014), p. 50.

 [Guinness World Records 2015](https://books.google.com/books?id=sUaHBAAAQBAJ&lpg=PT218&pg=PT218). Guinness World Records. 2014. p. 218. [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [9781908843821](https://en.wikipedia.org/wiki/Special%3ABookSources/9781908843821).

Rymer, Thomas (1740). [Foedera, conventiones, literae, et cujuscumque generis acta publica, inter reges Angliae, et alios quosvis imperatores, reges, pontifices ab anno 1101](https://books.google.com/books?id=La2HrCHbd9AC&pg=RA1-PA79). Book 3, part 2, p. 79.

 Scott, Sir James Sibbald David (1868). [The British Army: Its Origin, Progress, and Equipment](https://books.google.com/books?id=pa6wJujkenUC&pg=PA86). Cassell, Petter, Galpin & Company. p. 86.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-510 –KABADDI**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* To grab points by raiding into the opponent's court
* Touching as many opponent players as possible without getting caught on a single breath
* Chanting “kabaddi! Kabaddi! Kabaddi” enters into the opponent court

**COURSE CONTENT**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

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

**SUGGESTED READINGS**

["A tale of kabaddi, Bangladesh's national sport"](http://www.dhakatribune.com/sport/other-sports/2016/12/15/tale-kabaddi-bangladeshs-national-sport/). Dhaka Tribune. Retrieved 31 July2017.

[Jump up to:**a**](https://en.wikipedia.org/wiki/Kabaddi#cite_ref-bpedia_2-0) [**b**](https://en.wikipedia.org/wiki/Kabaddi#cite_ref-bpedia_2-1) Faroqi, Gofran. ["Kabadi"](http://en.banglapedia.org/index.php?title=Kabadi). Banglapedia: National Encyclopedia of Bangladesh. [Asiatic Society of Bangladesh](https://en.wikipedia.org/wiki/Asiatic_Society_of_Bangladesh).

 ["The kabaddi question - whose game is it anyway?"](http://www.espn.com/kabaddi/story/_/id/17854768/the-kabaddi-question-game-anyway). ESPN.com. Retrieved 20 August2018.

 Sen, Ronojoy (27 October 2015). [Nation at Play: A History of Sport in India](https://books.google.ca/books?id=O5mACgAAQBAJ&pg=PA219&lpg=PA219&dq=%22Vedic%22+%22kabaddi%22&source=bl&ots=a0cu-rN3Qm&sig=re-A8huBsvqMQMHiDYQ3QgDWr_A&hl=en&sa=X&ved=2ahUKEwjAko_o4vzcAhUB74MKHVi6AUk4ChDoATAEegQIBhAB#v=onepage&q=%22Vedic%22%20%22kabaddi%22&f=false). Columbia University Press. [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [9780231539937](https://en.wikipedia.org/wiki/Special%3ABookSources/9780231539937).

 ["A tale of kabaddi, Bangladesh's national sport"](http://www.dhakatribune.com/sport/other-sports/2016/12/15/tale-kabaddi-bangladeshs-national-sport/). Dhaka Tribune. Retrieved 31 July2017.

 Pioneer. ["Kabaddi goes international"](https://www.dailypioneer.com/sunday-edition/sunday-pioneer/sports-feature/kabaddi-goes-international.html). Retrieved 23 August 2018.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-511 –INTERNSHIP/TEACHING PRACTICE**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOMES:**

To induce the science and art of teaching in students.

To provide the hands on experience related to cognitive and motor teaching.

**COURSE CONTENT:**

**CLASSROOM TEACHING**

15 teaching practice lessons out of which 5 lessons internal and 10 lessons external at school,

**FIELD LESSON PLANS**

15 teaching lesson plans out of which 5 lessons internal and 10 lessons external at school on following pattern:

1. Game lesson Plan
2. Athletic Lesson Plan
3. Lesson plan on Light apparatus activity
4. Lesson plan on marching

**SUGGESTED READINGS:**

Mangal, S.K. (200) Essentials of Educational Technology. Prentice-Hall of India Pvt. Limited, New Delhi.

Haynes, A. (2010)The Complete Guide to Lesson Planning and Preparation. Continuum International Publishing Group, London.

Jalongo, M. R.; Rieg, S.A. and Helterbran, V.R. (2007) Planning for Learning Collaborative Approaches to Lesson Design and Review. Teachers College Press, Columbia University, New York.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-512 –INTRAMURAL**

Contact Hour: 2 Max, Marks: 100

Credit: 1 External Marks: 0

 Internal Marks: 100

**COURSE OUTCOME**

* To provide an opportunity to students within the institute that will be conducive to their overall development.
* To display their skills in various physical activities.
* To have exposure to the competition.

**COURSE CONTENT**

**INSTRUCTIONS:**

Sports competition will be organize so that student can enhance their performance,

Learn organization skills, officiating etc

Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department,

**Suggested Readings:**

C. Jensen & S. Overman. Administration and Management of Physical Education and Athletic Programs. 4th edition. Waveland Press, 2003 (Chapter 14, "Intramural Recreation").

Louis Edgar Means. The Organization and Administration of Intramural Sports, Mosby, 1952

# Kristine Setting Clark Sports for All: Creating an Intramural Sports Program for Middle and High School Students, Rowman & Littlefield, 2019.

**IIMT UNIVERSITY, MEERUT**

**PHYSICAL EDUCATION DEPARTMENT**

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**SYLLABUS**

**Of**

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**SIXTH SEMETSER**

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-601 – TEST AND MEASUREMENT IN PHYSICAL EDUCATION AND SPORTS**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

 Internal Marks: 30

**COURSE OUTCOME**

* The student will identify differences between measurement, evaluation and assessment for students’ respective career area
* The student will understand the impact of pre-service teacher attitudes on test and measurement protocols
* The student will explain the differences between physical (health related) fitness and motor (skill related) fitness and apply appropriate field tests for evaluating each of the components
* The student will describe models of evaluation in relation to specific measurement examples

**COURSE CONTENT**

**UNIT-I**

History of measurement in physical education, Meaning of test and measurement, Need for test and measurement in physical education, The use of test and measurement in physical education.

**UNIT-II**

Criteria for selecting tests, Validity, Reliability, Objectivity, Norms, Standard norms, Accuracy and interpretability

**UNIT-III**

Physical Fitness Test : Strength Test, Fleshman’s battery on basic fitness test, Physical fitness index, Sargen test, Motor Fitness Tests -J,C,R, Test, National Physical efficiency test Cardiovascular test- Harvard’s Step test, Foster test, Copper’s Twelve minute Run and walk test

**UNIT-IV**

Sport skills test, Application of skill test, Fundamental of measuring techniques in sports, Standard activity tests Miler Volley ball test, Johnson Basketball ability test, Goal shooting test in hockey.

**SUGGESTED READINGS:**

Clarks H : Application of measurement of health physical education, prentice Hall, inc, 1967.

Larson L,A, & Yucom R,D, Measurement and Evaluation in Physical Health and Recreation Education.

St, Luis C,V,Mosby Co, · Mathew, Donald: Measurement in Physical Education London.

W,B, Saunders & Co, · Neilson, N,P,: An elementary Course in Statistics Test and Measurement in Physical, California National Test, Polo.

Harbens Singh : Teaching Hockey Through Testing, Kamal, Laxmi Sports Industries, ·

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-602 –ADAPTED PHYSICAL EDUCATION**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

 Internal Marks: 30

**COURSE OUTCOME**

* Students will be able to recognize and apply the developmental patterns and motor movement as they relate to the performance of the basic skills.
* Students will understand physical fitness concepts and be able to make adaptations to meet the

Fitness needs of individuals with disabilities.

* Students will recognize and appreciate the importance of a positive self-concept and emotional well being related to the diversity of special populations.
* Students will understand the importance of developing positive socialization process through Special Olympics

**COURSE CONTENT**

**UNIT- I**

Introduction to Adapted Physical Education Meaning and definitions Aims, goals, and objectives Need and importance of adapted physical education.

**UNIT - II**

Classification of Disability Physical disabilities Causes Functional Limitations Characteristics Mental Retardation Causes Characteristics Functional Limitations Visual Impairment Causes

Characteristics Functional Limitations Hearing Impairment Causes Characteristics Functional Limitations Behavioral Disorders Adjustment problems Personality disorder Modifications for teaching and programming in physical education and sports.

**UNIT- III**

Adapted physical education programme Guiding principles for adapted physical education programme (AAPHER Principles) Physical Education program for disabled for Elementary school, Middle school High School College and University level.

**UNIT-IV**

Co-curricular Activities for disabled outdoor programme for the disabled Adventure based outdoor programme Rhythm and dance activities, Rehabilitation, Aims and objectives of rehabilitation council of India, Meaning of functional and occupational rehabilitation, Governmental Welfare Programme, Provision of Special rights and privilege for disabled through legislations, Social welfare programme for disabled, Mass public education /Awareness programme, Education approach, Service approach, Legislative approach.

**SUGGESTED READINGS**

Auxter,Byler, Howtting, Adapted Physical Education and Reactions.

Morbey-St, Lauis Mirrauri, Arthur G, Miller and James, Teaching Physical Activities to Impaired Youth.

John Wilage & Sons Inc, Canada, Ronal W, French, & Paul J, Special Physical Education. Charles E, Merrics Publishing Co, Edinburgh, Ohio, Arthur S,Daniles and Euily, Adapted Physical Education.

Harpet & R,W, Publisher-New York, Anoop Jain, Adapted physical Education, sports publications, Ashok Vihar, Delhi-52.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-CT-603 –SPORTS SOCIOLOGY**

Contact Hour: 4 Max, Marks: 100

Credit: 4 External Marks: 70

 Internal Marks: 30

**COURSE OUTCOME**

* Learn different approaches to the study of sport and leisure
* Learn to conduct and interpret research about sport and leisure
* Understand how sport and leisure interact with other social forces, both local and global
* Acquire the ability to evaluate public policies and ethical issues about sport and leisure
* Learn to use library and computer resources to enhance your knowledge of sport/leisure

**COURSE CONTENT**

**UNIT-I**

Concept of Sociology, Meaning, nature and scope of sociology, Methods of sociology and their relationship with other social sciences, Effect of various social forces on personality development, Sport – medium of socio-cultural change.

**UNIT-II**

Introduction to sports sociology, Meaning and scope of sports sociology, Sports sociology as a discipline, Sports as a social occurrence, Effect of appearance, sociability and specialization on sport participation.

**UNIT-III**

Sports and society, Socialization through games and sports, Recreation and its scope through games and sports, Sport as an element of society, Sport as an element of cultural development Sport as an art.

**UNIT-IV**

Social factors concerning sports in society, Social stratification in sports, Demonstration in sports, Sport and women, Sport and children, Sport and older adults.

**SUGGESTED READINGS**

S,R,, Sociological foundation in physical education and sports, friends publication, New Delhi,

Singh Bhupinder, sports sociology- An Indian perspective, Friends publication, New Delhi,

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-EC-604 – SPORTS TECHNOLOGY**

Contact Hour: 3 Max, Marks: 50

Credit: 3 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* Student will learn different technological advances available for application in the human movement’s domain.
* Perform basic programming, and undertake hands-on prototyping sport or movement related gadgets.
* Conceptualize and develop business plan for a sport product or innovative services

**COURSE CONTENT**

**UNIT I**

Sports Technology, Meaning and definition of Sports Technology, Purpose, advantages and applications of Sports Technology, 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, Nano moulding, 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 modeling foam, Playing Equipment: Balls, Bat, Stick, Racquets, Clothing and shoes: Types, Materials and Advantages.

**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 play equipment, Use of computer and software in Match Analysis and Coaching.

**UNIT IV**

Modern equipment and Training Gadgets, Measuring equipment: Throwing and Jumping Events, Protective equipment: Types, Materials and Advantages, Sports equipment with Nano technology, Advantages, Basketball: Ball Feeder, Mechanism and Advantages, Cricket: Bowling Machine, Mechanism and Advantages, Tennis: Serving Machine, Mechanism and Advantages, Volleyball: Serving Machine Mechanism and Advantages, Lighting Facilities: Method of erecting Floodlit and measuring luminous.

**SUGGESTED READINGS**

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.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-EC-605 –FUNDAMENTAL IN PHYSICAL EDUCATION**

Contact Hour: 3 Max, Marks: 50

Credit: 3 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* To introduce the fundamental concepts of physical education, health and wellness.
* To provide a general understanding on nutrition, first aid and stress management.
* To familiarize the students regarding yoga and other activities for developing fitness.
* To create awareness regarding hypo-kinetic diseases and various measures of fitness and health assessment.

**COURSE CONTENT**

**UNIT-1**

Introduction To Computers, What is a computer, Need for computer literacy, Characteristics of computers and Evolution of computers, Types of computers, Uses and limitations of computer.

**UNIT -2**

Memory & Introduction To Ms Office, RAM, ROM, PROM & EPROM, CACHE Memory, Memory storage devices, Mass storage devices, Types, Uses, Advantages and Limitations of Various storage devices, Basic Concepts of Ms, Office, Introduction to Ms, Word, Ms, Excel.

**UNIT -3**

Multimedia And Introduction To Networking, Multimedia – Meaning, Components and Applications, Introduction to Ms, PowerPoint, Basic concepts of Networking, Network types (LAN, WAN, MAN),LAN components, Network topologies (Bus, Star, Ring, Hybrid).

**UNIT-4**

Internet , Brief history, Electronic mail, file transfer protocol, Telnet, Usenet, The world wide web, WWW browsers, Uses of the internet, Search engines.

**SUGGESTED READINGS**

Irtegov, D, (2004), Operating system fundamentals, Firewall Media.

Marilyn, M, & Roberta, B, (n,d,),Computers in your future, 2nd edition, India: Prentice Hall.

Milke, M, (2007),Absolute beginner’s guide to computer basics, Pearson Education Asia. Sinha, P, K, & Sinha, P, (n,d,),Computer fundamentals, 4th edition, BPB Publication.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-SEC-606 –MANAGEMENT OF AEROBICS AND GROUP TRAINING**

Contact Hour: 2 Max, Marks: 50

Credit: 2 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* To train and develop professionals with expertise in fitness and nutrition management for services in Hospitals, Wellness Centres and Sports Academics.
* To develop capabilities to provide preventive, promote and therapeutic care in health diseases
* Familiarize with basic concepts nutrient requirements meal planning throughout the life cycle

**COURSE CONTENT**

**UNIT I**

Introduction to Management of Group Aerobics, Evolution of Aerobics; Forms of Aerobics (Floor, Step, Weight and Aqua Aerobics), Appropriate Aerobic Gear, Flooring and Required Equipment.

**UNIT II**

Management Aerobics- Prevention and Care Specific to Aerobics - Foot Injuries, Shin Injuries, Knee Injuries, Multiple Site Injuries, Heat related Injuries (Heat Stroke, Heat Exhaustion), Aerobics Music – Need, Benefits and Selection of Music for Aerobics

**UNIT III**

Group Training, Development of Aerobic Fitness Programmes, Group Formation, Group Training Methods.

**UNIT IV**

Measurement of Fitness Components – Leg-raise for Minimal Strength (Muscular Strength); Sit-ups (Muscular Endurance); Harvard Step Test or Run and Walk Test (Cardiovascular Endurance); Sit and Reach Test (Flexibility), Measurement of Pulse Rate / Heart Rate at Radial Artery and Carotid Artery, Calculation of Target Heart Rate, Developing a 5-10 minute routine of aerobics with appropriate music for each component of health related physical fitness.

**SUGGESTED READINGS**

Bishop, J.G. (2004) Fitness through Aerobics, Benjamin Cummings, USA. Brown, K.M. (2002) Physical Activity and Health: An Interactive Approach, Jones and Bartlett Publisher, Sndbury, Massachusetts, USA.

Department of Physical Education and Sports Sciences, University of Delhi (2007), Draft Resource Material – Fitness, Aerobics and Gym-Operations.

Koley, Shyamal (2007), Exercise Physiology – A Basic Approach (New Delhi : Friends Publications).

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-SEC-607 –YOGA SKILLS**

Contact Hour: 2 Max, Marks: 50

Credit: 2 External Marks: 35

 Internal Marks: 15

**COURSE OUTCOME**

* To enhance motor skills and balance.
* To improve mind/body awareness and connection.
* To improve confidence and self-esteem.
* To gain improved respect for oneself and others.

**COURSE CONTENT**

**UNIT-I**

Types of Yoga: Hatha yoga, laya yoga, mantra yoga, bhakti yoga, karma yoga, jnana yoga, raj yoga.

**UNIT-II**

Ashtang Yoga: Yama, niyama, asana, pranayama, Pratyahar, dharna, dhyan, Samadhi : Benefits, Utilities and their psychological impact on body and mind, According to yoga concept of normality in modern psychology, concept of personality and its development, yogic management of psycho-somatic ailments: frustration, anxiety, depression.

**UNIT-III**

Corporate yoga, Yoga for healthy lifestyle, yoga and sports, educational value of yoga, relevance of yoga in 21st century Concept of teaching methodology and Teaching practice, Techniques and modules used for preparing teaching Lessons plan in yoga.

**UNIT IV**

Tests of flexibility, concentration, VO2 max, balance, Observing and assessing the video/tournament recording/movie and preparing a report, Teaching lessons.

**SUGGESTED READINGS**

Anand O P (2001), Yog Dawra Kaya Kalp, Sewasth Sahitya Perkashan, Kanpur.

Sarin N (2003) Yoga Dawara Rogon Ka Upchhar,Khel Sahitya Kendra.

Sri Swami Ramas (2001), Breathing, Sadhana Mandir Trust,Rishikesh.

Swami Ram (2000) Yoga & Married Life Sadhana Mandir Trust, Rishikesh.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-608 –TRACK AND FIELD (JUMPING EVENTS II)**

Contact Hour: 4 Max, Marks: 50

Credit: 2 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Track and Field (Throwing Event)
* Understand the rules and regulations that regulate Track and Field (Throwing event)

**COURSE CONTENT**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skills of High Jump and pole valut , Types of techniques, Ground Marking and Officiating,

**SUGGESTED READINGS**

 ["Track and Field"](http://www.scholastic.com/teachers/article/track-and-field). Scholastic. Retrieved 22 July 2019.

 Rosenbaum, Mike. [Introductions to Track and Field Events](http://trackandfield.about.com/od/trackfieldhistory/p/introallevents.htm). About. Retrieved on 2014-09-28.

 [Jump up to:**a**](https://en.wikipedia.org/wiki/Track_and_field#cite_ref-Instone_3-0)Instone, Stephen (15 November 2009). [The Olympics: Ancient versus Modern](http://www.bbc.co.uk/history/ancient/greeks/greek_olympics_01.shtml#two). [BBC](https://en.wikipedia.org/wiki/BBC). Retrieved on 23 March 2010.

["Ancient Olympic Events; Pentathlon"](http://www.perseus.tufts.edu/Olympics/pentathlon.html). Perseus digital library. Retrieved 3 August 2009.

 Waldo E. Sweet, Erich Segal (1987). Sport and recreation in ancient Greece. [Oxford University Press](https://en.wikipedia.org/wiki/Oxford_University_Press). p. 37. [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [0195041267](https://en.wikipedia.org/wiki/Special%3ABookSources/0195041267).

Jean-Paul Thuillier, Le sport dans la Rome antique (in French), Paris, Errance, 1996, pp. 115–116, [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [2-87772-114-0](https://en.wikipedia.org/wiki/Special%3ABookSources/2-87772-114-0)

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-609 –VOLLEYBALL**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Volleyball
* Understand the rules and regulations that regulate Volleyball

**COURSE CONTENT**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skills: Players Stance-Receiving the ball and passing to the team mates, The Volley (Over head pass), The Dig (Under hand pass), Service-Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service, Lead Up Games-Three Volleys, Three digs, Spike-Straight Arm Spike, Round Arm Spike, Block-Single block, Ground Marking, Rules and Officiating.

**SUGGESTED READINGS**

 [Volleyball"](http://www.olympic.org/uk/sports/programme/index_uk.asp?SportCode=VB). [International Olympic Committee](https://en.wikipedia.org/wiki/International_Olympic_Committee). Retrieved 2007-03-21.

[Jump up to:**a**](https://en.wikipedia.org/wiki/Volleyball#cite_ref-LatestRules_2-0) [**b**](https://en.wikipedia.org/wiki/Volleyball#cite_ref-LatestRules_2-1) ["Official Volleyball Rules, 2017–2020"](http://www.fivb.org/EN/Refereeing-Rules/documents/FIVB-Volleyball_Rules_2017-2020-EN-v06.pdf) (PDF). [35th FIVB World Congress, Buenos Aires, Argentina, 2016](https://en.wikipedia.org/wiki/F%C3%A9d%C3%A9ration_Internationale_de_Volleyball). Retrieved 2019-01-11.

Joel., Dearing, (2003). [Volleyball fundamentals](https://www.worldcat.org/oclc/50643900). Champaign, IL: Human Kinetics. [ISBN](https://en.wikipedia.org/wiki/International_Standard_Book_Number) [0736045082](https://en.wikipedia.org/wiki/Special%3ABookSources/0736045082). [OCLC](https://en.wikipedia.org/wiki/OCLC) [50643900](https://www.worldcat.org/oclc/50643900)..

New England Historical Society. Retrieved 2 January 2018. Putting his mind to the challenge, Morgan examined the rules of sports such as baseball, basketball, handball and badminton. Taking pieces from each, he created a game he called Mintonette, deriving the name from badminton

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**BPES-PC-610 –FOOTBALL**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Football
* Understand the rules and regulations that regulate Football

**COURSE CONTENT**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skills: Kicks-Inside kick, Instep kick, Outer instep kick, lofted kick, Trapping-trapping rolling the ball, trapping bouncing ball with sole, Dribbling-With instep, inside and outer instep of the foot, Heading-From standing, running and jumping, Throw in Feinting-With the lower limb and upper part of the body, Tackling-Simple tackling, Slide tackling, Goal Keeping-Collection of balls, Ball clearance-kicking, throwing and deflecting, Rules and their interpretations and duties of officials.

**SUGGESTED READINGS**

Reilly, Thomas; Gilbourne, D. (2003). "Science and football: a review of applied research in the football code". Journal of Sports Sciences. **21** (9): 693–705. [doi](https://en.wikipedia.org/wiki/Digital_object_identifier):[10.1080/0264041031000102105](https://doi.org/10.1080/0264041031000102105).

 ["Editorial: Soccer – or should we say football – must change"](http://www.nzherald.co.nz/sport/news/article.cfm?c_id=4&objectid=11272089). 12 June 2014. [Archived](https://web.archive.org/web/20140809195227/http%3A/www.nzherald.co.nz/sport/news/article.cfm?c_id=4&objectid=11272089) from the original on 9 August 2014. Retrieved 17 November 2014. New Zealanders on the way to their local rugby grounds should still be talking of "going to the football"

 ["History of Football - Britain, the home of Football"](https://www.fifa.com/classicfootball/history/the-game/Britain-home-of-football.html). FIFA.com. [Archived](https://web.archive.org/web/20130922082153/http%3A/www.fifa.com/classicfootball/history/the-game/Britain-home-of-football.html) from the original on 22 September 2013. Retrieved 15 June 2018.

 Post Publishing PCL. ["Bangkok Post article"](http://www.bangkokpost.com/print/413747/). bangkokpost.com.

 ["History of Football - The Origins"](https://www.fifa.com/classicfootball/history/the-game/origins.html). FIFA. [Archived](https://web.archive.org/web/20130424153755/http%3A/www.fifa.com/classicfootball/history/the-game/origins.html) from the original on 24 April 2013. Retrieved 29 April 2013.

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-611 –BADMINTON**

Contact Hour: 2 Max, Marks: 50

Credit: 1 External Marks: 30

 Internal Marks: 20

**COURSE OUTCOME**

* Enable to perform the basic skills of Badminton
* Understand the rules and regulations that regulate Badminton

**COURSE CONTENT**

**UNIT I**

Historical development of the game/sport at national and international levels, National Bodies controlling sports and their affiliated units, International Bodies controlling sports and their affiliated units and Major National and International competitions.

Fundamental Skills: Racket parts, Racket grips, Shuttle Grips, The basic stances, The basic strokes-Serves, Forehand-overhead and underarm, Backhand-overhead and underarm, Drills and lead up games, Types of games-Singles, doubles, including mixed doubles, Rules and their interpretations and duties of officials.

**SUGGESTED READINGS**

[*"Badminton second most played sport in India"*](http://www.sportskeeda.com/2012/04/12/badminton-emerges-second-most-played-sport-in-india/). sportskeeda. 12 April 2012.

[*"Saina becomes World No. 1"*](https://www.thehindu.com/sport/other-sports/superb-saina-scales-historic-world-no1-ranking/article7043530.ece). The Hindu*. Retrieved 13 July 2018*.

[*"Jwala Gutta"*](http://bwfcontent.tournamentsoftware.com/profile/overview.aspx?id=D28DF6CB-3B5B-42DB-8347-5519A0117429). Tournamnent Software*. Retrieved 24 March 2016*.

[*http://www.ibnlive.com/news/india/jwala-gutta-ashwini-ponnappa-ousted-from-world-championships-710154.html*](http://www.ibnlive.com/news/india/jwala-gutta-ashwini-ponnappa-ousted-from-world-championships-710154.html)

[*"Saina Nehwal"*](https://archive.is/20130103182707/www.london2012.com/athlete/nehwal-saina-1108092/). [*london2012.com*](https://en.wikipedia.org/wiki/London2012.com). Archived from [*the original*](http://www.london2012.com/athlete/nehwal-saina-1108092/) on 3 January 2013*. Retrieved 2 September 2012*.*.*

**BACHELOR OF PHYSICAL EDUCATION AND SPORTS**

**BPES-PC-612 –INTRAMURAL VI**

Contact Hour: 2 Max, Marks: 100

Credit: 1 External Marks: 0

 Internal Marks: 100

**COURSE OUTCOME**

* To provide an opportunity to students within the institute that will be conducive to their overall development.
* To display their skills in various physical activities.
* To have exposure to the competition.

**COURSE CONTENT**

**INSTRUCTIONS:**

Sports competition will be organize so that student can enhance their performance,

Learn organization skills, officiating etc

Student will be evaluated on the basis of their participation, performance and their active involvement on the basis of rubrics decided by the department,

**Suggested Readings:**

C. Jensen & S. Overman. Administration and Management of Physical Education and Athletic Programs. 4th edition. Waveland Press, 2003 (Chapter 14, "Intramural Recreation").

Louis Edgar Means. The Organization and Administration of Intramural Sports, Mosby, 1952

# Kristine Setting Clark Sports for All: Creating an Intramural Sports Program for Middle and High School Students, Rowman & Littlefield, 2019