Sikkim Manipal University

Vision: Global Leadership in Human Development, Excellence in Education and Healthcare.

Mission: Develop professionals of excellent technical calibre in the field of Health Sciences, Engineering, Management and Social Sciences with a humane approach capable of shouldering the responsibility of building the nation and be globally competent**.**

Sikkim Manipal Institute of Technology

Vision: To achieve eminence in the field of quality technological education and research.

Mission: To develop SMIT into an Institution of Excellence capable of producing competent techno-managers who can contribute effectively to the advancement of the society.

OBJECTIVES

- To provide wholesome education to meet the intellectual aspirations of the students.
- To equip students with techno-managerial skills to enable them to take their assigned role in the industry.
- To inculcate essential ethics and values to meet the spiritual needs to the students.
- To provide a sound institutional environment nurturing emotional strength, healthy mind-body and resilience amongst the students.

DEPARTMENT OF PHYSICAL EDUCATION

An overview:

The Department of Physical Education is focuses on the teaching and research of Physical Education and Sports and related fields. The primary goal of the department is to provide the knowledge to students and necessary skills to become professional physical education teacher, coaches, fitness trainer, and sports professionals.

Vision:

The Department of Physical Education intends to provide top-notch physical education professional programmes that are intended to produce qualified and skilled physical educators.

Mission:

1. To provide students with the knowledge and skills necessary to become effective physical education professional.
2. To prepare students to design and deliver effective physical education programs.
3. To promote the importance of physical activity and a healthy lifestyle to the wider society and community.
4. To collaborate with other organizations for conducting research on the benefits of exercise and physical activity, and providing outreach programs to encourage individuals to adopt healthy attitude and behaviour.

Objectives:

1. To impart in-depth information to the students in order to aid their development of teaching techniques, academic excellence, and general growth in order to reach international standards.
2. To enable the students to learn about the most recent developments in physical education and sports, as well as to foster an environment of active learning and effective communication.
3. To create possibilities that will increase engagement in research, information dissemination, and knowledge preservation for both academic and social progress.

PROGRAM OUTCOMES (Pos)

PO-1: Domain Knowledge: Capable of exhibiting in-depth knowledge and comprehension in the field of physical education and sports.

PO-2: Effective Communication: Ability to comprehend, communicate concepts clearly, and convey difficult material to various groups in a clear and succinct manner, both orally and in writing.

PO-3: Social Interaction: Encourages physical activity and sports to foster a sense of security, safety, and belonging.

PO-4: Effective Citizenship: Contribute positively because physical education and sports provide them the skills and information necessary to assert their rights and comprehend their obligations.

PO-5: Ethics: Promoting fair play and avoiding unethical behaviour.

PO.6: Environment and Sustainability: Enables students to behave responsibly for the sake of current and future generations by giving them the knowledge and skills to make educated decisions.

PO-7: Self-directed and Life-long Learning: Develop technical and adaptable abilities to support lifelong learning and self-directed learning.

PO-8: Critical Thinking: Ability to employ critical thinking and efficient problem-solving skills through development of new strategies are expected attributing factors.

PO:9: Teamwork and Leadership qualities: Promote physical activities that develops appropriate leadership capabilities in the students.

PO.10: Research-related skills: Capability for asking relevant questions relating to the issues and problems in the field of physical education, fitness, and rehabilitation.

PO-11: Information/digital literacy: Ability to seek, access, and assess information on physical education and sports with digital literacy.

PROGRAM SPECIFIC OUTCOMES (PSOs)

PSO-1: Understand the rehabilitation process and athlete's care as well as the psychological aspects in physical education and sports.

PSO-2: Understand the concept of Track and Field, Technological aspect of Education and Physical Education and to understand the methods in in physical education.

PSO-3: Identify biomechanical, health, physiological, sports medicine and psychological limitations and interventions for improving physical performance.

PSO-4: Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving skill learning.

PEOs:

PEO-1: Graduates will demonstrate expertise in physical education and sports science, applying knowledge to promote healthy and active lifestyles.

PEO-2: Graduates will be effective communicators and leaders, fostering positive social interaction through physical activity participation.

PEO-3: Graduates will exhibit productive and critical thinking and problem-solving skills, contributing to ethical and sustainable practices in physical education and sports.

PEO-4: Graduates will be lifelong learners, continuously adapting and applying their knowledge in a changing world with new innovation, ideas and Research.

Description of the Program:

The graduate program offers three options for a bachelor's degree in physical education and Sports, (B.P.E.S.) a three-year degree, a four-year honors degree, and a four-year honors degree with research along with multiple entry and exit points. The entire academic structure is designed on the lines of NEP-2020 guidelines and followed by the common regulation set by the institute/ university. The proposed program has exit points at the end of every even semester; promotion/exit criteria is applied at the end of each even semester.

Physical Education and Sports program goes beyond traditional offerings by incorporating courses from various disciplines like environmental science, computer applications, social science statistics, psychology, research methods, and management. This interdisciplinary approach equips students with not only the core physical education and sports knowledge but also with valuable transferable skills. These skills prepare graduates for both pursuing higher

studies in prestigious Master's programs and for immediate industry readiness by enabling them to apply their knowledge and skills across diverse fields.

Eight Semester Ordinance

Degree Title: Bachelor's Degree with Honors in Physical Education (B.P.E.S.)

Name of the Department: Department of Physical Education and Sports

Duration: The BPES (Honors) programme shall be of duration of 4 (four) academic years,that is, 8 (eight) semesters.
If the Students left the course after 1st, 2nd & 3rd year as per NEP-2020 the degree/certificatetitle as follows:

1. Year (Two Semesters)	Certificate in Physical Education & Sports (CPES)
2. Years (Four Semesters)	Diploma in Physical Education (DPES)
3. Years (Six Semesters)	Bachelor of Physical Education and Sports (B.P.E.S. Degree)
4. Years (Eight Semesters)	Bachelor of Physical Education and Sports (BPES Honors)
5. Years (Eight Semesters)	Bachelor of Physical Education and Sports (BPES Honors with Research)

Pedagogy for Teaching the Bachelor of Physical Education and Sports in Physical Education Course:

This course utilizes a diverse teaching and learning approach, incorporating lectures, tutorials, practical sessions, projects, presentations, workshops, seminars, experiential exercises, and hands-on training. Students are encouraged to develop an understanding of real-life issues and actively participate in programs and practices within a social context. Practicum, a vital component of each semester, provides hands-on experience with various research methods, including laboratory and field experiments, observation, psychological testing, surveys, interviews, case studies, field studies, and physical activity analysis. To enhance the learning experience, the course highly recommends utilizing ICT (Information and Communication Technology), mass media, and web-based resources such as documentaries, videos, and films to create an interactive, engaging, and enriching learning environment.

Evaluation

The mode of evaluation would be through a combination of external and internal assessment in the ratio of 50: 50 respectively. Along with routine examinations, classroom participations, class assignments, project work, seminars, field internships, practicum work and presentations would also be a part of the overall assessment of the students.

Schema for Bachelor of Physical Education and Sports (B.P.E.S.)

With Effect form 2024-25 Academic Session

	Category	Paper Code	Semester -I	L	T	P	Credit
1	D Major	PE101A1	Introduction and History of Physical Education	3	1	0	4
2	D Major	PE109A4	Football	0	0	4	2
3	Interdisciplinary	XXX	**Elective – I (OE/MS)**	3	1	0	4
4	VAD	GN201A1	UHV	3	0	0	3
5	D Major	PE110A4	Basketball	0	0	4	2
6	D Major	PE111A4	Netball	0	0	4	2
7	SEC	PE109A4	Fundamentals of Computer Lab	0	0	0	1
8	AESC	BA101A1	Communication Skills	2	0	0	2
9	AECC/Major	PE112A7	Seminar/Project based learning	0	0	2	1
Total Credit							**21**

	Category	Paper Code	Semester -II	L	T	P	Credit
1	D Major	PE103A1	Anatomy and Physiology	4	0	0	4
2	D Minor	PE113A4	**Volleyball**	0	0	4	2
3		PE114A4	**Cricket**	0	0	4	2
4	Interdisciplinary	XXXX	Constitution of India/Environmental Science	2	0	0	2
5	Interdisciplinary	XXXX	**Elective 2 (OE/MS)**	4	0	0	4
6	VAD/D Major	PE108A4	Fitness and Yoga	0	0	8	4
7	SEC	PE106A4	Gym Training	0	0	2	1
8	AECC/Major	PE115A7	Seminar	0	0	2	1
Total Credit							**20**

	Category	Paper Code	Semester -III	L	T	P	Credit
1	D Major	PE201A1	Kinesiology and Biomechanics	3	1	0	4
2	D Major	PE202A1	Test, Measurement and Evaluation	3	1	0	4
3	D Major	PE203A1	Basics of Research	3	1	0	4
4	D Major	PE215A5	Badminton	0	0	4	2
5	Interdisciplinary /MOOC	XXXXX	**Elective – 3 (OE/MS)**	3	1	0	4
6	Sec/Major	PE221A4	SPSS for Data Analysis (Lab)	0	0	2	1
7	AEC/Major	PE216A7	Seminar	0	0	0	1
Total							**20**

	Category	Paper Code	Semester -IV	L	T	P	Credit
1	D Major	PE208A1	Sports Training	3	1	0	4
2	D Major	PE209A1	Fundamentals of Statistics for Physical Education	3	1	0	4
3	D Major	PE217A4	Kho-Kho	0	0	4	2
4	D Major	PE213A4	Weightlifting	0	0	2	1
5	DSE	XXXX	**Elective 4 (OE/MS)**	4	0	0	4
6	SEC/D Major	PE218A9	Summer Internship (Teaching Practices/Internship Teaching (4-week School) Teaching Lesson Plans for Racket Sport/ Team Games/Indigenous Sports (out of 10 lessons 5 internal and 5 externals at practicing school)	0	0	4	2
7		PE219A4	Tennis	0	0	4	2
8	AECC Major	PE220A7	Seminar	0	0	2	1
						Total	**20**

	Category	Paper Code	Semester -V	L	T	P	Credit
1	D Major	PE301A1	Principles of Officiating	3	1	0	4
2	DSE	PE302A1	Physical Fitness and Skills: HRF Exercises	3	1	0	4
3	DSE/SEC/Multi disciplinary	XXXX	**Elective 5 (DSE/OE/MS)**	4	0	0	4
4	D Major	PE316A4	Table Tennis	0	0	4	2
5	D Major	PE317A4	Handball	0	0	4	2
	D Major	PE318A4	Kabaddi	0	0	4	2
	D Major	PE319A4	Swimming	0	0	4	2
						Total	**20**

	Category	Paper Code	Semester -VI	L	T	P	Credit
1	D Major	PE310A1	Organization and Administration in Physical Education	3	1	0	4
3	Interdisciplinary	XXXX	**Elective 6 (OE/MS)**	4	0	0	4
4	D Major	XXXX	DSE II Any two				4
5	D Major	XXXX					4
6	SEC/D Major	PE315A5	Field Based Learning/Group Project**	0	0	4	2
7	D Major	PE314A4	Game Specialization -II Skill Test	0	0	4	2
						Total	**20**

*** A student must choose a 4-credit subject offered by another department or through a MOOC.**

**** In place of project student may choose 3 theory subjects of 12 credit for honours requirement.**

	Category	Paper Code	Semester -VII	L	T	P	Credit
1	D Major /VAC	PE401A1	The Olympic Values Education	3	1	0	4
2	Major	PE312A3	Personality Development	3	1	0	4
3	Major	PE402A6	Systematic Review of Literature (Seminar)	0	0	4	2
4	SEC	PE403A5	Physical Activity (PA) Analysis	0	0	4	2
5	D Major/SEC	PE404A4	Mass Demonstration Activities -March Past/Wands/Hoop/Umbrella	0	0	8	4
6	Major	PE405A5	Research Paper Writing for Publication	0	0	4	2
7	Major	PE406A6	Research Proposal/Synopsis	0	0	4	2
						Total	**20**

	Category	Paper Code	Semester -VIII	L	T	P	Credit
1	Major	PE407A6	Major Research Project/Dissertation (Final Phase)/**DSE	0	0	0	12
2	Major	XXXX	DSE III (Any two) ***/MOOC	0	0	0	4
3	Major	XXXX		0	0	0	4
						Total	**20**

Total Credit B.P.E.S. III Year Degree Program – 121 Credit

Total Credit B.P.E.S. Honours - 161 Credit

Total Credit B.P.E.S. Honours with Research - 161 Credit

**** In place of project student may choose 3 Theory subjects or 12 Credits for honours requirement.**

***** DSE III Courses can be opted as Offline or MOOC based courses which will be evaluated in house.**

Pool of Discipline Specific (DSE) – I

Sr. No.	Subject Code	Subject Name	L	T	P	C
1	PE204A3	Track and Field (Sprint and Middle Distance)	0	0	8	4
2	PE207A3	Health Education	3	1	0	4
3	PE302A1	Physical Fitness and Skills: HRF Exercises	3	1	0	4

Pool of Discipline Specific (DSE) – II

Sr. No.	Subject Code	Subject Name	L	T	P	C
1	PE210A3	Track and Field (Long Distance)	0	0	8	4
2	PE313A3	Track and Field (Jumps)	0	0	8	4
3	PE309A3	Education Technology and Methods in Physical Education	3	1	0	4

Pool of Discipline Specific (DSE) – III

Sr. No.	Subject Code	Subject Name	L	T	P	C
1	PE305A3	Track and Field (Shot-Put and Discuss)	0	0	8	4
2	PE304A3	Athletic Care and Rehabilitation	3	1	0	4
3	PE104A1	Psychology in Physical Education and Sports	3	1	0	4

Pool of Open Elective/Minor Specialization Subjects Offered to Other Department Students

Subject Name: Physical Education Foundation and Practices

Sr. No.	Sub Code	Subject Name	L	T	P	C
1	PE101A1	Introduction and History of Physical Education	3	1	0	4
2	PE108A4	Fitness and Yoga	0	0	8	4
3	PE202A1	Test, Measurement and Evaluation	3	1	0	4
4	PE208A1	Sports Training	3	1	0	4
5	PE302A1	Physical Fitness and Skills: HRF Exercises	3	1	0	4
6	PE310A1	Organization and Administration in Physical Education	3	1	0	4
					Total	**24**

SEMESTER-I

PE101A1 **Credit:4 (L-3, T-1, P-0)**

INTRODUCTION AND HISTORY OF PHYSICAL EDUCATION

Questions to be set: 05 (All Compulsory)

Course Objectives: This course introduces physical education and the Olympic Movement. It aims to develop an understanding of physical education, its aims and objectives, philosophical underpinnings, historical development, origins of the Olympic Movement and the structure/functions of the various committees.

Pre-requisites: Basic understanding of physical literacy and sports and games.

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1 Understand the concept of physical education.

CO 2 Understand the historical development of physical education in India and abroad.

CO 3 Describe the different Olympic games and its committees.

CO 4 Classify and identify the Olympic values and apply the same to the society.

CO 5 Apply the concept of Olympism in organizing various sports activities. Recognize and distinguish the functional operations of national and international Olympic federations.

** not more than 20% of total topics to be allotted for assignment

Module	**Topics to be covered**	**Topics**	**Hrs.**	**CO**
Module 1: **< Introduction>**	in class	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:	7	1

		-Idealism, Pragmatism, Naturalism, Realism, Humanism and Existentialism.		
	****Assignment Topics**	Misconceptions about Physical Education.		
Module 2: <**Historical Development -I**>	in class	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)	7	2
	****Assignment Topics**	Write 500 words about anyone {Vedic Period (2500 BC – 600 BC) Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)}		
Module 3: **< Historical Development -II>**	in class	Medieval Period (1000 AD – 1757 AD) British Period (Before 1947) Physical Education in India (After 1947)	7	3
	****Assignment Topics**	Evolution of Physical Education across Historical Periods		
Module 4: **<The Olympic Movement and Its Significance >**	in class	Significance of Olympic Ideals, Olympic Rings, Olympic Flag. Olympic Protocol for member countries. Olympic Code of Ethics	7	4
	****Assignment Topics**	Write about Olympic Code of Ethics and its role in fostering ethical behaviour in sports.		
Module 5	In Class	The early history of the Olympic movement. The significant stages in the development of the modern	7	5

< Different Olympic Games and Committees >	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
****Assignment Topics**	Complete the list of Olympic games

SUGGESTED READINGS

1. Burbank, J. M., Andranovich, G. D. &Heying Boulder, C. H. (2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner
2. Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of Physical education.
3. Nixon, E. E. & Cozen, F.W. (1969). *An introduction to physical education*. Philadelphia: W.B. Saunders Co.
4. 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.
5. Bucher, C.A., (2010). Foundation of Physical education (16thed.). New Delhi: Tata McGraw-Hill.
6. Barrow, H.M. (1983). Man and Movement: Principles and Physical Education. Phi: Lea and Febiger
7. Bucher &Wuest (1987). Foundations of Phy.Edu & Sports. Missouri: C.V.Mosby co.
8. Ziegler, E.F. (2007). An introduction to Sports & Phy.Edu.Philosophy. Delhi: Sp. Educational Tehno.
9. Kretchmar, R.S. (1994). Practical Philosophy of Sport. IL: Human Kinetics.
10. Young, D.C. (2004). A brief History of Olympic Games. UK: Blackwell Publishing.
11. Frank, A.M. (2003). Sports & education. CA: ABC-CLIO
12. Susan Capel, Susan Piotrowski (2000). Issues in Physical Education. London:

PE110A4 **Credit: 2 (L-0, T-0, P-4)**

FOOTBALL

Course Outcomes (CO): **On successful completion of this course, students will be able to:**

CO 1	Understand the history of Football
CO 2	Acquire, analyze, and interpret basic skills of Football.
CO 3	Appraise the laws of Football.
CO 4	Demonstrate and assess various basic skills and team strategies.
CO 5	Officiate in match.

Module	Activity No.	Activity	Hrs.	CO
Basics of Football	1	History: National, International	2	1
	2.	Governance: FIFA, UEFA, AIFF	2	
	3.	Competitions: FIFA world Cup, UEFA League AIFF-Cup, and National Leagues.	2	
Fundamentals of Skills	4.	Kicks, Trapping, Dribbling Heading. Throw In.	2	2
	5.	Heading, Feinting, and Tackling	2	
	6.	Goalkeeping	2	
Laws of Football (Soccer)	7.	Laws of the Game	2	3
Functional and Conditional Training	8.	Sprints, Ladder drills, Cone drills Plyometrics, Core exercises	2	4
	9.	Functional Training	2	
Rational Play	10.	**Increased chances of winning**	2	5
	11.	**Improved team performance**	2	
	12.	**Increased enjoyment**	2	

GN201A1 **Credit: 3 (L: 3, T:0, P: 0)**

UNIVERSAL HUMAN VALUES (UHV)

UNIVERSAL HUMAN VALUES-II: UNDERSTANDING HARMONY and ETHICAL HUMAN CONDUCT

Course Objectives:

This introductory course input is intended:

1. To help the students appreciate the essential complementarily between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity which are the core aspirations of all human beings.

2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way.

3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behaviour and mutually enriching interaction with Nature.

Thus, this course is intended to provide a much-needed orientational input in value education to the young enquiring minds.

Pre-requisites: None. However, it is desired that students may have gone through UHV-I: Universal Human Values-Introduction

Course Outcome (CO):

1. Students are expected to understand self-exploration and Basic Human Aspirations.

2. To understand harmony in themselves (Human being).

3. To become more aware of their surroundings (family, society, nature); they would become more responsible in life, and in handling problems with sustainable solutions, while keeping human relationships and human nature in mind.

4. They would have better critical ability. They would also become sensitive to their commitment towards what they have understood (human values, human relationship and human society). It is hoped that they would be able to apply what they have learnt to their own self in different day-to-day settings in real life, at least a beginning would be made in this direction.

1) Holistic vision of life

2) Socially responsible behaviour

3) Environmentally responsible work

4) Ethical human conduct

5) Having Competence and Capabilities for Maintaining Health and Hygiene

6) Appreciation and aspiration for excellence (merit) and gratitude for all

Therefore, the course and further follow up is expected to positively impact common graduate attributes like:

Module 1 –**Introduction to Value Education** (9 Hrs)

Lecture 1: Right Understanding, Relationship and Physical Facility (Holistic Development and the Role of Education)

Lecture 2: Understanding Value Education

Tutorial 1: Practice Session *PS1 Sharing about Oneself*

Lecture 3: Self-exploration as the Process for Value Education

Lecture 4: Continuous Happiness and Prosperity – the Basic Human Aspirations Tutorial 2: Practice Session PS*2 Exploring Human Consciousness*

Lecture 5: Happiness and Prosperity – Current Scenario Lecture 6: Method to Fulfil the Basic Human Aspirations

Tutorial 3: Practice Session PS*3 Exploring Natural Acceptance*

Module 2 – **Harmony in the Human Being (**9 Hrs)

Lecture 7: Understanding Human being as the Co-existence of the Self and the Body Lecture 8: Distinguishing between the Needs of the Self and the Body

Tutorial 4: Practice Session PS*4 Exploring the difference of Needs of Self and Body*

Lecture 9: The Body as an Instrument of the Self Lecture 10: Understanding Harmony in the Self

Tutorial 5: Practice Session PS*5 Exploring Sources of Imagination in the Self*

Lecture 11: Harmony of the Self with the Body

Lecture 12: Programme to ensure self-regulation and Health

Tutorial 6: Practice Session PS*6 Exploring Harmony of Self with the Body*

Module 3 – **Harmony in the Family and Society** (9 Hrs) Lecture 13: Harmony in the Family – the Basic Unit of Human Interaction

Lecture 14: 'Trust' – the Foundational Value in Relationship Tutorial 7: Practice Session PS*7 Exploring the Feeling of Trust* Lecture 15: 'Respect' – as the Right Evaluation

Tutorial 8: Practice Session PS*8 Exploring the Feeling of Respect* Lecture 16: Other Feelings, Justice in Human-to-Human Relationship Lecture 17: Understanding Harmony in the Society

Lecture 18: Vision for the Universal Human Order

Tutorial 9: Practice Session PS*9 Exploring Systems to fulfil Human Goal*

Module 4 – **Harmony in the Nature/Existence** (6 Hrs) Lecture 19: Understanding Harmony in the Nature

Lecture 20: Interconnectedness, self-regulation, and Mutual Fulfilment among the Four Orders of Nature

Tutorial 10: Practice Session PS*10 Exploring the Four Orders of Nature*

Lecture 21: Realizing Existence as Co-existence at All Levels Lecture 22: The Holistic Perception of Harmony in Existence

Tutorial 11: Practice Session PS*11 Exploring Co-existence in Existence*

Module 5 – **Implications of the Holistic Understanding** – **a Look at Professional Ethics** (9 Hrs)

Lecture 23: Natural Acceptance of Human Values

Lecture 24: Definitiveness of (Ethical) Human Conduct

Tutorial 12: Practice Session PS*12 Exploring Ethical Human Conduct*

Lecture 25: A Basis for Humanistic Education, Humanistic Constitution and Universal Human Order

Lecture 26: Competence in Professional Ethics

Tutorial 13: Practice Session PS*13 Exploring Humanistic Models in Education*

Lecture 27: Holistic Technologies, Production Systems and Management Models-Typical Case Studies

Lecture 28: Strategies for Transition towards Value-based Life and Profession **Tutorial 14: Practice Session PS*14 Exploring Steps of Transition towards Universal Human Order***

Content for Practice Sessions (Tutorials)

In order to connect the content of the proposals with practice (living), 14 practice sessions have been designed. The full set of practice sessions is available in the Teacher's Manual as well as the website.

Practice Sessions for Module 1 – Introduction to Value Education

PS1 Sharing about Oneself

PS2 Exploring Human Consciousness PS3 Exploring Natural Acceptance

Practice Sessions for Module 2 – Harmony in the Human Being PS4 Exploring the difference of Needs of Self and Body PS5 Exploring Sources of Imagination in the Self

PS6 Exploring Harmony of Self with the Body

Practice Sessions for Module 3 – Harmony in the Family and Society

PS7 Exploring the Feeling of Trust PS8 Exploring the Feeling of Respect PS9 Exploring Systems to fulfil Human Goal

Practice Sessions for Module 4 – Harmony in the Nature (Existence)

PS10 Exploring the Four Orders of Nature PS11 Exploring Co-existence in Existence

Practice Sessions for Module 5 – Implications of the Holistic Understanding – a Look at Professional Ethics

PS12 Exploring Ethical Human Conduct

PS13 Exploring Humanistic Models in Education

PS14 Exploring Steps of Transition towards Universal Human Order

Text Book

A Foundation Course in Human Values and Professional Ethics, R R Gaur, R Asthana, G P Bagaria, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034- 47-1

The Teacher's Manual

Teachers' Manual for *A Foundation Course in Human Values and Professional Ethics*, R R Gaur, R Asthana, G P Bagaria, 2nd Revised Edition, Excel Books, New Delhi, 2019. ISBN 978-93-87034-53-2

Reference Books

1. Jeevan Vidya: EkParichaya, A Nagaraj, Jeevan Vidya Prakashan, Amarkantak, 1999.

2. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.

3. The Story of Stuff (Book).

4. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi

5. Small is Beautiful - E. F Schumacher.

6. Slow is Beautiful - Cecile Andrews

7. Economy of Permanence - J C Kumarappa

8. Bharat Mein Angreji Raj – Pandit Sunderlal

9. Rediscovering India - by Dharampal

10. Hind Swaraj or Indian Home Rule - by Mohandas K. Gandhi

11. India Wins Freedom - Maulana Abdul Kalam Azad

12. Vivekananda - Romain Rolland (English)

13. Gandhi - Romain Rolland (English)

PE111A4 **Credit: 2 (L-0, T-0, P-4)**

BASKETBALL

Course Outcomes (CO): **On successful completion of this course, students will be able to:**

CO 1	Understand the history of basketball
CO 2	Acquire, analyze, and interpret basic skills of Basketball
CO 3	Appraise the rules and regulations.
CO 4	Demonstrate and assess various basic skills/techniques and game strategies.
CO 5	Officiate in competition

Module	Activity No.	Activity	Hrs.	CO
History of Basketball	1	Historical and Bodies: National, International	2	1
Fundamentals of Skills	2	Player stance and ball handling, Passing-Two Hand chest pass, two hands Bounce Pass, One Hand Baseball pass, Side Arm Pass, Over Head pass, Hook Pass.	2	2
	3	Receiving-Two Hand receiving, one hand receiving, receiving in stationary position, receiving while jumping, receiving while running.	2	
	4	Dribbling-How to start dribble, how to drop dribble, High dribble, Low dribble, Reverse dribble, rolling dribble.	2	
	5	Shooting-Layup shot and its variations, one handset shot, one hand jump shot, Hook shot, and Free throw.	2	

	6	Rebounding-Defensive rebound, Offensive rebound, knock out, Rebound Organization. Individual Defence-Guarding the man with the ball and without the ball. Pivoting.	2	
Rules and Regulations	7	Rules for offence, Defensive rules, Rules for everyone, Court and Ball, official roles, and responsibilities.	2	3
	8	Demonstrate the Skills.	2	4
Skill Evaluation	9	Skills Assessment and Evaluation	2	
Officiating	10	Role and Responsibilities of an Official, Rulebook and Game Knowledge, Pre-Game Preparation, Game Management, Positioning and Mechanics	2	5
	11	Communication and Conflict Resolution, Game Situations and Scenarios	2	
	12	Continuous Learning and Development	2	

PE112A4 **Credit: 2(L-, T-, P-4)**

SQUASH

Course Objectives: To provide students with the knowledge and skills they need to understand the basics of squash, develop their technique, and compete in squash competitions.

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1	Perform cardio exercises, static and dynamic stretches, basic drill in squash
CO 2	Master the basics, move quickly, and hit with precision.
CO 3	**Expertise in squash shot making, with the ability to use lobs, volleys, and drop shots to their full potential.**
CO 4	**Develop the squash-specific fitness training program that maximizes their physical potential.**

CO 5 **Mastered the mental and physical aspects of squash competition, with the ability to execute winning strategies under pressure.**

Module	Activity No.	Activity	Hrs.	CO
1: Warming Up	1	Cardio, Static and Dynamic stretches	1	1
	2	Racket and shadow drills	2	
2: Basic Squash Technique	3	Grips and stance in squash	1	2
	4	Movement in squash	1	
	5	Swinging the racquet in squash	2	
3: Advanced Squash Technique	6	Lobs in squash	2	3
	7	Volleys and drop shots in squash	2	
	8	Drills with partner	2	
4: Squash Conditioning	9	Cardio training for squash	2	4
	10	Strength and flexibility training	2	
5: Squash Competition	11	Strategic planning	2	5

PE109A4 **Credits: 1 (L-0, T-0, P-2)**

Fundamentals of Computer Application Lab

Outcomes (CO): Students will be able to

CO1: Work with MS Office.

CO2: Perform analytical works in MS Excel.

CO3: Prepare presentation using MS PowerPoint.

CO4: Work in Linux Operating System.

CO5: Prepares templets using Latex.

Module	Experiment No.	Experiment	Hrs	CO
1. **Basics of Computer & MS Office**	1	Familiarization with Computer in Windows.	2	1
	2.	Formatting with MS Word.	2	
	3.	Learning To Use & Include Equations & Symbols.	2	
2. **MS Excel**	4.	Formatting with MS Excel-I.	2	2
	5.	Formatting with MS Excel-II.	2	
	6.	Statistical Analysis with MS Excel.	2	
3. MS PowerPoint	7.	Creating PowerPoint Presentation.	2	3
4. **Linux**	8.	Learning Linux Commands.	2	4
	9.	Creating Directory in Linux.	2	
5. **Latex**	10.	Formatting in Latex-I	2	5
	11.	Formatting in Latex-II	2	
	12.	Formatting in Latex-III	2	

BA101A1 **Credit:2 (L-2-, T-0, P-0)**

Sub Name: Communication Skills

Questions to be set: 05 (All Compulsory)

Course Objectives:

- The course is intended to familiarize students with effective communication strategies by improving their verbal and non-verbal communication style.
- The course enhances interpersonal skills of students by focusing on the four macro communication skills LSRW (Listening, Speaking, Reading, and Writing), which makes them job and industry ready.

Pre-requisites:

Course Outcomes (CO):

CO 1 To comprehend and apply a variety of communications (verbal/Non – verbal, formal/informal) techniques in the Professional Environment and to overcome the barriers of communication.

CO 2 To develop and expand writing skills through controlled and guided activities on vocabulary and comprehension.

CO 3 To write and draft different kinds of effective business correspondences such as reports, letters, memos, email and resume with clarity and aptness.

CO 4 To demonstrate the ability to write error free while making an optimum use of correct Business Vocabulary and Grammar.

CO 5 To develop coherence, cohesion, and competence in oral discourse through appropriate pronunciation.

**not more than 20% of total topics to be allotted for assignment

Module	Topics to be covered	Topics
Module 1: <Module Name>	In class	**Introduction to Communication Skills:** • Fundamentals of Communication Skills • Process of Communication • Types of Communication • Flows of Communication • Barriers to Communication • Types of Listening • 7 C's of Communication • Verbal Communication- 3 V's of Communication • Non Verbal Communication- Types of Body Language
	****Assignment Topics**	
	In class	**Vocabulary and Comprehension Skills:**

Module 2: <Module Name>		• Precise Writing • Expansion of ideas • Comprehension Skills • Vocabulary: One Word substitution, Foreign Words Commonly used in English, Synonyms, Antonyms, Idioms.
	****Assignment Topics**	
Module 3: <Module Name>	In class	**Writing Skills:** • Paragraph Writing, Summarizing, Paraphrasing and Note making • Reported Speech. • Report Writing: Performance Appraisal Report, Disciplinary Report, Inspection Report, Site Survey Report, Market Survey report, Event Management Report • Business Correspondence: Kinds of Business Letters, Enquiries and Replies, Letters to Newspapers, Circulars and Memorandum • Floating Tenders, Inviting Quotations, Submission of Quotation, Placing an Order, Notice, Agenda and Minutes of Meeting, • Job application (including Resume / Bio data) • E-mail Writing.

	**Assignment Topics	
Module 4: <Module Name>	In class	**Grammar:** • Parts of Speech • Time, Tense and Aspect • Correct Usage of Adjectives, Adverbs, Nouns, and Prepositions.
Module 5: <Module Name>	In class	**Phonetics:** • Study of Speech sounds- Pure vowels, Diphthongs, Consonants • Description of Consonant Sounds • Place of Articulation • Manner of Articulation. • Syllable, Stress, Problem Sound for Indian Speakers. • Intonation.

- Text Books:
  - Sen, Leena. Communication Skills. (Prentice Hall)
  - Raman, Menashi & Sharma, Sangeeta. Technical Communication – Principles and Practice (Oxford)
  - Wren, R.C. & Martin, H. English Grammar and Composition (S Chand & Co Ltd)
- Reference Books:
  - Mehra, Payal, Business Communication for Managers. (Pearson)
  - Miglani, Seema & Goyal, Shikha. English for Professional. (VEI)

SEMESTER-II

PE103A1 **Credit: 4 (L-3, T-1, P-0)**

ANATOMY AND PHYSIOLOGY

Questions to be set: 05 (All Compulsory)

Course Objectives: By studying of anatomy and physiology, as well as the effects of physical activity and exercise on the body, the students can gain an understanding of the major fitness components, how to assess physical fitness, how to apply nutritional knowledge to enhance performance, and how to reduce the risk of injury while exercising. Additionally, students can learn about the physiological and psychological benefits of exercise and how to motivate others to maintain an active lifestyle.

Pre-requisites: Basic Knowledge of human body, structure and function and Exercises

Course Outcomes (CO): **On successful completion of this course, students will be able to:**

CO 1	Understand the structure, functions, and need of the human body.
CO 2	Understand the meaning, structure, and functions of the skeletal system, types, structure and function of bones and joints, skeletal deformities, and the effects of exercise and training on the skeletal system.
CO 3	Understand the meaning, types, structure, and functions of the system, as well as the types and mechanisms of muscular contraction, muscle fiber types, and the effect of exercise and training on the muscular system.
CO 4	Understand the structure and functioning of the body's cardiovascular and respiratory systems and how exercise and training can affect them.
CO 5	Understand the structure, functions, and interactions between the nervous and endocrine systems, as well as the effects of exercise and training on both.

**** not more than 20% of total topics to be allotted for assignment**

Module	**Topics to be covered**	**Topics**	**Hrs35**	**CO**
Module 1: **< Concept of Anatomy,**	in class	Meaning and definition of Anatomy, Physiology and Exercise Physiology. Brief history. Need and	7	1

Physiology and Exercise Physiology>		importance. Structure and functions of cell.		
	****Assignment Topics**	Need for and importance of Anatomy, Physiology and Exercise Physiology		
Module 2: **<Skeletal System>**	in class	Meaning, structure, and functions of skeletal system. Types, Structure and function of Bones and joints. Skeletal deformities. Effect of exercise and training on skeletal system	7	2
	****Assignment Topics**	Types of skeletal deformities and their causes		
Module 3: **< Muscular System>**	in class	Meaning, Types, Structure, and functions of muscular system. Types and Mechanism of muscular contraction. Muscle fibre types. Effect of exercise and training on muscular system	7	3
	****Assignment Topics**	Types of Muscles and Mechanism of Muscular Contraction		
Module 4: **<Cardiovascular and Respiratory Systems>**	in class	Anatomy and Physiology of cardiovascular system. Anatomy and physiology of respiratory system. Effect of Exercise and training on respiratory system. Effect of exercise and training on Cardiovascular system	7	4
	****Assignment Topics**	Describe the anatomy and physiology of the respiratory system, including the structure and function of the lungs, bronchi, and alveoli.		

Module 5: < **Nervous System>**	In Class	Anatomy and physiology of the nervous system. Anatomy and physiology of endocrine system. Effect of exercise and training on Nervous system. Effect of exercise and training on endocrine system	7	5
	****Assignment Topics**	Structure and function of the nervous system, including the brain and spinal cord		

Textbooks:

- Pearce Evelyn (1973) Anatomy and Physiology for Nurses, Oxford University Press, Kolkata
- Hill AV. Muscular Movement in man. New York: Mc Graw Hill Book Co;1927

Reference Books:

- CC Chatterjee Human Physiology, CBS Publishers & Distributers Pvt Ltd.
- McArdle WD, Katch FI, Katch VL. Essentials of Exercise Physiology 2nd ed Philadelphia: Lippincott Williams and Wikins:2000
- Fax EL. Sports Physiology. Tokyo: Holt Saunders; 1984.

PE114A4 **Credit: 2 (L-0, T-0, P-4)**

VOLLEYBALL

Course Objectives: This course enables the students to develop a comprehensive understanding of the fundamental skills of Volleyball and strategies to enhance performance.

Pre-requisites: Physical Fitness

Course Outcomes (CO): **On successful completion of this course, students will be able to:**

CO 1	Demonstrate the fundamental skill
CO 2	Explain the role of training and conditioning as well as mental preparation
CO 3	Learn and demonstrate the of FIVB.
CO 4	Execute the rules and regulations in game situations

CO 5 Explain the structure, function, and code of ethics

Module	Activity No.	Activity	Hrs	CO
1: Fundamental Skills	1	Service and pass	2	1
	2	Setting and attack	2	
	3	Blocking and digging.	2	
2: Performance Improvement	4	Conditioning and Training techniques	2	2
	5	Drills, and Mental preparation to enhance skills, agility, coordination, speed, and overall performance on the court.	2	
3: Rules and Regulations	6	Rules/laws of the Game and scoring system	2	3
	7	Rotation rules, fault, and violation calls.	2	
	8	Marking, Measurement, Net, Plantation of post,	2	
4: Role of – Official, Captain and Coach	9	Referees/Umpires – Roles and responsibilities	2	4
	10	Captain and Coaches: Roles in team management, player development, game strategies, leadership, and communication	2	
5: National, International bodies.	11	Structure	2	5
	12	Functions	2	
	13	Code of Ethics	2	

PE115A4 **Credit: 2 (L-0, T-0, P-4)**

CRICKET

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1 **Explain the history, rules, equipment, and positions of cricket.**

CO 2 Demonstrate batting style and improve batting skills and become better player

CO 3 Demonstrate the bowling skills and become better bowlers.

CO 4 Improve their defensive, attacking, and innovative fielding techniques.

CO 5 Explain the need, importance, and application of strategic planning in cricket.

Module	**Activity No.**	**Activity**	**Hrs**	**CO**
Module 1: **Basics**	1	History, rules, and equipment of the sport.	2	1
	2	Positions on the field and their roles.	2	
Module 2: Batting	3	Forward and backward defensive stroke, on-drive, and off-drive	2	2
	4	Pull shot and hook shot, sweep shot	2	
	5	Leg glance, reverse sweep	2	
Module 3:	6	Fast bowl	2	3
Bowling	7	The off spin	2	
	8	The leg-spin	2	
Module 4:	9	Defensive and offensive fielding	2	4
Fielding	10	Catching, Stopping, and Throwing.	2	
Module 5:	11	Footwork in wicket keeping.	2	5
Wicket Keeping	12	Different positions of stance	2	
	13	Practice catching different types of deliveries.	2	

PE108A4 **Credit:4: (L-1, T-0, P-)**

FITNESS AND YOGA

Questions to be set: 05 (All Compulsory)

Course Outcomes (CO): **On successful completion of this course, students will be able to:**

CO 1 Explores the relationship between yoga and mental/physical health

CO 2 Execute effective warm-up, general exercise, cooling down, and diet plans, and assess the impact of physical activity on overall health and wellness.

CO 3 Define, practice, and honor Asana to create a healthy physical and mental lifestyle.

CO 4 Explain difference between pranayama and deep breathing, and practice different pranayama techniques.

CO 5 Explain and implement the principles and practices of bandhas, mudras, meditation, and Shuddhi kriyas, and apply them to their own yoga practice.

Module	**Activity No.**	**Activity**	**Hrs 20**	**CO**
Module 1: <Introduction to Yoga>	1	Historical aspect of yoga.	2	1
	2	Yoga: Mean and Definition, Types of yoga	2	
	3	Scopes & Importance of yoga.	2	
Module 2: <Basic Preparation>	4	Warm-up, General exercise and cooling down.	2	2
	5	Demonstration: Aerobics, Circuit Training and Calisthenics.	2	
	6	Diet chart & measurement of BMI	2	
Module 3: < Asanas >	7	Asana, differences between asana and physical exercise.	2	3
	8	Suraya-Namaskar, 02 Standing Asanas, 02 – Sleeping (Supine Position) Asanas, 02 – Sitting Asanas	2	
Module 4:	9	Pranayama Practices	2	4

< Pranayama>	10	Difference between pranayama and deep breathing.	2	
Module 5: <Techniques>	11 12	Bandhas, Mudras, Meditation, and Shuddhi Kriyas	2 2	5

SEMESTER - III

PE201A1 **Credit: 4(L-3, T-1, P-0)**

KINESIOLOGY AND BIOMECHANICS

Questions to be set: 05 (All Compulsory)

Course Objectives: The course objectives of "Kinesiology and Biomechanics" are to provide an understanding of the fundamental principles of kinesiology and biomechanics, as well as their application.

Pre-requisites: A basic knowledge of human anatomy, physics, and mechanical principles.

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1	Understand the definition, meaning, aims and objectives, need for, and importance in Physical Education and Sports, as well as the kinesiological terminologies used in the human body.
CO 2	Fundamental movements, axes and planes of the human body, the classification of joints and voluntary muscles, the properties of voluntary muscles, and the types of muscular contraction.
CO 3	Identify and explain the roles of two-joint muscles, understand the concept of Angle of Pull, All or none law, Reciprocal innervations, and be able to locate and explain the action of major muscles at joints such as Ankle, Knee, Hip, Wrist, Elbow, and Shoulder.
CO 4	Understand the fundamental concepts of CGS, FPS, MKS systems, units of measurements, different types of motion and force, Newton's Laws of Motion, application of forces to sports activities, and the principles of dynamic stability.
CO 5	Understand the principles and applications of levers in human body movements, and to apply kinesiological principles to daily living and sports activities.

** not more than 20% of total topics to be allotted for assignment

Module	**Topics to be covered**	**Topics**	**Hrs**	**CO**
Module 1: < **Introduction** >	in class	Definition and meaning of Kinesiology and Biomechanics. Aims and Objective of Kinesiology. Need for and importance of	7	1

		Kinesiology in Physical Education and Sports. Kinesiological terminologies are used in the human body.		
	****Assignment Topics**	Comprehending the need for and importance of Kinesiology in Physical Education and Sports		
Module 2: < Human body Movement >	in class	Fundamental Movements, Axes and Planes, Classification of joints of the human body. Centre of gravity and line of gravity and its application in sports. Classification of voluntary muscles according to their shapes, Properties of voluntary muscles. Types of muscular contraction.	7	2
	****Assignment Topics**	Learning the fundamental movements, or motion in axis and planes		
Module 3: < Kinesiology of joints & muscles at joints >	in class	Two-joint muscles. Roles in which muscles may act. Concept of Angle of Pull, All or none law, Reciprocal innervations. Location and action of major muscles at joints: Ankle, Knee, Hip, Wrist, Elbow, Shoulder	7	3
	****Assignment Topics**	Concept of angle of pull, all or none law, reciprocal innervations		
Module 4: < **Mechanical Concept** >	in class	CGS, FPS, MKS system, units of measurements and their fundamental concepts. Definition and types of motion, Newton's Laws of Motion, Analogues of Newton's Laws of Motion, Application of Laws to sports activities. Definition of Force,	7	4

		Magnitude of force, Direction of application of force, Application of force to sports activities. Definition of Stability and Equilibrium, Types of equilibrium, Factors affecting stability, principles of dynamic stability		
	****Assignment Topics**	Application of Laws to sports activities; definition of Force, magnitude of force, direction of application of force		
Module 5: < **Application of mechanical principles** >	In Class	Definition of lever, Types of levers, Function of Lever, Application of lever functions to human body. Work, Power, Energy. Mechanical analysis of Walking, Running, Jumping, Throwing, Pulling, Pushing. Application of Kinesiological principles in daily living activities	7	5
	****Assignment Topics**	Bio-mechanical analysis of walking, running, jumping, throwing, pulling, and pushing		

Textbooks:

- Bartlett, R. (2007). Introduction to Sports Biomechanics. Routledge Publishers, USA.
- Blazevich, A. (2007). Sports Biomechanics. A & C Black Publishers, USA.
- Breer & Zarnicks (1979). Efficiency of human movement. WIB Sounders Co. USA.
- Hamill, J. and Knutzen, K.M. (2003). Biomechanical Basis of Human Movement. Lippincott Williams and Wilkins, USA.

Reference Books:

- Rasch Philip J and Burke Roger K, Kinesiology and Applied Anatomy, Lea Febiger, Philadelphia.

- Frost Robert, Applied Kinesiology, North Atlantic Books, Berkely, California.
- Goswami, Jogishwar, Basic Kinesiology: Essential Tips, Friends Publication, New Delhi.
- Scott, Textbook in Kinesiology, Friends Publication, New Delhi.
- Rai, Ramesh, Biomechanics Mechanical Aspects of Human Motion, Agrim Publication, Mohali, Punjab.

PE202A1 **Credit: 4 (L-3, T-1, P-0)**

TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Questions to be set: 05 (All Compulsory)

Course Objectives: This course will enable students to understand the concept of tests, measurement & evaluation in Physical Education, Criteria of selection, classification and administration of test, physical fitness tests and sports skill tests.

Pre-requisites: A basic knowledge of physical activity.

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1	Understand the need & importance of test, measurement, and evaluation in physical education. Describe the criteria, classification, and administration of test.
CO 2	Understand the concepts of Test, Measurement, and Evaluation
CO 3	Construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education.
CO 4	Explain different physical fitness and skill tests
CO 5	Apply test, measurement, and evaluation concepts to real-world situations

** not more than 20% of total topics to be allotted for assignment

Module	Topics to be covered	Topics	Hrs.	CO
Module 1: < **Introduction to Test,**	in class	History of test, measurement, and evaluation in physical education. The need for test, measurement, and	7	1

Measurement, and Evaluation in Physical Education >		evaluation in physical education. Criteria for selecting tests. Classification of tests. Administration of tests.		
Module 2: **< Concepts of Test, Measurement, and Evaluation>**	in class	Reliability and validity of tests. Norms and standards. Types of scores. Interpretation of scores.	7	2
Module 3: **< Motor Fitness Tests>**	in class	Motor fitness tests: aerobic fitness tests, anaerobic fitness tests, and muscular strength and endurance tests. Administration and interpretation of motor fitness tests.	7	3
	****Assignment Topics**			
Module 4: **< Skill Tests**>	in class	Lockhart and McPherson Badminton test. Johnson basketball test. McDonald soccer test. Rustle Lange volleyball test. Harbansingh hockey test	7	4
Module 5: < **Applying Test, Measurement, and Evaluation in Physical Education**>	In Class	Using test, measurement, and evaluation data to make decisions about program planning, instruction, and assessment. Reporting test, measurement, and evaluation data.	7	5

SUGGESTED READINGS

- Bangsbo, J. (1994). *Fitness training in football: A scientific approach*. Bagsvaerd, Denmark: Ho+Storm.

- Barron, H. M., &Mchee, R. (1997).*A practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
- Barron, H.M. &Mchee, R. (1997).A Practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
- Kansal, D.K. (1996).*Test and measurement in sports and physical education*. New Delhi: D.V.S. Publications.
- Mathews, D.K., (1973). *Measurement in physical education*, Philadelphia: W.B.SoundersCompnay.
- Pheasant, S. (1996). *Body space: anthropometry, ergonomics and design of work*. Taylor & Francis, New York.
- Phillips, D. A., &Hornak, J. E. (1979). *Measurement and evaluation in physical education*. New York: John Willey and Sons.
- Sodhi, H.S., &Sidhu, L.S. (1984).*Physique and selection of sports- a kinanthropometric study*. Patiala: Punjab Publishing House.

PE203A1 **Credit: 4(L-3, T-1, P-0)**

BASICS OF RESEARCH IN PHYSICAL EDUCATION

Questions to be set: 05 (All Compulsory)

Course Objectives: The objective of this course is to provide students with a solid foundation in research methodology and equip them with the necessary skills to undertake independent research projects and contribute to the existing body of knowledge in the field of physical education.

Pre-requisites: Knowledge of basic statistics

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1	Understand the different types of research, identify the steps of research process, and develop a research question.
CO 2	Conduct a literature review. Identify the relevant research and summarize the findings of relevant research.

CO 3 Understand the research methods, selecting appropriate methods for research questions, and collecting data accordingly.

CO 4 Understand the techniques to analyse data using statistical methods. Interpret the results of data analysis.

CO 5 Understand that how to write a research report and communicate the findings of a research study.

** not more than 20% of total topics to be allotted for assignment

Module	**Topics to be covered**	**Topics**	**Hrs.**	**CO**
Module 1: **< Introduction to Research>**	in class	What is research? Types of research. The steps involved in the research process. Developing a research question.	7	1
Module 2: **< Literature Review>**	in class	What is a literature review? How to conduct a literature review. Identifying relevant research. Summarizing the findings of relevant research.	7	2
Module 3: **< Research Methods>**	in class	The different research methods. Choosing the appropriate research method. Collecting data using a research method.	7	3
Module 4: **< Data Analysis**>	in class	Statistical methods for data analysis. Interpreting the results of data analysis.	7	4
Module 5: < **Writing a Research Report**>	In Class	The structure of a research report. Writing a research report. Communicating the findings of a research study.	7	5

SUGGESTED READINGS

- Best, J.W. (1963).*Research in education*. U.S.A.: Prentice Hall.

- Clark, H. H., & Clark, D. H. (1975).*Research process in physical education*. Englewood cliffs, New Jersey: Prentice Hall, Inc.
- Garrett, H.E. (1981). *Statistics in psychology and education*. New York: VakilsFeffer and Simon Ltd.
- Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987). *Introduction to research: A guide for the health science professional.* Landon: J.B. Lippincott Company.
- Thomas, J.R., & Nelson J.K. (2005). *Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
- Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books.

Verma, J. P. (2000). *A textbook on sports statistics*. Gwalior:

PE215A4 **Credit: 2(L-, T-, P-2)**

BADMINTON

Course Objectives: Learn the basics of badminton, including equipment, rules, techniques, and movements.

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1	Identify the different pieces of badminton equipment and understand the basic rules of the court.
CO 2	Demonstrate the correct grip and stance for forehands, backhands, volleys, and lobs.
CO 3	Move effectively around the court to hit forehands, backhands, volleys, and lobs.
CO 4	Hit forehands and backhands shots with control and power.
CO 5	Perform serves, smashes, and drop shots with control and accuracy.

** not more than 20% of total topics to be allotted for assignment

Module	Activity No	Activity	Hrs.	CO
	1	Racquet, shuttlecock, net, and court.		1

1. Equipment and Court	2	Basic rules of the court: Dimensions of the court, the scoring system, and the different types of serves.	
2. Grip and Stance	3	Types of grips and stances.	2
	4	Correct grip and stance for each stroke.	
	5	Hitting the shuttlecock in the correct direction with proper grip.	
3. Movement	6	Basic footwork patterns for each stroke.	3
	7	Hitting the shuttlecock in the correct direction with correct footwork.	
4. Forehands and Backhands	8	Basic forehand and backhand techniques.	4
	9	Hitting the shuttlecock in the correct direction with proper techniques	
5. Serves, Smashes, and Drop Shots	10	Serves: Short Service, Underhand Service	5
	11	Smashes, and drop shots techniques	

PE221A4 **Credit 1 (L-0,T-0, P-2)**

SPSS LAB

Course Objectives:

To provide the platform to students to understand SPSS data analysis software and use it with ease.

CO 1 Navigate the software confidently, understand its functionalities, and perform data analysis tasks.

CO 2 Import, clean, and organize data from various sources, effectively preparing datasets for analysis.

CO 3 Utilize descriptive statistics and create informative charts (bar charts, histograms, scatter plots) to understand and represent your data.

CO4 Perform Chi-Square, T-tests, and One-Way ANOVA to draw conclusions about data relationships and validate hypotheses.

CO5 Analyse relationships between variables using correlation tests and develop basic linear regression models.

Topic	Lab Activities
Introduction to SPSS	* Introduction to the SPSS interface * Data file types and importing data * Exploring the Data Editor and Variable View
Data Management	* Data cleaning and editing * Missing value treatment * Creating new variables * Data transformation
Descriptive Statistics & Data Visualization	* Descriptive statistics (mean, median, mode, variance, standard deviation) * Creating frequency tables, bar charts, histograms
Hypothesis Testing Fundamentals	* Understanding hypothesis testing concepts * One-sample t-test * Paired-samples t-test
Chi-Square Test for Categorical Data	* Contingency tables and Chi-Square test * Testing for association between categorical variables
Bivariate Correlation	* Understanding correlation coefficients * Performing Pearson's correlation * Interpreting correlation results

Introduction to Linear Regression	* Introduction to regression analysis * Estimating the regression line
Optional	* One-Way ANOVA * Multiple Regression Analysis * Non-Parametric Tests
PBL (Lab) Assignment	* Students present their final projects using SPSS data analysis and visualization techniques.

References:

1. https://www.ibm.com/docs/en/SSLVMB_28.0.0/pdf/IBM_SPSS_Statistics_Brief_Guide.pdf
2. https://www.academia.dk/BiologiskAntropologi/Epidemiologi/PDF/SPSS_Statistical_Analyses_using_SPSS.pdf
3. https://students.shu.ac.uk/lits/it/documents/pdf/analysing_data_using_spss.pdf
4. https://vle.upm.edu.ph/pluginfile.php/203943/mod_resource/content/1/spss-survival-manual-a-step-by-step-guide-to-data-analysis-using-spss-for-windows-3rd-edition-aug-2007-2.pdf
5. Gupta, A. (n.d.). *Research Methodology by C R Kothari*. Retrieved May 29, 2024, from https://www.academia.edu/43821533/Research_Methodology_by_C_R_Kothari

SEMESTER – IV

PE208A1 **Credit:4-(L-3, T-1, P-0)**

SPORTS TRAINING

Questions to be set: 05 (All Compulsory)

Course Objectives: To provide students with the knowledge and skills necessary to develop and implement a comprehensive sports training program for athletes of all levels.

Pre-requisites: Knowledge of sports and games

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1	Define sports training, explain the modern concept of sports training, and identify the principles of sports training.
CO 2	Evaluate and develop a system of sports training for basic, intermediate, and high-performance levels.
CO 3	Plan training sessions that include the different methods of technique training.
CO 4	Design different training programs for the different training components and explain the different types of periodization.
CO 5	identify the different factors that contribute to athletic talent and develop a plan for identifying talented athletes.

** not more than 20% of total topics to be allotted for assignment

Module	**Topics to be covered**	**Topics**	**Hrs.**	**CO**
Module 1: **< Introduction to Sports Training>**	in class	Modern concept of sports training, principles of sports training.	7	1
	****Assignment Topics**	Find the different modern concepts of sports training.		
Module 2: < **System of Sports Training**>	in class	Basic performance, intermediate performance, and high-performance training.	7	2
	****Assignment Topics**	Create a training plan for a beginner athlete. Create a training plan for an		

		intermediate athlete. Create a training plan for a high-performance athlete.		
Module 3: **< Planning Training Sessions>**	in class	Planning training sessions, methods of technique training.	7	3
	****Assignment Topics**	Create a presentation on the different methods of technique training		
Module 4: **< Training Components >**	in class	Designing different training programs for training components, periodization, and its types.	7	4
	****Assignment Topics**	Design a training program for a specific sport that focuses on the technical training components		
Module 5: **< Identification of Talents >**		Identification of talents.	7	5
	****Assignment Topics**	Create a plan for identifying talented athletes in a specific sport.		

SUGGESTED READINGS

- Dick, W. F. (1980). *Sports training principles.* London: Lepus Books.
- Harre, D. (1982). *Principles of sports training.* Berlin: Sporulated.
- Jensen, R. C. & Fisher, A. G. (1979). *Scientific basis of athletic conditioning*. Philadelphia: Lea and Fibiger, 2ndEdn.
- Matvyew, L. P. (1981). *Fundamental of sports training.* Moscow: Progress Publishers.
- Singh, H. (1984). *Sports training, general theory and methods*.Patials: NSNIS.
- Uppal, A. K., (1999). *Sports Training.* New Delhi: Friends Publication.

PE209A1 **Credit:4-(L-3, T-1, P-0)**

FUNDAMENTALS OF STATISTICS FOR PHYSICAL EDUCATION

Questions to be set: 05 (All Compulsory)

Course Objectives: To make a solid foundation in statistical concepts, tools, and techniques necessary for analysing and interpreting data related to physical education and sports,

Pre-requisites: Basic knowledge of statistics

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1	define statistics, explain the history of statistics, identify the different types of statistics, and apply statistics to physical education.
CO 2	explain the different sampling methods, identify the different data collection methods, clean data, and apply data collection methods in physical education.
CO 3	calculate and interpret the different measures of central tendency and variability, create data visualizations, and apply descriptive statistics in physical education.
CO 4	conduct hypothesis tests, calculate confidence intervals, interpret significance levels, and apply inferential statistics in physical education.
CO 5	define SPSS, explain what it is used for, and identify the different components of the SPSS interface.

** not more than 20% of total topics to be allotted for assignment

Module	**Topics to be covered**	**Topics**	**Hrs: 35**	**CO**
Module 1: < **Introduction** >	in class	What are statistics, types of statistics, and their application in physical education.	7	1
	****Assignment Topics**	Write a short essay on the definition of statistics.		

Module 2: < **Data Collection**>	in class	Sampling, data collection methods, data cleaning, and their application in physical education.	7	2
	****Assignment Topics**	Design a sampling plan for a specific research study in physical education.		
Module 3: **< Descriptive Statistics >**	in class	Measures of central tendency, measures of variability, data visualization, and their application in physical education.	7	3
	****Assignment Topics**	Create a bar chart, histogram, or pie chart for a data set from a physical education study.		
Module 4: **< Inferential Statistics>**	in class	Hypothesis testing, confidence intervals, significance testing, and their application in physical education.	7	4
	****Assignment Topics**	Conduct a hypothesis test for a specific question in physical education		
Module 5: **< I**ntroduction to SPSS>		What is SPSS and uses of it? How to – • import data into SPSS? • clean data in SPSS? • calculate and interpret descriptive statistics in SPSS? • conduct hypothesis tests in SPSS? • calculate confidence intervals in SPSS?	7	5

		• create data visualizations in SPSS?		
	****Assignment Topics**	Why use SPSS?		

SUGGESTED READINGS

- Best, J.W. (1963). *Research in education*. U.S.A.: Prentice Hall.
- Clark, H. H., & Clark, D. H. (1975).*Research process in physical education*. Englewood cliffs, New Jersey: Prentice Hall, Inc.
- Garrett, H.E. (1981). *Statistics in psychology and education*. New York: VakilsFeffer and Simon Ltd.
- Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987). *Introduction to research: A guide for the health science professional.* Landon: J.B. Lippincott Company.
- Thomas, J.R., & Nelson J.K. (2005).*Research method in physical activity*. U.S.A: Champaign, IL: Human Kinetics Books.
- Thomas, J.R., Nelson, J.K. & Silverman, S.J. (2011). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books.
- Verma, J. P. (2000). *A text book on sports statistics*. Gwalior: Venus Publications.

PE217A4 **Credit:2-(L-0, T-0, P-4)**

KHO-KHO

Course Objectives: Students will learn KHO-KHO skills and strategies.

COURSE LEARNING OUTCOME

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1 acquire, analyses and interpret basic skills.

CO 2 appraise the rules and regulation

CO 3 demonstrate and assess various basic skills/techniques and game strategies.

CO 4 mark the KHO-KHO ground

CO 5 officiate in competition.

Module	Activity No.	Activity	Hrs:	CO
1. **General Skills of the Game**	1	Basics: Running, chasing, Dodging, Faking etc.	2	1
2. Skills in chasing	2	Correct Kho, moving on the lanes	2	2
	3	Pursuing the runner, Trapping the inactive runner	2	
	4	Trapping the runner on heels, Trapping on the pole	2	
	5	Diving, Judgement in giving Kho	2	
	6	Rectification of Foul.	2	
3. Skills in Running	7	Zig zag running, Single and double chain.	2	3
	8	Ring play, Rolling in the sides	2	
	9	Dodging while facing and on the back.	2	
	10	Fakes on the pole, fake legs, body arm etc., Combination of different skills.	2	
4. Ground Marking	11	Dimension, Sector, Lobby, Chasing Zone, Running Zone, marking of the court etc.	2	4
5. Officiating	12	Rules and their interpretations and duties of officials	2	5

PE213A4 WEIGHTLIFTING Credit:1-(L-0, T-0, P-2)

Course Objectives: To provide students with the knowledge and skills they need to participate in and enjoy weightlifting.

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1 Understand the history, organizations, and competitions of the sport.

CO 2 Learn the basic techniques of isometric and isotonic muscle contraction, as well as different exercises.

CO 3 Learn the correct techniques for three different squats and the benefits of squats for strength and muscle development.

CO 4 Learn the correct techniques for three different pulling exercises and the benefits of pulling exercises for back and arm strength.

CO 5 Learn the correct techniques for eight different pressing exercises and the benefits of pressing exercises for chest and shoulder strength.

Module	**Activity No.**	**Activity**	**Hrs.**	**CO**
1. Introduction	1	Historical development of the game/sport	2	1
	2	National Bodies controlling sports and their affiliated units	2	
	3	International Bodies controlling sports and their affiliated units	2	
	4	Major National and International competitions	2	
2. Fundamental Skills	5	Isometric and Isotonic muscle contraction	2	2
	6	Two arms curls	2	
	7	Front press	2	
	8	Press behind the neck	2	
	9	Dead lift	2	
3. Squats	10	Quarter Squat	1	3
	11	Half Squat	1	
	12	Full Squat	1	
4. Pulling Exercises	13	Rise on toes	1	4
	14	Straight arms pull over	1	
	15	Bent over, rowing	1	
5. Pressing Exercises	16	Bench press	1	5
	17	Leg press	1	
	18	Wrist rolling	1	
	19	Pronation and Supination	1	
	20	Trunk twisting	1	

21	Good morning exercise	1
22	Sit ups with weight	1
23	Alternate press	1

PE219A4 **Credit: 2(L-, T-, P-4)**

TENNIS

Course Objectives: To teach students the basics of tennis, including how to grip the racquet, stance, and movement, as well as how to hit forehands, backhands, volleys, and lobs.

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1	Identify the different pieces of tennis equipment and understand the basic rules of the court.
CO 2	Demonstrate the correct grip and stance for forehands, backhands, volleys, and lobs.
CO 3	Move effectively around the court to hit forehands, backhands, volleys, and lobs.
CO 4	Hit forehands and backhands with control and power.
CO 5	Hit volleys and lobs with control and accuracy.

Module	Activity No.	Activity	Hrs.	CO
1: **Equipment and Court**	1	Racquet, ball, net, and court	2	1
	2	Dimensions of the court, the scoring system, and the different types of serves zone	2	
2: **Grip and Stance**	3	types of grips and stances	2	2
	4	hitting the ball in the correct direction with correct stance and grip	2	
3: **Movement**	5	Basic footwork patterns for each stroke	2	3

	6	Moving to the correct spot to hit the ball.	2	
4: Forehands and Backhands	7	Basic forehand and backhand techniques.	2	4
	8	Hitting the ball in the correct direction.	2	
5: Volleys and Lobs	9	basic volley and lob techniques.	2	5
	10	Practice: Volley and Lob techniques	2	
	11	Hitting the ball in the correct direction	2	

SEMESTER – V

PE301A1 **Credit:3-(L-2, T-1, P-0)**

PRINCIPLES OF OFFICIATING

Questions to be set: 05 (All Compulsory)

Course Objectives: This course will enable students to understand the concept officiating and coaching. It aims to develop the philosophy of coaching, qualities and qualifications of coach and official, general introduction of specialized games and sports.

Pre-requisites: Knowledge about games and sports

Course learning outcomes

After completing this course, the students will be able to

- understand the concept and mechanism of officiating and coaching.
- describe the duties of coaches and officials.
- know the ethics and philosophy of coaching and officiating.
- realise the qualities and qualification of coach and officials.
- apply the concept of coaching and officiating.

Module 1: Introduction to Officiating and Coaching **7 Hrs** **CO1**

- What is officiating?
- What is coaching?
- The importance of officiating and coaching
- The different types of officiating and coaching

Module 2: The Duties of Officials and Coaches **7 Hrs** **CO2**

- The duties of referees
- The duties of umpires
- The duties of coaches

The relationship between officials and coaches

Module 3: The Ethics and Philosophy of Officiating and Coaching **7 Hrs** **CO3**

- The ethical principles of officiating and coaching
- The philosophical foundations of officiating and coaching

- The importance of ethics and philosophy in officiating and coaching

Module 4: The Qualities and Qualifications of Officials and Coaches 7 Hrs CO4

- The qualities of a good official
- The qualifications of a good coach
- The importance of qualities and qualifications in officiating and coaching

Module 5: Applying the Concepts of Officiating and Coaching 7 Hrs CO5

- How to apply the concepts of officiating and coaching in real-world situations
- How to develop your skills as an official or coach
- How to make a positive impact on the sport you love

Suggested readings.

Latest official rule books of international federations of different games and sports

Coaching manuals

PE302A1 **Credit:4-(L-3, T-1, P-0)**

PHYSICAL FITNESS AND SKILLS: HRF EXERCISES

Questions to be set: 05 (All Compulsory)

Course Objectives: To provide students with the knowledge and skills necessary to develop and implement a personal fitness plan that includes HRF exercises.

Pre-requisites: Knowledge about games and sports

Course learning outcomes

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

- Define HRF exercises and explain their benefits.
- Identify the different types of HRF exercises and choose the right ones for their individual needs.
- Perform cardiorespiratory endurance exercises safely and effectively.
- Perform muscular strength exercises safely and effectively.
- Develop a personal fitness plan that includes HRF exercises.

Module 1: Introduction to HRF Exercises 7 Hrs CO1

- What are HRF exercises?
- The benefits of HRF exercises
- The different types of HRF exercises
- How to choose the right HRF exercises for you

Module 2: Cardiorespiratory Endurance Exercises 7 Hrs CO2

- What are cardiorespiratory endurance exercises?
- The benefits of cardiorespiratory endurance exercises
- Examples of cardiorespiratory endurance exercises
- How to perform cardiorespiratory endurance exercises safely

Module 3: Muscular Strength Exercises 7 Hrs CO3

- What are muscular strength exercises?
- The benefits of muscular strength exercises
- Examples of muscular strength exercises
- How to perform muscular strength exercises safely

Module 4: Muscular Endurance Exercises 7 Hrs CO4

- What are muscular endurance exercises?
- The benefits of muscular endurance exercises
- Examples of muscular endurance exercises
- How to perform muscular endurance exercises safely

Module 5: Flexibility Exercises 7 Hrs CO5

- What are flexibility exercises?
- The benefits of flexibility exercises
- Examples of flexibility exercises
- How to perform flexibility exercises safely

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.

PE316A4 **Credit:2-(L-0, T-0, P-4)**

TABLE TENNIS

Course Objectives: Students will learn table tennis skills and strategies.

COURSE LEARNING OUTCOME

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1	Learn the basic skills and techniques of table tennis.
CO 2	Develop strategic thinking and decision-making abilities during a table tennis match
CO 3	Improve the physical fitness and endurance required for competitive table tennis.
CO 4	Develop the mental resilience, concentration, and strategic thinking during competitive table tennis.
CO 5	Analyze players' performance, identify strengths and weaknesses, and provide targeted feedback for improvement.

Module	Activity No.	Activity	Hrs.	CO
1. **Fundamentals and Techniques**	1	Grip and stance	2	1
	2	Basic strokes	2	
	3	Footwork	2	
	4	Spin and control	2	
2. **Tactical Strategies**	5	Shot selection	2	2
	6	Serve and return	2	
	7	Placement and timing	2	
	8	Counterattacking and defence.	2	
3. **Physical Conditioning**	9	Cardiovascular training	2	3
	10	Strength and power	2	
	11	Agility and quickness	2	
	12	Flexibility and injury prevention	2	
4. **Mental Preparation**	13	Goal setting	1	4
	14	Visualization and imagery	1	
	15	Concentration and focus	1	
	16	Stress management	1	
5. Match Analysis and Review	17	Video analysis and Feedback	2	5

PE317A4 **Credit:2-(L-0, T-0, P-4)**

HANDBALL

Course Objectives: The students need to learn to play handball effectively. Grip, throwing, passing, dribbling, and shooting are all essential skills for scoring goals. Playing as a team and cooperating with teammates.

Pre-requisites: Physical Fitness

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

CO1	Grip the ball correctly and throw it with accuracy and power.
CO2	Pass the ball to teammates with accuracy and speed.
CO3	Dribble the ball with control and agility.
CO4	Shoot the ball with accuracy and power.
CO5	play as a team and cooperate with teammates.

Module 1: Grip and Throw	**Hrs**	**CO1**
Activity		
1. Grip for throwing the ball.	2	
2. Underhand throw	2	
3. Sidearm throw	2	
4. Overhead throw	2	
5. Accuracy and power	2	

Module 2: Pass	**Hrs**	**CO2**
Activity		
1. Chest passes	2	
2. Bounce pass	2	
3. Lob pass	2	
4. Receiving the passes	2	

Module 3: Dribbling	**Hrs**	**CO3**
Activity		
1. Dribble with control and agility.	2	
2. Dribbling and pass	2	

3. Protect dribbling from opponents 2

Module 4: Shooting **Hrs** **CO4**

Activity

1. Jump shot 2
2. Tip shot, and the backhanded shot. 2
3. Shot with accuracy and power. 2

Module 5: Playing ability **Hrs** **CO5**

Activity

1. Team plays and cooperate with teammates. 2
2. Practice communicating with teammates on the court. 2
3. Practice defending as a team and preventing the - other team from scoring. 2

PE318A4 **Credit:2-(L-0, T-0, P-4)**

Kabaddi

Objective: Teaching Kabaddi training program equip students with fundamental raiding and defensive skills, understanding of essential rules, and basic officiating principles for effective gameplay.

CO1 Demonstrate proficiency in touching opponents, utilizing kicks for evasion, crossing the baulk and bonus lines, and applying strategies to lure defenders.

CO2 Effectively utilize basic defensive formations (chain, dash) to trap raiders and make effective catching techniques from various positions and execute coordinated defensive formations.

CO 3 Apply advanced strategies to plan defenders for advantageous raids and develop effective techniques to escape single and double defender holds, prolonging raid time.

CO 4 Understand and implement combined formations for both attacking and defending strategies.

CO 5 Accurately mark the court, demonstrating knowledge of playing dimensions. Apply essential Kabaddi rules (raid duration, bonus points, fouls) during gameplay. Gain a basic understanding of officiating principles for potential future involvement.

Module 1: Basic Raiding Skills

- **Touching with Hand:** Practice proper hand placement and technique for effective tagging of defenders.
- **Kicks:** Learn and execute various kicks (e.g., toe touch, knee kick) to evade defenders and create space.
- **Crossing the Baulk Line:** Master the technique of crossing the baulk line (centre line) with proper footwork and momentum.
- **Crossing the Bonus Line:** Understand and practice crossing the bonus line for bonus points.
- **Luring Opponents:** Develop strategies to lure defenders out of position and facilitate successful raids.

Module 2: Basic Defensive Skills

- **Formations:** Learn and apply basic defensive formations (e.g., chain formation, dash formation) to effectively trap raiders.
- **Catching Techniques:** Practice catching raiders from different positions (front, side, back) using proper technique.
- **Catching Formations and Techniques:** Master different basic formations and techniques for coordinated defence against raiders.

Module 3: Advanced Raiding Skills

- **Positioning Defenders:** Practice planning defenders into specific positions for advantageous raids.
- **Escaping Holds:** Learn various techniques to escape from defender holds (single, double) and prolong raids.

Module 4: Combined Offensive & Defensive Skills

- **Combined Formations:** Understand and practice combined formations for both raiding and defensive strategies.

Module 5: Ground Marking, Rules & Officiating

- **Ground Marking:** Learn proper court marking procedures and dimensions.
- **Rules and Regulations:** Gain a thorough understanding of Kabaddi rules (e.g., raid duration, bonus points, fouls).
- **Officiating Principles:** Explore basic officiating concepts (hand signals, calls) for potential future officiating roles.

Assessment:

- Skill demonstrations and drills after each module.
- Scrimmage participation with emphasis on applying learned techniques throughout the program.
- Final assessment combining rule and officiating knowledge checks (practical with written) with a game situation demonstrating a combination of offensive and defensive skills.

PE318A4 **Credit:2-(L-0, T-0, P-4)**

Swimming

Objective: A progressive learning journey, equipping participants with fundamental skills, technique development, and competition knowledge.

Module 1: Introduction to Swimming

Focus: Building comfort and confidence in the water.

Skills Covered: Bubbling, jumping in, floating on front and back, basic underwater exploration.

Learning Principles: Introduction to water safety, basic breathing techniques.

Module 2: Fundamental Movement & Breathing

Focus: Establishing foundational skills for efficient swimming.

Skills Covered: Kicking drills (front and back) fundamental arm movements, basic synchronized breathing.

Learning Principles: Introduction to body position, streamlining, and propulsion concepts.

Module 3: Stroke Technique & Refinement

Focus: Learning and improving the four competitive strokes (Freestyle, Backstroke, Breaststroke, Butterfly).

Skills Covered: Breakdown of each stroke's body movements, breathing patterns, and kick techniques. Drills for stroke development and fault correction.

Learning Principles: Application of laws of learning to refine and personalize swimming technique.

Module 4: Competition Fundamentals

Focus: Understanding the competitive swimming environment.

Topics Covered: Competition management (officials, seeding, disqualification rules). Starting techniques for each stroke. Turning techniques (flips and tumble turns).

Learning Principles: Introduction to race strategy and mental preparation.

Module 5: Integration & Lifesaving Skills

Focus: Integrating learned skills and knowledge into competition practice, while introducing lifesaving techniques.

Focus: Lifesaving Skills

Activities:

- Practice simulated race scenarios and timed swims.
- Gain experience with competition etiquette and sportsmanship.
- Learn and practice basic lifesaving skills like in-water rescues, emergency floats, and towing techniques.

Learning Principles:

- Apply swimming techniques and competition knowledge in a simulated competitive environment.

- Develop awareness and basic skills for potentially lifesaving situations in the water.

Assessment:

Skill demonstrations throughout the program.

Continuous feedback and technique corrections by instructors.

SEMESTER VI

PE310A1 **Credit:4-(L-3, T-1, P-0)**

ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION

Questions to be set: 05 (All Compulsory)

Course Objectives: To provide students with the knowledge and skills they need to effectively organize, administer, and evaluate physical education programs at different levels.

Pre-requisites: Basic understanding of physical education

Course Outcomes:

After completing this course, the students will be able to

- Understand the definition, characteristics, and principles of organization and administration in physical education.
- Understand the schemes of organization in physical education at the school, college, university, and state levels.
- Understand the need for facilities in physical education, such as play fields, gymnasiums, swimming pools, and equipment.
- Understand the timetable and program of physical education, including intramural and extramural activities, budget, and supervision.
- Understand the meaning, definition, and importance of evaluation in physical education, as well as methods of evaluation and assessment of physical fitness and motor skills.

COURSE CONTENTS

Module 1: Introduction to Organization and Administration in Physical Education

- Definition of organization and administration in physical education.
- Characteristics of organization and administration in physical education.
- Principles of organization and administration in physical education.

Module 2: Scheme of Organization in Physical Education

- Schemes of organization in physical education at the school level.
- Schemes of organization in physical education at the college level.
- Schemes of organization in physical education at the university level.

- Schemes of organization in physical education at the state level.

Module 3: Facilities for Physical Education

- Play fields: location, area, preparation, and maintenance.
- Gymnasium: need, construction, measurement, and maintenance.
- Swimming: need, measurement, and maintenance, points to be taken in consideration while entering swimming pool.
- Equipment: need, types, purchase, selection, and maintenance.

Module 4: Timetable and Program of Physical Education

- Meaning, definition, and requirements of timetable in school.
- Required periods for physical education in school.
- Program of intramural and extramural activities in physical education.
- Definition, types, and principles of budget for physical education.
- Supervision: definition, types, and methods of supervision in physical education.

Module 5: Evaluation in Physical Education

- Meaning, definition, and importance of evaluation in physical education.
- Methods of evaluation in physical education.
- Assessment of physical fitness.
- Assessment of motor skills.

Suggested Readings:

- Physical Education Administration: A Planning Approach by James H. Humphrey and William G. Tietjen
- Organization and Administration of Physical Education and Sports by Jeanne M. Achtmeyer and Patricia A. Smith
- Administration of Physical Education and Athletic Programs by John M. Cooper and Dennis W. Ray
- Physical Education Administration: A Competency-Based Approach by Mark A. Nagel and Robert G. Nitz
- Organization and Adm

- inistration of Physical Education and Recreation by Jack H. Wilmore and David L. Costill

PE315lA4 **Credit:2-(L-0, T-0, P-2)**

GAME SPECIALIZATION – SKILL TEST

Course Objectives: To assess skills and proficiency in games and sports.

COURSE OUTCOME

1. The test will assess the participant's knowledge of the rules and basic skills of different sports.
2. The test will assess the participant's fitness level and their ability to perform basic sports movements.
3. The test will assess the participant's knowledge and ability in different sports, as well as their flexibility and balance.
4. The test will measure the participant's knowledge of the rules, skills, and movements of different sports.
5. The test will evaluate the participant's fitness level and their ability to perform basic sports movements.

COURSE CONTENTS

General Fitness Test:

- Complete a series of push-ups and sit-ups (e.g., 20 push-ups, 30 sit-ups).
- Perform basic dynamic stretches demonstrating flexibility and range of motion.

Team Sports:

- **Football (Soccer):** Dribbling drills, passing accuracy test, shooting accuracy test, agility course completion time.
- **Volleyball:** Serving accuracy test, setting technique evaluation, spiking power test, vertical jump height measurement.

- **Handball:** Dribbling drills with ball security assessment, throwing accuracy test, jumping, and throwing power test, defensive stance and footwork evaluation.
- **Basketball:** Layup shooting accuracy test, free throw shooting accuracy test, dribbling agility course completion time, vertical jump height measurement, passing accuracy test.
- **Kho-Kho:** Dodging and chasing drills, effective tagging demonstration, raiding strategy evaluation, endurance test.
- **Kabaddi:** Raiding agility course with successful touches, defensive chain formation speed and effectiveness, effective raiding holds and escapes, endurance test.

Individual Sports:

- **Swimming:** Freestyle swimming speed over a set distance, proper breathing technique evaluation, turning technique assessment (flips/tumble turns), endurance test.
- **Kick-Boxing:** Punch and kick combinations test, pad holding partner drills for power and technique, agility drills with footwork evaluation.
- **Powerlifting:** Squat form and weight evaluation, bench press form and weight evaluation, deadlift form and weight evaluation.
- **Weightlifting:** Snatch technique evaluation with weight, clean and jerk technique evaluation with weight.
- **Judo:** Throwing technique demonstrations (basic throws like Uchi Mata, O Soto Gari), break-fall technique evaluation, randori (practice fight) assessment for throws and groundwork control.
- **Karate:** Kata performance evaluation (demonstration of specific sequences of moves), basic punch and kick technique assessment, kumite (sparring) assessment for attack and defence.
- **Taekwondo:** Poomsae performance evaluation (demonstration of specific sequences of kicks and punches), basic kicking technique assessment, sparring assessment for attack and defence.

Racquet Sports:

- **Tennis:** Forehand and backhand groundstroke accuracy test, serve accuracy test, volley technique evaluation, footwork drills for court coverage.

- **Table Tennis:** Forehand and backhand stroke accuracy test, serve and return technique evaluation, footwork drills for quick movement around the table.
- **Badminton:** Forehand and backhand clear accuracy test, smash technique evaluation, footwork drills for net play and back court coverage.
- **Squash:** Forehand and backhand drive accuracy test, drop shot technique evaluation, boast shot technique evaluation, agility drills for quick movement in the confined court.

Mind-Body:

- **Yoga:** Asana (posture) execution evaluation for alignment and flexibility, Surya Namaskar (Sun Salutation) flow assessment, Pranayama (breathing exercises) technique evaluation.

Track & Field:

Specific Event Skills:

- **Running Events (Sprints, Mid-Distance, Long Distance):**
    - Demonstrate proper starting technique from blocks.
    - Run at a designated pace for a specific distance (e.g., maintain a 6-minute mile pace for 1 mile).
- **Jumping Events (High Jump, Long Jump):**
    - Perform proper take-off technique for jumping events.
    - Achieve a minimum jump distance based on experience level.
- **Throwing Events (Shot Put, Discus, Javelin):**
    - Demonstrate proper throwing technique for the chosen event.
    - Achieve a minimum throwing distance based on experience level.

Suggested Reading:

Latest Official Rule Books of International Federations of game/sport and Coaching manuals will be utilized.

SEMESTER VII

PE401A1 **Credit:4-(L-3, T-1, P-0)**

The Olympic Values Education

Questions to be set: 05 (All Compulsory)

Course Objectives: This course provides students with a comprehensive understanding of the Olympic Movement, its core values, and educational themes. It explores teaching approaches, symbolism, and peace. Students learn about the Olympic Games, bid process, hosting considerations, and strategies for integrating values into sports activities.

Pre-requisites: Basic understanding of physical education and sports

Course Outcomes:

After completing this course, the students will be able to

- Understand the fundamental principles of Olympism, its core values and educational themes, teaching approaches for promoting Olympic Values Education, and its relevance in community and future career.
- Understand the symbolism behind the Olympic rings, motto, and flame, the significance of ceremonies in the Games, and the role of art and sport in promoting peace.
- To provide a comprehensive understanding of the structure, evolution, bid process, and hosting considerations of the Olympic Movement.
- Understand the Olympic values in athletes, develop strategies for integrating them into sports activities and coaching, and create a personal action plan to promote positive sportsmanship in your community.
- Emphasizes the significance of balance and well-being for athletes and individuals, suggests stress management strategies, and encourages the integration of the Olympic Ideal into daily life.

COURSE CONTENTS

Module 1: Introduction to Olympic Values and Education

- Introduction to Olympism and its philosophy.
- Core Olympic Values: Excellence, Friendship, Respect, Joy of Effort, Balance.

- Educational themes of OVE: Experiencing sports, Fair play, Respect, pursuing excellence, Living a balanced life.
- Teaching approaches for OVE: Discussions, projects, guest speakers.
- Significance of OVE in promoting positive sports culture.

Module 2: Symbols, Ceremonies, and the Power of Representation

The Olympic symbol: Meaning and representation of the rings.

- Olympic motto: "Citius, Altius, Fortius" (Faster, Higher, Stronger) and its context.
- Significance of the Olympic flame and its journey.
- Understanding the Olympic ceremonies: Opening and Closing.
- The power of sport and art to bridge cultures and promote peace.

Module 3: The Olympic Movement and its Global Impact

The International Olympic Committee (IOC) and its role.

- Olympic sports program and its development.
- Evolution of the Olympic Games: Inclusion of women and Paralympics.
- Hosting the Olympic Games: Bid process, challenges, and benefits.

Module 4: Putting Values into Action: Experiencing Olympism

Athletes demonstrating Olympic Values.

- Strategies for promoting fair play, respect, and joy of effort in sports.
- Planning and leading activities that foster Olympic Values in your field.
- Developing a personal action plan for building a positive sports culture.

Module 5: Living the Olympic Values: Balance and Well-being

The Olympic Ideal of balance between physical and mental well-being.

- Strategies for stress management, time management, and healthy living for athletes.
- Recognizing and preventing burnout and injuries.
- Integrating the Olympic Values for lifelong health and well-being

References:

1. International Olympic Committee, & Bach, T. (2016). *Delivering OVEP: A Practical Guide to Olympic Values Education* (D. Brennan & Libero Language Lab, Eds.; 2nd Edition) [Adventure]. International Olympic Committee. https://www.icsspe.org/system/files/Delivering%20OVEP%20-%20Practical%20Guide%20to%20Olympic%20Values%20Education.pdf
2. The Fundamentals of Olympic Values Education A SPORTS-BASED PROGRAMME available at https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/Documents/OVEP/Fundamentals-Olympic-Values-Education/English/1539_OVEP_Fundamentals_ENG_3a_AW.pdf
3. Delivering OVEP A PRACTICAL GUIDE TO OLYMPIC VALUES EDUCATION available at file:///C:/Users/HP/Downloads/Delivering%20OVEP%20-%20Practical%20Guide%20to%20Olympic%20Values%20Education.pdf
4. *Evaluation of Olympic value education programmes in Nigeria: Case study of Greenspings secondary schools / Obidahunsi Oluwakemi Modupe—Olympic World Library*. (n.d.). Retrieved April 14, 2024, from https://library.olympics.com/network/doc/SYRACUSE/207820/evaluation-of-olympic-value-education-programmes-in-nigeria-case-study-of-greenspings-secondary-scho?_lg=en-GB
5. *Evaluation of Olympic value education programmes in Nigeria: Case study of Greenspings secondary schools / Obidahunsi Oluwakemi Modupe—Olympic World Library*. (n.d.). Retrieved April 14, 2024, from https://library.olympics.com/network/doc/SYRACUSE/207820/evaluation-of-olympic-value-education-programmes-in-nigeria-case-study-of-greenspings-secondary-scho?_lg=en-GB
6. *Olympic Values Education Programme launched in India with inaugural project in Odisha—Olympic News*. (n.d.). Retrieved April 14, 2024, from https://olympics.com/ioc/news/olympic-values-education-programme-launched-in-india-with-inaugural-project-in-odisha

PE312A3 **Credit:4-(L-3, T-1, P-0)**

Personality Development

Questions to be set: 05 (All Compulsory)

Course Objectives: To promote and understand the basics of personality, communication skills, self-confidence, stress management, and how to apply them in your personal and professional life.

Pre-requisites: Basic knowledge of psychology, communication skills, self-awareness, and motivation to change.

Course learning outcomes

After completing this course, the students will be able to

- Understand the basics of personality, including its development, theories, and motivation.
- Understand the importance of communication skills in personality development and how to improve them.
- Understand the importance of self-confidence, goal setting, and time management in personality development and how to improve them.
- Understand the importance of stress management, meditation, and self-hypnosis in personality development and how to improve them.
- Understand how to apply personality development skills in your personal and professional life.

Module 1: Understanding Personality:

- Define personality and its key components.
- Explore personality development theories and their impact on self-awareness.
- Identify your personality traits and motivations.

Module 2: Communication and Confidence:

- Recognize the importance of effective communication in personality development.
- Develop active listening skills and assertive communication techniques.

- Build your self-confidence through positive self-talk and goal setting.

Module 3: Goal Setting & Time Management:

- Understand the significance of goal setting for personal growth.
- Set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.
- Develop effective time management strategies for goal achievement.

Module 4: Stress Management Techniques:

- Recognize the negative impact of stress on personality development.
- Explore stress management techniques like meditation and self-hypnosis.
- Develop strategies to manage stress in personal and professional situations.

Module 5: Applying Your Skills:

- Understand the importance of continuous learning and self-improvement.
- Develop a personalized action plan to apply learned skills in your personal and professional life.
- Reflect on your progress and identify ongoing areas for development.

Assessment And Assignments:

- Module quizzes and assignments to assess understanding of key concepts.
- Group discussions and presentations to practice communication skills.
- Goal setting and progress tracking to evaluate self-management techniques.
- Self-reflection journals and action plans to demonstrate application of learned skills.

Reference:

1. Hinz, A. (2021, August 3). *How to Write and Publish a Research Paper in 7 Steps*. De Gruyter Conversations. https://blog.degruyter.com/how-to-write-a-good-research-paper/
2. *Write and structure a journal article well | Writing your paper*. (n.d.). Retrieved April 16, 2024, from https://authorservices.taylorandfrancis.com/publishing-your-research/writing-your-paper/writing-a-journal-article/
3. https://www.jntuk.edu.in/wp-content/uploads/2019/12/M.TECH-R-19-SYLLABUS-FOR-AUDIT-COURSE.pdf

PE402A6 **Credit:3-(L-2, T-0, P-2)**

Systematic Review of Literature

Course Objectives:

- Grasp the foundation of systematic reviews.
- Comprehend meta-analysis.
- Evaluate and utilize systematic review findings.
- Initiate systematic review planning.
- Engage with diverse applications.

Course Contents:

Module 1: Introduction to Systematic Reviews

Definition and meaning of a systematic review, The systematic review process, Advantages, and limitations of systematic reviews. How systematic reviews differ from traditional literature reviews.

Module 2: Conducting a Systematic Search

Developing a research question, identifying relevant databases, formulating search strategies, selecting keywords and search terms, Managing search results.

Module 3: Evaluating and Selecting Studies

Inclusion and exclusion criteria, Critical appraisal of research articles, Quality assessment tools, Data extraction techniques.

Module 4: Meta-analysis

Introduction to meta-analysis, Types of meta-analysis, Pooling data and statistical methods, Interpreting meta-analysis results.

Module 5: Applications of Systematic Reviews

Using systematic review findings to inform practice and policy, identifying gaps in the research literature, Developing future research directions, Seminar presentations on specific topics in systematic reviews with examples.

Seminar Presentations:

Students will be assigned a topic related to systematic reviews for their seminar presentation. Topics may include:

- Systematic reviews in a specific discipline (e.g., Physical Education and Sports, healthcare, education, social sciences)
- Tools and resources for conducting systematic reviews.
- Addressing bias in systematic reviews.
- Ethical considerations in systematic reviews.
- The future of systematic reviews.

Seminar presentations should be approximately 15-20 minutes long and should include clear explanations, relevant examples, and visual aids (e.g., slides, handouts).

PE403A6 **Credit-2 (L-0,T-0,P-4)**

Physical Activity Analysis

Objective: The course explores the exciting environment of physical activity analysis and data collection. Through a blend of lectures, discussions, and hands-on activities, the students will gain the knowledge and skills to understand, collect, and interpret data related to human movement.

Course Objectives:

- Develop a solid foundation in principles of physical activity analysis.
- Master data collection methods for capturing physical activity data.
- Master the use of technology and software for processing and analysing physical activity data.
- Apply statistical methods to analyse and interpret physical activity data.
- Communicate findings and insights from physical activity data effectively.

Prerequisites: Basic understanding of human anatomy and physiology.

Module 1: Introduction to Physical Activity Analysis

Lectures:

- Importance of physical activity analysis in various fields (exercise science, public health, fitness).
- Introduction to data collection methods (questionnaires, accelerometers, heart rate monitors).

Activities:

- Group discussions on the applications of physical activity analysis.
- Research activity: Exploring different data collection methods and their pros and cons.

Module 2: Data Collection Techniques

Lectures:

- In-depth exploration of various data collection methods (surveys, interviews, wearable devices)
- Ethical considerations in data collection

Activities:

- Design a physical activity questionnaire.
- Hands-on practice with wearable devices (e.g., accelerometers) for data collection.
- Role-playing scenarios for ethical data collection procedures.

Module 3: Data Processing and Management

Lectures:

- Introduction to data cleaning and preparation techniques.
- Using software (e.g., SPSS, Excel) for data organization and management.

Activities:

- Working with real-world physical activity datasets.
- Practice data cleaning and management techniques in software.

Module 4: Data Analysis and Visualization

Lectures:

- Introduction to descriptive statistics (mean, median, standard deviation)
- Applying statistical tests (t-tests, ANOVA) to analyse data.
- Data visualization techniques (charts, graphs) to represent findings.

Activities:

- Conduct descriptive analysis of physical activity data in software.
- Learn and practice data visualization techniques to create informative charts.
- Analyse real-world data sets and interpret results.

Module 5: Communication and Application

Lectures:

- Effective communication of research findings and data analysis results.
- Applications of physical activity analysis in different contexts.
- Future trends and advancements in the field

Activities:

- Develop a research presentation based on data analysis from a chosen dataset.
- Class presentations and discussions on research findings.
- Group discussions on the applications of physical activity analysis in various fields.

Assessment:

- **Practical Reports:** Document of work in data collection, analysis, and visualization activities.
- **Quizzes and Exams:** Assess the understanding of key concepts and principles related to physical activity analysis.
- **Research Presentation:** Present your analysis of a chosen physical activity dataset, showcasing your communication and interpretation skills.

PE3404A4 **Credit:4-(L-0, T-0, P-8)**

MASS DEMONSTRATION ACTIVITIES (DUMBELLS/ WANDS etc.)

Course Objectives:

This course will enable students to understand the basic movements / exercises with different apparatus. It aims to develop rhythmic ability and coordination.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

1. Acquire movement skills with apparatus.
2. Analyse movement patterns with apparatus.
3. Interpret rhythmic movements with apparatus.
4. Create and perform movement sequences with apparatus.
5. Evaluate their own and others' movement with apparatus.

Activity

6. Two counts exercises
7. Four Count exercises
8. Eight & Sixteen count exercises
9. Buck Series I – Kamar Jhuk, Peeth
   Hath Baith Jao, Kukhani, Tirche Huul Ek,
   Tirche Huul Do, Paon Patak
   Ek, Paon Patak Do, Kamar Kas Ek,
   Kamar Kas do.
10. Mass P.T. drills

PE405A6 **Credit – 2 (L-0-T-0-P-4)**

Research paper Writing for Publication

Course Objectives:

Develop strong academic writing skills for research paper publication.

Course Outcomes:

- Students will be able to plan, structure, and write clear and concise research papers.
- Students will understand the essential components of a research paper and craft compelling introductions, abstracts, and literature reviews.
- Students will be able to effectively present research findings using appropriate

methodologies and ethical considerations.

- Students will gain the skills to interpret research results, discuss their significance, and write impactful conclusions.
- Students will be prepared to select target journals, format their papers according to publication styles, and navigate the peer-review process.

Course Content:

Module 1: Foundations of Academic Writing

- Planning and Preparation
- Sentence Structure and Clarity
- Paragraph Development
- Avoiding Common Errors.

Module 2: Core Components of a Research Paper

- Structuring your Research Paper
- Writing a Compelling Abstract
- Constructing a Strong Introduction
- Crafting a Focused Literature Review

Module 3: Methodology & Results

- Writing a Clear Methodology
- Presenting Results with Precision
- Ethical Considerations in Research

Module 4: Discussion & Conclusion

- Interpreting Findings and Addressing Limitations
- Crafting a Meaningful Discussion
- Writing Effective Conclusions

Module 5: Preparing for Publication

- Selecting Target Journals
- Formatting and Reference Styles for formatting, citations, and references (APA, MLA, Chicago, and others).
- Cover Letter Writing
- The Peer-Review Process

References:

- American Psychological Association (APA). (2020). Publication manual of the American Psychological Association (7th ed.). https://apastyle.apa.org/
- Modern Language Association (MLA). (2023). MLA handbook (9th ed.). https://style.mla.org/
- University of Chicago Press (Chicago). (2017). A manual of style (17th ed.). https://www.mvcc.edu/learning-commons/pdf/Chicago_Manual_of_Style_17_Notes_and_Bibliography.pdf
- Publication manuals from specific academic journals in your field (These can often be found online through the journal website or a library database)
- Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Sage Publications.
- Publication ethics resources: Committee on Publication Ethics (COPE) https://publicationethics.org/

PE406A3 **Credit:2-(L-0, T-0, P-2)**

RESEARCH PROPOSAL/SYNOPSIS

Course Objectives:

The subject will guide on understanding the purpose, function, essential components, developing a clear structure, and applying appropriate writing techniques for each section of a research proposal.

Learning Outcomes:

- Comprehend the multifaceted purpose of research proposals.
- Master the structure and function of each proposal section.
- Craft compelling introductory materials.
- Construct a strong foundation for your research.
- Design a well-defined research plan.

Course Content:

1. What Is the Purpose of a Research Proposal?
2. Structure of a Research Proposal
3. Abstract and Table of Contents
4. Introduction

5. Aims and Objectives
6. Background Significance
7. Literature Review
8. Research Design and Methodology
9. Research Questions
10. Suppositions and Implications
11. Conclusion
12. Bibliography
13. Tips to Write a Research Proposal

References:

1. Sudheesh, K., Duggappa, D. R., & Nethra, S. (2016). How to write a research proposal? *Indian Journal of Anaesthesia*, *60*(9), 631–634. https://doi.org/10.4103/0019-5049.190617
2. *How to write a successful research proposal | Prospects.ac.uk*. (n.d.). Retrieved April 16, 2024, from https://www.prospects.ac.uk/postgraduate-study/phd-study/how-to-write-a-successful-research-proposal
3. *How to write your research proposal | University of Westminster, London*. (n.d.). Retrieved April 16, 2024, from https://www.westminster.ac.uk/study/postgraduate/research-degrees/entry-requirements/how-to-write-your-research-proposal
4. *How to Write a Research Proposal—Structure and Guidelines*. (n.d.). BYJUS. Retrieved April 16, 2024, from https://byjus.com/english/how-to-write-a-research-proposal/

SEMESTER VIII

Subject	Code	Credit
Major Research Project	PE407A6	12
	OR	
DSE of 12 Credit, 4 Credit Each		
DSE III - Any Two or MOOC Course		4+4
Total Credit		**20**

DEPARTMENT SPECIFICE ELECTIVES

PE101A3 **Credit: 4 (L-, T-, P-6)**

TRACK AND FIELD (SPRINTS, AND MIDDLE DISTANCE)

Course Objectives: To provide students with the knowledge and skills they need to excel in track and field sprinting, middle distance running, nutrition, performance enhancement and competition strategies.

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO	Explain the history, technology, and select the appropriate equipment of sprint and middle-distance events.
CO 2	Focused on techniques of start, finish, training plans to improve performance, and performance indicators for events
CO 3	Master the start, finish strong, and train for your goals.
CO 4	Identify the hydration techniques and different types of foods and drinks that can enhance the performance.
CO 5	Develop different strategies for events, setting goals, and recovering from competition:

** not more than 20% of total topics to be allotted for assignment

Module	Topics to be covered	Topics	Hrs.	CO
Module 1:	1	History of Sprint and Middle Distance	2	1

< Introduction to Track and Field>	2	Rules of the events	2	
	3	Equipment	2	
Module 2:	4	Techniques of Start, Finish.	2	2
< Sprinting >	5	Training plans to improve performance	2	
	6	Performance indicators for events.	2	
Module 3:	7	Techniques of Start, Finish.	2	3
< Middle Distance Running>	8	Training plans to improve performance	2	
	9	Performance indicators for events.	2	
Module 4:	10	Need and Importance	7	4
< Nutrition and Hydration>	11	Performance enhancing food and drinks.	2	
	12	Nutrition and Hydration plan	2	
Module 5:	13	Different strategies for events.	2	5
< **Competition Strategies**>	14	Setting goals	2	
	15	Recovering from competition	2	

SUGGESTED READINGS

- Latest Official Rule Books of International Federations of game/sport and Coaching manuals will be utilized.

PE102A3 **Credit:4-(L-3, T-1, P-0)**

HEALTH EDUCATION

Questions to be set: 05 (All Compulsory)

Course Objectives: Students should be provided with an education in Health, Nutrition, First Aid, and Personal & Environmental Hygiene to equip them with the knowledge and skills necessary to lead healthy lifestyles and protect themselves and their environment.

Pre-requisites: Basic Understanding of Health, Familiarity with Nutrition, knowledge of Basic First Aid Skills and Awareness of Personal & Environmental Hygiene

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1 Define health and health education, understand the principles of health education, and explain the roles of WHO and UNESCO in global health.

CO 2 A comprehensive understanding of personal, domestic, and community hygiene, as well as the importance of rest, sleep, and exercise in maintaining a healthy lifestyle.

CO 3 Enable students to understand the causes, symptoms, transmission, treatments, and preventive measures of communicable and non-communicable diseases, as well as occupational health hazards and diseases and the corrective exercises for postural deformities.

CO 4 Understand the sources and classification of food, proximate principles, and role of various nutrients for a balanced diet, as well as the impact of malnutrition and adulteration of food.

CO 5 Understand the definition, importance, and golden rules of first aid, as well as the types, symptoms, and treatments of common sports injuries such as sprains, strains, fractures, and dislocations.

** not more than 20% of total topics to be allotted for assignment

Module	**Topics to be covered**	**Topics**	**Hrs.**	**CO**
Module 1: **<Health and Health Education>**	in class	Health- Concept, definition, and dimension. Health Education- Definition, aim, objectives. Principles of Health Education. Health Agencies- World Health Organization (WHO), United Nations Educational Scientific and Cultural Organization (UNESCO).	7	1
	****Assignment Topics**	Explain the role of the World Health Organization (WHO) in Health Education		
Module 2: <**Personal & Environmental Hygiene**>	in class	Concept of personal, domestic, & Community Hygiene. Aspect of community hygiene. Aspect of personal hygiene. Importance of rest, sleep & Exercise	7	2
	****Assignment Topics**	Develop an action plan to educate individuals and communities on the importance of hygiene, rest, sleep, and exercise.		
Module 3:	in class	Communicable Diseases- Malaria, Dengue and Chicken Pox. Non-communicable Diseases- Obesity,	7	3

<Health Problems, Prevention and Control>		Diabetes and Hypertension. Occupational Health- Occupational Health Hazards and Diseases. Postural Deformities- Causes and corrective exercise of Kyphosis, Lordosis, Scoliosis, Knock Knees, and Flat Foot		
	****Assignment Topics**	Discuss the causes and corrective exercises of Kyphosis, Lordosis, Scoliosis, Knock Knees, and Flat Foot		
Module 4: **<Balance diet & Nutrition>**	in class	Classification & Source of foods. Proximate principles & role of various nutrients. Balance diet. Malnutrition & Adulteration of food.	7	4
	****Assignment Topics**	Various Nutrients in a Balanced Diet. Investigating the Causes and Consequences of Malnutrition		
Module 5: **<First aid and Sports Injuries>**		First aid- Meaning, definition and importance. Golden rules of First aid. Sports Injuries- Types and Causes. Definition, Types, Symptoms and Treatment of common sports injuries- Sprain, Strain, Facture and Dislocation.	7	5
	****Assignment Topics**	Describe the golden rules of first aid. Outline the importance of first aid.		

Textbooks:

- Bucher, Charles A. "Administration of Health and Physical Education Programme".
- Hanlon, John J. "Principles of Public Health Administration" 2003.

Reference Books:

- Delbert, Oberteuffer, et. al." The School Health Education".
- Ghosh, B.N. "Treaties of Hygiene and Public Health".
- Turner, C.E. "The School Health and Health Education".
- Moss et. al. "Health Education" (National Education Association of U.T.A.).
- Nemir A. 'The School Health Education" (Harber and Brothers, New York).
- Nutrition Encyclopedia, edited by Delores C.S. James, The Gale Group, Inc.
- Boyd-Eaton S. et al (1989) The Stone Age Health Program: Diet and Exercise as Nature Intended. Angus and Robertson.
  Terras S. (1994) Stress, How Your Diet can Help: The Practical Guide to Positive Health Using Diet, Vitamins, Minerals, Herbs and Amino Acids, Thorons

PE302A1 **Credit:4-(L-3, T-1, P-0)**

PHYSICAL FITNESS AND SKILLS: HRF EXERCISES

Questions to be set: 05 (All Compulsory)

Course Objectives: To provide students with the knowledge and skills necessary to develop and implement a personal fitness plan that includes HRF exercises.

Pre-requisites: Knowledge about games and sports

Course learning outcomes

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

- Define HRF exercises and explain their benefits.
- Identify the different types of HRF exercises and choose the right ones for their individual needs.
- Perform cardiorespiratory endurance exercises safely and effectively.
- Perform muscular strength exercises safely and effectively.
- Develop a personal fitness plan that includes HRF exercises.

Module 1: Introduction to HRF Exercises **7 Hrs** **CO1**

- What are HRF exercises?
- The benefits of HRF exercises
- The different types of HRF exercises
- How to choose the right HRF exercises for you

Module 2: Cardiorespiratory Endurance Exercises **7 Hrs** **CO2**

- What are cardiorespiratory endurance exercises?
- The benefits of cardiorespiratory endurance exercises
- Examples of cardiorespiratory endurance exercises
- How to perform cardiorespiratory endurance exercises safely

Module 3: Muscular Strength Exercises **7 Hrs** **CO3**

- What are muscular strength exercises?
- The benefits of muscular strength exercises
- Examples of muscular strength exercises
- How to perform muscular strength exercises safely

Module 4: Muscular Endurance Exercises **7 Hrs** **CO4**

- What are muscular endurance exercises?
- The benefits of muscular endurance exercises
- Examples of muscular endurance exercises
- How to perform muscular endurance exercises safely

Module 5: Flexibility Exercises **7 Hrs** **CO5**

- What are flexibility exercises?
- The benefits of flexibility exercises
- Examples of flexibility exercises
- How to perform flexibility exercises safely

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.

PE201A3 **Credit:4-(L-, T-0, P-8)**

TRACK AND FIELD (LONG DISTANCE)

Course Objectives: To learn fundamentals of long-distance running, including running form, training plans, nutrition, and mental preparation.

Pre-requisites: Physical Fitness

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1	Understand the basics of long-distance running
CO 2	Improve their running form.
CO 3	Create a training plan for long distance running.
CO 4	Understand the importance of nutrition and hydration for long distance running.
CO 5	Develop a positive mental attitude for long distance running.

Module	Activity No.	Activity	Hrs.	CO
1. **Introduction to Long Distance Running**	1	Long distance events – 3 K (Steeple chase), 5K, 10K, half marathon, and marathon.	2	1
	2	Equipment: running shoes, socks, and clothing, Chest numbers etc.	2	
	3	Principles for long distance running	2	
2. **Running Form**	4	Aspects of running form: posture, stride, and arm swing.	2	2
	5	Practice: proper running action	2	
	6	Assessing the form: Video analysis	2	
3. **Training Plans**	7	Types of training plans: base building, peak training, and tapering.	2	3

	8	Create a training plan: Individual's needs and goals.	2	
4. **Nutrition and Hydration**	9	Nutrients: carbohydrates, protein, and fluids.	2	4
	10	Importance of eating a healthy diet and staying hydrated before, during, and after long distance runs	2	
5. **Mental Preparation**	11	Importance of mental preparation	2	5
	12	Positive menta attitude techniques; visualization and goal setting	2	
	13	Pre-race routine – stay calm and focused.	2	

SUGGESTED READINGS

- Latest Official Rule Books of International Federations of game/sport and Coaching manuals will be utilized.

PE202A3 **Credit:4-(L-0, T-0, P-8)**

TRACK AND FIELD - JUMPS

Course Objectives: To provide the knowledge about the history, techniques, drills, and training of track and field jumps.

Pre-Requisite:

COURSE LEARNING OUTCOME
After completing this course, the students will be able to

- Understand the history, different types, equipment, and safety considerations of track and field jumps.
- Learn the techniques of the long jump, triple jump, high jump, and pole vault.
- Identify common errors in each jump and how to correct them.
- Learn drills to improve performance in each jump.
- Develop a training plan for each jump.

Module 1: Introduction to Track and Field Jumps **Hrs. 5.** **CO1**

- History of jumps
- Different types of jumps
- Equipment used in jumps.
- Safety considerations in jumps

Module 2: The Long Jump **Hrs. 8.** **CO2**

- Technique of the long jump

- Common errors in the long jump
- Drills to improve long jump performance.
- Training for the long jump

Module 3: The Triple Jump **Hrs. 8.** **CO3**

- Technique of the triple jump
- Common errors in the triple jump
- Drills to improve triple jump performance.
- Training for the triple jump

Module 4: The High Jump **Hrs. 6.** **CO4**

- Technique of the high jump
- Common errors in the high jump
- Drills to improve high jump performance.
- Training for the high jump

Module 5: The Pole Vault **Hrs. 4.** **CO5**

- Technique of the pole vault
- Common errors in the pole vault
- Drills to improve pole vault performance.
- Training for the pole vault

TEACHING LEARNING STRATEGIES

- The class will be taught by using demonstration, explanation, videos, learning by doing and Whole part whole method.

PE203A3 **Credit:4-(L-3, T-1, P-0)**

EDUCATION TECHNOLOGY AND METHODS IN PHYSICAL EDUCATION

Questions to be set: 05 (All Compulsory)

Course Objectives: This course will enable students to understand the concept of educational technology and methods of teaching in physical education and sports. It aims to develop understanding about educational technology, importance of devices, methods of teaching, teaching technique and style, teaching aids, lesson planning, teaching innovations and organization of tournament.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- Explain its importance in the teaching and learning process and the different types of communication and how they can be used in the classroom.
- Identify the criteria for importance, selecting effective teaching aids, methods, classify and audio-visual aids in classroom.

- Explain the importance different types of educational methods, advantages, and disadvantages of each type of educational method.

- importance of effective presentation, steps involved and describe how to construct a class effectively.
- Describe the different methods used in calisthenics, simple games, team games, and rhythmic activities and the advantages and disadvantages of each method.

COURSE CONTENTS

Module 1: Introduction to Educational Technology **Hrs. 7** **CO1**

- Definition of Educational Technology
- Educative Process, Communication: Types of Communication, Communication in the Classroom

Module 2: Teaching Aids: **Hrs. 7** **CO2**

- Importance of Teaching Aids
- Criteria for selecting Teaching Aids
- Difference between Teaching Method and Teaching Aid
- Broad classification of Teaching Aids and its effective use.
- Audio-Visual Aids

Module 3. Methods **Hrs. 7** **CO3**

- Educational Methods- Meaning, Importance,
- Discussion Method, Workshop, Project Method
- Types of Methods: Command methods, discussion methods,
- Demonstration Methods, Mirror Methods, Part to discussion Methods, Imitation Methods,

Module 4. Presentation **Hrs. 7** **CO4**

- Way of presentation
- Steps of presentation
- Class Construction
- Principles of Physical Education – Simple to complex, known to unknown, from part to whole, From Learning by doing.

Module 5. Methods of different types of Physical Education Activities.: **Hrs. 7** **CO5**

Calisthenics, Simple Games, Team Games, Rhythmic activities

SUGGESTED READINGS

- Bhardwaj, A. (2003). *New media of educational planning*. New Delhi: Sarup of Sons.
- 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.* Jalandhar : Paul Publishers

PE301A3 **Credit:4 (L-0, T-0, P-8)**

TRACK AND FIELD (SHOT-PUT, DISCUSS)

Course Objectives: To learn the history, rules, equipment, technique, training, nutrition, and mental and physical aspects of shot-put and discuss.

Pre-requisites: Physical Fitness

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

CO1 Understand the history, rules, and equipment of shot-put and discuss.

CO2 Learn the proper technique for shot-put and discuss.

CO3 Develop a training program for shot-put and discuss.

CO4 Understand the importance of nutrition for shot-put and discuss.

CO5 Understand the mental and physical aspects of competition for shot-put and discuss.

Module 1: Introduction to Shot-Put and Discuss	**Hrs**	**CO1**
Activity		
11. History of shot-put and discuss.	2	
12. Rules of shot-put and discuss.	2	
13. Equipment for shot-put and discuss.	2	
Module 2: Technique of Shot-Put and Discuss	**Hrs**	**CO2**
Activity		
1. Grip and stance for shot-put and discuss.	2	
2. Delivery for shot-put and discuss.	2	
3. Rotation for discuss.	2	
Module 3: Training for Shot-Put and Discuss	**Hrs**	**CO3**
Activity		
4. Strength training for shot-put and discuss.	2	
5. Speed training for shot-put and discuss.	2	
6. Flexibility training for shot-put and discuss.	2	
Module 4: Nutrition for Shot-Put and Discuss	**Hrs**	**CO4**
Activity		
4. Carbohydrates intake.	2	
5. Protein intake.	2	
6. Fats intake.	2	
7. Fluids Intake.	2	
Module 5: Competition for Shot-Put and Discuss	**Hrs**	**CO5**
Activity		

1. Mental preparation for competition 1
2. Physical preparation for competition 1
3. Dealing with pressure in competition 1

SUGGESTED READINGS

- Latest Official Rule Books of International Federations of game/sport and Coaching manuals will be utilized.

PE302A3 **Credit:4 -(L-2, T-1, P-0)**

ATHLETIC CARE & REHABILITATION

Questions to be set: 05 (All Compulsory)

Course Objectives: To understand the principles of athletic care and rehabilitation, skin injuries, physiotherapy, massage, and corrective physical education for the prevention and management of injuries.

Pre-requisites: Knowledge about common subjects of physical education and sports

Course learning outcomes

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

- Understand the principles of athletic care and rehabilitation for sports injuries.
- Identify and manage common skin injuries.
- Understand the principles of physiotherapy and its application in sports injuries.
- Understand the principles of massage and its effects on the body.
- Understand the principles of corrective physical education and its application in postural deformities.

Module -1 **7 Hrs** **CO1**

- Meaning, definition and history of athletic care and rehabilitation.
- Need for and Importance of athletic care and rehabilitation.
- Principal of athletic care and rehabilitation.
- Management of sports Injury and rehabilitation

Module – 2 **7 Hrs** **CO2**

- Causes, symptoms, and management of skin injuries- contusion, laceration, abrasion, corn etc.
- Causes, symptoms, and management of fracture and dislocation.
- Need for and Importance of First aid.
- PRICE therapy.

Module – 3 **7 Hrs** **CO3**

- Meaning and Importance of Physiotherapy.
- Guiding principles of Physiotherapy.
- Therapeutic modalities and their application - Cryotherapy, Hydrotherapy, Heat therapy, Electrotherapy.

- Electrical application in physiotherapy

Module – 4 7 Hrs CO4

- Meaning, definition, and History of massage,
- Importance Contraindication of massage.
- Classification of massage.
- Effects of massage.

Module-5 7 Hrs CO5

- Meaning and Objectives of Corrective physical education.
- Posture- Meaning, Types and values of Good Posture.
- Posture test- Examination of Posture.
- Meaning, Causes and Treatment of postural deformities: Kyphosis, Lordosis, Scoliosis, Flat foot, knock knee, Bow leg etc.s

Suggested Reading

- Singh A et al (2016). Essential of Physical Education. Kalyani Publisher, New Delhi
- Singh H (2017). Athletic Care and Rehabilitation. Khel Sahitya Kendra.

PE104A1 **Credit: 4 (L-3, T-1, P-0)**

PSYCHOLOGY IN PHYSICAL EDUCATION AND SPORTS

Questions to be set: 05 (All Compulsory)

Course Objectives: This course will enable students to understand the psycho-sociological aspects of human behavior in relation to physical education and sports. It aims to develop understanding about the general characteristics of various stages of growth and development, types and nature of individual differences, nature of learning, theories of learning, laws of learning, personality, orthodoxy, customs, tradition, and socialization through physical education.

Pre-requisites: Basic knowledge of psychology and understanding of physical education and sports.

Course Outcomes (CO): **On successful completion of this course, students will be able to:**

CO 1	Understand the fundamental aspects of psychology and their relevance to education, especially in the context of physical education and sports.
CO 2	Understand the meaning of growth and development, as well as exploring the physical, mental, social, and language development that occurs during the specific stages of childhood and adolescence.
CO 3	Learn meaning, definition, and nature of learning, as well as principles of learning, laws of learning and transfer of training.
CO 4	Understand the motivation and its relevance in teaching physical activities. It explores the different concepts and types of motivation and how they affect the behaviour and performance of individuals.

CO 5 The course explores the relevance of emotion in sports performance, including the impact of different emotions on athletes' performance and well-being.

** not more than 20% of total topics to be allotted for assignment

Module	**Topics to be covered**	**Topics**	**Hrs35**	**CO**
Module 1: < Introduction >	in class	Meaning, definition and nature of Psychology and Physical Educational psychology. Branches of Psychology. Importance of Psychology in Education with special reference to Physical Education.	7	1
Module 2: <Growth and development >	in class	Meaning of growth and development. Physical, Mental, Social and Language development during following stages: • Early childhood • Middle childhood • Late childhood • Adolescences	7	2
Module 3: < Learning >	in class	Meaning definition and nature of Learning. • Meaning of following theories of learning and their implications. • Laws of Learning. • Meaning and Conditions of Transfer of Training.	7	3
Module 4: <Motivation >	in class	Meaning of Motivation. Concept of need, drive, motive, incentive, and achievement. Types of Motivation. Role of motivation in teaching physical activities.	7	4
Module 5: < Emotion >	In Class	Meaning and nature of Emotion. Types of Emotion. Emotion and Sports Performance.	7	5

SUGGESTED READINGS

- K. Young (1954) Handbook of sociology.
- Ball, D. W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport.* London: Addison Wesley Publishing Co., Inc.

- Blair, J. & Simpson, R. (1962). *Educational psychology*, New York: McMillan Co.
- Cratty, B. J. (1968). *Psychology and physical activity*. Eaglewood Cliffs. Prentice Hall.
- Kamlesh, M. L. (1998). *Psychology inphysical education and sport*. New Delhi: Metropolitan Book Co.
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). Sport and social system. London: Addison Wesley Publishing Company Inc.
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society.* Philadelphia: Lea &Febiger.
- Mathur, S.S., (1962). *Educational psychology*.Agra.VinodPustakMandir.
- Skinnner, C. E., (1984.). *Education psychology*. New Delhi: Prentice Hall of India.
- William, F. O. & Meyer, F. N. (1979). A handbook of sociology. New Delhi: Eurasia Publishing House Pvt Ltd.

Pool of Open Elective/Minor Specialization Subjects Offered to Other Department Students

Subject Name: Physical Education Foundation and Practices

Sr. No.	Sub Code	Subject Name	L	T	P	C
1	PE101A1	Introduction and History of Physical Education	3	1	0	4
2	PE108A4	Fitness and Yoga	0	0	8	4
3	PE202A1	Test, Measurement and Evaluation	3	1	0	4
4	PE208A1	Sports Training	3	1	0	4
5	PE302A1	Physical Fitness and Skills: HRF Exercises	3	1	0	4
6	PE310A1	Organization and Administration in Physical Education	3	1	0	4
					Total	**24**

PE101A1 **Credit:4 (L-3, T-1, P-0)**

INTRODUCTION AND HISTORY OF PHYSICAL EDUCATION

Questions to be set: 05 (All Compulsory)

Course Objectives: This course introduces physical education and the Olympic Movement. It aims to develop an understanding of physical education, its aims and objectives, philosophical underpinnings, historical development, origins of the Olympic Movement and the structure/functions of the various committees.

Pre-requisites: Basic understanding of physical literacy and sports and games.

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1 Understand the concept of physical education.

CO 2 Understand the historical development of physical education in India and abroad.

CO 3 Describe the different Olympic games and its committees.

CO 4 Classify and identify the Olympic values and apply the same to the society.

CO 5 Apply the concept of Olympism in organizing various sports activities. Recognize and distinguish the functional operations of national and international Olympic federations.

** not more than 20% of total topics to be allotted for assignment

Module	**Topics to be covered**	**Topics**	**Hrs.**	**CO**
Module 1: **< Introduction>**	in class	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.	7	1
	****Assignment Topics**	Misconceptions about Physical Education.		
Module 2: <**Historical Development -I**>	in class	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)	7	2
	****Assignment Topics**	Write 500 words about anyone {Vedic Period (2500 BC – 600 BC)		

		Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)}		
Module 3: **< Historical Development -II>**	in class	Medieval Period (1000 AD – 1757 AD) British Period (Before 1947) Physical Education in India (After 1947)	7	3
	****Assignment Topics**	Evolution of Physical Education across Historical Periods		
Module 4: **<The Olympic Movement and Its Significance >**	in class	Significance of Olympic Ideals, Olympic Rings, Olympic Flag. Olympic Protocol for member countries. Olympic Code of Ethics	7	4
	****Assignment Topics**	Write about Olympic Code of Ethics and its role in fostering ethical behaviour in sports.		
Module 5 **< Different Olympic Games and Committees >**	In Class	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	7	5
	****Assignment Topics**	Complete the list of Olympic games		

SUGGESTED READINGS

13. Burbank, J. M., Andranovich, G. D. &Heying Boulder, C. H. (2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner
14. Deshpande, S. H. (2014). *Physical Education in Ancient India*. Amravati: Degree college of Physical education.
15. Nixon, E. E. & Cozen, F.W. (1969). *An introduction to physical education*. Philadelphia: W.B. Saunders Co.
16. 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.
17. Bucher, C.A., (2010). Foundation of Physical education (16thed.). New Delhi: Tata McGraw-Hill.
18. Barrow, H.M. (1983). Man and Movement: Principles and Physical Education. Phi: Lea and Febiger
19. Bucher &Wuest (1987). Foundations of Phy.Edu & Sports. Missouri: C.V.Mosby co.
20. Ziegler, E.F. (2007). An introduction to Sports & Phy.Edu.Philosophy. Delhi: Sp. Educational Tehno.
21. Kretchmar, R.S. (1994). Practical Philosophy of Sport. IL: Human Kinetics.
22. Young, D.C. (2004). A brief History of Olympic Games. UK: Blackwell Publishing.
23. Frank, A.M. (2003). Sports & education. CA: ABC-CLIO
24. Susan Capel, Susan Piotrowski (2000). Issues in Physical Education. London:

PE108A4 **Credit:4: (L-1, T-0, P-8)**

FITNESS AND YOGA

Questions to be set: 05 (All Compulsory)

Course Outcomes (CO): **On successful completion of this course, students will be able to:**

CO 1	Explores the relationship between yoga and mental/physical health
CO 2	Execute effective warm-up, general exercise, cooling down, and diet plans, and assess the impact of physical activity on overall health and wellness.
CO 3	Define, practice, and honor Asana to create a healthy physical and mental lifestyle.
CO 4	Explain difference between pranayama and deep breathing, and practice different pranayama techniques.

CO 5 Explain and implement the principles and practices of bandhas, mudras, meditation, and Shuddhi kriyas, and apply them to their own yoga practice.

Module	**Activity No.**	**Activity**	**Hrs 20**	**CO**
Module 1: <Introduction to Yoga>	1	Historical aspect of yoga.	2	1
	2	Yoga: Mean and Definition, Types of yoga	2	
	3	Scopes & Importance of yoga.	2	
Module 2: <Basic Preparation>	4	Warm-up, General exercise and cooling down.	2	2
	5	Demonstration: Aerobics, Circuit Training and Calisthenics.	2	
	6	Diet chart & measurement of BMI	2	
Module 3: < Asanas >	7	Asana, differences between asana and physical exercise.	2	3
	8	Suraya-Namaskar, 02 Standing Asanas, 02 – Sleeping (Supine Position) Asanas, 02 – Sitting Asanas	2	
Module 4: < Pranayama>	9	Pranayama Practices	2	4
	10	Difference between pranayama and deep breathing.	2	
Module 5: <Techniques>	11	Bandhas, Mudras,	2	5
	12	Meditation, and Shuddhi Kriyas	2	

PE202A1 **Credit: 4 (L-3, T-1, P-0)**

TEST, MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION

Questions to be set: 05 (All Compulsory)

Course Objectives: This course will enable students to understand the concept of tests, measurement & evaluation in Physical Education, Criteria of selection, classification and administration of test, physical fitness tests and sports skill tests.

Pre-requisites: A basic knowledge of physical activity.

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1	Understand the need & importance of test, measurement, and evaluation in physical education. Describe the criteria, classification, and administration of test.
CO 2	Understand the concepts of Test, Measurement, and Evaluation
CO 3	Construct a strong basis in the evaluation techniques through the various test and measurements method used in physical education.
CO 4	Explain different physical fitness and skill tests
CO 5	Apply test, measurement, and evaluation concepts to real-world situations

** not more than 20% of total topics to be allotted for assignment

Module	**Topics to be covered**	**Topics**	**Hrs.**	**CO**
Module 1: **< Introduction to Test, Measurement, and Evaluation in Physical Education >**	in class	History of test, measurement, and evaluation in physical education. The need for test, measurement, and evaluation in physical education. Criteria for selecting tests. Classification of tests. Administration of tests.	7	1
Module 2: **< Concepts of Test, Measurement, and Evaluation>**	in class	Reliability and validity of tests. Norms and standards. Types of scores. Interpretation of scores.	7	2
Module 3:	in class	Motor fitness tests: aerobic fitness tests, anaerobic fitness tests, and	7	3

< Motor Fitness Tests>		muscular strength and endurance tests. Administration and interpretation of motor fitness tests.		
	****Assignment Topics**			
Module 4: **< Skill Tests**>	in class	Lockhart and McPherson Badminton test. Johnson basketball test. McDonald soccer test. Rustle Lange volleyball test. Harbansingh hockey test	7	4
Module 5: < **Applying Test, Measurement, and Evaluation in Physical Education**>	In Class	Using test, measurement, and evaluation data to make decisions about program planning, instruction, and assessment. Reporting test, measurement, and evaluation data.	7	5

SUGGESTED READINGS

- Bangsbo, J. (1994). *Fitness training in football: A scientific approach*. Bagsvaerd, Denmark: Ho+Storm.
- Barron, H. M., &Mchee, R. (1997).*A practical approach to measurement in physical education*. Philadelphia: Lea and Febiger.
- Barron, H.M. &Mchee, R. (1997).A Practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
- Kansal, D.K. (1996).*Test and measurement in sports and physical education*. New Delhi: D.V.S. Publications.
- Mathews, D.K., (1973). *Measurement in physical education*, Philadelphia: W.B.SoundersCompnay.
- Pheasant, S. (1996). *Body space: anthropometry, ergonomics and design of work*. Taylor & Francis, New York.
- Phillips, D. A., &Hornak, J. E. (1979). *Measurement and evaluation in physical education*. New York: John Willey and Sons.

- Sodhi, H.S., &Sidhu, L.S. (1984).*Physique and selection of sports- a kinanthropometric study*. Patiala: Punjab Publishing House.

PE208A1 **Credit:4-(L-3, T-1, P-0)**

SPORTS TRAINING

Questions to be set: 05 (All Compulsory)

Course Objectives: To provide students with the knowledge and skills necessary to develop and implement a comprehensive sports training program for athletes of all levels.

Pre-requisites: Knowledge of sports and games

Course Outcomes (CO): On successful completion of this course, students will be able to:

CO 1	Define sports training, explain the modern concept of sports training, and identify the principles of sports training.
CO 2	Evaluate and develop a system of sports training for basic, intermediate, and high-performance levels.
CO 3	Plan training sessions that include the different methods of technique training.
CO 4	Design different training programs for the different training components and explain the different types of periodization.
CO 5	identify the different factors that contribute to athletic talent and develop a plan for identifying talented athletes.

** not more than 20% of total topics to be allotted for assignment

Module	**Topics to be covered**	**Topics**	**Hrs.**	**CO**
Module 1: **< Introduction to Sports Training>**	in class ****Assignment Topics**	Modern concept of sports training, principles of sports training. Find the different modern concepts of sports training.	7	1

Module 2: < **System of Sports Training**>	in class	Basic performance, intermediate performance, and high-performance training.	7	2
	****Assignment Topics**	Create a training plan for a beginner athlete. Create a training plan for an intermediate athlete. Create a training plan for a high-performance athlete.		
Module 3: **< Planning Training Sessions>**	in class	Planning training sessions, methods of technique training.	7	3
	****Assignment Topics**	Create a presentation on the different methods of technique training		
Module 4: **< Training Components >**	in class	Designing different training programs for training components, periodization, and its types.	7	4
	****Assignment Topics**	Design a training program for a specific sport that focuses on the technical training components		
Module 5: **< Identification of Talents >**		Identification of talents.	7	5
	****Assignment Topics**	Create a plan for identifying talented athletes in a specific sport.		

SUGGESTED READINGS

- Dick, W. F. (1980). *Sports training principles.* London: Lepus Books.
- Harre, D. (1982). *Principles of sports training.* Berlin: Sporulated.
- Jensen, R. C. & Fisher, A. G. (1979). *Scientific basis of athletic conditioning*. Philadelphia: Lea and Fibiger, 2ndEdn.
- Matvyew, L. P. (1981). *Fundamental of sports training.* Moscow: Progress Publishers.
- Singh, H. (1984). *Sports training, general theory and methods*.Patials: NSNIS.
- Uppal, A. K., (1999). *Sports Training.* New Delhi: Friends Publication.

PE302A1 **Credit:4-(L-3, T-1, P-0)**

PHYSICAL FITNESS AND SKILLS: HRF EXERCISES

Questions to be set: 05 (All Compulsory)

Course Objectives: To provide students with the knowledge and skills necessary to develop and implement a personal fitness plan that includes HRF exercises.

Pre-requisites: Knowledge about games and sports

Course learning outcomes

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

- Define HRF exercises and explain their benefits.
- Identify the different types of HRF exercises and choose the right ones for their individual needs.
- Perform cardiorespiratory endurance exercises safely and effectively.
- Perform muscular strength exercises safely and effectively.
- Develop a personal fitness plan that includes HRF exercises.

Module 1: Introduction to HRF Exercises **7 Hrs** **CO1**

- What are HRF exercises?
- The benefits of HRF exercises
- The different types of HRF exercises
- How to choose the right HRF exercises for you

Module 2: Cardiorespiratory Endurance Exercises **7 Hrs** **CO2**

- What are cardiorespiratory endurance exercises?
- The benefits of cardiorespiratory endurance exercises
- Examples of cardiorespiratory endurance exercises
- How to perform cardiorespiratory endurance exercises safely

Module 3: Muscular Strength Exercises **7 Hrs** **CO3**

- What are muscular strength exercises?
- The benefits of muscular strength exercises
- Examples of muscular strength exercises
- How to perform muscular strength exercises safely

Module 4: Muscular Endurance Exercises **7 Hrs** **CO4**

- What are muscular endurance exercises?
- The benefits of muscular endurance exercises
- Examples of muscular endurance exercises
- How to perform muscular endurance exercises safely

Module 5: Flexibility Exercises **7 Hrs** **CO5**

- What are flexibility exercises?
- The benefits of flexibility exercises
- Examples of flexibility exercises
- How to perform flexibility exercises safely

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.

PE310A1 **Credit:4-(L-3, T-1, P-0)**

ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION

Questions to be set: 05 (All Compulsory)

Course Objectives: To provide students with the knowledge and skills they need to effectively organize, administer, and evaluate physical education programs at different levels.

Pre-requisites: Basic understanding of physical education

Course Outcomes:

After completing this course, the students will be able to

- Understand the definition, characteristics, and principles of organization and administration in physical education.
- Understand the schemes of organization in physical education at the school, college, university, and state levels.
- Understand the need for facilities in physical education, such as play fields, gymnasiums, swimming pools, and equipment.
- Understand the timetable and program of physical education, including intramural and extramural activities, budget, and supervision.
- Understand the meaning, definition, and importance of evaluation in physical education, as well as methods of evaluation and assessment of physical fitness and motor skills.

COURSE CONTENTS

Module 1: Introduction to Organization and Administration in Physical Education

- Definition of organization and administration in physical education.
- Characteristics of organization and administration in physical education.
- Principles of organization and administration in physical education.

Module 2: Scheme of Organization in Physical Education

- Schemes of organization in physical education at the school level.
- Schemes of organization in physical education at the college level.
- Schemes of organization in physical education at the university level.
- Schemes of organization in physical education at the state level.

Module 3: Facilities for Physical Education

- Play fields: location, area, preparation, and maintenance.
- Gymnasium: need, construction, measurement, and maintenance.
- Swimming: need, measurement, and maintenance, points to be taken in consideration while entering swimming pool.
- Equipment: need, types, purchase, selection, and maintenance.

Module 4: Timetable and Program of Physical Education

- Meaning, definition, and requirements of timetable in school.

- Required periods for physical education in school.
- Program of intramural and extramural activities in physical education.
- Definition, types, and principles of budget for physical education.
- Supervision: definition, types, and methods of supervision in physical education.

Module 5: Evaluation in Physical Education

- Meaning, definition, and importance of evaluation in physical education.
- Methods of evaluation in physical education.
- Assessment of physical fitness.
- Assessment of motor skills.

Suggested Readings:

- Physical Education Administration: A Planning Approach by James H. Humphrey and William G. Tietjen
- Organization and Administration of Physical Education and Sports by Jeanne M. Achtmeyer and Patricia A. Smith
- Administration of Physical Education and Athletic Programs by John M. Cooper and Dennis W. Ray
- Physical Education Administration: A Competency-Based Approach by Mark A. Nagel and Robert G. Nitz
- Organization and Adm
- inistration of Physical Education and Recreation by Jack H. Wilmore and David L. Costill

POOL OF OPEN/MINORS ELECTIVE SUBJECTS OFFERED BY DEPT. OF PSYCHOLOGY						
S. No.	**Code**	**Subject Name**	**L**	**T**	**P**	**C**
1	PY102A1	Fundamentals of Psychology	3	1	0	4
2	PY104A3	Foundation of Social Psychology	3	1	0	4
3	PY203A1	Organizational Psychology	3	1	0	4
4	PY205A1	Psychology of Individual Differences	3	1	0	4
5	PY302A1	Understanding the Human Psyche	3	1	0	4
6	PY303A1	Applications of Psychology in modern Life	3	1	0	4
		Total				**24**

Detailed Syllabus

PY101A1- FUNDAMENTALS OF PSYCHOLOGY

Credit – 4
Internal Marks - 50
External Marks – 50
Total Marks - 100
Duration of Exam. – 3 HRS

Learning Outcomes:

1. Understanding what psychology all is about.

2. Appreciation of the scope and the field of psychology.

3. Developing familiarity with basic concepts related to some foundational themes of study in psychology such as learning, memory, perception, thinking, emotion, motivation and human biological system including brain

4. Developing familiarity with individual level phenomenon such as intelligence, and personality.

Course Contents:

UNIT 1. Introduction:

1.1 Nature of Psychology: Definition, Fields of psychology, Schools of modern psychology
1.2 Psychology in India: History and current status
1.3 Methods of psychology (with special emphasis. on Experimentation)
1.4 Biological basis of human behaviour (with emphasis on brain)

UNIT 2. **Learning, Memory and perception**

2.1 Learning: Classical conditioning, instrumental learning, observational learning (socio-cognitive learning);
2.2 Memory: Models of memory: Information processing model (Sensory register, STM, LTM and concept of working memory), Levels of processing, Parallel Distributed Processing model, Reconstructive nature of memory; Forgetting, Improving memory
2.3. Perception: Top down and Bottom Up processes, Size Constancy, Depth Perception

UNIT 3. Motivation &Emotion –
3.1 Approaches to understanding motivation and Types of Motives
3.2 Approaches and Elements of Emotions (components), Emotional Intelligence and Gender, Culture & emotions

UNIT 4. Individual differences: Personality and Intelligence -
4.1 Personality: Nature and Theories
4.2 Intelligence: Nature and Theories

References:
Baron, R. & Misra.G. (2014). *Psychology*. New Delhi: Pearson

Ciccarelli, S.K. & White, J.N. & Misra, G. (2018). *Psychology*. New Delhi : Pearson Education.
Morgan, C T., King, R., Weisz, J. & Schopler, J. (2017) .*Introduction to Psychology* (7th Ed). Tata McGraw Hills.
Holt, N., Bremner, A., Sutherland, E., Vliek, M. and Passer, M., & Smith, R.(2015). Psychology: The Science of Mind and Behaviour. London: Tata McGraw-Hill Baron, R. & Misra. G. (2013). Psychology. Pearson.
Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
Feldman, S.R. (2009). Essentials of understanding psychology (7th Ed.) New Delhi : Tata McGraw Hill.
Michael ,W., Passer, Smith, R.E. (2007). Psychology The science of mind and Behavior. New Delhi:Tata McGraw-Hill.

PY104A4 - FOUNDATION OF SOCIAL PSYCHOLOGY

Credit – 4
Internal Marks - 50
External Marks – 50
Total Marks - 100
Duration of Exam. – 3 HRS

Learning Outcomes:

1. Understanding the basic social psychological concepts and familiarize with relevant methods.
2. Understanding the applications of social psychology to social issues like gender, environment, health, intergroup conflicts, etc.
3. Developing skills pertaining to mapping of social reality and understanding how people evaluate social situations.
4. Familiarizing with the concepts of social affect and affective processes including people's harming and helping behaviours.
5. Developing an understanding pertaining to social influence processes particularly the influence of others on individual behaviour and performance.

Course Content:

Unit 1 Introduction:1.1 Definition and nature of social psychology 1.2 Brief history of social Psychology 1.3 Methods of social psychology: Quantitative and qualitative methods 1.4 Applications of social psychology: Environment, intergroup conflicts, health and gender issues, influence of social media
2 Social cognition and attitudes: 2.1 Social cognition and information processing: Schemas, stereotypes and cognitive strategies 2.2 Perceiving self and others: Self-concept and self-esteem, impression formation, Impression Management 2.3 Attitudes: Nature and measurement, attitude change, 2.4 Attribution: nature and applications
3 Affective processes in social context: 3.1 Social affects (concepts of guilt, shame, envy, gratitude, forgiveness, compassion), 3.2 Pro-social behaviour 3.3 Aggression and social violence 3.4 Interpersonal attraction
4. Group Processes and Collective behaviour:
4.1 Group: Nature and group formation 4.2 Group and performance: Social facilitation, Social loafing and social conformity 4.3 Leadership: Qualities of leaders, types of leadership: Democratic, autocratic, laissez-faire and nurturant task leader 4.4 Collective Behaviour: Crowd

References:

Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). Community psychology: Linking individuals and communities. Wadsworth, Cengage.
Mikkelson, B. (1995). Methods for development work and research: A guide for practioners. New Delhi: Sage.
Schneider, F.W., Gruman, A., Coults, L .M. (Eds.). (2012). Applied social psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.
Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). Understanding social psychology across cultures. New Delhi: Sage Publication.
Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). Social psychology (12th Ed.). New Delhi, India: Pearson.
Hogg, M. A., & Vaughan, G. M. (2005). Social psychology. Harlow: Pearson Prentice Hall.
Husain, A. (2012). Social psychology. New Delhi, India: Pearson.
Myers, D. G. (2008). Social psychology. New Delhi, India: Tata McGraw-Hill.

Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). Social psychology (12th Ed.). New Delhi, India: Pearson.

PY203A1- ORGANIZATIONAL PSYCHOLOGY

Credit – 4
Internal Marks - 50
External Marks – 50
Total Marks - 100
Duration of Exam. – 3 HRS

Objectives:

- To develop an awareness of the concepts related to organizational behavior.
- Help the students develop connectivity between concepts and practices of organizations.

Course Content:

Unit 1: **Introduction**
a. Historical antecedents of Organizational Behaviour
b. Contemporary Trends and Challenges
c. Organizational Behavior : Challenges in the Indian Setting
Unit 2: **Individual level processes**
a. Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour
b. Work Motivation
i Early theories: Maslow, McClelland, Two factor
ii Contemporary theories: Goal setting, Equity, Expectancy
iii Applications: Job Characteristics Model, Job redesign, MBO
Unit 3: **Dynamics of Organizational Behavior**
a. Organizational Culture
b. Power and Politics: Influence, empowerment, sexual harassment, organizational politics.
c. Positive Organizational Behavior
Unit 4: **Leadership**
a. Basic approaches: Trait theories, Behavioral theories, Contingency theories
b. Contemporary Issues: Inspirational approaches to leadership, Contemporary leadership roles, Challenges to the leadership construct
c. Indian perspective

References:

Aamodt, M. G. (2016). *Industrial/Organizational psychology: An applied approach*. Boston: Cengage Learning.
Kalra, S. K. (2004*).* Consultative managerial leadership style in India: A viable alternative. In P. N. Mukherjee, & C. Sengupta (Eds.), *Indigeneity and universality in social sciences: A south Asian response*. New Delhi: Sage Publications.

Muchinsky, P. M., & Culbertson, S. S. (2016). *Psychology applied to work*. Summerfield, NC: Hypergraphic Press.
Pareek, U. (2007). *Understanding organizational behaviour*. New Delhi: Oxford University Press.
Pareek, U.,& Gupta, R. K. (2010). *Organizational behaviour*. New Delhi: Tata McGraw Hill.
Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi : Biztantra publishers.
Landy, F.J. & Conte,J.M. (2007) Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York : Wiley Blackwell.
Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press.
Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press.
Robbins, S. P. & Judge, T.A. (2007) Organizational Behavior(12th Ed). New Delhi: Prentice Hall of India.
Schermerhorn, J.R. , Hunt,J.G. & Osborn,R.N. (2008) Organizational Behavior (10th Ed.) New Delhi: Wiley India Pvt. Ltd.
Singh, K. (2010). Organizational Behavior: Texts & Cases. India: Dorling Kindersley

Sinha, J.B.P. (2008). Culture and Organizational Behavior. New Delhi: Sage

PY205A1- PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Credit – 4
Internal Marks - 50
External Marks – 50
Total Marks - 100
Duration of Exam. – 3 HRS

Objectives:

1. To equip the learner with an understanding of the concept and process of human development across the early adulthood and old age.

Course Content:

UNIT:1 Personality: Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological-humanistic and social cognitive;

UNIT 2: Intelligence: Concept of intelligence: Factor and process theories of intelligence; Gardner's multiple intelligences; Heredity, environment and intelligence; Group differences in intelligence; Extremes of intelligence; Emotional Quotient; Spiritual Intelligence- Definition and meaning, components and theories of spiritual intelligence; characteristics of spiritually intelligent people, developing SQ, ;

UNIT 3: Indian approach: Self and identity in Indian thought; Enhancing individual's potential: Self-determination theory; Enhancing cognitive potential, Self-regulation and self enhancement;
UNIT 4: Fostering creativity; Individual differences and real life outcomes: Personality and intelligence as predictors of academic and work performance, leadership, creativity.
References:
1. S. K. Ciccarelli, W.J. Noland, G. Misra, G. *Psychology: South Asian edition*. New Delhi: Pearson India Education Services (2017).
2. D. Goleman, *Emotional Intelligence: Why it can matter more than IQ.* Bantam Dell. Random House: New York (1995).
3. D. Zohar, I. Marshall, *Spiritual intelligence: The ultimate intelligence.* Bloomsbury Paperbacks (2001).
4. M. Cornelissen, G. Misra, Varma, S. *Foundations of Indian Psychology (Vol. 1), Theories and concepts*. New Delhi: Pearson (2011).

PY301A1 – UNDERSTANDING THE HUMAN PSYCHE

Credit – 4
Internal Marks - 50
External Marks – 50
Total Marks - 100
Duration of Exam. – 3 HRS

Learning Outcomes:
1. By participating in this course, the student will be initiated into an exploration of human psyche and unconscious processes.
2. By undertaking and studying this course, the student will not only get familiarized with knowledge that locates the unconscious as a seat of creativity, surprise, infinite wisdom but also as a reservoir of fears, anxieties and resistances and difficult emotional patterns that continue to make their appearance throughout a person's life history.
3. Relate to one's dreams and others articulations of the unconscious mind.
4. Develop a reflective capacity to playfully engage with fantasies, spatial and temporal metaphors spanning the psychic space of human life.
5. Understand the bond between affect and cognition, culture and unconscious mind.

Course Contents:
1. The Human Psyche as a seat of fantasies, creative possibilities and projections
2. Human Mind, Consciousness and Psyche: Rethinking the relationship between psychological perspectives concentrating on the above. Exploring the bridge between consciousness and unconscious processes.
3. Major defenses employed by human beings: Repression, Projection, Splitting, Denial and Dissociation.
4. An introduction to the Unconscious: affect and associative linkages.

5. Time, Experience and Memory as preserved in the Unconscious.
6. Culture, Society and the formation of the Psyche: Foundations of a critical and culturally sensitive psychology.

References

- Craib, I. *Psychoanalysis: A Critical Introduction*. London: Routledge
- Kakar, S. (1978) *The Inner World.* New Delhi:
- Viking. Kakar, S. (2006). *The Indians*. New Delhi: Penguin.
- Lear, J. (1990). *Freud*. London: Routledge.
- Winnicott, D.W. (1965) *Maturational Processes and the Facilitating Environment*. New York: International Universities Press.
- Winnicott, D.W. (1971). *Playing and Reality*. London: Tavistock Publication.

PY303A1- APPLICATIONS OF PSYCHOLOGY IN MODERN LIFE

-
- Credit – 4
- Internal Marks - 50
- External Marks – 50
- Total Marks - 100
- Duration of Exam. – 3 HRS

•

-
- **Objectives:** To develop an understanding of application of psychological processes and study the application of psychology to social issues in modern life.
-
- **Course Contents:**
- **1. Nature of applied psychology**
- 1.1. Psychology in everyday life: Health, law, religion, child development and money (behavioural finance/economics)
- 1.2. Introduction to professional ethics
- **2. Applications at individual and level**
- 2.1. Psychometrics and assessment of cognition, intelligence, personality and their application
- 2.2. Emotional Intelligence, positive psychology and stress management
- 2.3. Issues related to gender, marriage, divorce, addiction (drug, cell phones) and parenting
- 2.4. Application of Yogic and Buddhist psychology
- **3. Application at individual/ group/ organizational level**
- 3.1 Introduction to sport psychology
- 3.2 Educational psychology
- 3.3 Organizational behaviour
- 3.4 Consumer behaviour
- **4. Psychology and its application at societal level**
- 4.1 Role of psychology in societal development
- 4.2 Disaster management; traffic psychology
- 4.3 Community psychology
- 4.4 Environmental psychology & ergonomics

- **References:**

- American Psychological Association. (2010). Publication manual of the American Psychological Association. Washington, DC: American Psychological Association.
- Cornelissen, R. M. M.., Misra, G., & Varma, S. (Eds.) (2014). Foundations and applications of Indian psychology. New Delhi, India: Pearson Education.
- Donaldson, S. I., & Berger, D. E. (2006). The rise and promise of applied psychology in the 21st Century. In S. I. Donaldson, D. E. Berger, & K.
- http://www.psychologydiscussion.net/branch/branches-of-psychology-different-branches-of-psychology/544
- Misra, G., & Mohanty, A. K. (2002). Perspectives on indigenous psychology. New Delhi, India: Concept.
- Misra, G., & Pandey, J. (2011). Psychology and societal development. In P. R. Martin, F. M. Cheung, M. C. Knowles, M. Kyrios, J. B. Overmier and J. M. Prieto (Eds.), IAAP handbook of applied psychology. Oxford: Wiley-Blackwell.
- Pezdek (Eds.), Applied psychology: New frontiers and rewarding careers. Mahwah, NJ: Erlbaum. Retrieved from http://www.apa.org/ Branches of Psychology.
- Weathington, B. L., Christopher, J. L., Cunningham, B. J., O'Leary, & Biderman, M. D. (Eds.). (2011). Applied psychology in everyday life. Newcastle upon Tyne: Cambridge Scholar Publishing.

BOS PROCEEDINGS