

Choice Based Credit System (CBCS)

UNIVERSITY OF DELHI

FACULTY OF INTER-DISCIPLINARY AND APPLIED SCIENCES

**UNDERGRADUATE PROGRAMME
(Courses effective from Academic Year 2015-16)**



SYLLABUS OF COURSES TO BE OFFERED Core Courses, Elective Courses & Ability Enhancement Courses

Disclaimer: The CBCS syllabus is uploaded as given by the Faculty concerned to the Academic Council. The same has been approved as it is by the Academic Council on 13.7.2015 and Executive Council on 14.7.2015. Any query may kindly be addressed to the concerned Faculty.

Undergraduate Programme Secretariat

Preamble

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

Outline of Choice Based Credit System:

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
 - 2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
 - 2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
 - 2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
- 3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.
 - 3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
 - 3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Details of Courses Under Undergraduate Programme (B.A./ B.Com.)

| Course | *Credits | |
|--|-------------------------|-------------------|
| | Paper+ Practical | Paper + Tutorial |
| <u>I. Core Course</u> (12 Papers) | 12X4= 48 | 12X5=60 |
| Two papers – English | | |
| Two papers – MIL | | |
| Four papers – Discipline 1. | | |
| Four papers – Discipline 2. | | |
| Core Course Practical / Tutorial* (12 Practicals) | 12X2=24 | 12X1=12 |
| <u>II. Elective Course</u> (6 Papers) | 6x4=24 | 6X5=30 |
| Two papers- Discipline 1 specific | | |
| Two papers- Discipline 2 specific | | |
| Two papers- Inter disciplinary | | |
| Two papers from each discipline of choice and two papers of interdisciplinary nature. | | |
| Elective Course Practical / Tutorials* (6 Practical/ Tutorials*) | 6 X 2=12 | 6X1=6 |
| Two papers- Discipline 1 specific | | |
| Two papers- Discipline 2 specific | | |
| Two papers- Generic (Inter disciplinary) | | |
| Two papers from each discipline of choice including papers of interdisciplinary nature. | | |
| <ul style="list-style-type: none"> Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester | | |
| <u>III. Ability Enhancement Courses</u> | | |
| 1. Ability Enhancement Compulsory (2 Papers of 2 credits each) | 2 X 2=4 | 2 X 2=4 |
| Environmental Science | | |
| English Communication/MIL | | |
| 2. Ability Enhancement Elective (Skill Based) (4 Papers of 2 credits each) | 4 X 2=8 | 4 X 2=8 |
| | <hr/> Total credit= 120 | <hr/> Total = 120 |

Institute should evolve a system/policy about ECA/ General Interest/Hobby/Sports/NCC/NSS/related courses on its own.

***wherever there is a practical there will be no tutorial and vice-versa.**

CHOICE BASED CREDIT SYSTEM

Syllabus for B.A. Programme with Physical & Health Education

(40 Credits Programme)

| <u>Discipline Specific Core Courses (DSC)</u> | | 24 Credits |
|---|---|-------------------|
| SEMESTER-I | SEMESTER-II | |
| Core Physical Education (DSC-I): Introduction to Physical Education in the Contemporary Context 06 Credits | Core Physical Education (DSC-II): Fitness, Wellness & Nutrition 06 Credits | |
| + Other Discipline DSC's (As per students choice) | | |
| SEMESTER-III | SEMESTER-IV | |
| Core Physical Education (DSC-III): Health Education, Anatomy and Physiology 06 Credits | Core Physical Education (DSC-IV): Posture, Athletic Care and First Aid 06 Credits | |
| + Other Discipline DSC's (As per students choice) | | |
| <u>Discipline Specific Electives (DSE)</u> | | 12 Credits |
| SEMESTER-V | SEMESTER-VI | |
| <u>Discipline Specific Electives (DSE-I)</u> Opt any one of the Following:- DSE (i) Sports for All DSE (ii) Sports Psychology DSE (iii) Sports Administration & Management 06 Credits each | <u>Discipline Specific Electives (DSE-II)</u> Opt any one of the Following:- DSE (i) Media and Careers in Physical Education DSE (ii) Balanced Education DSE (iii) Measurement and Evaluation 06 Credits each | |
| + Other Discipline DSE's (As per students choice) | | |
| <u>Skill Enhancement Courses (SEC)</u> | | 04 Credits |
| SEMESTER-V | SEMESTER-VI | |
| <u>Skill Enhancement Courses (SEC-I)</u> Opt any one of the Following:- SEC (i) Wellness & Fitness SEC (ii) Management of Aerobics & Group Training SEC (iii) Wholistic Personality Development 02 Credits each | <u>Skill Enhancement Courses (SEC-II)</u> Opt any one of the Following:- SEC (i) Yoga Skills SEC (ii) Sports Journalism SEC (iii) Sports Industry & Marketing 02 Credits each | |
| + Other Discipline SEC's (As per students choice) | | |

SEMESTER -I

B.A. PROGRAMME WITH PHYSICAL & HEALTH EDUCATION

CORE PHYSICAL EDUCATION-I

INTRODUCTION TO PHYSICAL EDUCATION IN THE CONTEMPORARY CONTEXT

B.A. (PEHE)

DSC-I

Time: 3 Hrs

THEORY

Max. Marks: 75

Unit-I: Introduction

- 1.1 Concept, Definition, Need and Scope of Physical Education
- 1.2 Objectives, Principles and Components of Physical Education
- 1.3 A Brief Historical Perspective of Physical Education
- 1.4 Development of Physical Education in Greece, Rome, Germany, India

Unit-II: Physical Education - A Holistic Approach

- 2.1 Physical Education in relation to Humanities: Pedagogy, Philosophy, Psychology, Sociology, Statistics
- 2.2 Physical Education in relation to Science Disciplines: Anatomy, Anthropometry, Biomechanics, Kinesiology, Nutrition, Physiology

Unit-III: Promotion of Physical Education, Sports and Olympic Movement

- 3.1 Promotion of Physical Education and Sports – Policies, Schemes, Awards, Honours and Awardees, Trophies / Cups
- 3.2 Olympic Movement - Ancient Olympics, Modern Olympics, Objectives of Olympics, Olympic Motto, Flag, Emblem, Torch, Oath and Charter, Opening and Closing Ceremony, Special Olympics
- 3.3 Indian Olympic Association and International Olympic Committee
- 3.4 Performance of India at Olympic Games and Eminent Sports Persons

PRACTICAL: 50 marks

1. Learn and demonstrate the technique of Suryanamaskar.
2. Develop Physical Fitness through Calisthenics / Aerobics / Circuit-Training / Weight-Training and demonstrate the chosen activity.
3. Select any one game available in the college and learn different techniques involved in its play.

PRACTICAL ASSESSMENT

- | | |
|----------------|-----------------|
| 1. Practical | 30 Marks |
| 2. VIVA | 10 Marks |
| 3. Record Book | <u>10 Marks</u> |
| Total | <u>50 Marks</u> |

PART C: INTERNAL ASSESSMENT (25 Marks)

1. Written Test (10 marks)
2. Project / Assignment (10 marks)
3. Attendance (5 marks)

SEMESTER CREDITS FOR THE PAPER = 6 CREDITS

- Each period will be of one hour.
- 4 theory periods per week x 13 weeks = 4 credits
- 4 Laboratory hours per week per semester = 2 credits

SUGGESTED READINGS

THEORY

1. Graham, G. (2001) **Teaching Children Physical Education : Becoming a Master Teacher**. Human Kinetics, Champaign, Illinois, USA.
2. Kamlesh, M. L. & Singh, M. K. (2006) **Physical Education** (Naveen Publications).
3. Lau, S.K. (1999), **Great Indian players**, New Delhi, Sports Publication
4. Lumpkin, A. (2007) **Introduction to Physical Education, Exercise Science and Sports Studies**, McGraw Hill, New York, U.S.A.
5. Siedentop, D. (2004) **Introduction to Physical Education, Fitness and Sport**, McGraw Hill Companies Inc., New York, USA.
6. Shaffer, D.R. (2002) **Developmental Psychology: Childhood and Adolescence**. Thomson, Sydney, Australia
7. Shukla, (2000) **Mother on Education**, National Council of Teacher Education, New Delhi.
8. Singh, A. et al. (2000) **Essentials of Physical Education**, Kalyani Publishers, Ludhiana, Punjab.
9. Wuest, D.A. & C.A. Bucher (2006) **Foundations of Physical Education, Exercise Science, and Sports**. McGraw Hill Companies, Inc., New York, USA.

PRACTICAL

1. Fahey, T.D., M.P. Insel and W.T. Rath (2006), **Fit & Well: Core Concepts and Labs in Physical Fitness**, McGraw Hill, New York.
2. Kansal, D.K. (2012) **A Practical Approach to Test Measurement and Evaluation** Sports & Spiritual Science Publications, New Delhi.

SEMESTER -II

B.A. PROGRAMME: PHYSICAL EDUCATION & HEALTH EDUCATION

CORE PHYSICAL EDUCATION-II: FITNESS, WELLNESS AND NUTRITION

B.A. (PEHE)

DSC-II

Time: 3 Hrs

Max. Marks: 75

THEORY

Unit-I: Total Fitness

- 1.1 Physical Activity – Concept, Benefits of Participation in Physical Activities with Specific Reference to Health; Concept, Need, Components and Significance of Total Fitness
- 1.2 Types of Physical Activities – Walking, Jogging, Running, Calisthenics, Rope Skipping, Cycling, Swimming, Circuit Training, Weight training, Adventure Sports
- 1.3 Components of Physical Fitness (Health, Skill and Cosmetic Fitness); Need and Importance of Measurement and Evaluation of Physical Fitness
- 1.4 Principles of Physical Fitness, Warming Up, Conditioning, Cooling Down, Methods to Develop and Measure Health and Skill related components of Physical Fitness

Unit-II: Wellness

- 2.1 Wellness – Concept, Components, Significance with reference to Positive Lifestyle
- 2.2 Concepts of Quality of Life and Body Image
- 2.3 Factors affecting Wellness
- 2.4 Wellness Programmes

Unit-III: Nutrition and Weight Management

- 3.1 Concept of Nutrients, Nutrition, Balanced Diet, Dietary Aids and Gimmicks
- 3.2 Energy and Activity- Calorie Intake and Expenditure, Energy Balance Equation
- 3.3 Obesity - Concept, Causes, Assessment, Management; Obesity Related Health Problems - Diabetes Mellitus (Type II), Atherosclerosis, Coronary Heart Disease, Stroke and Cancers; Eating Disorders - Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder; Deficiency Disorders – Anaemia, Osteoporosis
- 3.4 Weight Management through Behavioural Modifications

PRACTICAL: 50 Marks

1. Measurement of Fitness Components – Leg-raise for Minimal Strength (Muscular Strength); Sit-ups (Muscular Endurance); Harvard Step Test, Run and Walk Test (Cardiovascular Endurance); Sit and Reach Test (Flexibility)
2. Measuring height, weight, waist circumference and hip circumference, Calculation of BMI (Body Mass Index) and Waist-Hip Ratio
3. Engage in at least one wellness programme and write a report on it.

PRACTICAL ASSESSMENT

| | |
|----------------|-----------------|
| 1. Practical | 30 Marks |
| 2. VIVA | 10 Marks |
| 3. Record Book | <u>10 Marks</u> |
| Total | <u>50 Marks</u> |

PART C: INTERNAL ASSESSMENT (25 Marks)

1. Written Test (10 marks)
2. Project / Assignment (10 marks)
3. Attendance (5 marks)

SEMESTER CREDITS FOR THE PAPER = 6 CREDITS

- Each period will be of one hour.
- 4 theory periods per week x 13 weeks = 4 credits
- 4 Laboratory hours per week per semester = 2 credits

Notes for Examiners, Teachers and Students (Common for all papers):

Part A: Practical (50 Marks)

The candidates will be asked to perform two practicals in final practical examination (15 marks each), Viva-Voce (10 marks) and will be required to show their record book (10 marks).

SUGGESTED READINGS

THEORY

1. Brown, J.E. (2005) **Nutrition Now** Thomson-Wadsworth.
2. Corbin, C. B., G. J. Welk, W. R Corbin, K. A. Welk (2006) **Concepts of Physical Fitness: Active Lifestyle for Wellness**. McGraw Hill, New York, USA.
3. Hoeger, W.W. & S. Hoeger (2007) **Fitness and Wellness**. 7th Ed. Thomson Wadsworth, Boston, USA.
4. Kamlesh, M. L. & Singh, M. K. (2006) **Physical Education** (Naveen Publications).
5. Kansal, D.K. (2008) **Text book of Applied Measurement, Evaluation & Sports Selection**. Sports & Spiritual Science Publications, New Delhi.
6. Lumpkin, A. (2007) **Introduction to Physical Education, Exercise Science and Sports Studies**, McGraw Hill, New York, U.S.A.
7. Savard, M. and C. Svec (2006) **The Body Shape Solution to Weight Loss and Wellness : The Apples & Pears Approach to Losing Weight, Living Longer, and Feeling Healthier..** Atria Books, Sydney, Australia.
8. Siedentop, D. (2004) **Introduction to Physical Education, Fitness and Sport**, McGraw Hill Companies Inc., New York, USA.

PRACTICAL

1. Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema, (2008), **Fitness, Aerobics and Gym Operations**, Khel Sahitya, New Delhi
2. Hoeger, W W K and S.A. Hoeger (2004). **Principles and Labs for Fitness and Wellness**, Thomson Wadsworth, California, USA.

SEMESTER -III

B.A. PROGRAMME: PHYSICAL EDUCATION & HEALTH EDUCATION

CORE PHYSICAL EDUCATION-III: HEALTH EDUCATION, ANATOMY AND PHYSIOLOGY

B.A. (PEHE)

DSC-III

Time: 3 Hrs

Max. Marks: 75

THEORY

Unit-I: Health Education

- 1.1 Health Education: Meaning, Concept and Principles
- 1.2 Health – Importance, Components, Health Promoting Behaviours
- 1.3 Role of Personal Hygiene, Mental Hygiene, Sleep Hygiene, Occupational Hygiene in physical education and sports
- 1.4 Role of Different Agencies in Promoting Health (WHO, UNICEF, Local Bodies)

Unit II: Anatomy and Physiology

- 2.1 Basic Concept, Need and Importance of Anatomy and Physiology in Physical Education
- 2.2 Definition and Description of Cell, Tissue, Organ and System
- 2.3 Brief Introduction to Skeletal System, Muscular System, Circulatory System, Respiratory System, Digestive System, Excretory System, Nervous System and Endocrine System
- 2.4 Physiological Factors Affecting Development of Physical Fitness Components

Unit-III: Training Effects on Anatomical and Physiological Systems

- 3.1 Effects of Exercise on Skeletal System, Muscular System, Circulatory System, Respiratory System, Digestive System, Excretory System, Nervous System and Endocrine System
- 3.2 Concepts of Warming-up, Conditioning, Cooling-down
- 3.3 Concepts of Fatigue, Stitch, Cramp, Oxygen Debt, Second Wind
- 3.4 Markers for Training Effects - Maximum Heart Rate, Vital Capacity, Stroke Volume, Temperature Regulation, Lactate Threshold and VO₂ max.

PRACTICAL: 50 Marks

1. Asanas with Therapeutic Value (Any five asanas): Karnapeedasana, Padmasana, Dhanurasana, Sarvangasana, Paschimottanasana, Chakrasana, Halasana, Matsyasana, Ardhamatsyendrasana, Ushtrasana, Mayurasana, Shirshasana, Vajrasana
2. Draw and label any five anatomical and physiological systems.
3. Demonstrate Warming-up / Conditioning / Cooling-down exercises.

PRACTICAL ASSESSMENT

- | | |
|----------------|-----------------|
| 1. Practical | 30 Marks |
| 2. VIVA | 10 Marks |
| 3. Record Book | <u>10 Marks</u> |
| Total | <u>50 Marks</u> |

PART C: INTERNAL ASSESSMENT (25 Marks)

1. Written Test (10 marks)
2. Project / Assignment (10 marks)
3. Attendance (5 marks)

SEMESTER CREDITS FOR THE PAPER = 6 CREDITS

- Each period will be of one hour.
- 4 theory periods per week x 13 weeks = 4 credits
- 4 Laboratory hours per week per semester = 2 credits

SUGGESTED READINGS

THEORY

1. ACSM's Guidelines for Exercise Testing and Prescription (2001), American College of Sports Medicine, New York, U.S.A.
2. Anspaugh, D.J., G. Ezell and K.N. Goodman (2006) **Teaching Today Health**, Mosby Publishers, Chicago (USA)
3. Donatelle, R.J. and Ketcham P. (2007), **Access to Health**, Benjamin Cummings, Boston, USA.
4. Flyod, P.A., S.E. Mimms and C. Yelding (2003) **Personal Health: Perspectives and Lifestyles**, Thomson, Wadsworth, Belmont, California, USA.
5. Goldberg, L. and D.L. Elliot (2000) **The Healing Power of Exercise**, National Health & Wellness Club, New York, U.S.A.
6. Jain, J. (2004) **Khel Dawaon Ka** (New Delhi : Delhi University Press).
7. Robbins, G., D. Powers and S. Burgess (2002), **A Wellness Way of Life**, McGraw Hill, New York, USA.
8. Schindler, J.A. (2003) **How to Live 365 Days a Year** (Boston: Running Press).
9. Koley, Shyamal (2007), **Exercise Physiology – A Basic Approach** (New Delhi : Friends Publications).

PRACTICAL

1. Fahey, T.D., M.P. Insel and W.T. Rath (2006), **Fit & Well: Core Concepts and Labs in Physical Fitness**, McGraw Hill, New York.
2. Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema, (2008), **Fitness, Aerobics and Gym Operations**, Khel Sahitya, New Delhi
3. Hoeger, W W K and S.A. Hoeger (2004). **Principles and Labs for Fitness and Wellness**, Thomson Wadsworth, California, USA.

SEMESTER –IV

B.A. PROGRAMME: PHYSICAL EDUCATION & HEALTH EDUCATION

CORE PHYSICAL EDUCATION-IV: POSTURE, ATHLETIC CARE AND FIRST AID

B.A. (PEHE)

DSC-IV

Time: 3 Hrs

Max. Marks: 75

THEORY

Unit-I: Posture

- 1.1 Posture – Concept, Significance, Benefits
- 1.2 Bad Posture (Sitting, Standing, Walking, Lying down); Effects of Bad Posture on Our Body
- 1.3 Postural Deformities – Types and Causes (Kyphosis, Scoliosis, Lordosis, Knock Knees, Bow Legs, Flat Foot), Corrective Exercises
- 1.4 Illnesses due to Improper Posture (Back Pain, Neck Pain), Corrective Exercises

Unit-II: Athletic Care

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

Unit-III: First Aid, Ergogenic Aids and Rehabilitation

- 2.1 Sports Injuries and First Aid (P.R.I.C.E.)
- 2.2 Rehabilitation - Aim and Objective, Recovery (Ice bath, Contrast Bath, Hot Fomentation)
- 2.3 Therapeutic Modalities (Therapeutic Ultrasound, Interferential Therapy Unit, T.E.N.S., Infrared Lamp, Wax Bath, Short Wave Diathermy)
- 2.4 Muscle Strengthening through Active and Passive Exercise

PART B: PRACTICAL :50 Marks

1. Demonstrate Stretching and Strengthening Exercises for Kyphosis, Scoliosis, Lordosis, Knock Knees, Bow Legs, Flat Foot, Back Pain and Neck Pain
2. Illustration and Demonstration of Active and Passive Exercises
3. Asanas with Therapeutic Value (Any five asanas): Karnapeedasana, Padmasana, Dhanurasana, Sarvangasana, Paschimottanasana, Chakrasana, Halasana, Matsyasana, Ardhamatsyendrasana, Usthrasana, Mayurasana, Shirshasana, Vajrasana
4. Practice P.R.I.C.E. in First Aid.

PRACTICAL ASSESSMENT

| | |
|----------------|-----------------|
| 1. Practical | 30 Marks |
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| Total | <u>50 Marks</u> |

PART C: INTERNAL ASSESSMENT (25 Marks)

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THEORY

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2. Anspaugh, D.J., G. Ezell and K.N. Goodman (2006) **Teaching Today Health**, Mosby Publishers, Chicago (USA)
3. Beotra, Alka (2001-02) **Drug Education Handbook on Drug Abuse in Sports**, Applied Nutrition Sciences, Mumbai.
4. Donatelle, R.J. and Ketcham P. (2007), **Access to Health**, Benjamin Cummings, Boston, USA.
5. Flyod, P.A., S.E. Mimms and C. Yelding (2003) **Personal Health: Perspectives and Lifestyles**, Thomson, Wadsworth, Belmont, California, USA.
6. Jain, J. (2004) **Khel Dawaon Ka** (New Delhi : Delhi University Press).
7. Pande, P. K. (1987) **Outline of Sports Medicine** (New Delhi : Jaypee Brothers).
8. Roy, Steven and Richard, Irvin (1983) **Sports Medicine**, Benjamin Cummings, Boston, USA.
9. Schindler, J.A. (2003) **How to Live 365 Days a Year** (Boston: Running Press).

PRACTICAL

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

SEMESTER -V

B.A. PROGRAMME: PHYSICAL EDUCATION & HEALTH EDUCATION

(DISCIPLINE SPECIFIC ELECTIVE-I)

Opt any one of DSE-I: (i)/(ii)/(iii)

(i) SPORTS FOR ALL

B.A. (PEHE)

DSE-I (i)

Time: 3 Hrs

THEORY

Max. Marks: 75

UNIT-I

INTRODUCTION: Meaning and definition of Sports, Play, Games, Recreation, Pleasure, Happiness, Comforts; Personality :- aims, goals, objectives, Test, Measurement, Evaluation.

Motivation towards Sports; Introduction to Sports for fitness, fun, competitions, Health, rehabilitation.

UNIT-II

SPORTS FOR FITNESS: Meaning and definition; Components of health related Physical Fitness.

Measurement of Health Related Physical Fitness (HRPF); Development and Maintenance of Health Related Fitness with Sports participation.

UNIT-III

SPORTS FOR FUN: Meaning & Definition of fun, Games Festival; Organization and guidelines for Games Festival; Games Festival Facility; Sports Clubs.

SPORTS FOR COMPETITIONS: Meaning & Definition of Competition; Sports Selections; Sports participation and sports competitions.

UNIT-IV

SPORTS FOR HEALTH: Meaning and Definition of Health; Diagnosis of ill-health, Preventive health measures and sports; Treatment of ill health and Sports.

SPORTS FOR PHYSIOTHERAPY : Meaning and Definition of Physiotherapy & Handicap. Exercise and Sports participation for physiotherapeutic use. Testing of physiotherapeutic progress.

UNIT-V

SPORTS FOR CHALLENGED POPULATIONS : Introduction, Meaning and definitions of different challenged populations : Visually Challenged, Auditory Challenged, Physical Challenged. Modified Sports for above categories of challenged populations.

SPORTS FOR FIGURE & PERSONALITY: Meaning, concept and definition of Figure, general appearance, Personality measures; overweight and its disfigure effects; weight control, exercise and Sports.

Note: Question Paper will be divided into two parts A and B. The Examiner is required to set 8 questions for Part-A and 5 questions for Part-B taking atleast one question for each part from each of the five units of the syllabus. The questions of Part-A shall carry 2 marks each and questions for Part-B shall carry 5 marks each.

The student is required to attempt any 5 questions from Part-A and any 3 questions from Part-B.

Practical

1. Demonstration of warming up, exercise main activity and cool down periods with one experimental work each for outdoor and indoor Sports Activities.
2. Measurement of Body Weight and Height. Equipment needed, procedure and calculation of Body Mass Index (BMI) as well as recommended norms and interpretation of BMI for different Sports Persons.
3. Measurement of waist circumference and Hip Circumference enlisting equipment, procedure, calculation of waist-hip Index with explanation to Pear form and Apple form of Waist-Hip appearance.
4. Measurement of Flexibility: Sit & Reach Test, Hip Bend & Toe Touch.
5. Measurement of Strength: Leg Raise Test, Sit-up ability Test, Grip Strength.
6. Measurement of Muscular Endurance: Bench Jumps, Sit-ups, Knee Bends, Push ups, Pull ups.
7. Measurement of Cardio-Vascular Endurance: One Mile Run-Walk Test; H.S.T.
8. Demonstration of differences of body types in different Sports.
9. Diagnosis of Ill Health Components: B.P., Obesity, Blood Haemoglobin

SUGGESTED READINGS

- Bhatnagar DP, SK Verma and R. Mokha (1999). Human Growth. Exercise Science Publications Society. Department of Sports Sciences, Punjabi University, Patiala-147 002, Punjab.
- Corbin et.al. (2006). Fitness & Wellness-Concepts. McGraw Hill. Publishers. New York.U.S.A.
- Gopalan GB Sastri VR and. Balasubramanian SC (2004). Nutritive Value of Indian Foods. National Institute of Nutrition (ICMR). Hyderabad-500 007.
- Jensen C. and Naylor J. (2005). Opportunities in Recreation and Leisure Sports. McGraw Hill. Publishers. New York.U.S.A.
- Kansal DK (2008). Text book of Applied Measurement, Evaluation & Sports Selection, Sports & Spiritual Science Publications, New Delhi.
- Singh S.P.S. and Malhotra P (2003). Anthropometry. Human Biology Department. Punjabi University. Patiala-147 002 (India).

SEMESTER -V

B.A. PROGRAMME: PHYSICAL EDUCATION & HEALTH EDUCATION (DISCIPLINE SPECIFIC ELECTIVE-I)

Opt any one of DSE-I: (i)/(ii)/(iii)

(ii) SPORTS PSYCHOLOGY

B.A. (PEHE)

DSE-I (ii)

Time: 3 Hrs

Max. Marks: 75

THEORY

Unit-I: Introduction to Psychology and Sports Psychology

- 1.1 Introduction to General Psychology
- 1.2 Fundamentals of Growth and Development (Infancy, Childhood, Adolescence, Adulthood)
- 1.3 Definition, Scope and Importance of Sports Psychology
- 1.4 Concept of Sports Psychology Intervention

Unit-II: Learning and Personality Concepts

- 2.1 Learning - Concept and Principles of Learning, Learning Curve
- 2.2 Types of Learning, Transfer of Training in Sports
- 2.3 Personality - Meaning of Personality, Factors Affecting Personality
- 2.4 Development of Personality; Relationship of Personality with Sports Performance

Unit-III: Sports Psychology Related Concepts

- 3.1 Concepts of Positive Thinking and Positive Attitude
- 3.2 Emotion, Anxiety and Stress Management in Sports
- 3.3 Motivation: Concepts of Motivation, Types of Motivation, Role of Motivation in Sports
- 3.4 Concepts of Incentive, Achievement

PRACTICAL: 50 Marks

1. Demonstrate the technique of Progressive Muscle Relaxation using a partner.
2. Select a sportsperson from your college teams, analyse her /his personality, and correlate with performance.
3. Apply the technique of positive thinking and motivation to improve her/his performance. Write a report on the outcome.

PRACTICAL ASSESSMENT

- | | |
|----------------|-----------------|
| 1. Practical | 30 Marks |
| 2. VIVA | 10 Marks |
| 3. Record Book | <u>10 Marks</u> |
| Total | <u>50 Marks</u> |

PART C: INTERNAL ASSESSMENT (25 Marks)

1. Written Test (10 marks)
2. Project / Assignment (10 marks)
3. Attendance (5 marks)

SEMESTER CREDITS FOR THE PAPER = 6 CREDITS

- Each period will be of one hour.
- 4 theory periods per week x 13 weeks = 4 credits
- 4 Laboratory hours per week per semester = 2 credits

SUGGESTED READINGS

THEORY

1. Covey, S. (1989) 7 Habits of Highly Effective People, Covey Publications, USA
2. Kaushik, S. and Shaw, D. (2000) **Sharirik Shiksha Mein Paath Niyojan Va Shikshan Paddhathi Ke Siddhant** (New Delhi : Friends Publications).
3. Kumar, Pradeep, (2007) **Historical Development of Track and Field**. Friends Publications, New Delhi.
4. Leunes, A. and I.R. Nation (2001) **Sports Psychology (with InfoTrac)**. Wadsworth.
5. Magill, R.A. (2004) **Motor Learning and Control: Concepts and Applications**, McGraw Hill, New York, USA.
6. Sandhu, K.,(2006) **Trends and Developments in Professional Preparation in Physical Education** (New Delhi : Friends Publication).
7. Shaw, and Kaushik, (2001) **Lesson-Planning, Teaching Methods and Class-Management in Physical Education** (New Delhi : Khel Sahitya Kendra).
8. Siendentop, P. (2003) **Introduction to Physical Education, Fitness & Sports**. McGraw Hill, New York, USA.

PRACTICAL

1. Martin, G.L. (2003) **Sports Psychology-Practical Guidelines from Behaviour Analysis**. Sports Press, Winnipeg, Canada.
2. Schmidt, R.A. and C.A. Wrisberg (2004) **Motor Learning Performance**. Human Kinetics, Champaign, Illinois, USA.

SEMESTER -V

B.A. PROGRAMME: PHYSICAL EDUCATION & HEALTH EDUCATION

Opt any one of DSE-I: (i)/(ii)/(iii)

(iii) SPORTS ADMINISTRATION & MANAGEMENT

B.A. (PEHE)

DSE-I (iii)

Time: 3 Hrs

Max. Marks: 75

THEORY

Unit-I: Planning, Administration and Supervision

- 1.1 Concept and Scope of Planning and Organization
- 1.2 Administration and Supervision with reference to Physical Education

Unit-II:

- 2.1 Office Management and Budgeting
- 2.2 Maintenance of Records and Accounts

Unit-III: Sports Management

- 3.1 Sports Facilities Management
- 3.2 Marketing and Publicity Management in Sports
- 3.3 Organization and conduct of Intercollege competitions.

PART-B: PRACTICAL: 50 Marks

1. Demonstration of Supervision activities in Sports Management.
2. Demonstration of skills of Management.
3. Demonstration of fixers of various kinds in sports competitions.
4. Demonstration of technical and non-technical purchase procedure.

PRACTICAL ASSESSMENT

| | |
|----------------|-----------------|
| 1. Practical | 30 Marks |
| 2. VIVA | 10 Marks |
| 3. Record Book | <u>10 Marks</u> |
| Total | <u>50 Marks</u> |

PART C: INTERNAL ASSESSMENT (25 Marks)

1. Written Test (10 marks)
2. Project / Assignment (10 marks)
3. Attendance (5 marks)

SEMESTER CREDITS FOR THE PAPER = 6 CREDITS

- Each period will be of one hour.
- 4 theory periods per week x 13 weeks = 4 credits
- 4 Laboratory hours per week per semester = 2 credits

Notes for Examiners, Teachers and Students (Common for all papers):

Part A: Practical (50 Marks)

The candidates will be asked to perform two practicals in final practical examination (15 marks each), Viva-Voce (10 marks) and will be required to show their record book (10 marks).

SUGGESTED READINGS

THEORY

- Ammon,R., Southall , R.M. and Blair, D.A. (2003). Sports Facility Management. West Virginia, USA: Fitness Information Technology Publishers.
- Bucher,C. Administration in Physical Education and Athletic Programme . New York USA: McGraw Hill.
- Chakraborty,S. and, Gulshan(Hindi). Khel Prav and . New Delhi: LSEWS Publication
- Gupta,R. (2008) Technique of Supervision. New Delhi : Friends Publication.India.
- Kamlesh ,M.L.(2000).Management Concept in Physical Education and Sport. New Delhi: Metropoltn Boo Co. Pvt. Ltd.
- Krotee, M. and Bucher, C. (2006) Management of Physical Education and Sports. USA: McGraw Hill.

SEMESTER -VI

B.A. PROGRAMME: PHYSICAL EDUCATION & HEALTH EDUCATION

Opt any one of DSE-II: (i)/(ii)/(iii)

(i) MEDIA AND CAREERS IN PHYSICAL EDUCATION

B.A. (PEHE)

DSE-II (i)

Time: 3 Hrs

Max. Marks: 75

THEORY

Unit-I: Audio-Visual Aids

- 1.1 Use of Audio-Visual Aids in Physical Education
- 1.2 Role of Media and Public Relations in Physical Education

Unit-II: Media and Careers in Physical Education

- 2.1 Professional Courses in Physical Education and Sports in India
- 2.2 Careers in Fitness, Health, Physical Education, Sports Management and Sports Journalism

Unit-III

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

PART-B: PRACTICAL: 50 Marks

1. Organise an event / intramural / tournament in your college.
2. Prepare a News Report of an observed Sports competition.
3. Create a presentation on any topic from Physical Education using an audio-visual aid.

PRACTICAL ASSESSMENT

| | |
|----------------|-----------------|
| 4. Practical | 30 Marks |
| 5. VIVA | 10 Marks |
| 6. Record Book | <u>10 Marks</u> |
| Total | <u>50 Marks</u> |

PART C: INTERNAL ASSESSMENT (25 Marks)

4. Written Test (10 marks)
5. Project / Assignment (10 marks)
6. Attendance (5 marks)

SEMESTER CREDITS FOR THE PAPER = 6 CREDITS

- Each period will be of one hour.
- 4 theory periods per week x 13 weeks = 4 credits
- 4 Laboratory hours per week per semester = 2 credits

Notes for Examiners, Teachers and Students (Common for all papers):

Part A: Practical (50 Marks)

The candidates will be asked to perform two practicals in final practical examination (15 marks each), Viva-Voce (10 marks) and will be required to show their record book (10 marks).

SUGGESTED READINGS

THEORY

1. Chakraborty, S.(2002) **Sports Management** (Delhi : Khel Sahitya Kendra)
2. Covey, S. (1989) 7 Habits of Highly Effective People, Covey Publications, USA
3. Magill, R.A. (2004) **Motor Learning and Control: Concepts and Applications**, McGraw Hill, New York, USA.
4. Masteralexis, L.P., C. Barr and M. Humms (2008) **Principles and Practices of Sport Management**. Jones and Bartlett Publisher, U.S.A.
5. Sandhu, K.,(2006) **Trends and Developments in Professional Preparation in Physical Education** (New Delhi : Friends Publication).
6. Sandhu, K., (1993), **Sports Dynamics-Psychology, Sociology and Management**, Delhi: Galgotia Publishers.
7. Shaw, and Kaushik, (2001) **Lesson-Planning, Teaching Methods and Class-Management in Physical Education** (New Delhi : Khel Sahitya Kendra).
8. Siendentop, P. (2003) **Introduction to Physical Education, Fitness & Sports**. McGraw Hill, New York, USA.

PRACTICAL

1. Parks, J. Band J. Quarterman, Editors (2006) **Contemporary Sports Management**. Human Kinetics, Champaign

SEMESTER -VI

B.A. PROGRAMME: PHYSICAL EDUCATION & HEALTH EDUCATION

Opt any one of DSE-II: (i)/(ii)/(iii)

(ii) Balanced Education

B.A. (PEHE)

DSE-II (ii)

Time: 3 Hrs

THEORY

Max. Marks: 75

Unit 1

Balanced Education: Introduction, Meaning, definition, Significance, Aims & Objectives; Components- Health; Wealth; Physical Fitness, Wellness; Longevity, Success; Happiness approach. Components of Balanced Education as Body, Mind, Intellect, Heart, Social, Spiritual, Environment and Genetics etc.

Unit 2

Health : Introduction, Meaning, Definition of Positive & Negative Health; Relation to Fitness, Illness, Wellness Continuum, Personality; Components of Health-Physical, Emotional, Mental, Spiritual, Social, Environmental, Genetic, Interdependence of health on sound body, mind, heart, soul, environment, genetics; wholistic nature of health with examples of all components role on each component concept of divisions for convenience of understanding. Goal setting, Decision making for healthy behaviours; Analysing information, Awareness to current status, Measurement & management of Health.

Unit 3

Wealth: Introduction, Meaning, Generation by work for all, Relation to MDG-2015; Right to Work, Equality, Occupational Skills; Vocational decision making, Goal Setting, Application of knowledge and enriching knowledge for progress harmony and development.

Unit 4

Physical Fitness: Introduction, relation to health, Definition, health related physical fitness and its components, skill related physical fitness and its components exercises to improve and maintain physical fitness with physical fitness technology and principles of development of physical fitness.

Wellness : Introduction, meaning, definition, components, development of wellness prevention of illness, Measurement & management of Wellness.

Unit 5

Longevity: Introduction, Meaning, Definition, age, expected healthy years of age; lifestyles and their impact on longevity. Measurement and management by change in behaviours.

Success : Introduction, Meaning, Definition, relation to best efforts and results, understanding the satisfactory level of success; goal setting, critical thinking and decision making with respect to success and performance.

Happiness: Introduction, Meaning, Definition, Concepts, relation to success; dependence on success, wealth, health etc. Acquiring happiness irrespective to possessions of health, wealth, fitness, role of genes & environment.

PRACTICALS

1. Measurement of body height, weight, BMI, and Pulse rate.
2. Demonstration of Meditation techniques.
3. Demonstration of the importance of man made and natural environment.
4. Demonstrations of healthy environmental choices with the help of meditation, exercise and nutritional habits.
5. Demonstrate management of wellness.

BOOKS RECOMMENDED

1. Anspaugh, D.J., M.H. Hamrick & F.D. Rosato (2005). Wellness: Concepts and Application. McGraw Hill, USA.
2. Chopra, D. (1994). The Seven Spiritual Laws of Success. Amber-Allen Publishers, New World Library, New Delhi.
3. Covey, S.R. (2004). The Eighth Habit: From Effectiveness to Greatness. Franklin Covey Co., USA.
4. Kansal, D.K. (2013) Wholistic Personality Development. Sports & Spiritual Science Publications, New Delhi.
5. Kansal, D.K. (2015) Balanced Education , Sports & Spiritual Science Publications. In Press.
6. Loehr, J. And T. Schwartz (2003). The Power of Full Engagement : Managing Energy, not Time, Is the Key to High Performance and Personal Renewal. Free Press Paperbacks, New York, USA.

SEMESTER -VI

B.A. PROGRAMME: PHYSICAL EDUCATION & HEALTH EDUCATION

Opt any one of DSE-II: (i)/(ii)/(iii)

(iii) Measurement and Evaluation

B.A. (PEHE)

DSE-II (iii)

Time: 3 Hrs

Max. Marks: 75

THEORY

UNIT-I

Introduction to test, measurement and evaluation and their importance in the field of physical education Test constructions:- a) general consideration b) physical fitness/ efficiency test.

UNIT – II

Meaning and importance of statistics in the field of physical education, “population” and “sample” “random sampling” Meaning of data, kinds of data- continuous and discrete Frequency distribution, construction of frequency tables, mean, median and mode.

UNIT –III

Measures of variability range, quartile, deviation, standard Deviation, co-efficient of variation Normal probability curve and meaning, uses its principles, Diagrammatic represent action.

UNIT-IV

Physical fitness testing: components of physical fitness

Strength test: - Kraus Weber strength test, Muscular Endurance test: Cardiopulmonary test:

Endurance Test, Harvard step test.

UNIT-V

Anthropometric Measurements:- Weight, height, sitting height, chest circumference, thigh circumference, calf circumference, skin fold biceps, triceps, sub scapular and supra iliac.

Measurement of skills, games and sports-Johnson badminton test, Brady volleyball test, McDonald soccer test, Cornish Handball test, Hockey skill test- SAI hockey Test

Practical

1. Construction of a physical fitness test.
2. Construction of a frequency distribution table from the given data
3. Construction of a percentile chart from the given data of mean and standard deviation
4. Measurement of VO₂ max by Harvard step test.
5. Measurement of sports skills included in theory course.

SUGGESTED READINGS

- Acsm's (2001) Guidelines for Exercise Testing and Prescription by American College of Sports Medicine Human kinetics USA.
- Balyan Sunita (2006). Sharirik Shiksha main Parikshan evmn maapan. Khel Sahitya. Delhi.
- Barrow & McGee's Practical Measurement and Assessment.
- Barrow H.M. and McGee R. (1979). A Practical Approach to Measurement in Physical Education. Lea & Febiger, Philadelphia. U.S.A.
- Baumgartner TA Jackson AS Mahar MT and Rowe DA (2007). Measurement for Evaluation in Physical Education. The McGraw Hill Companies. Inc. New York. USA.
- Kansal DK (2008).Textbook of Applied Measurement Evaluation & Sports selection. SSS Publication. New Delhi.
- Miller David K (2006). Measurement by the Physical Educator: Why and How. Mcgraw-Hill. Boston, U.S.A.
- Mishra Sharad Chandra (2005).Tests And Measurement in physical education. Sports. Delhi
- Sharma JP (2006). Test and measurements in physical education. khel sahitya. Delhi
- Srivastava AK (2006). Sharirik Shhiksha Evam Khel Main Maapan Evam Mullyakan. Sport pub. Delhi.
- Tritschler K. Barrow & McGee's (2000). Practical Measurement and Assessment. Lippincott Williams & Wilkins. Philadelphia. U.S.A.

SEMESTER –V

SKILL ENHANCEMENT COURSES: PHYSICAL & HEALTH EDUCATION

Opt any one of SEC-I: (i)/(ii)/(iii)

(i) WELLNESS AND FITNESS

B.A. (PEHE)

SEC-I (i)

Time : 3 Hrs

THEORY

Max. Marks: 50

Unit-I Physical Activity and Wellness

1. Physical Activity – Concept, Benefits of Participation in Physical Activities with Specific Reference to Health
2. Types of Beneficial Physical Activities – Walking, Jogging, Running, Calisthenics, Rope Skipping, Cycling, Swimming, Circuit Training, Weight training, Adventure Sports
3. Wellness – Concept, Components, Significance with specific reference to Positive Lifestyle, Quality of Life.

Unit-II Fitness

1. Fitness – Concept, Components (Health Related, Skill Related, Cosmetic), Significance; Aerobic and Anaerobic Exercise, Target Heart Rate, Warming Up, Conditioning, Cooling Down,
2. General Principles of Training for Fitness (Overload, Progression, Specificity, Recuperation, Reversibility, Overuse).
3. Effects of Exercise on Various Systems (Skeletal, Muscular, Circulatory and Respiratory)

PRACTICAL ASSESSMENT

- | | |
|----------------|-----------------|
| 1. Practical | 30 Marks |
| 2. VIVA | 10 Marks |
| 3. Record Book | <u>10 Marks</u> |
| Total | <u>50 Marks</u> |

PART C: INTERNAL ASSESSMENT (25 Marks)

1. Written Test (10 marks)
2. Project / Assignment (10 marks)
3. Attendance (5 marks)

SEMESTER CREDITS FOR THE PAPER = 6 CREDITS

- Each period will be of one hour.
- 4 theory periods per week x 13 weeks = 4 credits
- 4 Laboratory hours per week per semester = 2 credits

Notes for Examiners, Teachers and Students (Common for all papers):

Part A: Practical (50 Marks)

The candidates will be asked to perform two practicals in final practical examination (15 marks each), Viva-Voce (10 marks) and will be required to show their record book (10 marks).

SUGGESTED READINGS

Theory

1. ACSM'S (2001), **ACSM Fitness Book** (U.K., Human Kinetics).
2. Anspaugh, David J.; Hamrick, Michael H.; and Rosato, Frank D. (2003), **Wellness – Concepts and Applications** McGraw Hill, New York.
3. Bishop, J.G. (2004) **Fitness through Aerobics**, Benjamin Cummings, USA.
4. Brown, K.M. (2002) **Physical Activity and Health: An Interactive Approach**, Jones and Bartlett Publisher, Sndbury, Massachusetts, USA.
5. Department of Physical Education and Sports Sciences, University of Delhi (2007), Draft **Resource Material – Fitness, Aerobics and Gym-Operations**.
6. Hoeger, W. W. K. & Hoeger, S.A. (2007), **Fitness and Wellness** (Thomson, Wadsworth, Publishing Company).
7. Koley, Shyamal (2007), **Exercise Physiology – A Basic Approach** (New Delhi : Friends Publications).
8. Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema, (2008), **Fitness, Aerobics and Gym Operations**, Khel Sahitya, New Delhi
9. Powers, S. K.; S.L. Dodd, and V.J. Noland (2006) **Total Fitness – Exercise, Nutrition and Wellness** Benjamin Cummings, USA.
10. Sharkey, B. J. (2002), **Fitness and Health** 5th ed. (U.K., Human Kinetics).
11. Uppal, A.K. (2004), **Fitness and Health** 5th ed. (U.K., Human Kinetics).
12. Wiliams, Melvin H. (1990), **Lifetime Fitness and Wellness – A Personal Choice** 2nd ed. (USA : Wm. C. Brown Publishers).

Practical

1. Fahey, T.D., M.P. Insel and W.T. Rath (2006), **Fit & Well: Core Concepts and Labs in Physical Fitness**, McGraw Hill, New York.
2. Hoeger, W W K and S.A. Hoeger (2004). **Principles and Labs for Fitness and Wellness**, Thomson Wadsworth, California, USA.
3. Kumari, S.S., Rana, A. and Kaushik, S. (2008), **Fitness, Aerobics and Gym Operations**, Khel Sahitya, New Delhi

SEMESTER –V

SKILL ENHANCEMENT COURSES: PHYSICAL & HEALTH EDUCATION

Opt any one of SEC-I: (i)/(ii)/(iii)

(ii) MANAGEMENT OF AEROBICS & GROUP TRAINING

B.A. (PEHE)

SEC-I (ii)

Time : 3 Hrs

THEORY

Max. Marks: 50

Unit-I Aerobics

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

Unit-II Management Aerobics

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

Unit-III Group Training

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

PART B: PRACTICAL (50 Marks)

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

PRACTICAL ASSESSMENT

- | | |
|----------------|-----------------|
| 4. Practical | 30 Marks |
| 5. VIVA | 10 Marks |
| 6. Record Book | <u>10 Marks</u> |
| Total | <u>50 Marks</u> |

PART C: INTERNAL ASSESSMENT (25 Marks)

4. Written Test (10 marks)
5. Project / Assignment (10 marks)
6. Attendance (5 marks)

SEMESTER CREDITS FOR THE PAPER = 6 CREDITS

- Each period will be of one hour.
- 4 theory periods per week x 13 weeks = 4 credits
- 4 Laboratory hours per week per semester = 2 credits

Notes for Examiners, Teachers and Students (Common for all papers):

Part A: Practical (50 Marks)

The candidates will be asked to perform two practicals in final practical examination (15 marks each), Viva-Voce (10 marks) and will be required to show their record book (10 marks).

SUGGESTED READINGS

Theory

1. Bishop, J.G. (2004) **Fitness through Aerobics**, Benjamin Cummings, USA. Brown, K.M. (2002) **Physical Activity and Health: An Interactive Approach**, Jones and Bartlett Publisher, Sndbury, Massachusetts, USA.
2. Department of Physical Education and Sports Sciences, University of Delhi (2007), Draft **Resource Material – Fitness, Aerobics and Gym-Operations**.
3. Koley, Shyamal (2007), **Exercise Physiology – A Basic Approach** (New Delhi : Friends Publications).
4. Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema, (2008), **Fitness, Aerobics and Gym Operations**, Khel Sahitya, New Delhi

Practical

1. Kumari, S.S., Rana, A. and Kaushik, S. (2008), **Fitness, Aerobics and Gym Operations**, Khel Sahitya, New Delhi

SEMESTER -V

SKILL ENHANCEMENT COURSES: PHYSICAL & HEALTH EDUCATION

Opt any one of SEC-I: (i)/(ii)/(iii)

(iii) WHOLISTIC PERSONALITY DEVELOPMENT

B.A. (PEHE)

SEC-I (iii)

Time : 3 Hrs

THEORY

Max. Marks: 75

UNIT-I: INTRODUCTION

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

UNIT-II: PHYSICAL PERSONALITY DEVELOPMENT

Physical Personality: Introduction, Meaning, Definition and Components of Physical Personality.

Physical Personality Principles of developing, controlling and maintaining Physical personality. Theoretical background measurement of personality. The acronyms MEN (Meditation, Exercise & Nutrition). Understanding physical growth and development.

Switching on the favourable genes and switching off the unfavorable and undesired genes. Anatomical, Biochemical, Physiological pattern of physical growth and development of different body tissues.

Personality and Wellness: Introduction to wellness, relation of wellness and personality. Components of wellness, health, physical fitness, behaviour, behaviour change method, understanding self-responsibility for one's wellness.

Personality and Physical Fitness: Introduction, Components of Physical Fitness, Role of Physical Fitness in Physical Personality Development.

UNIT-III: MENTAL & SPIRITUAL PERSONALITY DEVELOPMENT

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

Spiritual Personality Development: Introduction, Meaning and Definition of Spiritual Personality. Quick fix and long term foundation of Spiritual Personality Development.

Hereditry and Environment: Introduction to Hereditry and Environment in relation to personality development. Understanding the acronym HELP-HELP.

Practical

1. Measuring self responsibility by questionnaire method of 24 hours recall method.
2. Measurement of holistic personality of self and others.
3. Personality development prescription to type A, type B and type C mental personality people.
4. Application of HELP-HELP and MEN Acronyms.
5. Personal identity measurement from health variables.
6. Personality measurement from fitness and from wellness variables.

SUGGESTED READINGS

- Bernard N. (2001). Turn off the Fat Genes. Harmony Books, New York. U.S.A.
- Callohan L. (2002). The Fitness Factor. The Lyons Press. Guilford. Connecticut. U.S.A.
- Covey SR (2004). The 8th Habit. Franklin Covey Co., Running Press Book Publishers. Philadelphia. Pennsylvania. U.S.A.
- Kansal, D.K. (2010). Holistic Personality Development. Sports and Spiritual Science Publications, New Delhi
- Osteen J. (2004). Your Best Life Now. Faith Words Publishing. New York. U.S.A.
- Peeke P. (2006) The National Body Challenge: Success Program for the Whole Family. Hay House. Inc., California. U.S.A.
- Robbins G Powers D. and Burgess S (2008). A Wellness Way of Life. McGraw Hill. Boston. USA.
- Roizen MF and Oz. MC (2005). You: The Owner's Manual. Harper Resource Publishers. New York. USA.
- Shaffer D.R. (2002). Developmental Psychological: Childhood and Adolescence. Thomson Wadsworth. Belmont. California. U.S.A.
- Shaffer D.R. (2005). Social and Personality Development. Thomson Wadsworth. Belmont. California. U.S.A.
- Vivekananda S (2001). Personality Development. Advaita Ashrama. Publication Department. Kolkata.

SEMESTER -VI

SKILL ENHANCEMENT COURSES: PHYSICAL EDUCATION

Opt any one of SEC-II: (i)/(ii)/(iii)

SEC-II: (i) YOGA SKILLS

B.A. (PEHE)

SEC-II (i)
Time : 3 Hrs
Max. Marks: 75

THEORY

UNIT-I

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

UNIT-II

Ashtang Yoga: - Yama, niyama, asana, pranayama, Pratyahar, dharna, dhyan, Samadhi : Benefits, Utilities & their psychological impact on body and mind.

According to yoga concept of normality in modern psychology, concept of personality & its development, yogic management of psycho-somatic ailments: frustration, anxiety, depression

UNIT-III

Corporate yoga, Yoga for healthy lifestyle, yoga & sports, educational value of yoga, relevance of yoga in 21st century

Concept of teaching methodology & Teaching practice. Techniques and modules used for preparing teaching Lessons plan in yoga

Practicals:-

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

Suggested Readings:

- Anand O P (2001). Yog Dawra Kaya Kalp. Sewasth Sahitya Perkashan. Kanpur.
- Sarin N (2003) Yoga Dawara Rogon Ka Upchhar.Khel Sahitya Kendra
- Sri Swami Ramas (2001). Breathing. Sadhana Mandir Trust.Rishikesh.
- Swami Ram (2000) Yoga & Married Life Sadhana Mandir Trust. Rishikesh

SEMESTER -VI

SKILL ENHANCEMENT COURSES: PHYSICAL & HEALTH EDUCATION

Opt any one of SEC-II: (i)/(ii)/(iii)

(ii) SPORTS JOURNALISM

B.A. (PEHE)

SEC-II (ii)

THEORY

Time : 3 Hrs
Max. Marks: 75

UNIT-I INTRODUCTION & WRITING SKILLS

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

Language – vocabulary, spellings, figure of speech, dialect, grammar, punctuation Sports terminators and its use Fundamentals of a sports story/ news. News – types, curtain – raiser, advance follow – up, news – analysis, box news. Design & make – ups: headings, front reading, layout & page making late stories, editorial tools, marks & skills.

UNIT-II ORGANIZATIONAL AND PRESENTATION SKILLS FOR MEDIA

Organizational set-up of a newspaper- printing, process sequences of operations in the printing of a news paper/journals.

Introduction of various sports organization and agencies- Olympic Games, Asian games, commonwealth games, awards and trophies.

Write-ups: feature, follow-ups, advance story, curtain raiser, flash back, articles, filters, editorials, boxes, radio and T.V. commentary anchoring, interviews, group discussions, talk – shows, and reviews in sports Development and maintenance of sports / personal library Statistics, records and computers in sports.

UNIT-III EXTENDED RELEVANT DIMENSIONS

Theory and principles of advertising in sports

Public relations in sports, press release, conferences

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

Sports photo feature and writing captions of photos

Introduction to photo journalism in reference to sports

Process of news paper publishing and management Olympics and sports journalism

Research tools for developing a sports story

Introduction to various types of information technology

Satellite communication: use of satellite in radio and T.V. communication for sports information

Practicals:-

- Writing reports of sports events
- Writing features on sports
- Designs and make-up of sports page
- Editing sports report
- Collecting information about current affairs on sports

Suggested Readings:

- Aamidor A (2003).Real Sports Reporting, Indiana University Press.Valparaiso. Indiana. U.S.A.
- Ahuja, B.N (1988) Theory and Practice of Journalism. Surjeet Delhi.
- Andrews P (2005). Sports Journalism: A Practical Introduction. Sage Publications Ltd. Delhi.
- Boyle R (2006). Sports Journalism: Context and Issues. Sage Publications Ltd.
- Kamath, M V (1980). Professional Journalism. K.S.K. New Delhi

SEMESTER -VI

SKILL ENHANCEMENT COURSES: PHYSICAL & HEALTH EDUCATION

Opt any one of SEC-II: (i)/(ii)/(iii)

(iii) SPORTS INDUSTRY & MARKETING

B.A. (PEHE)

SEC-II (iii)

THEORY

Time : 3 Hrs

Max. Marks: 75

Unit I

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

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

Unit II

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

Unit III

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

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

PRACTICAL

- Identify an issue or a trend in the sports industry:
 - Players in professional or college sports
 - Ownership
- Marketing Plan: Environmental Factors and Product Plan Draft, Paper bibliography/works cited.
- Sponsorship proposal
- Developing a budget plan for an event
- Athlete branding

Suggested Readings:

- Cornwell. T.B, (2014). Sponsorship in marketing: Effective communications through sports, arts and events. Routledge Publishers, USA
- DeGarris, L., (2015) Sports Marketing: A Practical Approach. Routledge Publishers, USA
- Robinson, L. et al. (2012) *The Routledge Handbook of Sport Management, second edition, Routledge Publishers, USA*
- Mullin. B.J., et al. (2007) *Sports Marketing, third edition, Human Kinetics*
- Fried, G. (2009) *Managing Sport Facilities - 2nd Edition, Human Kinetics*