

**SYLLABI AND SCHEME OF EXAMINATIONS
FOR
MINOR COURSES (MIC)
FOR
UNDERGRADUATE PROGRAMME
(MULTIDISCIPLINARY IN ONE
MAJOR DISCIPLINE) WITH HONS. IN
B.A. PHYSICAL EDUCATION**

**(Based on Curriculum and Credit Framework and formative assessment guidelines for UG Programs under
NEP 2020)**



**MAHARSHI DAYANAND UNIVERSITY
ROHTAK (HARYANA)**

**Credit Structure for Undergraduate Program (Multidisciplinary in One Major Discipline) with Hons. for Minor Courses (MIC) in
B.A Physical Education**

Minor Courses (MIC)/ Minor (Vocational) Course MIC(VOC)	TYPE OF PROGRAM				Credits Distribution			Total Credits	Workload			Total Workload	Marks								
	Single major program	Multidisciplinary program			Nomenclature of Course	Course Code	L		T	P			L	T	P			Theory		Practical (Internal)	Total Marks
																		SEMESTER	SEMESTER		
MIC 1 @ 4 credits	1	1	Recreation & Organization of Sports	24PED401MI01	2	0	2	4	2	0	4	6	15	35	50	100					
MIC 2 @ 4 credits	2	3	Physical Fitness and Sports Training	24PED402MI01	2	0	2	4	2	0	4	6	15	35	50	100					
MIC 3 (VOC) @ 4 credits	3	6	History & Principles of Physical Education	25PED403MI01	2	0	2	4	2	0	4	6	15	35	50	100					
MIC 4 (VOC) @ 4 credits	4	4	Health Education, First Aid and Safety Measures	25PED404MV01	2	0	2	4	2	0	4	6	15	35	50	100					
MIC 5 @ 4 credits	5	5	Methods of Teaching in Physical Education	26PED405MV01	2	0	2	4	2	0	4	6	15	35	50	100					
MIC 6 (VOC) @ 4 credits	6	6	Curriculum Design & Physical Education	26PED406MV01	2	0	2	4	2	0	4	6	15	35	50	100					

MIC 7 (VOC) @ 4 credits	7	7	Nutrition and Sports	27PED407MV01	2	0	2	4	2	0	4	6	15	35	50	100
MIC 8 (VOC) @ 4 credits	8	8 (4yr. UG Hons.)	Athletics Care & Rehabilitation	27PED408MV01	2	0	2	4	2	0	4	6	15	35	50	100
MIC 8 (VOC) @ 4 credits	8	8 (4yr. UG Hons. with Research)	Athletics Care & Rehabilitation	27PED408MV01	2	0	2	4	2	0	4	6	15	35	50	100

L: Lecture; T: Tutorial; P: Practical

Note:

1. Course coding of Minor courses for Single Major Programs will be applicable for Multidisciplinary Programs/ Multidisciplinary Programs after 2nd semester irrespective of their offering in any semester.
2. The student who selects any Minor Course (MIC) of any discipline in first semester should study the Minor courses (MIC) in the same discipline in the subsequent semesters. However, while exercising the option for choosing Minor Vocational Course MIC (VOC), the student may opt the discipline either related to the discipline of Minor Course or the discipline of Major Course or any other discipline as per his/her choice.

Syllabi for U.G Programme B.A. (Multidisciplinary in One Major Discipline) with Hons. for Minor Courses (MIC) in B.A. Physical Education

Name of Program	B.A. (Physical Education)	Program Code	UMBA4
Name of the Course	Recreation & Organization of Sports	Course Code	24PED401MI01
Hours per Week	04 Hours	Credits	02 (L:2,T:0,P:2)
Maximum Marks	50 (External (term-end exam) – 35} (Internal – 15)	Time of Examinations	03 Hours

Note: The question paper shall contain nine questions in all. Candidate will attempt five questions. Question No. 1 shall be compulsory, comprising of seven short answer type questions covering the entire syllabus. Each short answer type question shall be of one mark. There shall be eight long answer type questions, two from each unit. Out of these the candidate must attempt four questions, selecting only one question from each unit. All questions carry equal marks.

Course Learning Outcomes (CLO):

CLO 1: Understand the basics of health, fitness, and recreation, including activities and planning.

CLO 2: Learn about communicable diseases, stress management, first aid, sports injuries, and the impact of harmful substances on health.

CLO 3: Explore the introduction, aims, and objectives of games and sports, and the significance and types of tournaments.

CLO 4: Gain knowledge about physical culture, training, major athletic events, and national sports achievements and awards.

Unit 1: Concept and Planning of Recreational Activities

- Meaning definition & importance of recreation
- Recreation Activities –Outdoor and Indoor, Water Sports Activity
- Planning criteria of Recreation Activity.

Unit 2:Health Challenges and Preventive Measures

- Communicable diseases – transmission and methods of prevention
- Effect of Tobacco, Alcohol and Drugs on Health
- Postural deformities, types, and treatment

Unit 3:Fundamentals of Play and Sports Organization

- Meaning aims and objectives of play, various theory of play
- Importance of tournament, types of tournaments
- Intramural and Extramural Tournament

Unit 4: Physical Culture, Training, and Olympic Movement

- Meaning of Physical Culture, Physical Training, Athletes and Aquatics

- History of Ancient and Modern Olympics Games, Asian Games
- National Sports Day, National Sports Award

References:

1. Brymer, E (2009). "The Role of Extreme Sports in life-style enhancement and wellness"
2. In Proceeding of the 26th Achper International Conference: Creating Active Futures (PP. 285-299). Australia: School of Human Movement Studies, Queensland University of Technology, Brisbane, QLD 4059.
3. Katz L., Parker J., Tyreman.H, (2006). "Virtual Reality in Sports & Wellness- Promise and Reality? International Journal of Computer Science in Sport, 4 (14).4-16
4. Punnya, L, (2017) Health Education and Sports Nutrition, Khal Sahitya Kendra
5. Prentice lat. E. (2014) Rehabilitation Techniques in Sports Medicine.
6. Essentials of Physical Education, Dr. Ajmer Singh.

Name of Program	B.A. (Physical Education)	Program Code	UMBA4
Name of the Course	Practical (Recreation & Organization of Sports)	Course Code	24PED401MI01
Hours per Week	04 Hours	Credits	02 (L:2,T:0,P:2)
Maximum Marks	50		
Note: Distribution of Marks will be as follows:			
Practical file:	20		
Demonstration:	10		
Viva-Voce:	10		
Chart/ Presentation:	05		
Attendance:	05		
Total:	50		
Course Learning Outcomes (CLO):			
CLO 1: Learners will be able to identify and perform various recreational activities and plan them effectively for indoor, outdoor, and water-based settings.			
CLO 2: Learners will be able to recognize major health challenges like communicable diseases, addiction, and postural issues and demonstrate preventive and corrective strategies.			
CLO 3: Learners will be able to explain the aims and theories of play and organize intramural and extramural tournaments using suitable formats.			
CLO 4: Learners will be able to illustrate the concepts of physical culture and Olympic movement through charts, posters, and presentations based on historical and contemporary data.			
List of Practical			
• Prepare a poster on the importance of recreation and list indoor, outdoor, and water sport recreational activities.			

- Demonstrate and perform one planned recreational activity suitable for school or college students.
- Create a chart showing various communicable diseases, their modes of transmission, and prevention methods.
- Organize a group skit or role-play on the harmful effects of tobacco, alcohol, and drugs on youth.
- Draw diagrams of common postural deformities and suggest corrective exercises for each.
- Present a chart on theories of play along with the aims and objectives of organized play.
- Conduct a mini intramural tournament (e.g., badminton or carrom) and prepare a knockout or league fixture for it.
- Celebrate National Sports Day by organizing a quiz competition or speech event on Major Dhyan Chand and other awardees.

References:

1. Bucher, C. A., & Krotee, M. L. (2002). Management of Physical Education and Sport. New Delhi: Surjeet Publications.
2. Kamlesh, M. L. (2020). Physical Education: Facts and Foundations. New Delhi: P.B. Publications.
3. Uppal, A. K. (2004). Health and Physical Education. New Delhi: Friends Publications.
4. Sharma, V. M. (2012). Health and Physical Education. New Delhi: Sports Publication.
5. Singh, Ajmer et al. (2008). Essentials of Physical Education. New Delhi: Kalyani Publishers.

Name of Program	B.A. (Physical Education)	Program Code	UMBA4
Name of the Course	Physical Fitness and Sports Training	Course Code	24PED402MI01
Hours per Week	04 Hours	Credits	02 (L:2,T:0,P:2)
Maximum Marks	50 (External (term-end exam) – 35} (Internal – 15)	Time of Examinations	03 Hours

Note: The question paper shall contain nine questions in all. Candidate will attempt five questions. Question No. 1 shall be compulsory, comprising of seven short answer type questions covering the entire syllabus. Each short answer type question shall be of one mark. There shall be eight long answer type questions, two from each unit. Out of these the candidate must attempt four questions, selecting only one question from each unit. All questions carry equal marks.

Course Learning Outcomes (CLO):

CLO 1: Students will be able to identify and explain key physical fitness variables and conditioning methods, including the assessment of health-related fitness components.

CLO 2: Students will be able to apply aerobic and anaerobic exercises, flexibility development exercises, and utilize equipment like Swiss and medicine balls, Thera bands, and tubing for effective training.

CLO 3: Students will be able to describe various training methods, principles, and types of training, and demonstrate exercises for both upper and lower body, incorporating proper warm-up and cool-down techniques.

CLO 4: Students will be able to identify different postural types and deformities, understand their treatment options, and explain the components of a balanced diet for overall health.

CLO 5: Students will be able to design and implement appropriate exercises for pregnant individuals and those with back and neck issues, and understand the causes, consequences, and management of obesity and eating disorders like Anorexia Nervosa and Bulimia Nervosa.

Unit 1: Components and Assessment of Physical Fitness

- Introduction of Physical Fitness variables and conditioning

- Assessment of Health-Related Fitness Components
- Aerobic and Anaerobic exercise for body
- Flexibility Development exercises

Unit 2: Exercise Training Methods and Applications

- Training methods, Principles and Types of Training
- Exercise with Swiss and Medicine Ball, Thera band and Tubing
- Different types of exercises for upper body and lower body
- Warming-Up and Cooling-Down.

Unit 3: Posture, Nutrition, and Fitness Health

- Introduction of Posture and its Types
- Postural deformities and treatment
- Balance diet & its components

Unit 4: Special Population Fitness and Health Conditions

- Exercises during Pregnancy, Exercises for Back and Neck
- Obesity- Causes, Consequences and Management
- Eating disorder – Anorexia Nervosa and Bulimia Nervosa

References:

1. Brymer, E (2009). "The Role of Extreme Sports in life-style enhancement and wellness"
2. In Proceeding of the 26th Achper International Conference: Creating Active Futures (PP. 285-299). Australia: School of Human Movement Studies, Queensland University of Technology, Brisbane, QLD 4059.
3. Katz L., Parker J., Tyreman.H, (2006). "Virtual Reality in Sports & Wellness- Promise and Reality? International Journal of Computer Science in Sport, 4 (14).4-16
4. Punnya, L, (2017) Health Education and Sports Nutrition, Khal Sahitya Kendra
5. Prentice lat. E. (2014) Rehabilitation Techniques in Sports Medicine.
6. Essentials of Physical Education, Dr. Ajmer Singh.

Name of Program	B.A. (Physical Education)	Program Code	UMBA4
Name of the Course	Practical (Physical Fitness and Sports Training)	Course Code	25PED402MI01
Hours per Week	04 Hours	Credits	02 (L:2,T:0,P:2)
Maximum Marks	50		
Note: Distribution of Marks will be as follows:			
Practical file:	20		
Demonstration:	10		
Viva-Voce:	10		
Chart/ Presentation:	05		
Attendance:	05		
Total:	50		
Course Learning Outcomes (CLO):			
CLO 1: Students will be able to assess and interpret physical fitness components using standard tools.			
CLO 2: Students will be able to perform and apply various training methods using simple fitness equipment.			
CLO 3: Students will be able to identify postural issues and recommend corrective measures.			
CLO 4: Students will be able to explain fitness considerations and exercises for special health conditions.			
List of Practical			
• Measure and record students' body mass index (BMI) and heart rate for assessing physical fitness. • Conduct aerobic and anaerobic circuit activities like shuttle runs and burpees for endurance evaluation. • Demonstrate and perform flexibility-enhancing exercises such as dynamic stretches and yoga asanas. • Practice warm-up and cool-down routines with proper sequencing and technique. • Use Swiss balls and resistance bands for performing core and strength-based exercises. • Identify and illustrate postural deformities like kyphosis and lordosis using posters or models. • Plan and present a balanced diet chart suitable for student athletes. • Perform upper and lower body strength exercises like push-ups, squats, and lunges. • Discuss and demonstrate safe fitness exercises for special populations such as pregnant women. • Create awareness posters on eating disorders and obesity management strategies.			
References:			
1. Sharma, V. M. (2012). Health and Physical Education. New Delhi: Sports Publications. 2. Uppal, A. K. (2004). Principles of Physical Education and Sports Studies. New Delhi: Friends Publications. 3. Singh, Ajmer et al. (2008). Essentials of Physical Education. New Delhi: Kalyani Publishers. 4. Kamlesh, M. L. (2020). Physical Education: Facts and Foundations. New Delhi: P.B. Publications. 5. Shephard, R. J., & Singh, M. (2006). Physical Fitness and Health Education. New Delhi: Surjeet Publications.			

Name of Program	B.A. (Physical Education)	Program Code	UMBA4
Name of the Course	History & Principles of Physical Education	Course Code	25PED403MI01
Hours per Week	02 Hours	Credits	02 (L:2,T:0,P:2)
Maximum Marks	50 (External (term-end exam) – 35} (Internal – 15)	Time of Examinations	03 Hours

Note: The question paper shall contain nine questions in all. Candidate will attempt five questions. Question No. 1 shall be compulsory, comprising of seven short answer type questions covering the entire syllabus. Each short answer type question shall be of one mark. There shall be eight long answer type questions, two from each unit. Out of these the candidate must attempt four questions, selecting only one question from each unit. All questions carry equal marks.

Course Learning Outcomes (CLO):

CLO 1: Students will be able to identify key stages in the historical development of physical education in India.

CLO 2: Students will be able to explain the biological principles influencing physical growth and exercise.

CLO 3: Students will be able to understand the psychological foundations of learning and performance in physical education.

CLO 4: Students will be able to analyze the role of physical education in promoting social values and leadership.

Unit 1: Historical development of physical education in India

- Physical education in Indus valley civilization (3250–2500 bc)
- Physical education during Vedic period (2500–600 bc)
- Early & later Hindu period (600 bc–1000 ad)
- Early & later British period (before 1947 & post-1947)

Unit 2: Biological principles of physical education

- Growth and development
- Age and gender differences
- Body types (somatotypes)
- Biological benefits of exercise

Unit 3: Psychological principles of physical education

- Types of learning in physical education
- Learning curve and performance
- Theory of learning
- Laws and principles of learning

Unit 4: Sociological principles of physical education

- Relationship between society and physical education
- Leadership through sports
- Social integration through physical activities
- Physical education and gender equality

References:

1. Sharma, V. M. (2010). History and Principles of Physical Education. New Delhi: Sports Publications.
2. Rao, V. K. (2012). Principles of Physical Education. New Delhi: APH Publishing Corporation.
3. Khan, E. A. (2009). History of Physical Education. New Delhi: Surjeet Publications.
4. Choudhary, S. (2015). Biological and Psychological Foundations of Physical Education. New Delhi: Khel Sahitya Kendra.
5. Rajagopalan, T. S. (2011). Sociology of Sports and Physical Education. New Delhi: Sports and Spiritual Science Publications.

Name of Program	B.A. (Physical Education)	Program Code	UMBA4
Name of the Course	Practical (History & Principles of Physical Education)	Course Code	25PED403MI01
Hours per Week	04 Hours	Credits	02 (L: 2, T: 0, P: 2)
Maximum Marks	50		

Note: Distribution of Marks will be as follows:

Practical file:	20
Demonstration:	10
Viva-Voce:	10
Chart/ Presentation:	05
Attendance:	05
Total:	50

Course Learning Outcomes (CLO):

CLO 1: Students will be able to describe the evolution of physical education across various historical periods in India.

CLO 2: Students will be able to apply basic biological concepts like growth, development, and somatotypes through practical observations.

CLO 3: Students will be able to understand learning principles and represent them using real or simulated examples.

CLO 4: Students will be able to explore sociological values like leadership, integration, and gender equality through role-based activity.

CLO 5: Students will be able to visually communicate foundational concepts in physical education using creative charts and models.

List of Practical

1. Draw a timeline chart showing the historical development of physical education from the Indus Valley to post-independence India.
2. Create a comparative poster on physical education practices during the Vedic and British periods.
3. Demonstrate and record physical changes based on age and gender through basic fitness tests.
4. Illustrate and explain the three body types (endomorph, ectomorph, mesomorph) using stick figures or charts.
5. Prepare a flowchart showing types of learning and learning curves in sports performance.
6. Role-play a scenario showing leadership and gender equality through team physical activity.

References:

1. Kamlesh, M. L. (2010). Philosophy, Principles and History of Physical Education. New Delhi: Khel Sahitya Kendra.
2. Singh, H. (2009). Science of Sports Training: Planning and Periodization. New Delhi: Sports Publications.
3. Pandey, L. K. (2014). Foundations of Physical Education. New Delhi: Friends Publications.
4. Bhatia, K. K. (2012). Sociological and Psychological Foundation of Education. Ludhiana: Tandon Publications.
5. Sathe, G. (2011). Biological Sciences in Physical Education and Sports. Pune: P.V.G. Publications.

Name of Program	B.A. (Physical Education)	Program Code	UMBA4
Name of the Course	Health Education, First Aid and Safely Measures	Course Code	25PED401MV01
Hours per Week	02 Hours	Credits	02 (L:2,T:0,P:2)
Maximum Marks	50 (External (term-end exam) – 35} (Internal – 15)	Time of Examinations	03 Hours

Note:

The question paper shall contain nine questions in all. Candidate will attempt five questions. Question No. 1 shall be compulsory, comprising of seven short answer type questions covering the entire syllabus. Each short answer type question shall be of one mark. There shall be eight long answer type questions, two from each unit. Out of these the candidate must attempt four questions, selecting only one question from each unit. All questions carry equal marks.

Course Learning Outcomes (CLO):

CLO 1: Student will be able to explain the principles of health education and its role in promoting a healthy lifestyle.

CLO 2: Student will be able to identify various types of injuries and demonstrate appropriate first aid responses.

CLO 3: Student will be able to apply preventive health measures and maintain personal and community hygiene.

CLO 4: Student will be able to assess safety hazards and implement suitable safety measures in daily life and physical activities.

Unit 1: Foundations of Health Education

- Meaning, definition, and objectives of health education
- Importance of health education in schools and community
- Role of physical education teachers in promoting health

Unit 2: Introduction to First Aid

- Meaning, objectives, and importance of first aid
- Principles of first aid and qualities of a first aider
- First aid for wounds, fractures, burns, sprains, bleeding, shock, choking, and unconsciousness.
- List and usage of essential items in a well-equipped first aid kit.

Unit 3: Safety Education in Daily Life

- Meaning and need for safety education
- Safety at home, school, playground, and during sports
- Fire safety, road safety, and water safety guidelines
- Role of safety signs and symbols

Unit 4: Disaster Management and Emergency Response

- Types of disasters: natural and man-made
- Principles of disaster management: preparedness, response, and recovery
- Emergency evacuation procedures and drills
- Communication during emergencies: do's and don'ts

References:

1. Verma, M. (2021). Health Education and First Aid. New Delhi: Khel Sahitya Kendra.
2. Kapoor, R. (2022). School Health and Safety. Meerut: Friends Publications India.
3. Bhardwaj, A. (2020). Health and Physical Education. New Delhi: Sports Publications.
4. Meena, R. (2023). Fundamentals of First Aid and Safety Education. Patiala: National Coaching Press.
5. Yadav, K. (2019). Introduction to Health and Hygiene in Physical Education. Meerut: Arya Book Depot.

Practical

Name of Program	B.A. (Physical Education)	Program Code	UMBA4
Name of the Course	Practical (Health Education, First Aid and Safety Measures)	Course Code	25PED404MV01
Hours per Week	04 Hours	Credits	02 (L:2,T:0,P:2)
Maximum Marks	50		

Note: Distribution of Marks will be as follows:

Practical file:	20
Demonstration:	10
Viva-Voce:	10
Chart/ Presentation:	05
Attendance:	05
Total:	50

Course Learning Outcomes (CLO):

CLO 1: Student will be able to demonstrate basic first aid techniques used in common injuries and emergencies.

CLO 2: Student will be able to prepare and maintain a standard first aid kit and apply safety practices in various environments.

CLO 3: Student will be able to identify health hazards and practice preventive health measures.

CLO 4: Student will be able to respond effectively in disaster or emergency situations through simulated drills.

Practical contents

- Demonstration of Cardiopulmonary Resuscitation (CPR) on a manikin or classmate (simulation).
- Bandaging practice for head, arm, ankle, and knee injuries using crepe bandages or first aid kits.
- Poster making on topics like "Personal Hygiene", "Balanced Diet", or "Preventive Health Measures".
- Group activity on assembling a model First Aid Kit and explaining its components and usage.
- Mock drill on emergency evacuation from classroom/school building in case of fire or earthquake.
- Role play/skit on road safety awareness and identifying common hazards at home or school.
- Drawing and labeling of basic human body systems relevant to injury (skeletal, muscular).
- Making a Health Profile Chart of students including BMI, pulse rate, and daily routine.
- Creating a safety checklist for school playgrounds, sports equipment, and indoor areas.

References:

1. Sharma, V. K. (2021). First Aid and Health Education in Physical Education. New Delhi: Khel Sahitya Kendra.
2. Gupta, M. (2022). Health and Hygiene Practices in School. Meerut: Friends Publications India.
3. Yadav, R. (2020). Disaster Management and School Safety. Patiala: National Sports Publications.
4. Jain, P. (2019). Health Education and First Aid Manual. Meerut: Arya Book Depot.
5. Kumar, D. (2023). Fundamentals of Health, Safety and Hygiene. New Delhi: Sports Educational Publishers.

Name of Program	BA	Program Code	
Name of the Course	Methods of Teaching in Physical Education	Course Code	26PED405MV01
Hours per Week	03 Hours	Credits	02 (L:2,T:0,P:2)
Maximum Marks	50{ External (term-end exam) – 35}, (Internal – 15)	Time of Examinations	03 Hours2
Note: The candidate will attempt five questions out of nine in total. Question No. 1, which is compulsory, will consist of 7 short-answer questions covering the entire syllabus, each carrying one marks. There will be four units, with each unit having two long questions. The candidate must attempt four questions, selecting one question from each unit, with each question carrying 7 marks.			
Course Learning Outcomes (CLO): After completing this course, the learner will be able to: CLO1: Define the fundamental concepts of teaching methods and their specific application in physical education. CLO2: Apply pedagogical and psychological principles to create effective and inclusive learning environments. CLO3: Evaluate the importance of structured teaching methods in optimizing student performance and safety. CLO4: Select and implement appropriate teaching methods (such as Command or Demonstration) based on the specific sports skill being taught.			
Unit–I: Introduction to Teaching Methods - Meaning and Definition of Teaching Method - Factors Affecting the Choice of Teaching Methods - Role of the Teacher in the Learning Process			
Unit–II: Principles of Teaching - General Principles of Teaching (Interest, Activity, and Planning) - Principle of "Simple to Complex" and "Known to Unknown" - Principle of Feedback and Reinforcement			
Unit–III: Importance of Teaching Methods - Role in Enhancing Student Engagement and Participation - Efficiency in Time and Resource Management - Importance in Maintaining Discipline and Safety during Practice			
Unit–IV: Types of Teaching Methods - Command Method (Formal and Direct) - Demonstration and Explanation Method - Part-Whole and Whole-Part-Whole Method - Discussion and Project Method - Observation and Imitation Method			
References: - Kamlesh, M.L. – <i>Methods in Physical Education</i> - Singh, Ajmer et al. – <i>Essentials of Physical Education</i> - Bossing, N.L. – <i>Teaching in Secondary Schools</i> - Thirunarayanan, C. & Hariharan, S. – <i>Methods in Physical Education</i> - Kozman, H.G., Cassidy, R. & Jackson, C.O. – <i>Methods in Physical Education</i> - Bucher, C.A. – <i>Foundations of Physical Education</i>			
Suggested	End Term Exam: 35 Marks	Time = 3 hours	Internal Assessment: 15 Marks

Evaluation Methods	Five questions from entire syllabus = 7x1 marks = 7 marks One question from each Units (I to IV) = 4x7 marks = 28 marks	Class Presentation = 5 marks Mid Term Test = 5 marks Whole Syllabus Test = 5 marks
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Practical

Name of Program	BA	Program Code	
Name of the Course	Practical (Methods of Teaching in Physical Education)	Course Code	26PED405MV01
Hours per Week	2 Hour	Credits	02(L:2,T:0,P:2)
Maximum Marks	50		
Course Learning Outcomes(CLO): CLO1: Select and apply the most appropriate teaching method based on the nature of the sports skill and the level of the students. CLO2: Demonstrate the technical ability to give clear commands and execute perfect demonstrations for student imitation. CLO3: Apply the principles of "Known to Unknown" and "Simple to Complex" to design logical and effective training progressions. CLO4: Manage class discipline and physical safety through the strategic use of formations and effective communication.			
➤ Command Method Simulation: To practice the "Formal Command" technique used in drills, marching, and calisthenics, focusing on the clarity of the Cautionary and Executive parts of a command. ➤ Demonstration Proficiency: To demonstrate a complex sports skill (e.g., a basketball layup or a yoga asana) using the "Explanation-Demonstration-Imitation" sequence. ➤ Part-Whole Analysis: To break down a specific skill (e.g., Long Jump or Shot Put) into logical "Parts" and demonstrate how to teach them using the Whole-Part-Whole method. ➤ Lesson Plan Preparation: To draft a formal lesson plan for a 35-minute physical education class, incorporating an introductory, developmental, and concluding phase. ➤ Media and Resource Integration: To demonstrate the use of a whistle, stopwatch, and visual aids (charts/videos) to manage time and enhance student understanding during a practice session. ➤ Feedback and Reinforcement Drill: To conduct a peer-teaching session where the "teacher" identifies technical errors and provides constructive, positive reinforcement to the "student." ➤ Class Formation Design: To practice various class formations (e.g., U-shape, Semicircle, File, and Rank) to ensure maximum visibility and safety during a demonstration. ➤ Simple to Complex Progression: To design a progressive teaching sequence for a beginner, moving from a simple lead-up game to the complex rules of a competitive sport. ➤ Project Method Implementation: To prepare a small group project on "The History of Indian Sports" and present it to the class using the discussion method.			
References: 1. Teaching Physical Education by Muska Mosston and Sara Ashworth (2021) 2. Methods in Physical Education by Kozman, H.G., Cassidy, R., and Jackson, C.O. (2018) 3. Modern Text Book of Physical Education, Health and Sports by Singh, Ajmer et al. (2022) 4. Instructional Models for Physical Education by Metzler, M. (2017) 5. Principles and Methods of Teaching by Bhatia, K. and Bhatia, B.D. (2019) 6. Teaching Physical Education in Secondary Schools by Siedentop, D. and Tannehill, D. (2020) 7. Methods of Physical Education by Kamlesh, M.L. (2021)			
Suggested	Practical:50marks		

Evaluation Methods	Evaluation through performance in Skill Test/ Demonstration/ Viva Voce/ Practical Record File = 40 marks Attendance=10marks
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Name of Program	BA	Program Code	
Name of the Course	Curriculum Design and Physical Education	Course Code	26PED406MV01
Hours per Week	03 Hours	Credits	02 (L:2,T:0,P:2)
Maximum Marks	50{External (term-end exam) – 35}, (Internal – 15)	Time of Examinations	03 Hours2
Note: The candidate will attempt five questions out of nine in total. Question No. 1, which is compulsory, will consist of 7 short-answer questions covering the entire syllabus, each carrying one marks. There will be four units, with each unit having two long questions. The candidate must attempt four questions, selecting one question from each unit, with each question carrying 7 marks.			
Course Learning Outcomes (CLO): After completing this course, the learner will be able to: CLO1: Define the fundamental concepts of curriculum and distinguish its role from a traditional syllabus. CLO2: Identify and contrast various types of curriculum models to determine their suitability for different educational settings. CLO3: Apply the core principles of construction to design a balanced and inclusive physical education program. CLO4: Evaluate the effectiveness of a curriculum and suggest evidence-based revisions to meet evolving sports standards.			
Unit–I: Introduction to Curriculum Design • Meaning and Definition of Curriculum • Need and Importance of Curriculum in Physical Education • Scope of Curriculum Design in Modern Education			
Unit–II: Types of Curriculum • Subject-Centered Curriculum (Focus on Discipline) • Learner-Centered Curriculum (Focus on Individual Needs) • Activity-Centered Curriculum (Focus on Motor Skills and Sports)			
Unit–III: Principles of Curriculum Construction • Principle of Child-Centeredness and Interest • Principle of Community Needs and Social Relevance • Principle of Utility and Practicality in Sports • Principle of Vertical and Horizontal Integration			
Unit–IV: Evaluation and Revision of Curriculum • Meaning and Importance of Curriculum Evaluation • Tools and Techniques for Evaluating Physical Education Programs • Factors Influencing Curriculum Change and Innovation • Current Trends and Future Challenges in Physical Education Curriculum			
References: 1. Bucher, C.A. – <i>Foundations of Physical Education</i> 2. Cassidy, R. – <i>Curriculum Development in Physical Education</i> 3. Singh, Ajmer et al. – <i>Essentials of Physical Education</i> 4. Kamlesh, M.L. – <i>Principles and History of Physical Education</i>			

5. Barrow, H.M. – *Man and Movement: Principles of Physical Education*

6. Taba, H. – *Curriculum Development: Theory and Practice*

Suggested Evaluation Methods	End Term Exam: 35 Marks Time = 3 hours	Internal Assessment: 15 Marks
	Five questions from entire syllabus = 7x1 marks = 7 marks One question from each Units (I to IV) = 4x7 marks = 28 marks	Class Presentation = 5 marks Mid Term Test = 5 marks Whole Syllabus Test = 5 marks

Practical

Name of Program	BA	Program Code	
Name of the Course	Practical(Curriculum Design and Physical Education)	Course Code	26PED406MV01
Hours per Week	2 Hour	Credits	02(L:2,T:0,P:2)
Maximum Marks	50		
Course Learning Outcomes(CLO): CLO1: Differentiate between various curriculum models and select the appropriate type based on institutional goals. CLO2: Apply foundational principles to construct a balanced and socially relevant physical education syllabus. CLO3: Utilize systematic evaluation techniques to measure the success of instructional programs. CLO4: Propose evidence-based revisions to existing curricula to meet modern technological and health-related challenges.			
➤ Curriculum Comparison Chart: Prepare a comparative study of Subject-Centered, Learner-Centered, and Activity-Centered curricula, highlighting their application in a sports setting. ➤ Need Analysis Survey: Design a questionnaire to identify the community needs and interests of students to inform the development of a localized physical education curriculum. ➤ Unit Plan Construction: Develop a 4-week "Activity-Centered" unit plan for a specific sport (e.g., Volleyball or Kabaddi), ensuring a logical progression of motor skills. ➤ Integration Mapping: Create a diagram illustrating "Horizontal Integration" (linking PE with Health or Science) and "Vertical Integration" (progression from Primary to Secondary levels). ➤ Principles Checklist: Evaluate an existing school curriculum based on the principles of Utility, Social Relevance, and Child-Centeredness. ➤ Infrastructure-Curriculum Alignment: Prepare a report on how available facilities and equipment influence the scope and practical execution of a sports curriculum. ➤ Evaluation Tool Design: Develop a rubric or assessment checklist to evaluate the effectiveness of a specific physical education program. ➤ Modern Trends Presentation: Prepare a brief project on "Digital Integration in PE Curriculum," focusing on how apps and wearables are changing modern lesson content.			
References: 1. Curriculum Development in Physical Education by Cassidy, R. (2019) 2. Standards-Based Physical Education Curriculum Development by Lund, J. and Tannehill, D. (2020) 3. Modern Text Book of Physical Education, Health and Sports by Singh, Ajmer et al. (2022) 4. Curriculum Planning for Better Teaching and Learning by Saylor, J.G. et al. (2018) 5. Foundations of Physical Education by Bucher, C.A. (2017) 6. Instructional Models for Physical Education by Metzler, M. (2017) 7. Curriculum Theory: Conflicting Visions and Enduring Concerns by Schiro, M.S. (2021)			
Suggested Evaluation Methods	Practical:50marks		
	Evaluation through performance in Skill Test/ Demonstration/ Viva Voce/ Practical Record File = 40 marks Attendance=10marks		

Name of Program	BA	Program Code	
Name of the Course	Nutrition in Sports	Course Code	27PED407MV01
Hours per Week	03 Hours	Credits	02 (L:2,T:0,P:2)
Maximum Marks	50{External (term-end exam) – 35}, (Internal – 15)	Time of Examinations	03 Hours2
Note: The candidate will attempt five questions out of nine in total. Question No. 1, which is compulsory, will consist of 7 short-answer questions covering the entire syllabus, each carrying one marks. There will be four units, with each unit having two long questions. The candidate must attempt four questions, selecting one question from each unit, with each question carrying 7 marks.			
Course Learning Outcomes (CLO): After completing this course, the learner will be able to: CLO1: Define the core macro and micro-nutrients and their specific functions in supporting physical activity. CLO2: Calculate energy requirements and understand the metabolic pathways utilized during different types of exercise. CLO3: Design effective meal plans for athletes to optimize performance before, during, and after competitions. CLO4: Evaluate the safety and efficacy of dietary supplements and implement scientific weight management strategies.			
Unit–I: Introduction to Sports Nutrition - Meaning and Definition of Nutrition and Sports Nutrition - Role of Nutrition in Health and Physical Performance - Role of Water and Fiber in the Human Body			
Unit–II: Energy Metabolism and Balance - Meaning and Definition of Calorie and Basal Metabolic Rate (BMR) - Energy Requirements for Different Sports (Power vs. Endurance) - Concept of Energy Balance (Weight Gain, Loss, and Maintenance) - Glycemic Index and its Importance in Sports			
Unit–III: Nutritional Planning for Athletes - Principles of a Balanced Diet for Sportspersons - Pre-Competition Meal: Timing and Composition - Intra-Competition Nutrition (Fluid and Electrolyte Replacement) - Post-Competition Recovery Meal (Glycogen Resynthesis)			
Unit–IV: Dietary Supplements and Weight Management - Meaning and Classification of Dietary Supplements - Common Ergogenic Aids (Caffeine, Creatine, and BCAA) - Risks and Myths Associated with Supplements - Principles of Healthy Weight Management in Sports - Impact of Dehydration and Rapid Weight Loss Techniques			
References: - Fink, H.H. & Mikesky, A.E. – <i>Practical Applications in Sports Nutrition</i> - Bean, A. – <i>The Complete Guide to Sports Nutrition</i> - McArdle, W.D., Katch, F.I. & Katch, V.L. – <i>Sports and Exercise Nutrition</i>			

4. <i>Singh, Ajmer et al. – Essentials of Physical Education</i> 5. <i>Rodriguez, N.R. et al. – Nutrition and Athletic Performance</i> 6. <i>Khanna, G.L. – Exercise Physiology & Sports Medicine</i>		
Suggested Evaluation Methods	End Term Exam: 35 Marks Time = 3 hours	Internal Assessment: 15 Marks
	Five questions from entire syllabus = 7x1 marks = 7 marks One question from each Units (I to IV) = 4x7 marks = 28 marks	Class Presentation = 5 marks Mid Term Test = 5 marks Whole Syllabus Test = 5 marks

Practical

Name of Program	BA	Program Code	
Name of the Course	Practical(Nutrition in sports)	Course Code	27PED407MV01
Hours per Week	2 Hour	Credits	02(L:2,T:0,P:2)
Maximum Marks	50		
Course Learning Outcomes(CLO): CLO1: Calculate individual energy requirements and metabolic rates to tailor nutritional plans for different athletic demands. CLO2: Analyze the physiological impact of various nutrients and the Glycemic Index on physical performance and recovery. CLO3: Construct effective meal and hydration strategies for the pre-, intra-, and post-competition phases. CLO4: Critically evaluate the safety and efficacy of dietary supplements and weight management techniques in the context of sports ethics and health.			
➤ BMR and TDEE Calculation: Use the Harris-Benedict or Mifflin-St Jeor equation to calculate your Basal Metabolic Rate (BMR) and Total Daily Energy Expenditure (TDEE) based on your specific activity level. ➤ Nutritional Label Analysis: Evaluate the nutritional content of three different food items or sports drinks, identifying the serving size, caloric value, and macronutrient distribution. ➤ Glycemic Index Charting: Prepare a list of common foods categorized into Low, Medium, and High Glycemic Index (GI) and explain their strategic use before and after training. ➤ Pre-Competition Meal Design: Draft a sample menu for a "Pre-Competition Meal" for a long-distance runner, focusing on carbohydrate loading and easy digestibility. ➤ Hydration Status Monitoring: Perform a "WUT" (Weight, Urine, Thirst) assessment or use a Urine Color Chart to determine hydration levels before and after a training session. ➤ Energy Balance Case Study: Prepare a 1-week weight management plan (Gain, Loss, or Maintenance) for an athlete in a specific sport (e.g., Wrestling for weight loss or Shot Put for maintenance). ➤ Electrolyte Replacement Simulation: Prepare an "Improvised Sports Drink" (ORS-based) in the lab, calculating the correct ratio of water, salt, and sugar for intra-competition recovery. ➤ Supplement Myth-Busting Report: Conduct a research project on common ergogenic aids (Creatine, Caffeine, BCAA), documenting their proven benefits versus common misconceptions. ➤ Post-Exercise Recovery Protocol: Design a "Post-Competition Recovery Meal" plan that optimizes the 30-minute anabolic window for glycogen resynthesis and muscle repair. ➤ Body Composition Tracking: Measure and record body fat percentage and lean muscle mass using skinfold calipers or bioelectrical impedance tools.			
References: 1. Nutritional Assessment by Robert Lee and David Nieman (2019) 2. Sports Nutrition: From Vicarious to Professional Practice by Dunford, M. and Doyle, J.A. (2018) 3. Modern Text Book of Physical Education, Health and Sports by Singh, Ajmer et al. (2022) 4. Nancy Clark's Sports Nutrition Guidebook by Clark, N. (2020) 5. Advanced Sports Nutrition by Benardot, D. (2021) 6. Essentials of Exercise Physiology by McArdle, W.D., Katch, F.I., and Katch, V.L. (2016) 7. Nutrient Timing: The Future of Sports Nutrition by Ivy, J. and Portman, R. (2017)			

Suggested Evaluation Methods	Practical:50marks
	Evaluation through performance in Skill Test/ Demonstration/ Viva Voce/ Practical Record File = 40 marks Attendance=10marks