

Comparison between existing  
or proposed syllabus &

**PROPOSAL FOR REVISION IN THE  
EXISTING PAPERS AND SYLLABUS OF PHYSICAL EDUCATION  
IN THE UNDERGRADUATE COURSES OF UNIVERSITY OF DELHI  
IN CHOICE BASED CREDIT SYSTEM (CBCS)**

- Discipline Specific Core Courses (DSC), Skill Enhancement Courses (SEC), and Discipline Specific Elective Courses (DSE) in B.A. Programme
- Inter-disciplinary Generic Elective Courses (GE-P) in B.A. & B.Com. Programme
- Generic Elective Courses (GE-H) in all the Honours Courses



**DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS SCIENCES  
FACULTY OF INTER-DISCIPLINARY AND APPLIED SCIENCES  
UNIVERSITY OF DELHI**

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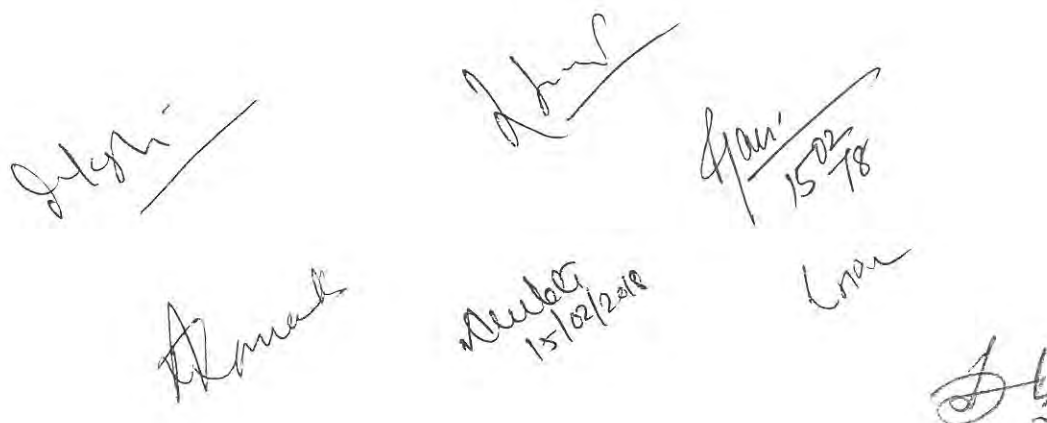
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## INTRODUCTION

### 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 Choice Based Credit System (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.

It allows students to choose inter-disciplinary, intra-disciplinary courses, skill-oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students). It makes education broad-based and at par with global standards. One can take credits by combining unique combinations. For example, Physics with Economics, Microbiology with Chemistry or Environment Science etc. CBCS offers flexibility for students to study at different times and at different institutions to complete one course (ease mobility of students). Credits earned at one institution can be transferred.

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**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.

**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.

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Details of Courses Under Undergraduate Programme (B.A./ B.Com.) Course \*Credits

	Paper+ Practical 12X4= 48	Paper + Tutorial 12X5=60
<b>I. Core Course (6 Credits) (12 Papers)</b>		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
<b>Core Course Practical / Tutorial* (12 Practicals)</b>	12X2=24	12X1=12
<b>II. Elective Course (6 Credits) (6 Papers)</b>	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.		
<b>Elective Course Practical / Tutorials* (6 Practical/ Tutorials*)</b>	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.		
▪ <b>Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester</b>		
<b>III. Ability Enhancement Courses</b>		
<b>1. Ability Enhancement Compulsory Courses (AECC) (2 Papers of 4 credits each)</b>	2 X 4=8	2 X 4=8
Environmental Science		
English Communication/MIL		
<b>2. Skill Enhancement Courses (SEC) (4 Papers of 4 credits each)</b>	4 X 4=16	4 X 4=16
	<b>Total credit= 132</b>	<b>Total = 132</b>

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.

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Details of Courses Under Undergraduate Honours (B.A./ B.Com./ B.Sc.) Course \*Credits

	Theory + Practical	Theory + Tutorial
<b>I. Core Course (6 Credits)</b>		
<b>(14 Papers)</b>	14X4= 56	14X5=70
<b>Core Course Practical / Tutorial*</b>		
<b>(14 Papers)</b>	14X2=28	14X1=14
<b>II. Elective Course (6 Credits)</b>		
<b>(8 Papers)</b>		
A.1. Discipline Specific Elective	4x4=16	4X5=20
(4 papers)		
A.2. Discipline Specific Elective Practical/ Tutorial*	4X2=8	4X1=4
(4 papers)		
B.1. Generic Elective/ Interdisciplinary	4x4=16	4X5=20
(4 papers)		
B.2. Generic Elective Practical/ Tutorial*	4x2=8	4X1=4
(4 papers)		
▪ <b>Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester</b>		
<b>III. Ability Enhancement Courses</b>		
<b>1. Ability Enhancement Compulsory Courses (AECC)</b>	2x4=8	2x4=8
<b>(2 Papers of 4 credits each)</b>		
Environmental Science		
English Communication/MIL		
<b>2. Skill Enhancement Courses (SEC)</b>	2x4=8	2x4=8
<b>(2 Papers of 4 credits each)</b>		
<b>Total credit</b>	<b>= 148</b>	<b>148</b>

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.

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### Rationale of the Proposal

Choice Based Credit System (CBCS) came into effect in 2015-16. Physical education papers as available on the Website of the University of Delhi were offered to the students by various colleges. Some shortcomings were observed by the teachers teaching those papers. These shortcomings were brought to the notice of the Head of the Department of Physical Education and Sports Sciences (DPSS).

Following a sequence of events, the necessary changes were made with discussions and deliberations of the stakeholders in a proposal, which was approved by the COC and submitted to the Faculty of Inter-disciplinary and Applied Sciences (FIAS) for its approval. However, the proposal was deferred in the meeting of the Faculty of Inter-Disciplinary and Applied Sciences (FIAS) held on 29.05.2017, to be re-submitted again.

Now the revised proposal is being submitted for revision in the existing papers and syllabus of Physical Education in the Undergraduate Courses of University of Delhi under Choice Based Credit System (CBCS), while incorporating necessary changes in the Discipline Specific Core Courses (DSC), Skill Enhancement Courses (SEC) and Discipline Specific Elective Courses (DSE) in B.A. Programme; Inter-disciplinary Generic Elective Courses (GE) in B.A. and B.Com. Programme; and Generic Elective (GE) Courses in all the Honours Courses, in which all the supporting documents are appended.

### Academic Council and Executive Council Resolution regarding Approval of Existing Papers and Syllabus of B.A. Programme with Physical & Health Education on Recommendation of FIAS (Annexure-1 & Annexure-2)

- The currently existing syllabus for B.A. Programme with Physical & Health Education has been **recommended by the Academic Council** of the University of Delhi in its meeting held on **13.07.2015**. (**Annexure-4, Page No. 13, Point No. 41**)
- The same has been accepted by the Executive Council in its meeting held on 14.07.2015. (**Annexure-5, Page No. 2, Point No. 54; & Page No. 2, S. No. 96**)

### Physical Education in the UGC List

UGC includes Physical Education in the tentative list of Undergraduate Disciplines/Courses to be covered under CBCS developing common minimum structure and syllabi. (**Annexure-6, Page no. 5, S.No. 56**)

[Source :<https://www.ugc.ac.in/pdfnews/8023719Guidelines-for-CBCS.pdf>]

### Current Status of Physical Education in Undergraduate Courses of University of Delhi in CBCS

Currently, Physical Education is being taught as **Discipline Course** in **10 colleges** including Miranda House, Daulat Ram College, Aurbindo College (E), Lakshmibai College, Motilal Nehru College (M), Motilal Nehru College (E), Hansraj College, PGDAV College and St. Stephen's College.

It is also being taught as **Generic Elective** in **36 colleges** of University of Delhi as per the Outline of CBCS Point no. 2.3 P.S. which states "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 be called a Generic Elective". The colleges include Aditi Mahavidyalaya, Acharya Narendra Dev College, Bhaskaracharya College of Applied Sciences, College of Vocational Studies, Dayal Singh College (M), Daulat Ram College, Gargi College, Hansraj College, Hindu College, Institute of Home Economics, Janki Devi Mahavidyalaya, Jesus and Mary College, Keshav Mahavidyalaya, Sri Guru Nanak Dev Khalsa College, Sri Guru Teg Bahadur Khalsa College, Kirorimal College, Kamla Nehru College, Lakshmibai College, Motilal Nehru College (M), Maharaja Agrasen College, NSIT, P.G.D.A.V. College (E), Ramjas College, Ram Lal Anand College, Satyawati College, Shaheed Rajguru College of Applied Sciences, Shivaji College, Shyamlal College (M), Shyamlal College (E), SPM College, Sri Guru Gobind College of Commerce, Swami Shradhanand College, St. Stephen's College, Sri Venkateshwara College, Vivekanand College and Zakir Husain College.

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However, the existing papers needed to be revised at the earliest because of its inadequacies. The existing syllabus is available at the Website of University of Delhi, which is enclosed as ***Annexure-7***.

### Minutes of the Committee of Courses (COC) of the Department

In accordance with the Guidelines for Minimum Course Curriculum for Undergraduate Courses under CBCS (**Annexure-6, Page No. 7, Point No. 1, 2 & 5b**), the revised proposal of various papers for Discipline Specific Core Courses (DSC), Skill Enhancement Courses (SEC) and Discipline Specific Elective Courses (DSE) in B.A. (Programme) with Physical Education; Inter-disciplinary Generic Elective (GE) papers for B.A./ B.Com. (Programme); and Generic Elective papers (GE) in all the Honours courses have been approved by the COC on 15.02.2018, and are mentioned under the items 1.1, 1.2 & 1.3. A meeting of the Committee of Courses (COC) of the Department of Physical Education and Sports Sciences (DPESS) was held on 15.02.2018. Minutes of the same are enclosed as **Annexure-1**.

## **PROPOSAL FOR REVISION IN EXISTING PAPERS AND SYLLABUS OF PHYSICAL EDUCATION IN CBCS**

Though Physical education is being taught as an academic subject in many of the colleges of University of Delhi, its existing papers and syllabi are not in sync with the structure and guidelines of CBCS. As per the guidelines of UGC and DU, the existing CBCS structure is presented in table-1.

**Table-1 : Course Structure of CBCS for B.A. Programme as per the Guidelines of UGC and DU**

Semester	Core Course (12 papers)	Ability Enhancement Compulsory Course (AECC) (2 papers)	Skill Enhancement Course (SEC) (4 papers)	Discipline Specific Elective DSE (4 papers)	Generic Elective (GE) (2 papers)
I	English/ MIL-1 DSC-1 A DSC-2 A	(English/ MIL Communication)/ Environmental Science			
II	MIL/ English-1 DSC-1 B DSC-2 B	Environmental Science/ (English/ MIL Communication)			
III	English/ MIL-2 DSC-1 C DSC-2 C		SEC-1		
IV	MIL/ English-2 DSC-1 D DSC-2 D		SEC-2		
V			SEC-3	DSE-1 A DSE-2 A	GE-1
VI			SEC-4	DSE-1 B DSE-2 B	GE-2

**Item-1.1** : Revision in the Existing Papers and Syllabus of B.A. Programme with Physical Education for Discipline Specific Core Course (DSC), Skill Enhancement Course (SEC) and Discipline Specific Elective Course (DSE)

Physical Education is being taught as DSC, SEC and DSE since the implementation of CBCS from 2015 in the University of Delhi. The current status is that the papers are being taught in 10 colleges of University of Delhi. However, the need for revision arises due the non-availability of papers for SEC-I in Semester-III and SEC-II in Semester-IV, along with the re-allocation of papers and minor revision in the syllabus. The revision in the existing papers and proposed changes has been presented in table-2.

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**Table-2: Revision in the Existing Papers of B.A. Programme with Physical Education in CBCS**

Semester	Core Course (12 papers)	AECC (2 papers)	SEC (4 papers)	DSE (4 papers)	GE (2 papers)
I	English/ MIL-1 DSC-1 A DSC-2 A	(English/ MIL Communication)/ Environmental Science			
EXISTING	Introduction to Physical Education in the Contemporary Context				
PROPOSED	INTRODUCTION TO PHYSICAL EDUCATION				
II	MIL/ English-1 DSC-1 B DSC-2 B	Environmental Science/ (English/ MIL Communication)			
EXISTING	Fitness, Wellness and Nutrition				
PROPOSED	WELLNESS, FITNESS AND NUTRITION				
III	English/ MIL-2 DSC-1 C DSC-2 C		SEC-1		
EXISTING	Health Education, Anatomy and Physiology		NO PAPER		
PROPOSED	HEALTH EDUCATION AND EXERCISE PHYSIOLOGY		Any one out of : • Weight Management • Sports Journalism		
IV	MIL/ English-2 DSC-1 D DSC-2 D		SEC-2		
EXISTING	Posture, Athletic Care and First-Aid		NO PAPER		
PROPOSED	POSTURE AND ATHLETIC CARE		Any one out of : • Life Skills and Worksite Health Promotion • Sports Marketing and Management		
V			SEC-3	DSE-1 A DSE-2 A	GE-1
EXISTING			Mentioned as SEC-I in Semester-V Opt any one of the following : (i) Wellness & Fitness (ii) Management of Aerobics & Group Training (iii) Wholistic Personality Development	Opt any one of the following : (i) Sports for All (ii) Sports Psychology (iii) Sports Administration & Management	NO PAPER
PROPOSED			Any one out of : • Stress Management • Fitness & Exercise Management	Any one out of : • Sports Psychology • Yoga Skills	Wellness, Fitness & Nutrition
VI			SEC-4	DSE-1 B DSE-2 B	GE-2
EXISTING			Mentioned as SEC-II in Semester-VI Opt any one of the following : (i) Yoga Skills (ii) Sports Journalism (iii) Sports Industry & Marketing	Opt any one of the following : (i) Media and Career in Physical Education (ii) Balanced Education (iii) Measurement & Evaluation	NO PAPER
PROPOSED			Any one out of : • Sports for All • Sports Technology	Any one out of : • Measurement and Evaluation in Physical Education • Organisation and Administration in Physical Education	Gym Operations

**Item-1.2 : Development of Two (2) New Inter-disciplinary Papers of Physical Education to be offered as Generic Elective (GE) in B.A. Programme with other subjects**

Inter-disciplinary papers are to be offered as Generic Elective in Semester-V and Semester-VI in B.A. Programme, with subjects other than Physical Education as per the guidelines of CBCS. Currently, no papers are available for the students who wish to study Physical Education as Inter-disciplinary subject. In the absence of Generic Elective (GE) papers in Semester-V and Semester-VI for the students of B.A. Programme, the following papers are being proposed, which are also mentioned in table-2. The proposed papers are separately presented in table-3.

**Table-3 : Proposed Papers for Generic Elective (GE) in B.A. Programme**

Semester	Core Course (12 papers)	AECC (2 papers)	SEC (4 papers)	DSE (4 papers)	GE (2 papers)
I					
II					
III					
IV					
V PROPOSED					GE-1 Wellness, Fitness & Nutrition
VI PROPOSED					GE-2 Gym Operations

**Item-1.3 : Development of Four (4) New Inter-disciplinary Papers of Physical Education to be offered as Generic Elective (GE) in all the Honours Courses.**

As per the Outline of CBCS, "2.3 Generic Elective (GE) Course - 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".

Accordingly, 36 colleges of DU are currently teaching four DSC papers of Physical Education as Generic Elective (GE) in Semester I to IV respectively since 2015-16.

Since GE papers are inter-disciplinary in nature, their content need to be lighter than those who are studying it as Core paper. In view of the above, four new GE papers are to be developed, which are being proposed as following.

**Table-4 : Proposed Papers for Generic Elective (GE) in Honours Courses**

COURSE	SEMESTER	EXISTING PAPER BEING TAUGHT	PROPOSED PAPER
B.A. (H)/ B.Com. (H)/ B.Sc. (H)	I	Introduction to Physical Education in the Contemporary Context	GE(H)-1: Yoga and Stress Management
	II	Fitness, Wellness and Nutrition	GE(H)-2 : Obesity Management
	III	Health Education, Anatomy and Physiology	GE(H)-3 : Aerobics Training
	IV	Posture, Athletic Care and First-Aid	GE(H)-4 : Fitness & Exercise Management

**PROPOSED RECOMMENDATIONS IN THE COURSE CONTENTS**

Detailed recommendations are presented in the tables from 5 to 10.

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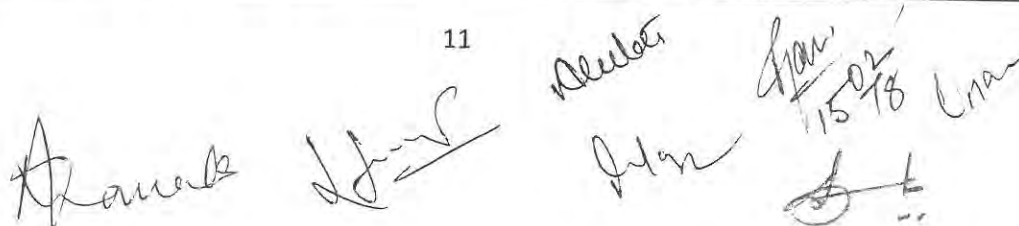


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Since all four Core papers are available, minor revisions are required in the title and course contents to make them more specific and logical. The proposed changes are described in table-5.

**Table-5 : Proposed Changes in the Existing Course Contents of DSC**

DESCRIPTION	EXISTING COURSE CONTENTS	PROPOSED COURSE CONTENTS	CHANGE/ RATIONAL
	SEMESTER-1 : DSC-I <b>Introduction to Physical Education in the Contemporary Context</b>	SEMESTER-1 : DSC-I (A) <b>Introduction to Physical Education</b>	
PART-A : Theory	<p>Unit-I: Introduction</p> <p>1.1 Concept, Definition, <b>Need and Scope</b> of Physical Education</p> <p>1.2 <b>Objectives, Principles and Components</b> of Physical Education</p> <p>1.3 <b>A</b> Brief Historical Perspective of Physical Education Development of Physical Education in Greece, Rome, Germany, <b>India</b></p> <p>Unit-II: Physical Education - <b>A Holistic Approach</b></p> <p>2.1 Physical Education in relation to Humanities: Pedagogy, Philosophy, Psychology, Sociology, Statistics</p> <p>2.2 Physical Education in relation to Science Disciplines: Anatomy, Anthropometry, Biomechanics, Kinesiology, Nutrition, Physiology</p> <p>Unit-III: Promotion of Physical Education, Sports and Olympic Movement</p> <p>3.1 Promotion of Physical Education and Sports – Policies, Schemes, Awards, Honours and Awardees, Trophies / Cups</p> <p>3.2 Olympic Movement - Ancient Olympics, Modern Olympics, Objectives of Olympics, Olympic Motto, Flag, Emblem, Torch, Oath and Charter, <b>Opening and Closing Ceremony</b>, Special Olympics</p> <p>3.3 Indian Olympic Association and International Olympic Committee</p> <p>3.4 Performance of India at Olympic Games and Eminent Sports Persons</p>	<p>Unit-I: Introduction</p> <p>1.1 Concept, Definition and Importance of Physical Education</p> <p>1.2 Aim and Objectives of Physical Education</p> <p>1.3 Brief Historical Perspective of Physical Education in Greece, Rome and Germany</p> <p>1.4 Development of Physical Education in India</p> <p>Unit-II: Physical Education - Interdisciplinary Approach</p> <p>2.1 Physical Education in relation to Humanities: Pedagogy, Philosophy, Psychology, Sociology, Statistics</p> <p>2.2 Physical Education in relation to Science Disciplines: Anatomy, Anthropometry, Biomechanics, Kinesiology, Nutrition, Physiology</p> <p>Unit-III: Promotion of Physical Education, Sports and Olympic Movement</p> <p>3.1 Promotion of Physical Education and Sports – Policies, Schemes, Awards, Honours and Trophies / Cups</p> <p>3.2 Olympic Movement - Ancient Olympics, Modern Olympics, Objectives of Olympics, Olympic Motto, Flag, Emblem, Torch, Oath and Charter, Paralympics</p> <p>3.3 Indian Olympic Association (IOA) and International Olympic Committee (IOC)</p> <p>3.4 Performance of India in Olympic Games and Eminent Sports Persons &amp; Award Winners</p>	<p>Unit-I</p> <p>1.1 Need and Scope <b>replaced with Importance</b></p> <p>1.2 Objectives, Principles and Components <b>replaced with Aim and Objectives</b></p> <p>1.3 Deleted the term A and Development of PE in India is taken separately as 1.4</p> <p>Unit-II</p> <p>Title : <b>Replaced the term A Holistic with Interdisciplinary</b></p> <p>Contents : No Change</p> <p>Unit-III</p> <p>3.1 <b>Awardees - Deleted</b></p> <p>3.2 <b>Opening and Closing Ceremony - Deleted; Special Olympics replaced with Paralympics</b></p> <p>3.3 <b>Abbreviations - Added</b></p>
PART-B PRACTICAL	<p>1. Learn and demonstrate the technique of Suryanamaskar</p> <p>2. <b>Develop Physical Fitness through Calisthenics/ Aerobics/ Circuit-Training/ Weight-Training and demonstrate the chosen activity</b></p> <p>3. <b>Select any one game available in the college and learn different techniques involved in its play</b></p>	<p>1. Learn and demonstrate the technique of <i>Suryanamaskar</i></p> <p>2. Learn and present a demonstration on any fitness activity like Calisthenics/ Aerobics</p> <p>3. Learn any game/ sport and prepare a report/ presentation on its origin, rules, techniques, major tournaments, award winners</p>	<p>1. NO CHANGE</p> <p>2. REVISED</p> <p>3. REVISED</p>
	SEMESTER-2: DSC-II	SEMESTER-2: DSC-I (B)	


  
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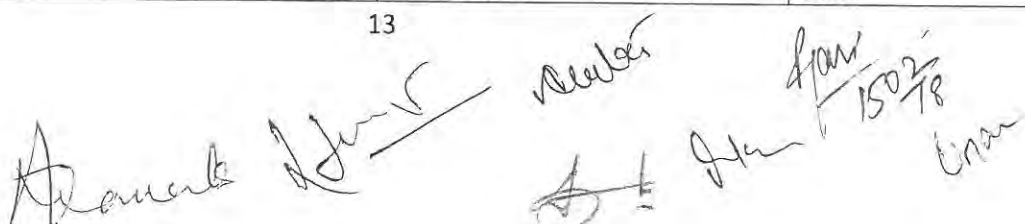
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DESCRIPTION	EXISTING COURSE CONTENTS	PROPOSED COURSE CONTENTS	CHANGE/ RATIONAL
		<b>Physiology</b>	
PART-A THEORY	Unit-I: Health Education <b>1.1 Health Education: Meaning, Concept and Principles</b> <b>1.2 Health – Importance, Components, Health Promoting Behaviours</b> 1.3 Role of Personal Hygiene, Mental Hygiene, Sleep Hygiene, Occupational Hygiene in <b>physical education and sports</b> 1.4 Role of Different Agencies in Promoting Health (WHO, UNICEF, Local Bodies) Unit II: Anatomy and Physiology <b>2.1 Basic Concept, Need and Importance of</b> Anatomy and Physiology in Physical Education 2.2 Definition and Description of Cell, Tissue, Organ and System <b>2.3 Brief</b> 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 VO <sub>2</sub> max.	Unit-I: Health Education <b>1.1. Concept and Dimensions of Health</b> <b>1.2. Meaning and Importance of Health Education and Healthful Living</b> 1.3. Role of Personal Hygiene, Mental Hygiene, Sleep Hygiene, Occupational Hygiene in life 1.4. Role of Different Agencies in Promoting Health (WHO, UNICEF, Local Bodies) Unit II: Anatomy and Physiology 2.1. <b>Definition of Anatomy and Physiology, Importance of Anatomy and Physiology in Physical Education</b> 2.2. Definition and Description of Cell, Tissue, Organ and System 2.3. Introduction to Skeletal System, Muscular System, Circulatory System, Respiratory System, Digestive System, Excretory System, Nervous System and Endocrine System 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. Concept of Warming-up, Conditioning, Cooling-down, Fatigue, Stitch, Cramp, Oxygen Debt, Second Wind 3.3. Markers for Training Effects - Maximum Heart Rate, Vital Capacity, Stroke Volume, Temperature Regulation, Lactate Threshold and VO <sub>2</sub> max.	Unit-I 1.1 & 1.2 Logical rearrangement of contents  Unit-II 2.1 Redefined 2.3 Brief deleted 2.4 Deleted  Unit-III 3.2 and 3.3 merged
PART-B PRACTICAL	<b>1. Asanas with Therapeutic Value (Any five asanas): Karnapeedasana, Padmasana, Dhanurasana, Sarvangasana, Paschimottanasana, Chakrasana, Halasana, Matsyasana, Ardhamatsyendrasana, Usthrasana, Mayurasana, Shirshasana, Vajrasana</b> 2. Draw and label any five anatomical and physiological systems. 3. Demonstrate Warming-up/ Conditioning/ Cooling-down exercises.	1. Draw and label any five anatomical and physiological systems. 2. Demonstrate Warming-up / Conditioning / Cooling-down exercises. 3. <b>Measurement of Heart Rate, Vital Capacity and Oxygen Debt</b>	1. Deleted, not relevant to theory (Replaced with Measurement of Heart Rate, Vital Capacity and Oxygen Debt)
	SEMESTER-4 : DSC-IV <b>Posture, Athletic Care and First Aid</b>	SEMESTER-4 : DSC-I (D) <b>Posture and Athletic Care</b>	
PART-A	Unit-I: Posture	Unit-I: Posture	Unit-I


  
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DESCRIPTION	EXISTING COURSE CONTENTS	PROPOSED COURSE CONTENTS	CHANGE/ RATIONAL
THEORY	<p><b>1.1 Posture – Concept, Significance, Benefits</b></p> <p><b>1.2 Bad Posture</b> (Sitting, Standing, Walking, Lying down); <b>Effects of Bad Posture on Our Body</b></p> <p><b>1.3 Postural Deformities – Types and Causes</b> (Kyphosis, Scoliosis, Lordosis, Knock Knees, Bow Legs, Flat Foot), Corrective Exercises</p> <p><b>1.4 Illnesses due to Improper Posture (Back Pain, Neck Pain)</b>, Corrective Exercises</p> <p>Unit-II: Athletic Care</p> <p><b>2.1 Sports Medicine and Athletic Care - Concept and Significance, Factors causing Injuries</b></p> <p><b>2.2 General Principles of Prevention of Injuries</b></p> <p><b>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)</b></p> <p><b>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)</b></p> <p>Unit-III: <b>First Aid</b>, Ergogenic Aids and Rehabilitation</p> <p><b>3.1 Sports Injuries and First Aid (P.R.I.C.E.)</b></p> <p><b>3.2 Rehabilitation - Aim and Objective</b>, Recovery (Ice bath, Contrast Bath, Hot Fomentation)</p> <p><b>3.3 Therapeutic Modalities (Therapeutic Ultrasound, Interferential Therapy Unit, T.E.N.S., Infrared Lamp, Wax Bath, Short Wave Diathermy)</b></p> <p><b>3.4 Muscle Strengthening through Active and Passive Exercise</b></p>	<p><b>1.1. Meaning of Posture, Significance of Good Posture</b></p> <p><b>1.2. Correct Posture</b> of Sitting, Standing, Walking and Lying down</p> <p><b>1.3. Causes and Types of Postural Deformities</b> (Kyphosis, Scoliosis, Lordosis, Knock Knees, Bow Legs, Flat Foot)</p> <p><b>1.4. Corrective Exercises for Postural Deformities, Back Pain and Neck Pain</b></p> <p>Unit-II: Athletic Care</p> <p><b>2.1. Concept and Significance of Athletic Care and Sports Medicine</b></p> <p><b>2.2. Safety Measures and Prevention of Injuries</b></p> <p><b>2.3. Common Sports Injuries (Strain, Sprain, Frozen Shoulder, Tennis Elbow, Golfer's Elbow, Shin Pain, Blister, Concussion, Abrasion, Laceration, Haematoma, Fracture, Dislocation)</b></p> <p><b>2.4. First Aid and Management of Injuries (Strain, Sprain, Frozen Shoulder, Tennis Elbow, Golfer's Elbow, Shin Pain, Blister, Concussion, Abrasion, Laceration, Haematoma, Fracture, Dislocation)</b></p> <p>Unit-III: Ergogenic Aids and Rehabilitation</p> <p><b>3.1. Concept and Types of Ergogenic Aids</b></p> <p><b>3.2. Role of Ergogenic Aids in different Sports</b></p> <p><b>3.3. Concept and Significance of Rehabilitation</b></p> <p><b>3.4. Therapeutic Modalities (Ice bath, Contrast Bath, Hot Fomentation, Therapeutic Ultrasound, Interferential Therapy Unit, T.E.N.S., Infrared Lamp, Wax Bath, Short Wave Diathermy), and Muscle Strengthening through Active and Passive Exercises</b></p>	<p>Contents not changed but reframed</p> <p>Topic 1.4 deleted</p> <p>Unit-II</p> <p>2.1 Reframed</p> <p>2.2 Replaced</p> <p>2.3 Muscle and Ligament &amp; Lower back strain deleted</p> <p>2.4 First-Aid added</p> <p>Unit-III</p> <p>First-Aid deleted from the unit title since it is a part of management of injury</p> <p>Ergogenic Aids : Contents Added since only title existed earlier</p> <p>3.1 Shifted to practical</p> <p>3.3 Covered under 3.4</p>
PART-B PRACTICAL	<p><b>1. Demonstrate Stretching and Strengthening Exercises</b> for Kyphosis, Scoliosis, Lordosis, Knock Knees, Bow Legs, Flat Foot, Back Pain and Neck Pain</p> <p><b>2. Illustration and Demonstration of Active and Passive Exercises</b></p> <p><b>3. Asanas with Therapeutic Value (Any five asanas):</b> Karnapeedasana, Padmasana, Dhanurasana, Sarvangasana, Paschimottanasana, Chakrasana, Halasana, Matsyasana, Ardhamatsyendrasana, Usthrasana, Mayurasana, Shirshasana, Vajrasana</p> <p><b>4. Practice P.R.I.C.E. in First Aid.</b></p>	<p><b>1. Demonstrate Corrective Exercises</b> for Kyphosis, Scoliosis, Lordosis, Knock Knees, Bow Legs, Flat Foot, Back Pain, Neck Pain</p> <p><b>2. Practice P.R.I.C.E. and First Aid</b></p> <p><b>3. Demonstrate any two Physiotherapy modalities/ Muscle Strengthening Exercises</b></p>	<ul style="list-style-type: none"> <li>Point no. 1 &amp; 2 merged</li> <li>Point no. 3 deleted (Not relevant to theory)</li> <li>Added physiotherapy modalities</li> </ul>

UGC enlists 4 SEC papers (Semesters-3, 4, 5, 6); however, in the current syllabus, SEC is offered only in Semester 5 & 6. No papers are available to teach in 3rd and 4th semester; while there are 3 options to choose one each in 5<sup>th</sup> & 6<sup>th</sup> semester. Course Contents are required to be revised to make them more

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relevant and specific, particularly in terms of availability of literature. Marking Scheme also to be revised to bring it in sync with rest of the courses of B.A./ B.Com. The proposed changes are presented in table-6.

**Table-6 : Proposed Changes in the Options and Course Contents of SEC Courses**

DESCRIPTION	EXISTING COURSE CONTENTS	PROPOSED COURSE CONTENTS	CHANGES/ REMARKS
	SEMESTER-3	SEMESTER-3 : SEC-1 (i) <b>Weight Management</b>	
PART-A : Theory	No Papers Available	<p>Unit-I: Introduction</p> <p>1.1 Concept of Body Weight and Importance of Ideal Body Weight</p> <p>1.2 Assessment of Body Weight – Visual Inspection, Height-weight Chart, Body Mass Index (BMI), Waist-Hip Ratio (WHR); Procedure for Measuring Body Weight and Height, Calculation of Body Mass Index (BMI) and Waist-Hip Ratio (WHR)</p> <p>1.3 Concept of Body Composition and its Assessment – Skinfold tests, Hydrostatic weighing, Body composition Analyzer</p> <p>Unit-II: Obesity and Related Health Problems</p> <p>2.1 Concept and Causes of Obesity</p> <p>2.2 Concept and Causes of Malnutrition</p> <p>2.3 Health Problems caused by over/ under nutrition - Diabetes Mellitus (Type II), Atherosclerosis, Coronary Heart Disease, Stroke, Cancer, Anorexia Nervosa, Bulimia Nervosa, Anaemia, Osteoporosis</p> <p>Unit -III: Nutrition and Weight Management</p> <p>1.1 Concept of Nutrition, Nutrients, Balanced Diet, Dietary Aids and Gimmicks</p> <p>1.2 Concept of Energy and Activity, Energy Balance Equations, Calorie Intake and Expenditure</p> <p>1.3 Ways and Means for Weight Management – Losing, Gaining and Maintaining Weight</p>	<ul style="list-style-type: none"> <li>NEW</li> </ul>

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	SEMESTER-3 SEC-4(ii) Sports Journalism	SEMESTER-3 : SEC-1 (ii) Sports Journalism	
PART-A : Theory	<p>No Papers Available for Semester-3</p> <p><b>UNIT-I INTRODUCTION &amp; WRITING SKILLS</b> Meaning, scope and changing trends of journalism in sports. Role of journalism in sports promotion &amp; Vice-versa Historical development &amp; role of print and electronic media in sports promotion Media, ethics and responsibilities of journalist &amp; 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 &amp; make – ups: headings, front reading, layout &amp; page making late stories, editorial tools, marks &amp; skills.</p> <p><b>UNIT-II ORGANIZATIONAL AND PRESENTATION SKILLS FOR MEDIA</b> 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.</p> <p><b>UNIT-III EXTENDED RELEVANT DIMENSIONS</b> 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</p> <p><b>Practicals:-</b></p> <ul style="list-style-type: none"> <li>• Writing reports of sports events</li> <li>• Writing features on sports</li> <li>• Designs and make-up of sports page</li> <li>• Editing sports report</li> <li>• Collecting information about current affairs on sports</li> </ul>	<p>Unit-I : Introduction</p> <ol style="list-style-type: none"> <li>1.1. Meaning and changing trends of Journalism, Role of journalism in sports promotion &amp; vice-versa, Social Media</li> <li>1.2. Historical development &amp; role of print and electronic media in sports promotion, Media Ethics, Responsibilities of journalist &amp; editor (social, legal and professional)</li> <li>1.3. Principles of Advertising in sports – press release, conferences, exhibitions, fairs, street drama, public speaking, radio, televisions, newspapers, films, posters, pictures, and graphics</li> </ol> <p>Unit-II: News Writing and Designing</p> <ol style="list-style-type: none"> <li>2.1. Language - vocabulary, spellings, figure of speech, dialect, grammar, punctuation, Sports Terminology and its use, Fundamentals of a sports story/ news.</li> <li>2.2. 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; Sports photo feature and writing captions of photos; Writing on Social Media i.e. Twitter &amp; Blog, Creating a Blog</li> <li>2.3. Designing - headings, front reading, layout &amp; page making, stories, editorial tools, marks &amp; skills, Web Page</li> </ol> <p>UNIT-III : Organizational and Presentation Skills for Media</p> <ol style="list-style-type: none"> <li>1.1 Organizational set-up of a newspaper printing press, sequence of operations in the printing of a newspaper/journal.</li> <li>1.2 Research tools for developing a sports story, Use of personal library, statistics, records and computers in sports</li> <li>1.3 Introduction to various types of information technology, Satellite communication: use of satellite in radio and T.V. communication for sports information</li> </ol>	<ul style="list-style-type: none"> <li>• Sports Journalism existed in SEC-4(ii)</li> <li>• Contents Rearranged and some Revised</li> <li>• Some Contents merged from the Paper Media and Career in Physical Education</li> </ul>
	SEMESTER-4	SEMESTER-4 : SEC-2 (i)	

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		Life Skills and Worksite Health Promotion	
PART-A : Theory	No Papers Available	<b>Unit-I : Introduction to Life Skills &amp; Work-Site Health Programme</b> 1.1 Concept, objective and importance of Life Skill 1.2 Concept & benefits of Worksite Health Programmes 1.3 Identifying employee's interest & health risks <b>Unit-II : Introduction to cognitive, Social and Emotional Skills</b> 2.1 Concept and Development of Cognitive Skills (Self-Awareness, Problem-Solving, Decision-Making, Creative & Critical Thinking) 2.2 Concept and Development of Social Skills (Inter Personnel, Effective Communication & Empathy) 2.3 Concept and Development of Emotional Skills (Managing Feelings / Emotions and dealing with stress) <b>Unit-III : Work-site Health Promotion</b> 3.1 Workplace stress and its sources, Reducing workplace stress 3.2 Planning work-site health promotion programme, Strategies for increasing physical activity for the employees 3.3 Promotion & evaluation of programmes, Overcoming challenges in implementation of the programme	• NEW

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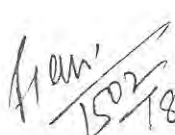

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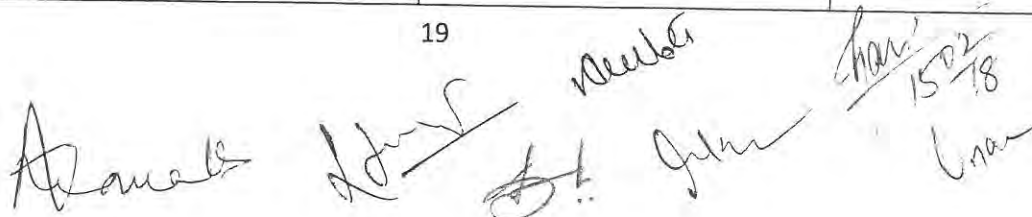
	SEMESTER-4	SEMESTER-4 : SEC-2 (ii)	
		<b>Sports Marketing and Management</b>	
PART-A : Theory	No Papers Available	<p>Unit-I : Introduction</p> <p>1.1. Introduction and Overview of Sports Industry</p> <p>1.2. Concept and Significance of Marketing and Sports Marketing</p> <p>1.3. Concept, Significance and process of Management in Physical Education and Sports; Careers in Sports Marketing/ Management</p> <p>Unit-II : Commercialization of Sports and Sports Marketing Process</p> <p>2.1 Commercialization of Sports and its impact on society and economy, Legal and Ethical Issues, Sponsorship, Managing athlete brands, Globalization and Sports</p> <p>2.1 Overview and Contingency Framework of Strategic Sports Marketing, Ownership Structure, Major and Minor Pro- League Sports, Amateur Sports, Unorganized Sports</p> <p>2.2 Implementing and Controlling the Strategic Sports Marketing Process, Pricing Concepts and Sales strategies in Sports Marketing</p> <p>Unit-III :Sports Management</p> <p>1.1 Management of Facilities (Location, Preparation, Layout and Maintenance of Play Fields Construction), Equipment (Criteria of selection, procedure of purchase, care and maintenance of equipment), Marketing and Publicity</p> <p>1.2 Steps in the Organization of Intramural / Extramural Competitions (Formation of Committees and their specific roles, fixtures, conduct of Competition, opening and closing ceremony, prize distribution)</p> <p>1.3 Organization of other Events in Physical Education and Sports (Seminar, Workshop, Clinic, Lecture)</p>	

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	SEMESTER-5	SEMESTER-5 : SEC-3 (i) Stress Management	
PART-A : Theory	Opt any one of the Following:- <b>SEC (i) Wellness &amp; Fitness</b> <b>SEC (ii) Management of Aerobics &amp; Group Training</b> <b>SEC (iii) Wholistic Personality Development</b>	<p>Unit-I: Introduction to Stress</p> <p>1.1 Meaning, Causes and Effect of Stress</p> <p>1.2 Adaptation to stress-Reframing of Habitual Stress Resistance, Occupational Stress, Peer Stress (Students' stress); Family stress, Stress and elderly, stress and spirituality; Stress and Drug Abuse</p> <p>1.3 Two main emotions of stress-Fear and Anger, Process of Stress and anger - Psycho Physiology of stress</p> <p>Unit-II: Effects and Measurement of Stress</p> <p>2.1 Generalized Models of Stress : Emergency Response/ Fight-or-flight response by Walter Cannon (1914, 1932), General Adaptation Syndrome by Hans Selye (1936), Stress Model of Henry, Transactional (or cognitive) Stress Model/ Stress model of Lazarus after Lazarus (1974), Theory of Resource Conservation" by StevanHobfoll (1988, 1998); and Hobfoll&amp; Buchwald (2004)</p> <p>2.2 Stress Related disorders and diseases- i) Sleep disorder, ii) Eating disorder, iii) emotional disorder, iv) Other stress related diseases.</p> <p>2.3 Use of psychological testing for Measurement of Stress Levels like Holmes and Rahe Stress Scale, Depression Anxiety Stress Scale (DASS), Redford William's 12 steps of Anger Management</p> <p>Unit-III :Stress Management</p> <p>1.4 Stress Management through Physical Activities/Social Activities/ Recreational Activities/ Adventure Sports/Behaviour Modification/ Time management / Coping Strategy like getting a hobby, spending time in nature, spending time with pets, performing prayer, reading novels, listening/ singing/ dancing to music</p> <p>1.5 Stress Management by engaging in Relaxation techniques (Autogenic Relaxation, Progressive Relaxation, Deep Breathing, Meditation, Yoga, Massage, Spa)</p> <p>1.6 Stress Management through Nootropics, Natural Medicine, Clinically validated Alternative Medicine, Stress Balls</p>	<ul style="list-style-type: none"> <li>Wellness &amp; Fitness replaced with Stress Management</li> <li>Management of Aerobics &amp; Group Training shifted to GE (H) as Aerobics Training</li> <li>Wholistic Personality dropped</li> </ul>

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	SEMESTER-5	SEMESTER-5 : SEC-3 (ii) Fitness & Exercise Management	
PART-A : Theory		<b>Unit-I : Physical Fitness</b> 1.1 Concept and Significance of Physical Fitness 1.2 Components of Physical Fitness, Assessment of Health Related Physical Fitness Components - Cardio-respiratory Endurance, Body Composition, Muscular Strength, Muscular Endurance, Flexibility 1.3 Principles of Training, Development of Fitness <b>Unit-II : Suggested Exercises for Fitness</b> 2.1 Exercises for developing Cardio-respiratory Endurance, Weight Management, Resistance Training, Flexibility 2.2 Exercises for Children, Youth, Adults, Women, Senior citizens 2.3 Exercises for Coronary Heart Disease, Obesity, Diabetes, Asthma and Pulmonary Disease <b>Unit-III : Exercise Programming and Management</b> 3.1 Health Appraisal, Setting Fitness Goals, Measuring Energy Expenditure 3.2 Behaviour Modification, Fitness Module, Prevention of Injuries and First-Aid 3.3 Evaluation of the implemented fitness programme and Report generation	• NEW

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	SEMESTER-6	SEMESTER-6 : SEC-4 (i) Sports for All	
PART-A : Theory	<b><u>Skill Enhancement Courses (SEC-II)</u></b> Opt any one of the Following:- SEC (i) Yoga Skills SEC (ii) Sports Journalism <b><i>SEC (iii) Sports Industry &amp; Marketing</i></b>	Unit-I : Introduction 1.1 Concept and Significance of Sports, Games and Competition 1.2 Concept and Significance of Fun, Play and Recreation 1.3 Relevance of Sports for All Unit-II : Physical Activities for All 2.1 Types of Physical Activities – Individual Sports, Team Games, Combative Sports, Calisthenics and Rhythmic Activities, Recreational Sports, Minor Games, Picnic, Camping, Trekking, Aerobics, Running, Cycling, Weight Training, Forms of fitness dancing, Yoga 2.2 Physical activities according to various stages of life (Childhood, Adolescence, Adulthood, Old Age) 2.3 Physical activities for Challenged Population - Physically, Visually, Auditory, Intellectually Unit-III : Sports for All 1.1 Health and Wellness Awareness Programmes like Yoga 1.2 Sports with modified rules for masses, Minor and Recreational Games 1.3 Intramural and Extramural Programmes like Sports Day/ Fun Day like Games Festival/ Sports Festival/ Sports Competitions	<ul style="list-style-type: none"> <li>• Yoga Skills shifted to DSE with revisions</li> <li>• Sports Journalism shifted to SEC-1 (ii)</li> <li>• Sports Industry &amp; Marketing shifted to SEC-2 (ii) with change in title</li> </ul>

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SEMESTER-6	SEMESTER-6 : SEC-4 (ii) Sports Technology
	<p>Unit-I: Introduction</p> <ol style="list-style-type: none"> <li>1.1. Introduction to Technology, Educational Technology and Sports Technology</li> <li>1.2. Role of Technology in Sports, Computer Applications in physical education and sport</li> <li>1.3. Historical perspective of changing Sports Technologies</li> </ol> <p>Unit-II: Communication and Teaching Aids</p> <ol style="list-style-type: none"> <li>2.1. Meaning and Types of Communication, Barriers in Effective Communication</li> <li>2.2. Meaning and Significance of Teaching Aids, Types of Teaching Aids</li> <li>2.3. Introduction to Teaching Aids : Display Boards (chalk boards, flannel boards, bulletin boards, peg boards, smart boards); Graphic Media (pictures, photographs, flash cards, charts, posters, graphs, maps, diagrams); Three-dimensional Media (models, objects, specimens, puppets); Projected Media (slides, film-strips, transparencies, TV, video tapes, films); Audio Media (Radio, audio cassettes/cd's, gramophone records); Activity Media (field trips, dramatization, demonstration, role-playing); and movement education through play-way method, toys &amp; games</li> </ol> <p>Unit-III: Sports Technology</p> <ol style="list-style-type: none"> <li>3.1. Technological advancements in Sports : (a) Training and performance of athletes (sports gear, sports equipment); (b) Analyzing the sports performance (computer-aided design, motion analyzer, specialized software); (c) Assisting umpires and referees (virtual umpires, hawk-eye technology etc.)</li> <li>3.2. Latest fitness gadgets : fitness trackers, GPS smart fitness watches, smart weighing scales, body analyzers, pedometer, wireless heart-rate headphone, brain-training headband.</li> <li>3.3. Technological application in conducting sports events : E-ticketing, way-finding, giant-screens, media and broadcasting services, safety features, smooth transportation and logistics</li> </ol>

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Two papers are required as Discipline Specific Elective (DSE). Both papers are available, but there are too many options to choose from i.e. out of 3, one paper to be chosen in each semester. Course Contents are required to be revised to make them more relevant and specific, particularly in terms of availability of literature. Hence, the proposed changes are presented in table-7.

**Table-7 :Proposed Changes in the Options offered and Course Contents of DSE**

DESCRIPTION	EXISTING COURSE CONTENTS	PROPOSED COURSE CONTENTS	CHANGES/ RATIONAL
	SEMESTER-5 : DSE-I (ii) <b>Sports Psychology</b>	SEMESTER-5 : DSE-I (i) <b>Sports Psychology</b>	
PART-A : Theory	Unit-I: Introduction to Psychology and Sports Psychology 1.1 Introduction to <b>General</b> Psychology 1.2 Fundamentals of Growth and Development (Infancy, Childhood, Adolescence, Adulthood) <b>1.3 Definition, Scope and Importance of Sports Psychology</b> 1.4 Concept of Sports Psychology Intervention Unit-II: Learning and Personality Concepts <b>2.1 Learning - Concept and Principles of Learning, Learning Curve</b> <b>2.2 Types of Learning, Transfer of Training in Sports</b> <b>2.3 Personality - Meaning of Personality, Factors Affecting Personality</b> <b>2.4 Development of Personality; Relationship of Personality with Sports Performance</b> Unit-III: <b>Sports Psychology Related Concepts</b> 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	Unit-I: Introduction to Psychology and Sports Psychology 1.1. Fundamentals of Growth and Development (Infancy, Childhood, Adolescence, Adulthood) 1.2. Introduction to <b>Psychology and Sports Psychology</b> 1.3. Importance of Sports Psychology, Concept of Sports Psychology Intervention Unit-II: Learning and Personality 2.1. Learning Process - Theories of Learning (Trial and Error, Conditioned Response and Learning by Insight), Laws of Learning (Law of readiness, Exercise , Effect) 2.2. Transfer of Training and Learning Curve, Memory and Types of Memory 2.3. Meaning, Types, Characteristics and Development of Personality; Relationship of Personality with Sports Performance Unit-III: <b>Motivation and Factors affecting Sports Performance</b> 3.1. Concept and Role of Motivation in Sports, Types of Motivation in Sports 3.2. Psychological Factors affecting Sports Performance – Stress, Anxiety, Tension, Aggression, Emotion 3.3. Positive Thinking, Positive Attitude, Goal Setting, Mental Imagery, Concentration	Unit-I • Only rearranged • Deleted General Unit-II • Concepts deleted from the Unit Title • Contents Rearranged & Specified (Defined) Unit-III • Title of the Unit changed from Sports Psychology Related Concepts to Motivation and Factors affecting Sports Performance • Contents rearranged
PART-B PRACTICAL	1. Demonstrate the technique of Progressive Muscle Relaxation <b>using a partner.</b> 2. Select a sportsperson from your college teams, analyze her /his personality, and correlate with performance. 3. <b>Apply the technique of positive thinking and motivation to improve her/his performance. Write a report on the outcome.</b>	1. Demonstrate the technique of Progressive Muscle Relaxation <b>for stress management.</b> 2. Select a sportsperson from your college teams, analyze her /his personality and correlate with performance 3. <b>Administer any personality questionnaire on yourself and analyze it.</b>	• Revised

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	SEMESTER-5	SEMESTER-5 : DSE-I (ii) Yoga Skills	
PART-A : Theory	<ul style="list-style-type: none"> <li>DSE-I (i) Sports for All shifted to SEC Sem-6</li> <li>DSE-I (iii) Sports Administration &amp; Management goes to DSE-(ii) with a different title</li> </ul>	<p>Unit-I : Introduction</p> <ol style="list-style-type: none"> <li>1.1 Meaning of Yoga, Development of Yoga in India</li> <li>1.2 Yoga for Healthy lifestyle, Yoga &amp; Sports</li> <li>1.3 Types of Yoga - Hatha yoga, Laya yoga, Mantra yoga, Bhakti yoga, Karma yoga, Jnana yoga, Raj yoga</li> </ol> <p>Unit-II : Yoga Skills and Dimensions</p> <ol style="list-style-type: none"> <li>2.1 Yoga for Beginners and Advance Learners, Categories of Yoga – Meditative, Therapeutic, Relaxing</li> <li>2.2 Ashtang Yoga - Yama, Niyama, Asana, Pranayama, Pratyahar, Dharna, Dhyana, Samadhi and their benefits on body and mind</li> <li>2.3 Dimensions of Yoga - Chakras, Kundalini Yoga, Restorative Yoga, Hot Yoga, Yoga Hybrids, Prenatal Yoga, Corporate Yoga, Power Yoga, Aerial Yoga, Chair Yoga</li> </ol> <p>Unit-III : Yoga-Asanas, Pranayamas and Shat Karmas</p> <ol style="list-style-type: none"> <li>3.1 Meaning, Procedure, Precautions and Benefits of the following Asanas : Meditative Asanas (Vajrasana, Padmasana, Swastikasana, Sukhasana); Supine Position Asanas (Ardh-Halasana, Sarvangasana, Chakrasana, Pawanmuktasana); Prone Position Asanas (Bhujangasana, Salabhasana, Dhanurasana); Sitting Asanas (ArdhMatsyendrasana, Paschimotanasana, SuptaVajrasana, Yoga Mudra); Standing Asanas (Utkatasana, Hanumanasana, Trikonasana and Tadasana); and Surya Namaskar</li> <li>3.2 Meaning, Procedure, Precautions and Benefits of the following Pranayamas : Anulom-Vilom, Suryabhedan, Ujjayi, Bhrameri, Sheetali, SheetkariPranayamas</li> <li>3.3 Meaning, Procedure, Precautions and Benefits of the following Shatkarmas - Kapalbhathi, Trataka, Neti and VamanDhauti</li> </ol>	<ul style="list-style-type: none"> <li>Being integral, Yoga Skills introduced</li> </ul>
PART-B PRACTICAL		<ol style="list-style-type: none"> <li>1. Suryanamaskar and any five asanas</li> <li>2. Pranayams (any two) and Shat-karmas / Kriyas (any one)</li> <li>3. Practice Meditation for 10-15 minutes</li> </ol>	<ul style="list-style-type: none"> <li>Proposed New</li> </ul>

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	SEMESTER-6 Measurement and Evaluation	SEMESTER-6 : DSE-II (i) Measurement and Evaluation in Physical Education	
PART-A : Theory	<p>UNIT-I Introduction to test, measurement and evaluation and their importance in the field of physical education <b>Test constructions:- a) general consideration b) physical fitness/ efficiency test.</b></p> <p>UNIT – II Meaning and importance of statistics in the field of physical education, "population" and "sample" "random sampling"</p> <p>Meaning of data, kinds of data- continuous and discrete Frequency distribution, construction of frequency tables, mean, median and mode.</p> <p>UNIT –III Measures of variability range, quartile, deviation, standard Deviation, co-efficient of variation</p> <p>Normal probability curve and meaning, uses its principles, Diagrammatic represent action.</p> <p>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.</p> <p>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</p>	<p>Unit-I : Test, Measurement and Evaluation</p> <p>1.1 Introduction to Test, Measurement and Evaluation, Importance of Test, Measurement and Evaluation in the field of Physical Education and Sports</p> <p>1.2 <b>Classification of Tests, Criteria of a Good Test</b></p> <p>1.3 Construction of different types of Test – Physical Fitness Test, Sports Skill Test, Written (Knowledge) Tests</p> <p>Unit-II : Statistical Tests</p> <p>1.1 Meaning and importance of Statistics in Physical Education, Classification of Statistics – Descriptive, Inferential</p> <p>1.2 Meaning of important Statistical Terms – Data, Population, Sample, Sampling, Statistic, Parameter, Hypothesis, Standards, Degree of Freedom, Diagrammatic representation of Data</p> <p>1.3 Concept and Calculation of Frequency Distribution, Mean, Median, Mode, Range</p> <p>Unit-III : Introduction to Various Tests</p> <p>3.1 Physical Tests – Height, Weight, Diameter, Circumference, Skinfold</p> <p>3.2 Wellness Tests – Body Temperature, Pulse Rate, Blood Pressure, Body Fat, Blood Tests</p> <p>3.3 Physical Fitness, Motor Fitness and Sports Skills Tests</p>	<ul style="list-style-type: none"> <li>In view of uniformity, syllabus is merged into 3 units in place of existing 5</li> <li>1.2 Added</li> <li>Without changing contents, topics are redefined/ placed to simplify in view of the level of students</li> <li>Specific Tests shifted to Practicals</li> </ul>
PART-B PRACTICAL	<ol style="list-style-type: none"> <li>Construction of a physical fitness test.</li> <li>Construction of a frequency distribution table from the given data</li> <li>Construction of a percentile chart from the given data of mean and standard deviation</li> <li>Measurement of VO<sub>2</sub> max by Harvard step test.</li> <li>Measurement of sports skills included in theory course.</li> </ol>	<ol style="list-style-type: none"> <li>Construction of a frequency distribution table from the given data</li> <li>Calculation of Mean/ Median/ Mode from a set of data</li> <li>Sports Skills Tests - Johnson Badminton Test, Brady Volleyball Test, McDonald Soccer Test, Cornish Handball test, Hockey Skill Test - SAI Hockey Test</li> </ol>	



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	SEMESTER-6 DSE (iii) Sports Administration & Management	SEMESTER-6 : DSE-II (ii) Organization and Administration in Physical Education	
PART-A : Theory	<p>Unit-I: Planning, Administration and Supervision</p> <p>1.1 Concept and Scope of Planning and Organization</p> <p>1.2 Administration and Supervision with reference to Physical Education</p> <p>Unit-II:</p> <p>1.1 Office Management and Budgeting</p> <p>1.2 Maintenance of Records and Accounts</p> <p>Unit-III: Sports Management</p> <p>1.1 Sports Facilities Management</p> <p>1.2 Marketing and Publicity Management in Sports</p> <p>1.3 Organization and conduct of Inter-college competitions</p>	<p>Unit I: Introduction to Planning, Organization, Administration, Supervision and Management</p> <p>1.1 Concept and Significance of Planning, Organization, Administration and Supervision in Physical Education and Sports</p> <p>1.2 Concept, Significance and process of Management in Physical Education and Sports</p> <p>1.3 Office Management, Budgeting, Maintenance of Records and Accounts</p> <p>Unit II: Sports Management</p> <p>2.1 Management of Facilities (Location, Preparation, Layout, and Maintenance of Play Fields and Indoor Sports Facilities), Equipment (Criteria of selection, procedure of purchase, care and maintenance of equipment), Marketing and Publicity</p> <p>2.2 Organization of Intramural / Extramural Competitions (Formation of Committees and their specific roles, fixtures, conduct of Competition, opening and closing ceremony, prize distribution)</p> <p>2.3 Organization of other Events in Physical Education and Sports (Seminar, Workshop, Clinic, Lecture)</p> <p>Unit III: Technology, Media and Career in Physical Education and Sports</p> <p>3.1 Use of Technology in Physical Education and Sports, Audio-Visual Aids</p> <p>3.2 Role of Media and Public Relations in Physical Education</p> <p>3.3 Professional Courses and Career in Physical Education, Sports and allied areas</p>	<ul style="list-style-type: none"> <li>• Contents re-arranged and specified</li> <li>• Topics of Media &amp; Career incorporated in this paper</li> </ul>
PART-B PRACTICAL	<p>1. Demonstration of Supervision activities in Sports Management.</p> <p>2. Demonstration of skills of Management.</p> <p>3. Demonstration of fixers of various kinds in sports competitions.</p> <p>4. Demonstration of technical and non-technical purchase procedure.</p>	<p>1. Plan and Organize an event / intramural / extramural tournament in your college.</p> <p>2. Learn and explain the procedure of purchase and stock maintenance.</p> <p>3. Presentation on any topic from Physical Education using an audio-visual aid.</p>	Revised

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Interdisciplinary GE papers are not mentioned/ available in 5<sup>th</sup> and 6<sup>th</sup> semester in the existing scheme of syllabus. Hence, the proposed recommendations are presented in table-8.

**Table-8 :Proposed Course Contents of Interdisciplinary GE Papers to be Offered in B.A./ B.Com.**

	SEMESTER-5	SEMESTER-5 : GE(P)-I Wellness, Fitness and Nutrition	CHANGES/ RATIONAL
PART-A : Theory	No Paper Exists	Unit-I: Introduction to Physical Activity and Wellness 1.1 Introduction to Physical Activity, Aerobic and Anaerobic Activities, Benefits of Participation in Physical Activities 1.2 Types of Physical Activities – Walking, Jogging, Running, Calisthenics, Rope Skipping, Cycling, Swimming, Circuit Training, Weight training, Adventure Sports 1.3 Concept, Components and Significance of Wellness, Wellness Programmes Unit-II: Physical Fitness and Aerobics 2.1 Concept, Components, Significance and Measurement and Evaluation of Physical Fitness 2.2 General Principles of Training for Fitness (Overload, Progression, Specificity, Recuperation, Reversibility, Overuse); Warming-up, Conditioning, Cooling down, Target Heart Rate; Development and Maintenance of Physical Fitness Components, Effect of Exercise on Various Systems (Skeletal, Muscular, Respiratory, Circulatory) 2.3 Introduction to Aerobics, Forms of Aerobics (Floor, Step, Weight and Aqua Aerobics), Role of appropriate Music and Aerobic Gear, Development of Aerobic Fitness Programmes Unit-III: Nutrition 3.1 Concept of Nutrition, Nutrients, Balanced Diet, Dietary Aids and Gimmicks 3.2 Energy and Activity, Energy Balance Equation, Calorie Intake and Expenditure 3.3 Common illnesses due to Nutritional Deficiency	• NEW
PART-B PRACTICAL		1. Measurement of Fitness Components – Kraus Weber Muscular Strength Test/Standing Broad Jump (Muscular Strength), One minute Sit-ups test (Muscular Endurance), Harvard Step Test or Cooper's 12 minute Run/ Walk Test (Cardiovascular Endurance), Sit and Reach Test (Flexibility). 2. Developing a 5-10 minute routine of aerobics with appropriate music. 3. Preparation of Diet Chart.	

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	SEMESTER-5	SEMESTER-6 : GE(P)-II Gym Operations	
PART-A : Theory	No Paper Exists	Unit-I: Historical Development of Gyms 1.1 Ancient system of fitness centres 1.2 Evolution of Gym Culture 1.3 Latest trends in Gym Culture Unit-II: Introduction to forms of exercise and Exercise equipment 2.1 Various forms of exercises: Aerobics, Pilates, Yoga, Kick Boxing, Masala Bhangra, Aqua Aerobics, Calisthenics, Cross training, Functional training. 2.2 Introduction to Different Exercise Equipment : Weight training equipment, cardio-equipment, cross training equipment 2.3 Qualification and Qualities of Gym Instructor Unit-III: Establishment and Management of Gym 3.1 Establishment considerations for a Gym – Location, Policy, Essential Features of a Good Gym 3.2 Gym Management – Staffing, Costing, Budgeting, Clientage, Individualized /Group Grooming Programmes for Personnel, Record-Keeping, and Reports 3.3 Various Promotional Activities and plans, Marketing & Public Relations	• NEW
PART-B PRACTICAL		1. Visit to a Gym, Introduction to Equipment and Preparation of a Report 2. Learn and perform <i>Suryanamaskar</i> and any other four <i>asanas</i> . 3. Calculation of BMI (Body Mass Index) and Waist-Hip Ratio	

No Generic Elective Papers are being offered in Honours courses; and discipline papers are being taught as GE as per the P.S. under 2.3 of the Outline of CBCS. Hence, new papers are needed to be developed, which are described in table-9.

**Table-9 :Proposed Papers to be Offered as GE inHonours Courses**

DESCRIPTION	EXISTING COURSE CONTENTS	PROPOSED COURSE CONTENTS	CHANGES/ RATIONAL
	SEMESTER-1 : GE(H)-1	SEMESTER-1 : GE(H)-1 YOGA AND STRESS MANAGEMENT	
PART-A : Theory	NO PAPER	Unit-I: Introduction 1.1 Meaning, Definition and Importance of Yoga 1.2 Origin and Historical development of Yoga 1.3 Ashtanga Yoga (Maharishi Patanjali) : Yama, Niyama, Asana, Pranayam, Pratyahar, Dharna, Dhyana, Samadhi and their importance Unit-II : Yoga-Asanas, Pranayamas and Shat Karmas 2.1 Meaning, Procedure, Precautions and Benefits of the following Asanas: Meditative Asanas (Vajarasana, Padmasana, Swastikasana, Sukhasana); Supine Position Asanas(Ardh-Halasana, Sarvangasana, Chakarasana, Pawanmuktasana); Prone Position Asanas (Bhujangasana, Salabhasana, Dhanurasana); Sitting Asanas (Ardh-Matsyendrasana, Paschimotanasana, SuptaVajrasana, Yoga Mudra); Standing Asanas (Utkatasana, Hanumanasana, Trikonasana and Tadasana) 2.2 Meaning, Procedure, Precautions and Benefits of the following Pranayamas : Anulom-Vilom, Suryabheden, Ujjayi, Bhrameri, Sheetali, SheetkariPranayamas 2.3 Meaning, Procedure, Precautions and Benefits of the following	• NEW

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DESCRIPTION	EXISTING COURSE CONTENTS	PROPOSED COURSE CONTENTS	CHANGES/ RATIONAL
		Shatkarmas: Kapalbhathi, Trataka, Neti and VamanDhauti. Unit-III : Stress Management 3.1 Concept, Causes and Effects of Stress 3.2 Non-communicablediseases (due to stress), Stress prevention and good health 3.3 Stress Management through relaxation techniques (autogenic training and progressive muscle relaxation, deep breathing, meditation), and sports, recreational, adventure sports, physical activities as coping strategies	
PART-B : PRACTICAL		1. Suryanamaskar and any five asanas 2. Pranayams (any two) and Shat-karmas / Kriyas (any one) 3. Practice Meditation for 10-15 minutes.	
	SEMESTER-2 : GE(H)-2	SEMESTER-2 : GE(H)-2 <b>OBESITY MANAGEMENT</b>	
PART-A : Theory	NO PAPER	Unit-I: Obesity & its Assessment 1.1 Concept and Causes of Obesity 1.2 Health Risks Associated with Obesity 1.3 Assessment of Obesity - Body Mass Index (BMI), Waist-Hip Ratio, Skinfold Thickness (Abdomen, triceps, thigh, Suprailiac) Unit-II: Management of Obesity through Diet 2.1 Nutrition and Balanced Diet 2.2 Dietary Aids and Gimmicks 2.3 Obesity and weight management through diet Unit-III : Weight Management through physical activities and Behaviour modification 3.1 Importance of maintaining Healthy Weight; Weight Management and Energy Balance 3.2 Principles of weight management; Aerobic & anaerobic activities 3.3 Behaviour Modification techniques for weight management	• NEW
PART-B : PRACTICAL		1. Use BMI to identify the actual body weight status and desirable body weight status of at least ten students. 2. Calculate BMR and Waist-Hip ratio of at least ten students. 3. Measurement of Body Composition for calculating body fat and lean body mass	
	SEMESTER-3 : GE(H)-3	SEMESTER-3 : GE(H)-3 <b>AEROBICS TRAINING</b>	
PART-A : Theory	NO PAPER	Unit-I : Introduction 1.1. Introduction to Aerobics, Evolution of Aerobics 1.2. Benefits of participation in Aerobics 1.3. Individualized and Group Training in Aerobics Unit-II : Aerobics 2.1. Forms of Aerobics (Floor, Step, Weight and Aqua Aerobics) 2.2. Appropriate Aerobic Gear, Flooring and Required Equipment 2.3. Need, Benefits and Selection of Music for Aerobics Unit-III : Group Training 3.1 Development of Aerobic Fitness Programmes 3.2 Group Training Methods, Group Formation 3.3 Prevention and Care Specific to Aerobics - Foot Injuries, Shin Injuries, Knee Injuries, Multiple Site Injuries	• Shifted from Management of Aerobics and Group Training
PART-B : PRACTICAL		1. Develop a 5-10 minute routine of aerobics. 2. Compilation of music on a pen drivefor low-impact, medium-impact and high-impact floor aerobics. 3. Demonstrate various group formations in an aerobics routine.	




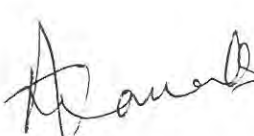
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DESCRIPTION	EXISTING COURSE CONTENTS	PROPOSED COURSE CONTENTS	CHANGES/ RATIONAL
	SEMESTER-4 : GE(H)-4	SEMESTER-4 : GE(H)-4 <b>FITNESS AND EXERCISE MANAGEMENT</b>	
PART-A : Theory	NO PAPER	Unit-I : Physical Fitness 1.1. Concept and Significance of Physical Fitness 1.2. Components of Physical Fitness, Assessment of Health Related Physical Fitness Components - Cardio-respiratory Endurance, Body Composition, Muscular Strength, Muscular Endurance, Flexibility 1.3. Principles of Training, Development of Fitness Unit-II : Suggested Exercises for Fitness 2.1. Exercises for developing Cardio-respiratory Endurance, Weight Management, Resistance Training, Flexibility 2.2. Exercises for Children, Youth, Adults, Women, Senior citizens 2.3. Exercises for Coronary Heart Disease, Obesity, Diabetes, Asthma and Pulmonary Disease Unit-III : Exercise Programming and Management 3.1. Health Appraisal, Setting Fitness Goals, Measuring Energy Expenditure 3.2. Behaviour Modification, Fitness Module, Prevention of Injuries and First-Aid 3.3. Evaluation of the implemented programme of fitness and Report generating	• PROPOSED NEW
PART-B : PRACTICAL		1. Assessment of Wellness and Fitness for Life : Lifestyle Assessment Inventory (Assessment Activity -1), Physical Activity Readiness Questionnaire (PAR-Q), Functional Fitness Test for Senior Citizens 2. Evaluation of Fitness : Cooper's 9/12 min. (Girls/Boys) Run/ Walk Test, Sit and Reach Test/Modified Sit & Reach Test, Modified Sit-ups (one minute), Pull-ups/ Flexed Arm Hang (one minute), Body Mass Index (BMI), Basal Metabolic Rate (BMR), Waist-Hip Ratio (WHR)	

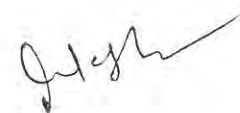
  
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**Table-9 :Proposed Marking Scheme and Credits**

Description	Existing (As mentioned in Current Syllabus)	Proposed (As it should be)	Change/ Rational
<b>MARKING SCHEME</b> for Core and Elective Papers i.e. DSC, DSE, GE(P), GE(H)	<b>Total Marks = 150</b> Theory = 75 (PART-A) (Duration-3 hours) Practical Assessment = 50 (PART-B) Internal Assessment = 25 (PART-C)	<b>Total Marks = 100</b> Theory = 50 (PART-A) (Duration-3 hours) Practical Assessment = 25 (PART-B) Internal Assessment = 25 (PART-C)	To be in sync with rest of the B.A.(P)
<b>MARKING SCHEME</b> for Skill Enhancement Courses (SEC)	<b>Total Marks = 125</b> Theory = 50 (PART-A) (Duration-3 hours) Practical Assessment = 50 (PART-B) Internal Assessment = 25 (PART-C)	<b>Total Marks = 100</b> Theory = 75 (PART-A) (Duration-3 hours) Internal Assessment = 25 (PART-C)	SEC has no practical and carry 100 marks
<b>Assessment of Practical (PART-B)</b> Same for Core and Elective Papers i.e. DSC, DSE, GE(P), GE(H)	1. Practical 30 Marks 2. VIVA 10 Marks 3. Record Book 10 Marks Total 50 Marks	<ul style="list-style-type: none"> <li>Practical (Demonstration/ Performance) : 10 Marks</li> <li>Viva : 10 Marks</li> <li>Record Book on all topics of Practical : 05 Marks</li> </ul> <b>TOTAL = 25 Marks</b>	- PART-A is Theory - Marks Revised - Practical Defined - Added "on all topics of Practical" to Record Book
<b>Internal Assessment (PART-C)</b> Same for all Courses i.e. DSC, DSE, GE(P), GE(H) and SEC	Total 25 Marks Written Test (10 marks) Project/ Assignment (10 marks) Attendance (5 marks)	SAME	NO CHANGE
<b>SEMESTER CREDITS</b> for DSC, DSE, GE(P), GE(H)	<b>6 Credits</b> <ul style="list-style-type: none"> <li>Each period will be of one hour.</li> <li>4 theory periods per week x 13 weeks = 4 credits</li> <li>4 Laboratory hours per week per semester = 2 credits</li> </ul>	SAME (No need to write 13 weeks)	NO CHANGE
<b>SEMESTER CREDITS</b> for SEC	<b>6 Credits (As per papers)</b> <ul style="list-style-type: none"> <li>Each period will be of one hour.</li> <li>4 theory periods per week x 13 weeks = 4 credits</li> <li>4 Laboratory hours per week per semester = 2 credits</li> </ul>	<b>4 Credits</b> <ul style="list-style-type: none"> <li>Each period will be of one hour.</li> <li>4 theory periods per week = 4 credits</li> </ul>	SEC has only 4 credits
<b>Instruction to Examiners</b>	<u><b>Notes for Examiners, Teachers and Students (Common for all papers):</b></u> <b>Part A: Practical (50 Marks)</b> 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).	For Theory 1. The examiners will set nine questions (eight descriptive and one question on short notes containing three options, whereby, a student has to attempt any two) equally distributed throughout the entire syllabus. 2. The students will be required to attempt any five questions. 3. Each question will carry ten marks. For Practical : No Change	Guidelines for Theory Paper Settings Added

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Table-10 :Suggested Readings

CODE	NAME OF THE PAPER	REFERENCES
DSC-I (A)	Introduction to Physical Education	<ol style="list-style-type: none"> <li>1. Graham, G. (2001) Teaching Children Physical Education : Becoming a Master Teacher. Human Kinetics, Champaign, Illinois, USA.</li> <li>2. Kamlesh, M. L. &amp; Singh, M. K. (2006) Physical Education (Naveen Publications).</li> <li>3. Lau, S.K. (1999), Great Indian players, New Delhi, Sports Publication</li> <li>4. Lumpkin, A. (2007) Introduction to Physical Education, Exercise Science and Sports Studies, McGraw Hill, New York, U.S.A.</li> <li>5. Shaffer, D.R. (2002) Developmental Psychology: Childhood and Adolescence. Thomson, Sydney, Australia</li> <li>6. Sharma K., (2014), <i>SharirikShikshaKaltihis</i>, Friends Publications (India), New Delhi.</li> <li>7. Siedentop, D. (2004) Introduction to Physical Education, Fitness and Sport, McGraw Hill Companies Inc., New York, USA.</li> <li>8. Singh, A. et al. (2000) Essentials of Physical Education, Kalyani Publishers, Ludhiana, Punjab..</li> <li>9. Wuest, D.A. &amp; C.A. Bucher (2006) Foundations of Physical Education, Exercise Science, and Sports. McGraw Hill Companies, Inc., New York, USA.</li> </ol>
DSC-I (B)	Wellness, Fitness and Nutrition	<ol style="list-style-type: none"> <li>1. Brown, J.E. (2005), Nutrition Now Thomson-Wadsworth.</li> <li>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.</li> <li>3. Hoeger, W W K and S.A. Hoeger (2004). Principles and Labs for Fitness and Wellness, Thomson Wadsworth, California, USA.</li> <li>4. Hoeger, W.W. &amp; S. Hoeger (2007) Fitness and Wellness. 7th Ed. Thomson Wadsworth, Boston, USA.</li> <li>5. Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema, (2008), Fitness, Aerobics and Gym Operations, KhelSahitya Kendra, New Delhi.</li> <li>6. Kumari, Sheela, S.;Rana, Amita; and Kaushik, Seema (2009), A Practical Workbook on Fitness, Aerobics and Gym Operations, KhelSahitya Kendra, New Delhi.</li> <li>7. Lumpkin, A. (2007) Introduction to Physical Education, Exercise Science and Sports Studies, McGraw Hill, New York, U.S.A.</li> <li>8. Sharma K. et.al. (2014), Fitness Aerobics &amp; Gym Operations, JyotiEnterprises, Delhi.</li> <li>9. Siedentop, D. (2004) Introduction to Physical Education, Fitness and Sport, McGraw Hill Companies Inc., New York, USA.</li> </ol>
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**ANNEXURES**

- Annexure-1 : Minutes of the Meeting of the COC held on 15.02.2018.
- Annexure-2 : Revised Proposal
- Annexure-3 : Proposed Syllabus as Approved by the COC
- Annexure-4 : Minutes of Academic Council Meeting held on 13.07.2015.  
[Source :<http://www.du.ac.in/du/index.php?page=statutory-bodies>]
- Annexure-5 : Minutes of Executive Council Meeting held on 14.07.2015.  
[Source :<http://www.du.ac.in/du/index.php?page=executive-council>]
- Annexure-6 : Minimum Course Curriculum for Undergraduate Courses under CBCS.  
[Source :[https://www.ugc.ac.in/pdfnews/8023719\\_Guidelines-for-CBCS.pdf](https://www.ugc.ac.in/pdfnews/8023719_Guidelines-for-CBCS.pdf)]
- Annexure-7 : Existing Syllabus of Physical Education on DU Website.  
[Source :<http://www.du.ac.in/du/uploads/Syllabus2015/B.A.%20Prog.%20with%20health%20Education%20&%20Sports%20Sciences%20Syllabus.pdf>]

*Dr. L. -*

*15/02/18*

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*Law*

*Amel*

*Dr. S. / Dr. H.*



## **Annexure-3**

# **Proposed Syllabus as Approved by the Committee of Courses**

DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS SCIENCES  
FACULTY OF INTER-DISCIPLINARY AND APPLIED SCIENCES  
UNIVERSITY OF DELHI



SYLLABUS OF COURSES TO BE OFFERED FOR PHYSICAL EDUCATION  
IN THE UNDERGRADUATE COURSES OF UNIVERSITY OF DELHI  
IN CHOICE BASED CREDIT SYSTEM (CBCS)

- Discipline Specific Core Courses (DSC), Skill Enhancement Courses (SEC), and Discipline Specific Elective Courses (DSE) in B.A. Programme
- Inter-disciplinary Generic Elective Courses (GE-P) in B.A. & B.Com. Programme
- Generic Elective Courses (GE-H) in all the Honours Courses

Applicable to : All Colleges of University of Delhi

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### **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

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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.

**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

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would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

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Details of Courses Under Undergraduate Programme (B.A./ B.Com.) Course \*Credits

	Paper+ Practical 12X4= 48	Paper + Tutorial 12X5=60
<b>I. Core Course (6 Credits) (12 Papers)</b>		
Two papers – English		
Two papers – MIL		
Four papers – Discipline 1.		
Four papers – Discipline 2.		
<b>Core Course Practical / Tutorial*</b> <b>(12 Practicals)</b>	12X2=24	12X1=12
<b>II. Elective Course (6 Credits) (6 Papers)</b>	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.		
<b>Elective Course Practical / Tutorials*</b> <b>(6 Practical/ Tutorials*)</b>	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.		
▪ <b>Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester</b>		
<b>III. Ability Enhancement Courses</b>		
<b>1. Ability Enhancement Compulsory Courses (AECC)</b> <b>(2 Papers of 4 credits each)</b>	2 X 4=8	2 X 4=8
Environmental Science		
English Communication/MIL		
<b>2. Skill Enhancement Courses (SEC)</b> <b>(4 Papers of 4 credits each)</b>	4 X 4=16	4 X 4=16
	<b>Total credit= 132</b>	<b>Total = 132</b>

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.

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**Details of Courses Under Undergraduate Honours (B.A./ B.Com./ B.Sc.) Course \*Credits**

	Theory + Practical	Theory +Tutorial
<b>I. Core Course (6 Credits)</b> <b>(14 Papers)</b>		
	14X4= 56	14X5=70
<b>Core Course Practical / Tutorial*</b> <b>(14 Papers)</b>	14X2=28	14X1=14
<b>II. Elective Course (6 Credits)</b> <b>(8 Papers)</b>		
A.1. Discipline Specific Elective (4 papers)	4x4=16	4X5=20
A.2. Discipline Specific Elective Practical/ Tutorial* (4 papers)	4X2=8	4X1=4
B.1. Generic Elective/ Interdisciplinary (4 papers)	4x4=16	4X5=20
B.2. Generic Elective Practical/ Tutorial* (4 papers)	4x2=8	4X1=4
▪ <b>Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester</b>		
<b>III. Ability Enhancement Courses</b>		
<b>1. Ability Enhancement Compulsory Courses (AECC)</b> <b>(2 Papers of 4 credits each)</b> Environmental Science English Communication/MIL	2x4=8	2x4=8
<b>2. Skill Enhancement Courses (SEC)</b> <b>(2 Papers of 4 credits each)</b>	2x4=8	2x4=8
<b>Total credit</b>	<b>= 148</b>	<b>148</b>

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.


  
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**Course Structure of CBCS for B.A. Programme as per the Guidelines of UGC and DU**

Semester	Core Course (12 papers)	Ability Enhancement Compulsory Course (AECC) (2 papers)	Skill Enhancement Course (SEC) (4 papers)	Discipline Specific Elective (DSE) (4 papers)	Generic Elective (GE) (2 papers)
I	English/ MIL-1 DSC-1 A DSC-2 A	(English/ MIL Communication)/ Environmental Science			
II	MIL/ English-1 DSC-1 B DSC-2 B	Environmental Science/ (English/ MIL Communication)			
III	English/ MIL-2 DSC-1 C DSC-2 C		SEC-1		
IV	MIL/ English-2 DSC-1 D DSC-2 D		SEC-2		
V			SEC-3	DSE-1 A DSE-2 A	GE-1
VI			SEC-4	DSE-1 B DSE-2 B	GE-2

**Proposed Papers for B.A. Programme with Physical Education in CBCS**

Semester	Core Course (12 papers)	AECC (2 papers)	SEC (4 papers)	DSE (4 papers)	GE * (2 papers)
I	English/ MIL-1 DSC-1 A DSC-2 A	(English/ MIL Communication)/ Environmental Science			
PROPOSED	INTRODUCTION TO PHYSICAL EDUCATION				
II	MIL/ English-1 DSC-1 B DSC-2 B	Environmental Science/ (English/ MIL Communication)			
PROPOSED	WELLNESS, FITNESS AND NUTRITION				
III	English/ MIL-2 DSC-1 C DSC-2 C		SEC-1		
PROPOSED	HEALTH EDUCATION AND EXERCISE PHYSIOLOGY		Any one out of : • Weight Management • Sports Journalism		
IV	MIL/ English-2 DSC-1 D DSC-2 D		SEC-2		
PROPOSED	POSTURE AND ATHLETIC CARE		Any one out of : • Life Skills and Worksite Health Promotion • Sports Marketing and Management		
V			SEC-3	DSE-1 A DSE-2 A	GE-1*
PROPOSED			Any one out of : • Stress Management • Fitness & Exercise Management	Any one out of : • Sports Psychology • Yoga Skills	Wellness, Fitness & Nutrition
VI			SEC-4	DSE-1 B DSE-2 B	GE-2*
PROPOSED			Any one out of : • Sports for All • Sports Technology	Any one out of : • Measurement and Evaluation in Physical Education • Organisation and Administration in Physical Education	Gym Operations

\*Inter-disciplinary Generic Elective Papers for B.A./B.Com. Programme (B.A. without Physical Education)

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## **SYLLABUS**

### **Discipline Specific Core Courses (DSC)**

**DSC-1 (A) Semester-I : Introduction to Physical Education**

**DSC-1 (B) Semester-II : Wellness, Fitness and Nutrition**

**DSC-1 (C) Semester-III : Health Education and Exercise Physiology**

**DSC-1 (D) Semester-IV : Posture and Athletic Care**

*Amal Kumar*  
*15/02/18*

*Alankar*  
*15/02/18*

**B.A. PROGRAMME WITH PHYSICAL EDUCATION**  
**Discipline Specific Core Courses (Semester-1)**

**DSC-1 (A) : INTRODUCTION TO PHYSICAL EDUCATION**

**PART A: THEORY**

**Duration: 3Hrs**

**Maximum Marks : 50**

**Unit-I: Introduction**

- 1.1. Concept, Definition and Importance of Physical Education
- 1.2. Aims and Objectives of Physical Education
- 1.3. Brief Historical Perspective of Physical Education in Greece, Rome and Germany
- 1.4. Development of Physical Education in India

**Unit-II: Physical Education – An Interdisciplinary 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 Trophies / Cups
- 3.2. Olympic Movement - Ancient Olympics, Modern Olympics, Objectives of Olympics, Olympic Motto, Flag, Emblem, Torch, Oath and Charter, Paralympics
- 3.3. Indian Olympic Association (IOA) and International Olympic Committee (IOC)
- 3.4. Performance of India in Olympic Games and Eminent Sports Persons (Award Winners)

**PART B : PRACTICAL**

**Maximum Marks: 25**

1. Learn and demonstrate the technique of *Suryanamaskar*.
2. Learn and present a demonstration on any fitness activity like Calisthenics/ Aerobics.
3. Learn any game/ sport and prepare a report/ presentation on its origin, rules, techniques, major tournaments, award winners.

**Assessment of Practical**

Practical (Demonstration/ Performance)	:	10 Marks
Viva	:	10 Marks
Record Book on all topics of Practical	:	05 Marks

**PART C: INTERNAL ASSESSMENT**

**Maximum Marks: 25**

1. Presentation/ Written Test : 10 Marks
2. Project / Assignment : 10 Marks
3. Attendance : 05 Marks

**MARKING SCHEME :** Theory = 50 Marks, Practical = 25 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 6 CREDITS**

- Each period will be of one hour.
- 4 theory periods per week per semester = 4 credits
- 4 Practical periods per week per semester = 2 credits

**INSTRUCTIONS TO THE EXAMINERS**

1. The examiners will set nine questions (eight descriptive and one question on short notes containing three options, whereby, a student has to attempt any two) equally distributed throughout the entire syllabus.
2. The students will be required to attempt any five questions.
3. Each question will carry ten marks.

**SUGGESTED READINGS**

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. Shaffer, D.R. (2002) Developmental Psychology: Childhood and Adolescence. Thomson, Sydney, Australia
6. Sharma K., (2014), *SharirikShikshaKaltihis*, Friends Publications (India), New Delhi.
7. Siedentop, D. (2004) Introduction to Physical Education, Fitness and Sport, McGraw Hill Companies Inc., New York, USA.
8. Singh, A. et al. (2000) Essentials of Physical Education, Kalyani Publishers, Ludhiana, Punjab.

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9. Wuest, D.A. & C.A. Bucher (2006) Foundations of Physical Education, Exercise Science, and Sports. McGraw Hill Companies, Inc., New York, USA.

**B.A. PROGRAMME WITH PHYSICAL EDUCATION**

**Discipline Specific Core Courses (Semester-2)**

**DSC-1 (B): WELLNESS, FITNESS AND NUTRITION**

**PART A: THEORY**

**Duration: 3Hrs**

**Maximum Marks : 50**

**Unit-I: Physical Activity and Wellness**

- 1.1. Concept of Physical Activity; Benefits of Participation in Physical Activities
- 1.2. Types of Physical Activities i.e. Walking, Jogging, Running, Cycling, Swimming, Calisthenics, Rope Skipping, Circuit Training, Weight training, Adventure Sports
- 1.3. Concept of Well Being, Positive Lifestyle, Body Image and Quality of Life
- 1.4. Concept and Components of Wellness, Wellness Programmes for Society

**Unit-II: Fitness**

- 2.1. Concept and Components of Physical Fitness (Health and Skill Related)
- 2.2. Physiological Factors Affecting Physical Fitness, Principles of Physical Fitness
- 2.3. Development and Maintenance of Physical Fitness
- 2.4. Measurement and Evaluation of Physical Fitness Components

**Unit-III: Nutrition**

- 3.1. Concept of Nutrition, Nutrients, Balanced Diet, Dietary Aids and Gimmicks
- 3.2. Energy Balance Equation, Calorie Intake and Calorie Expenditure
- 3.3. Concept and Assessment of Obesity, Introduction to Eating Disorders (Anorexia Nervosa, Bulimia Nervosa), Deficiency Disorders (Anaemia, Osteoporosis), and Related Health Problems (Diabetes Mellitus-Type II, Atherosclerosis, Coronary Heart Disease, Stroke and Cancers)

**PART B : PRACTICAL**

**Maximum Marks : 25**

1. Measurement of Fitness Components – Kraus Weber Muscular Strength Test/ Standing Broad Jump (Muscular Strength); One Minute Sit-ups test (Muscular Endurance), Harvard Step Test or Cooper's 12-min Run/Walk Test (Cardiovascular Endurance); Sit and Reach Test (Flexibility).
2. Measurement of Height, Weight, Waist Circumference and Hip Circumference; Calculation of BMI (Body Mass Index) and Waist-Hip Ratio.
3. Physical Health Risk and Mental Health Risk Self-Assessment.

**Assessment of Practical**

Practical (Demonstration/ Performance)	:	10 Marks
Viva	:	10 Marks
Record Book on all topics of Practical	:	05 Marks

**PART C : INTERNAL ASSESSMENT**

**Maximum Marks : 25**

1. Presentation/ Written Test : 10 Marks
2. Project / Assignment : 10 Marks
3. Attendance : 05 Marks

**MARKING SCHEME** : Theory = 50 Marks, Practical = 25 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 6 CREDITS**

- Each period will be of one hour.
- 4 theory periods per week per semester = 4 credits
- 4 Practical periods per week per semester = 2 credits

**INSTRUCTIONS TO THE EXAMINERS**

- The examiners will set nine questions (eight descriptive and one question on short notes containing three options, whereby, a student has to attempt any two) equally distributed throughout the entire syllabus.
- The students will be required to attempt any five questions.
- Each question will carry ten marks.

**SUGGESTED READINGS**

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 K and S.A. Hoeger (2004). Principles and Labs for Fitness and Wellness, Thomson Wadsworth, California, USA.
4. Hoeger, W.W. & S. Hoeger (2007) Fitness and Wellness. 7th Ed. Thomson Wadsworth, Boston, USA.
5. Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema, (2008), Fitness, Aerobics and Gym Operations, KhelSahitya, New Delhi
6. Lumpkin, A. (2007) Introduction to Physical Education, Exercise Science and Sports Studies, McGraw Hill, New York, U.S.A.

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7. Sharma K. et.al. (2014), Fitness Aerobics & Gym Operations, JyotiEnterprises, Delhi.
8. Siedentop, D. (2004) Introduction to Physical Education, Fitness and Sport, McGraw Hill Companies Inc., New York, USA.

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**B.A. PROGRAMME WITH PHYSICAL EDUCATION**  
**Discipline Specific Core Courses (Semester-3)**

**DSC-1 (C): HEALTH EDUCATION AND EXERCISE PHYSIOLOGY**

**PART A: THEORY**

**Duration: 3Hrs**

**Maximum Marks : 50**

**Unit-I: Health Education**

- 1.1. Concept and Dimensions of Health
- 1.2. Meaning and Importance of Health Education and Healthful Living
- 1.3. Role of Personal Hygiene, Mental Hygiene, Sleep Hygiene, Occupational Hygiene in life
- 1.4. Role of Different Agencies in Promoting Health (WHO, UNICEF, Local Bodies)

**Unit II: Anatomy and Physiology**

- 2.1. Definition of Anatomy and Physiology, Importance of Anatomy and Physiology in Physical Education
- 2.2. Definition and Description of Cell, Tissue, Organ and System
- 2.3. Introduction to Skeletal System, Muscular System, Circulatory System, Respiratory System, Digestive System, Excretory System, Nervous System and Endocrine System

**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. Concept of Warming-up, Conditioning, Cooling-down, Fatigue, Stitch, Cramp, Oxygen Debt, Second Wind
- 3.3. Markers for Training Effects - Maximum Heart Rate, Vital Capacity, Stroke Volume, Temperature Regulation, Lactate Threshold and VO<sub>2</sub> max.

**PART B : PRACTICAL**

**Maximum Marks : 25**

1. Draw and label any five anatomical and physiological systems.
2. Demonstrate Warming-up / Conditioning / Cooling-down exercises.
3. Measurement of Heart Rate, Vital Capacity and Oxygen Debt.

**Assessment of Practical**

Practical (Demonstration/ Performance)	: 10 Marks
Viva	: 10 Marks
Record Book on all topics of Practical	: 05 Marks

**PART C : INTERNAL ASSESSMENT**

**Maximum Marks : 25**

1. Presentation/ Written Test : 10 Marks
2. Project / Assignment : 10 Marks
3. Attendance : 05 Marks

**MARKING SCHEME :** Theory = 50 Marks, Practical = 25 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 6 CREDITS**

- Each period will be of one hour.
- 4 theory periods per week per semester = 4 credits
- 4 Practical periods per week per semester = 2 credits

**INSTRUCTIONS TO THE EXAMINERS**

- The examiners will set nine questions (eight descriptive and one question on short notes containing three options whereby, a student has to attempt any two) equally distributed throughout the entire syllabus.
- The students will be required to attempt any five questions.
- Each question will carry ten marks.

**SUGGESTED READINGS**

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. Fahey, T.D., M.P. Insel and W.T. Rath (2006), Fit & Well: Core Concepts and Labs in Physical Fitness, McGraw Hill, New York.
5. Flyod, P.A., S.E. Mimms and C. Yelding (2003) Personal Health: Perspectives and Lifestyles, Thomson, Wadsworth, Belmont, USA.
6. Goldberg, L. and D.L. Elliot (2000) The Healing Power of Exercise, National Health & Wellness Club, New York, U.S.A.
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, KhelSahitya, New Delhi.
9. Sharma K. et.al. (2014), Fitness Aerobics & Gym Operations, Jyoti Enterprises, Delhi.

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**B.A. PROGRAMME WITH PHYSICAL EDUCATION**  
**Discipline Specific Core Courses (Semester-4)**  
**DSC-1(D) : POSTURE AND ATHLETIC CARE**

**PART A: THEORY**

**Duration: 3Hrs**

**Maximum Marks : 50**

**Unit-I: Posture**

- 1.1. Meaning of Posture, Significance of Good Posture
- 1.2. Correct Posture of Sitting, Standing, Walking and Lying down
- 1.3. Causes and Types of Postural Deformities (Kyphosis, Scoliosis, Lordosis, Knock Knees, Bow Legs, Flat Foot)
- 1.4. Corrective Exercises for Postural Deformities, Back Pain and Neck Pain

**Unit-II: Athletic Care**

- 2.1. Concept and Significance of Athletic Care and Sports Medicine
- 2.2. Safety Measures and Prevention of Injuries
- 2.3. Common Sports Injuries (Strain, Sprain, Frozen Shoulder, Tennis Elbow, Golfer's Elbow, Shin Pain, Blister, Concussion, Abrasion, Laceration, Haematoma, Fracture, Dislocation)
- 2.4. First Aid and Management of Injuries (Strain, Sprain, Frozen Shoulder, Tennis Elbow, Golfer's Elbow, Shin Pain, Blister, Concussion, Abrasion, Laceration, Haematoma, Fracture, Dislocation)

**Unit-III: Ergogenic Aids and Rehabilitation**

- 3.1. Concept and Types of Ergogenic Aids
- 3.2. Role of Ergogenic Aids in different Sports
- 3.3. Concept and Significance of Rehabilitation
- 3.4. Therapeutic Modalities (Ice bath, Contrast Bath, Hot Fomentation, Therapeutic Ultrasound, Interferential Therapy Unit, T.E.N.S., Infrared Lamp, Wax Bath, Short Wave Diathermy), and Muscle Strengthening through Active and Passive Exercises

**PART B : PRACTICAL**

**Maximum Marks : 25**

1. Demonstrate Corrective Exercises for Kyphosis, Scoliosis, Lordosis, Knock Knees, Bow Legs, Flat Foot, Back Pain, Neck Pain
2. Practice P.R.I.C.E. and First Aid
3. Demonstrate any two Physiotherapy modalities/ Muscle Strengthening Exercises

**Assessment of Practical**

Practical (Demonstration/ Performance)	: 10 Marks
Viva	: 10 Marks
Record Book on all topics of Practical	: 05 Marks

**PART C : INTERNAL ASSESSMENT**

**Maximum Marks : 25**

1. Presentation/ Written Test : 10 Marks
2. Project / Assignment : 10 Marks
3. Attendance : 05 Marks

**MARKING SCHEME** : Theory = 50 Marks, Practical = 25 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 6 CREDITS**

- Each period will be of one hour.
- 4 theory periods per week per semester = 4 credits
- 4 Practical periods per week per semester = 2 credits

**INSTRUCTIONS TO THE EXAMINERS**

- The examiners will set nine questions (eight descriptive and one question on short notes containing three options, whereby, a student has to attempt any two) equally distributed throughout the entire syllabus.
- The students will be required to attempt any five questions.
- Each question will carry ten marks.

**SUGGESTED READINGS**

1. Beotra, Alka (2001-02) Drug Education Handbook on Drug Abuse in Sports, Applied Nutrition Sciences, Mumbai.
2. Jain, J. (2004) KhelDawaonKa (New Delhi : Delhi University Press).
3. Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema, (2008), Fitness, Aerobics and Gym Operations, KhelSahitya, New Delhi.
4. Pande, P. K. (1987) Outline of Sports Medicine (New Delhi :Jaypee Brothers).
5. Roy, Steven and Richard, Irvin (1983) Sports Medicine, Benjamin Cummings, Boston, USA.
6. Sharma K. et.al. (2014), Fitness Aerobics & Gym Operations, Jyoti Enterprises, Delhi.
7. Singh, Ajmer et. al. (2000), Modern Text Book of Physical Education, Health & Sports, Kalyani Publishers.
8. Singh, Ajmer et.al. (2006), Essentials of Physical Education, Kalyani Publishers.

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# **SYLLABUS**

## **Skill Enhancement Course(SEC)**

### **Opt for any one in Semester-III**

SEC-1 (i) : Weight Management

SEC-1 (ii) : Sports Journalism

### **Opt for any one in Semester-IV**

SEC-2 (i) : Life Skills and Worksite Health Promotion

SEC-2 (ii) : Sports Marketing and Management

### **Opt for any one in Semester-V**

SEC-3 (i) : Stress Management

SEC-3 (ii) : Fitness & Exercise Management

### **Opt for any one in Semester-VI**

SEC-4 (i) : Sports for All

SEC-4 (ii) : Sports Technology

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**B.A. PROGRAMME WITH PHYSICAL EDUCATION**

Skill Enhancement Courses(Semester-3)

Opt any one of SEC-1 : (i) or (ii)

**(i) WEIGHT MANAGEMENT**

**PART A: THEORY**

Duration: 3Hrs

Maximum Marks: 75

**Unit-I: Introduction**

- 1.1 Concept of Body Weight and Importance of Ideal Body Weight
- 1.2 Assessment of Body Weight – Visual Inspection, Height-weight Chart, Body Mass Index (BMI), Waist-Hip Ratio (WHR); Procedure for Measuring Body Weight and Height, Calculation of Body Mass Index (BMI) and Waist-Hip Ratio (WHR)
- 1.3 Concept of Body Composition and its Assessment - Skinfold tests, Hydrostatic weighing, Body composition Analyzer

**Unit-II: Obesity and Related Health Problems**

- 2.1 Concept and Causes of Obesity
- 2.2 Concept and Causes of Malnutrition
- 2.3 Health Problems caused by over/ under nutrition - Diabetes Mellitus (Type II), Atherosclerosis, Coronary Heart Disease, Stroke, Cancer, Anorexia Nervosa, Bulimia Nervosa, Anaemia, Osteoporosis

**Unit -III: Nutrition and Weight Management**

- 1.1 Concept of Nutrition, Nutrients, Balanced Diet, Dietary Aids and Gimmicks
- 1.2 Concept of Energy and Activity, Energy Balance Equations, Calorie Intake and Expenditure
- 1.3 Ways and Means for Weight Management – Losing, Gaining and Maintaining Weight

**PART B: INTERNAL ASSESSMENT**

Maximum Marks: 25

- |                         |   |          |
|-------------------------|---|----------|
| 1. Written Test         | : | 10 Marks |
| 2. Project / Assignment | : | 10 Marks |
| 3. Attendance           | : | 05 Marks |

**MARKING SCHEME :** Theory = 75 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 4 CREDITS**

- Each period will be of one hour.
- 4 theory periods per week per semester = 4 credits

**INSTRUCTIONS TO THE EXAMINERS**

- The examiners will set nine questions (eight descriptive and one question on short notes containing three options whereby, a student has to attempt any two) equally distributed throughout the entire syllabus.
- The students will be required to attempt any five questions.
- Each question will carry fifteen marks.

**SUGGESTED READINGS**

1. ACSM'S (2001), ACSM Fitness Book (U.K., Human Kinetics).
2. Department of Physical Education and Sports Sciences, University of Delhi (2007), Draft Resource Material – Fitness, Aerobics and Gym-Operations.
3. Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema (2009), A Practical Workbook on Fitness, Aerobics and Gym Operations, KhelSahitya, New Delhi.
4. Sharma K. et.al. (2014), Fitness Aerobics & Gym Operations, Jyoti Enterprises, Delhi.

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**B.A. PROGRAMME WITH PHYSICAL EDUCATION**  
**Skill Enhancement Courses (Semester-3)**  
**Opt any one of SEC-1: (i) or (ii)**

**(ii) SPORTS JOURNALISM**

**PART A: THEORY**

**Duration: 3 Hrs**

**Maximum Marks : 75**

**Unit-I : Introduction**

- 1.1. Meaning and changing trends of Journalism, Role of journalism in sports promotion & vice-versa, Social Media
- 1.2. Historical development & role of print and electronic media in sports promotion, Media Ethics, Responsibilities of journalist & editor (social, legal and professional)
- 1.3. Principles of Advertising in sports - press release, conferences, exhibitions, fairs, street drama, public speaking, radio, televisions, newspapers, films, posters, pictures, and graphics

**Unit-II: News Writing and Designing**

- 2.1. Language - vocabulary, spellings, figure of speech, dialect, grammar, punctuation, Sports Terminology and its use, Fundamentals of a sports story/ news.
- 2.2. 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; Sports photo feature and writing captions of photos; Writing on Social Media i.e. Twitter & Blog, Creating a Blog
- 2.3. Designing - headings, front reading, layout & page making, stories, editorial tools, marks & skills, Web Page

**UNIT-III : Organizational and Presentation Skills for Media**

- 3.1 Organizational set-up of a newspaper printing press, sequence of operations in the printing of a newspaper/journal.
- 3.2 Research tools for developing a sports story, Use of personal library, statistics, records and computers in sports
- 3.3 Introduction to various types of information technology, Satellite communication: use of satellite in radio and T.V. communication for sports information

**PART B : INTERNAL ASSESSMENT**

**Maximum Marks : 25**

- |                               |   |          |
|-------------------------------|---|----------|
| 1. Presentation/ Written Test | : | 10 Marks |
| 2. Project / Assignment       | : | 10 Marks |
| 3. Attendance                 | : | 05 Marks |

**MARKING SCHEME** : Theory = 75 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 4 CREDITS**

- Each period will be of one hour.
- 4 theory periods per week per semester = 4 credits

**INSTRUCTIONS TO THE EXAMINERS**

- The examiners will set nine questions (eight descriptive and one question on short notes containing three options, whereby, a student has to attempt any two) equally distributed throughout the entire syllabus.
- The students will be required to attempt any five questions.
- Each question will carry fifteen marks.

**SUGGESTED READINGS**

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

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**B.A. PROGRAMME WITH PHYSICAL EDUCATION**  
**Skill Enhancement Courses (Semester-4)**  
**Opt any one of SEC-2 : (i) or (ii)**

**(i) LIFE SKILLS AND WORKSITE HEALTH PROMOTION**

**PART A: THEORY**

**Duration: 3 Hrs**

**Maximum Marks : 75**

**Unit-I : Introduction to Life Skills & Work-Site Health Programme**

- 1.1 Concept, objective and importance of Life Skill
- 1.2 Concept & benefits of Worksite Health Programmes
- 1.3 Identifying employee's interest & health risks

**Unit-II : Introduction to Cognitive, Social and Emotional Skills**

- 2.1 Concept and Development of Cognitive Skills  
(Self-Awareness, Problem-Solving, Decision-Making, Creative & Critical Thinking)
- 2.2 Concept and Development of Social Skills  
(Inter Personnel, Effective Communication & Empathy)
- 2.3 Concept and Development of Emotional Skills  
(Managing Feelings / Emotions and dealing with stress)

**Unit-III : Work-site Health Promotion**

- 3.1 Workplace stress and its sources, Reducing workplace stress
- 3.2 Planning work-site health promotion programme, Strategies for increasing physical activity for the employees
- 3.3 Promotion & evaluation of programmes, Overcoming challenges in implementation of the programme

**PART B : INTERNAL ASSESSMENT**

**Maximum Marks : 25**

- |                               |   |          |
|-------------------------------|---|----------|
| 1. Presentation/ Written Test | : | 10 Marks |
| 2. Project / Assignment       | : | 10 Marks |
| 3. Attendance                 | : | 05 Marks |

**MARKING SCHEME : Theory = 75 Marks, Internal Assessment = 25 Marks**

**SEMESTER CREDITS FOR THE PAPER = 4 CREDITS**

- Each period will be of one hour.
- 4 theory periods per week per semester = 4 credits

**INSTRUCTIONS TO THE EXAMINERS**

- The examiners will set nine questions (eight descriptive and one question on short notes containing three options, whereby, a student has to attempt any two) equally distributed throughout the entire syllabus.
- The students will be required to attempt any five questions.
- Each question will carry fifteen marks.

**SUGGESTED READINGS**

1. James, L. (2011). The first book of life skill. Embassy Book Distributors.
2. Kumar, M. (2000). Developing communication skills. Delhi: Macmillan.
3. Kumar, S., & Pushplata. (2011). Communication skills. Oxford.
4. Peel, M. (1995). Improving your communication skills. Kogan Page.
5. Raman, M., & Sharma, S. (2011). Communication skills. Oxford.
6. Sharma, P.C. (2008). Communication skills & personality development, NiraliPrakashan, Pune.

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**B.A. PROGRAMME WITH PHYSICAL EDUCATION**  
Skill Enhancement Courses (Semester-4)  
Opt any one of SEC-2 : (i) or (ii)

**(ii) SPORTSMARKETING & MANAGEMENT**

**PART A: THEORY**

**Duration: 3Hrs**

**Maximum Marks :75**

**Unit-I : Introduction**

- 1.1. Introduction and Overview of Sports Industry
- 1.2. Concept and Significance of Marketing and Sports Marketing
- 1.3. Concept, Significance and process of Management in Physical Education and Sports; Careers in Sports Marketing/ Management

**Unit-II : Commercialization of Sports and Sports Marketing Process**

- 2.1 Commercialization of Sports and its impact on society and economy, Legal and Ethical Issues, Sponsorship, Managing athlete brands, Globalization and Sports
- 2.1 Overview and Contingency Framework of Strategic Sports Marketing, Ownership Structure, Major and Minor Pro- League Sports, Amateur Sports, Unorganized Sports
- 2.2 Implementing and Controlling the Strategic Sports Marketing Process, Pricing Concepts and Sales strategies in Sports Marketing

**Unit-III :Sports Management**

- 3.1 Management of Facilities (Location, Preparation, Layout and Maintenance of Play Fields Construction), Equipment (Criteria of selection, procedure of purchase, care and maintenance of equipment), Marketing and Publicity
- 3.2 Steps in the Organization of Intramural / Extramural Competitions (Formation of Committees and their specific roles, fixtures, conduct of Competition, opening and closing ceremony, prize distribution)
- 3.3 Organization of other Events in Physical Education and Sports (Seminar, Workshop, Clinic, Lecture)

**PART B : INTERNAL ASSESSMENT**

**Maximum Marks : 25**

- |                               |   |          |
|-------------------------------|---|----------|
| 1. Presentation/ Written Test | : | 10 Marks |
| 2. Project / Assignment       | : | 10 Marks |
| 3. Attendance                 | : | 05 Marks |

**MARKING SCHEME :** Theory = 75 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 4 CREDITS**

- Each period will be of one hour.
- 4 theory periods per week per semester = 4 credits

**INSTRUCTIONS TO THE EXAMINERS**

- The examiners will set nine questions (eight descriptive and one question on short notes containing three options, whereby, a student has to attempt any two) equally distributed throughout the entire syllabus.
- The students will be required to attempt any five questions.
- Each question will carry fifteen marks.

**SUGGESTED READINGS**

1. Ammon,R., Southall , R.M. and Blair, D.A. (2003), Sports Facility Management, Fitness Information Technology Publishers, USA.
2. Bucher, C. Administration in Physical Education and Athletic Programme . New York USA: McGraw Hill.
3. Chakraborty, Samiran (1998), Sports Management, New Delhi : Sports Publications.
4. Cornwell. T.B, (2014), Sponsorship in Marketing : Effective Communications through Sports, Arts and Events, Routledge Publishers, USA.
5. DeGarris, L. (2015), Sports Marketing : A Practical Approach. Routledge Publishers, USA.
6. Fried, G. (2009), Managing Sport Facilities - 2nd Edition, Human Kinetics.
7. Gupta,R. (2008), Technique of Supervision. New Delhi : Friends Publication. India.
8. Kamlesh, M.L. (2000), Management Concept in Physical Education and Sport, Metropolitan Boo Co. Pvt. Ltd., Delhi.
9. Krotee, M. and Bucher, C. (2006), Management of Physical Education and Sports. USA: McGraw Hill.
10. Mullin. B.J. et al. (2007), Sports Marketing, 3<sup>rd</sup> edition, Human Kinetics.
11. Robinson, L. et al. (2012), The Routledge Handbook of Sport Management, 2<sup>nd</sup> edition, Routledge Publishers, USA.

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**B.A. PROGRAMME WITH PHYSICAL EDUCATION**  
**Skill Enhancement Courses(Semester-5)**  
**Opt any one of SEC-3: (i) or (ii)**  
**(i) STRESS MANAGEMENT**

**PART A: THEORY**

**Duration: 3 Hrs**

**Maximum Marks : 75**

**Unit-I: Introduction to Stress**

- 1.1 Meaning, Causes and Effect of Stress
- 1.2 Adaptation to stress-Reframing of Habitual Stress Resistance, Occupational Stress, Peer Stress (Students' stress); Family stress, Stress and elderly, stress and spirituality; Stress and Drug Abuse
- 1.3 Two main emotions of stress-Fear and Anger, Process of Stress and anger - Psycho Physiology of stress

**Unit-II: Effects and Measurement of Stress**

- 2.1 Generalized Models of Stress : Emergency Response/ Fight-or-flight response by Walter Cannon (1914, 1932), General Adaptation Syndrome by Hans Selye (1936), Stress Model of Henry, Transactional (or cognitive) Stress Model/ Stress model of Lazarus after Lazarus (1974), Theory of Resource Conservation" by StevanHobfoll (1988, 1998); and Hobfoll& Buchwald (2004)
- 2.2 Stress Related disorders and diseases- i) Sleep disorder, ii) Eating disorder, iii) emotional disorder, iv) Other stress related diseases.
- 2.3 Use of psychological testing for Measurement of Stress Levels like Holmes and Rahe Stress Scale, Depression Anxiety Stress Scale (DASS), Redford William's 12 steps of Anger Management

**Unit-III :Stress Management**

- 3.1 Stress Management through Physical Activities/Social Activities/ Recreational Activities/ Adventure Sports/Behaviour Modification/Time management / Coping Strategy like getting a hobby, spending time in nature, spending time with pets, performing prayer, reading novels, listening/ singing/ dancing to music
- 3.2 Stress Management by engaging in Relaxation techniques (Autogenic Relaxation, Progressive Relaxation, Deep Breathing, Meditation, Yoga, Massage, Spa)
- 3.3 Stress Management through Nootropics, Natural Medicine, Clinically validated Alternative Medicine, Stress Balls

**PART B : INTERNAL ASSESSMENT**

**Maximum Marks : 25**

- |                               |   |          |
|-------------------------------|---|----------|
| 1. Presentation/ Written Test | : | 10 Marks |
| 2. Project / Assignment       | : | 10 Marks |
| 3. Attendance                 | : | 05 Marks |

**MARKING SCHEME :**Theory = 75 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 4 CREDITS**

- Each period will be of one hour.
- 4 theory periods per week per semester = 4 credits

**INSTRUCTIONS TO THE EXAMINERS**

- The examiners will set nine questions (eight descriptive and one question on short notes containing three options, whereby, a student has to attempt any two) equally distributed throughout the entire syllabus.
- The students will be required to attempt any five questions.
- Each question will carry fifteen marks.

**SUGGESTED READINGS**

1. Adrain F & Herrick E. and Sharp P (1998). Anger Management. Routledge Publishing. Florence. Kentucky. U.S.A.
2. Allen E (2008). Stress Management for Dummies. For Dummies Publishers. U.S.A.
3. Davis M. et al (2008). The Relaxation and Stress Reduction workbook. Harbinger Publications, USA.
4. Greenberg J.S. (2008). Comprehensive Stress Management. McGraw Hill, USA
5. Hipp E. (2008). Fighting Invisible Tigers: Stress Management for Teens. Free Spirit Publishing, USA.
6. Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema, (2008), Fitness, Aerobics and Gym Operations, KhelSahitya, New Delhi.
7. Mac W. (2007). Anger and Stress Management. God's Way. Calvary Press, USA.
8. Sharma K. et.al. (2014), Fitness Aerobics & Gym Operations, Jyoti Enterprises, Delhi.
9. Swate Y B (2009). Anger Management. Sage Publication. New Delhi.

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**B.A. PROGRAMME WITH PHYSICAL EDUCATION**  
**Skill Enhancement Courses (Semester-5)**  
**Opt any one of SEC-3: (i) or (ii)**  
**(ii) FITNESS AND EXERCISE MANAGEMENT**

**PART A: THEORY**

**Duration: 3Hrs**

**Maximum Marks :75**

**Unit-I : Physical Fitness**

- 1.1 Concept and Significance of Physical Fitness
- 1.2 Components of Physical Fitness, Assessment of Health Related Physical Fitness Components - Cardio-respiratory Endurance, Body Composition, Muscular Strength, Muscular Endurance, Flexibility
- 1.3 Principles of Training, Development of Fitness

**Unit-II : Suggested Exercises for Fitness**

- 2.1 Exercises for developing Cardio-respiratory Endurance, Weight Management, Resistance Training, Flexibility
- 2.2 Exercises for Children, Youth, Adults, Women, Senior citizens
- 2.3 Exercises for Coronary Heart Disease, Obesity, Diabetes, Asthma and Pulmonary Disease

**Unit-III : Exercise Programming and Management**

- 3.1 Health Appraisal, Setting Fitness Goals, Measuring Energy Expenditure
- 3.2 Behaviour Modification, Fitness Module, Prevention of Injuries and First-Aid
- 3.3 Evaluation of the implemented fitness programme and Report generation

**PART B : INTERNAL ASSESSMENT**

**Maximum Marks : 25**

- |                               |   |          |
|-------------------------------|---|----------|
| 1. Presentation/ Written Test | : | 10 Marks |
| 2. Project / Assignment       | : | 10 Marks |
| 3. Attendance                 | : | 05 Marks |

**MARKING SCHEME :** Theory = 75 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 4 CREDITS**

- Each period will be of one hour.
- 4 theory periods per week per semester = 4 credits

**INSTRUCTIONS TO THE EXAMINERS**

- The examiners will set nine questions (eight descriptive and one question on short notes containing three options whereby, a student has to attempt any two) equally distributed throughout the entire syllabus.
- The students will be required to attempt any five questions.
- Each question will carry fifteen marks.

**SUGGESTED READINGS**

- Anspaugh, D.J., Hamrick, M. J., & Rosato, F. D. (2013). Wellness - Concept and Applications. USA: McGraw Hill Higher Education.
- Camaione, D. N. (1993). Fitness management. WCB Brown & Benchmark.
- Fahey, T. D., Insel, P. M., & Roth, W. T. (2009). Fit & well. USA: McGraw Hill.
- Howley, E. T., & Franks, B. D. (2007). Health/Fitness Instructor's Handbook. Human Kinetics Publishers, Inc., Marketing Director, Box 5076, Champaign, IL.
- Kansal D.K. (2012). Test Measurement and Evaluation., Sports Spiritual Sciences Publications, Delhi.
- Kumari, S. S., Rana, A., & Kaushik, S. (2008). Fitness, Aerobics & Gym Operations, KhelSahitya Kendra, Delhi.
- Powers, S. K., Dodd, S. L., & Noland, V. J. (2006). Total Fitness and Wellness, Daryl Fox, USA,
- Tiwari S. (1999). Exercise Physiology Sports Publications, Delhi.

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**B.A. PROGRAMME WITH PHYSICAL EDUCATION**  
Skill Enhancement Courses (Semester-6)  
Opt any one of SEC-4 : (i) or (ii)

**(i) SPORTS FOR ALL**

**PART A: THEORY**

Duration: 3Hrs

Maximum Marks :75

**Unit-I : Introduction**

- 1.1 Concept and Significance of Sports, Games and Competition
- 1.2 Concept and Significance of Fun, Play and Recreation
- 1.3 Relevance of Sports for All

**Unit-II :Physical Activities for All**

- 2.1 Types of Physical Activities – Individual Sports, Team Games, Combative Sports, Calisthenics and Rhythmic Activities, Recreational Sports, Minor Games, Picnic, Camping, Trekking, Aerobics, Running, Cycling, Weight Training, Forms of fitness dancing, Yoga
- 2.2 Physical activities according to various stages of life (Childhood, Adolescence, Adulthood, Old Age)
- 2.3 Physical activities for Challenged Population - Physically, Visually, Auditory, Intellectually

**Unit-III : Sports for All**

- 3.1 Health and Wellness Awareness Programmes like Yoga
- 3.2 Sports with modified rules for masses, Minor and Recreational Games
- 3.3 Intramural and Extramural Programmes like Sports Day/ Fun Day like Games Festival/ Sports Festival/ Sports Competitions

**PART B : INTERNAL ASSESSMENT**

Maximum Marks : 25

- |                               |   |          |
|-------------------------------|---|----------|
| 1. Presentation/ Written Test | : | 10 Marks |
| 2. Project / Assignment       | : | 10 Marks |
| 3. Attendance                 | : | 05 Marks |

**MARKING SCHEME :** Theory = 75 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 4 CREDITS**

- Each period will be of one hour.
- 4 theory periods per week per semester = 4 credits

**INSTRUCTIONS TO THE EXAMINERS**

- The examiners will set nine questions (eight descriptive and one question on short notes containing three options whereby, a student has to attempt any two) equally distributed throughout the entire syllabus.
- The students will be required to attempt any five questions.
- Each question will carry fifteen marks.

**SUGGESTED READINGS**

1. Jensen C. and Naylor J. (2005). Opportunities in Recreation and Leisure Sports. McGraw Hill. Publishers. New York. U.S.A.
2. Organization, Administration and Recreation in Physical Education, Tandon Publications, Ludhiana

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**B.A. PROGRAMME WITH PHYSICAL EDUCATION**

Skill Enhancement Courses (Semester-6)

Opt any one of SEC-4: (i) or (ii)

**(ii) SPORTS TECHNOLOGY**

**PART A: THEORY**

Duration: 3 Hrs

Maximum Marks : 75

**Unit-I: Introduction**

- 1.1. Introduction to Technology, Educational Technology and Sports Technology
- 1.2. Role of Technology in Sports, Computer Applications in physical education and sport
- 1.3. Historical perspective of changing Sports Technologies

**Unit-II: Communication and Teaching Aids**

- 2.1. Meaning and Types of Communication, Barriers in Effective Communication
- 2.2. Meaning and Significance of Teaching Aids, Types of Teaching Aids
- 2.3. Introduction to Teaching Aids : Display Boards (chalk boards, flannel boards, bulletin boards, peg boards, smart boards); Graphic Media (pictures, photographs, flash cards, charts, posters, graphs, maps, diagrams); Three-dimensional Media (models, objects, specimens, puppets); Projected Media (slides, film-strips, transparencies, TV, video tapes, films); Audio Media (Radio, audio cassettes/cd's, gramophone records); Activity Media (field trips, dramatization, demonstration, role-playing); and movement education through play-way method, toys & games

**Unit-III: Sports Technology**

- 3.1. Technological advancements in Sports : (a) Training and performance of athletes (sports gear, sports equipment); (b) Analyzing the sports performance (computer-aided design, motion analyzer, specialized software); (c) Assisting umpires and referees (virtual umpires, hawk-eye technology etc.)
- 3.2. Latest fitness gadgets : fitness trackers, GPS smart fitness watches, smart weighing scales, body analyzers, pedometer, wireless heart-rate headphone, brain-training headband.
- 3.3. Technological application in conducting sports events : E-ticketing, way-finding, giant-screens, media and broadcasting services, safety features, smooth transportation and logistics

**PART B : INTERNAL ASSESSMENT**

Maximum Marks : 25

- |                              |   |          |
|------------------------------|---|----------|
| • Presentation/ Written Test | : | 10 Marks |
| • Project / Assignment       | : | 10 Marks |
| • Attendance                 | : | 05 Marks |

**MARKING SCHEME** : Theory = 50 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 6 CREDITS**

- Each period will be of one hour.
- 4 theory periods per week per semester = 4 credits

**INSTRUCTIONS TO THE EXAMINERS**

- The examiners will set nine questions (eight descriptive and one question on short notes containing three options, whereby, a student has to attempt any two) equally distributed throughout the entire syllabus.
- The students will be required to attempt any five questions.
- Each question will carry fifteen marks.

**SUGGESTED READINGS**

1. Lewis Howes (2012), How Technology is affecting Sports, retrieved from <http://www.sportsnetworker.com>.
2. Mohanty, Jagannath (2003), Educational Technology, Deep & Deep Publications, New Delhi.
3. Nikky (2010) retrieved from <http://www.indiastudychannel.com/resources/120148-Teaching-Aids-Their-Needs-Types-and-Importance-Of-Teaching-Aids-In-Teaching-Learning-Process.aspx>.
4. Sam Cohen (2016), 21st-Century Sports: How Digital Technology is Changing the Face of the Sporting Industry, Huffpost, retrieved from [http://www.huffingtonpost.com/sam-cohen/21st-century-sports-how-d\\_b\\_12039220.html](http://www.huffingtonpost.com/sam-cohen/21st-century-sports-how-d_b_12039220.html).

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## **SYLLABUS**

### **Discipline Specific Elective Courses(DSE)**

#### **Opt for any one in Semester-V**

**DSE-1 (A) i :Sports Psychology**

**DSE-1 (A) ii :Yoga Skills**

#### **Opt for any one in Sem.-VI:**

**DSE-2 (B) i :Measurement and Evaluation in Physical Education**

**DSE-2 (B) ii :Organisation and Administration in Physical Education**

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**B.A. PROGRAMME: PHYSICAL EDUCATION**

Discipline Specific Elective (Semester-5)

Opt any one of DSE-I (A) : (i) or (ii)

**(i) SPORTS PSYCHOLOGY**

**PART A: THEORY**

Duration:3Hrs

Maximum Marks : 50

**Unit-I: Introduction to Psychology and Sports Psychology**

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

**Unit-II: Learning and Personality**

- 2.1. Learning Process - Theories of Learning (Trial and Error, Conditioned Response and Learning by Insight), Laws of Learning (Law of readiness, Exercise, Effect)
- 2.2. Transfer of Training and Learning Curve, Memory and Types of Memory
- 2.3. Meaning, Types, Characteristics and Development of Personality; Relationship of Personality with Sports Performance

**Unit-III: Motivation and Factors affecting Sports Performance**

- 3.1. Concept and Role of Motivation in Sports, Types of Motivation in Sports
- 3.2. Psychological Factors affecting Sports Performance – Stress, Anxiety, Tension, Aggression, Emotion
- 3.3. Positive Thinking, Positive Attitude, Goal Setting, Mental Imagery, Concentration

**PART B : PRACTICAL**

Maximum Marks : 25

1. Demonstrate the technique of Progressive Muscle Relaxation for stress management.
2. Select a sportsperson from your college teams, analyze her /his personality and correlate with performance
3. Administer any personality questionnaire on yourself and analyze it.

**Assessment of Practical**

Practical (Demonstration/ Performance)	:	10 Marks
Viva	:	10 Marks
Record Book on all topics of Practical	:	05 Marks

**PART C : INTERNAL ASSESSMENT**

Maximum Marks : 25

1. Presentation/ Written Test : 10 Marks
2. Project / Assignment : 10 Marks
3. Attendance : 05 Marks

**MARKING SCHEME** : Theory = 50 Marks, Practical = 25 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 6 CREDITS**

- Each period will be of one hour.
- 4 theory periods per week per semester = 4 credits
- 4 Practical periods per week per semester = 2 credits

**INSTRUCTIONS TO THE EXAMINERS**

- The examiners will set nine questions (eight descriptive and one question on short notes containing three options, whereby, a student has to attempt any two) equally distributed throughout the entire syllabus.
- The students will be required to attempt any five questions.
- Each question will carry ten marks.

**SUGGESTED READINGS**

1. Leunes, A. and I.R. Nation (2001) Sports Psychology (with InfoTrac). Wadsworth.
2. Magill, R.A. (2004) Motor Learning and Control: Concepts and Applications, McGraw Hill, New York, USA.
3. Martin, G.L. (2003) Sports Psychology-Practical Guidelines from Behaviour Analysis. Sports Press, Winnipeg, Canada.
4. Sandhu, K., (1993), Sports Dynamics-Psychology, Sociology and Management, Delhi: Galgotia Publishers.
5. Schmidt, R.A. and C.A. Wrisberg (2004) Motor Learning Performance. Human Kinetics, Champaign, Illinois, USA.
6. Sharma, K. (2014), KhelManovigyan, Sports Educational Technologies, New Delhi.

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**B.A. PROGRAMME: PHYSICAL EDUCATION**  
**Discipline Specific Elective (Semester-5)**  
**Opt any one of DSE-I (A) : (i) or (ii)**  
**(ii) YOGA SKILLS**

**PART A: THEORY**

**Duration: 3 Hrs**

**Maximum Marks : 50**

**Unit-I : Introduction**

- 1.1 Meaning of Yoga, Development of Yoga in India
- 1.2 Yoga for Healthy lifestyle, Yoga & Sports
- 1.3 Types of Yoga - Hatha yoga, Laya yoga, Mantra yoga, Bhakti yoga, Karma yoga, Jnana yoga, Raj yoga

**Unit-II : Yoga Skills and Dimensions**

- 2.1 Yoga for Beginners and Advance Learners, Categories of Yoga – Meditative, Therapeutic, Relaxing
- 2.2 Ashtang Yoga - Yama, Niyama, Asana, Pranayama, Pratyahar, Dharna, Dhyana, Samadhi and their benefits on body and mind
- 2.3 Dimensions of Yoga - Chakras, Kundalini Yoga, Restorative Yoga, Hot Yoga, Yoga Hybrids, Prenatal Yoga, Corporate Yoga, Power Yoga, Aerial Yoga, Chair Yoga

**Unit-III : Yoga-Asanas, Pranayamas and Shat Karmas**

- 3.1 Meaning, Procedure, Precautions and Benefits of the following Asanas : Meditative Asanas (Vajrasana, Padmasana, Swastikasana, Sukhasana); Supine Position Asanas (Ardh-Halasana, Sarvangasana, Chakrasana, Pawanmuktasana); Prone Position Asanas (Bhujangasana, Salabhasana, Dhanurasana); Sitting Asanas (ArdhMatsyendrasana, Paschimotatasana, SuptaVajrasana, Yoga Mudra); Standing Asanas (Utkatasana, Hanumanasana, Trikonasana and Tadasana); and Surya Namaskar
- 3.2 Meaning, Procedure, Precautions and Benefits of the following Pranayamas : Anulom-Vilom, Suryabhedh, Ujjayi, Bhrameri, Sheetali, SheetkariPranayamas
- 3.3 Meaning, Procedure, Precautions and Benefits of the following Shatkarmas - Kapalabhati, Trataka, Neti and VamanDhauti

**PART B : PRACTICAL**

**Maximum Marks : 25**

1. Suryanamaskar and any five asanas
2. Pranayams (any two) and Shat-karmas / Kriyas (any one)
3. Practice Meditation for 10-15 minutes.

**Assessment of Practical**

*Practical (Demonstration/ Performance):	10 Marks
Viva :	10 Marks
Record Book on all topics of Practical :	05 Marks

**PART C : INTERNAL ASSESSMENT**

**Maximum Marks : 25**

1. Presentation/ Written Test : 10 Marks
2. Project / Assignment : 10 Marks
3. Attendance : 05 Marks

**MARKING SCHEME** : Theory = 50 Marks, Practical = 25 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 6 CREDITS**

- Each period will be of one hour.
- 4 theory periods per week per semester = 4 credits
- 4 Practical periods per week per semester = 2 credits

**INSTRUCTIONS TO THE EXAMINERS**

- The examiners will set nine questions (eight descriptive and one question on short notes containing three options whereby, a student has to attempt any two) equally distributed throughout the entire syllabus.
- The students will be required to attempt any five questions.
- Each question will carry ten marks.

**SUGGESTED READINGS**

1. Davis M. et al (2008). The Relaxation and Stress Reduction workbook. Harbinger Publications, USA.
2. Greenberg J.S. (2008). Comprehensive Stress Management. McGraw Hill, USA
3. Hipp E. (2008). Fighting Invisible Tigers: Stress Management for Teens. Free Spirit Publishing, USA.
4. Iyenger, B.K.S. (1995). Light on Yoga: The Bible of Modern Yoga. USA: Schocken Publishers.
5. Kumari, Sheela, S.;Rana, Amita; and Kaushik, Seema (2009), A Practical Workbook on Fitness, Aerobics and Gym Operations, KhelSahitya, New Delhi.
6. Sharma, J. P. (2006), Yoga Shiksha EK Parichaya, Delhi: Friends Publications.

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**B.A. PROGRAMME WITH PHYSICAL EDUCATION**  
**Discipline Specific Elective (Semester-6)**  
**Opt any one of DSE-1 (B): (i) or (ii)**

**(i) MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**

**PART A: THEORY**

**Duration: 3 Hrs**

**Maximum Marks : 50**

**Unit-I : Test, Measurement and Evaluation**

- 1.1 Introduction to Test, Measurement and Evaluation, Importance of Test, Measurement and Evaluation in the field of Physical Education and Sports
- 1.2 Classification of Tests, Criteria of a Good Test
- 1.3 Construction of different types of Test – Physical Fitness Test, Sports Skill Test, Written (Knowledge) Tests

**Unit-II : Statistical Tests**

- 1.1 Meaning and importance of Statistics in Physical Education, Classification of Statistics – Descriptive, Inferential
- 1.2 Meaning of important Statistical Terms – Data, Population, Sample, Sampling, Statistic, Parameter, Hypothesis, Standards, Degree of Freedom, Diagrammatic representation of Data
- 1.3 Concept and Calculation of Frequency Distribution, Mean, Median, Mode, Range

**Unit-III : Introduction to Various Tests**

- 3.1 Physical Tests – Height, Weight, Diameter, Circumference, Skinfold
- 3.2 Wellness Tests – Body Temperature, Pulse Rate, Blood Pressure, Body Fat, Blood Tests
- 3.3 Physical Fitness, Motor Fitness and Sports Skills Tests

**PART B : PRACTICAL**

**Maximum Marks : 25**

1. Construction of a frequency distribution table from the given data
2. Calculation of Mean/ Median/ Mode from a set of data
3. Sports Skills Tests - Johnson Badminton Test, Brady Volleyball Test, McDonald Soccer Test, Cornish Handball test, Hockey Skill Test - SAI Hockey Test

**Assessment of Practical**

Practical (Demonstration/ Performance)	:	10 Marks
Viva	:	10 Marks
Record Book on all topics of Practical	:	05 Marks

**PART C : INTERNAL ASSESSMENT**

**Maximum Marks : 25**

1. Presentation/ Written Test : 10 Marks
2. Project / Assignment : 10 Marks
3. Attendance : 05 Marks

**MARKING SCHEME :** Theory = 50 Marks, Practical = 25 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 6 CREDITS**

- Each period will be of one hour.
- 4 theory periods per week per semester = 4 credits
- 4 Practical periods per week per semester = 2 credits

**INSTRUCTIONS TO THE EXAMINERS**

- The examiners will set nine questions (eight descriptive and one question on short notes containing three options, whereby, a student has to attempt any two) equally distributed throughout the entire syllabus.
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- Each question will carry ten marks.

**SUGGESTED READINGS**

1. Barrow, H.M. and McGee R. (1979), A Practical Approach to Measurement in Physical Education. Lea &Febiger, Philadelphia, USA.
2. Baumgartner, T.A. ; Jackson, A.S.; Mahar, M.T.; and Rowe, D.A. (2007), Measurement for Evaluation in Physical Education, The McGraw Hill Companies. Inc. New York, USA.
3. Kansal, D.K. (2008), Textbook of Applied Measurement Evaluation & Sports Selection, SSS Publication, New Delhi.
4. Miller, David K. (2006), Measurement by the Physical Educator : Why and How, Mcgraw-Hill. Boston, USA.
5. Mishra, Sharad Chandra (2005), Tests and Measurement in Physical Education, Sports Publications, Delhi.
6. Sharma, J.P. (2006), Test and Measurements in Physical Education, KhelSahitya Kendra, Delhi.
7. Srivastava, A.K. (2006), SharirikShhikshaevamKhelmeinMaapanevamaMulyankan, Sport Publications, Delhi.

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**B.A. PROGRAMME: PHYSICAL EDUCATION**  
**Discipline Specific Elective (Semester-6)**  
**Opt any one of DSE-1 (B): (i) or (ii)**

**(ii) ORGANIZATION AND ADMINISTRATION IN PHYSICAL EDUCATION**

**PART A: THEORY**

**Duration: 3 Hrs**

**Maximum Marks : 50**

**Unit I: Introduction to Planning, Organization, Administration, Supervision and Management**

- 1.1 Concept and Significance of Planning, Organization, Administration and Supervision in Physical Education and Sports
- 1.2 Concept, Significance and process of Management in Physical Education and Sports
- 1.3 Office Management, Budgeting, Maintenance of Records and Accounts

**Unit II: Sports Management**

- 2.1 Management of Facilities (Location, Preparation, Layout, and Maintenance of Play Fields and Indoor Sports Facilities), Equipment (Criteria of selection, procedure of purchase, care and maintenance of equipment), Marketing and Publicity
- 2.2 Organization of Intramural / Extramural Competitions (Formation of Committees and their specific roles, fixtures, conduct of Competition, opening and closing ceremony, prize distribution)
- 2.3 Organization of other Events in Physical Education and Sports (Seminar, Workshop, Clinic, Lecture)

**Unit III: Technology, Media and Career in Physical Education and Sports**

- 3.1 Use of Technology in Physical Education and Sports, Audio-Visual Aids
- 3.2 Role of Media and Public Relations in Physical Education
- 3.3 Professional Courses and Career in Physical Education, Sports and allied areas

**PART B : PRACTICAL**

**Maximum Marks : 25**

1. Plan and Organize an event / intramural / extramural tournament in your college.
2. Learn and explain the procedure of purchase and stock maintenance.
3. Presentation on any topic from Physical Education using an audio-visual aid.

**PART C : INTERNAL ASSESSMENT**

**Maximum Marks : 25**

- |                               |   |          |
|-------------------------------|---|----------|
| 2. Presentation/ Written Test | : | 10 Marks |
| 3. Project / Assignment       | : | 10 Marks |
| 4. Attendance                 | : | 05 Marks |

**SEMESTER CREDITS FOR THE PAPER = 6 CREDITS**

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**INSTRUCTIONS TO THE EXAMINERS**

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**SUGGESTED READINGS**

1. Bucher C.A. & Wuest, D.A. & (2006) Foundations of Physical Education, Exercise Science, and Sports. McGraw Hill Companies, Inc., New York, USA.
2. Chakraborty, S. (2002) Sports Management, KhelSahitya Kendra, Delhi.
3. Masteralexis, L.P., C. Barr and M. Humms (2008) Principles and Practices of Sport Management. Jones and Bartlett Publisher, U.S.A.
4. Parks, J. Band J. Quarterman, Editors (2006) Contemporary Sports Management. Human Kinetics, Champaign.
5. Sandhu, K. (1993), Sports Dynamics-Psychology, Sociology and Management, Galgotia Publishers, Delhi.
6. Sandhu, K. (2006) Trends and Developments in Professional Preparation in Physical Education, Friends Publication, Delhi.
7. Shaw, D. and Kaushik, S. (2001) Lesson-Planning, Teaching Methods and Class-Management in Physical Education, KhelSahitya Kendra, Delhi.

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# **SYLLABUS**

## **Generic Elective Course (GE)**

**For Programme Courses (B.A./B.Com.)**

GE-1(P) Semester-V : Wellness, Fitness and Nutrition

GE-2(P) Semester-VI : Gym Operations

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PHYSICAL EDUCATION  
For all Programme Courses (B.A./B.Com.)  
General Elective (Semester-5)

GE-1 (P) : WELLNESS, FITNESS AND NUTRITION

**PART A: THEORY**

Duration: 2 Hrs

Maximum Marks : 50

**Unit-I: Introduction to Physical Activity and Wellness**

- 1.1. Introduction to Physical Activity, Aerobic and Anaerobic Activities, Benefits of Participation in Physical Activities
- 1.2. Types of Physical Activities – Walking, Jogging, Running, Calisthenics, Rope Skipping, Cycling, Swimming, Circuit Training, Weight training, Adventure Sports
- 1.3. Concept, Components and Significance of Wellness, Wellness Programmes

**Unit-II: Physical Fitness and Aerobics**

- 2.1 Concept, Components, Significance and Measurement and Evaluation of Physical Fitness
- 2.2 General Principles of Training for Fitness (Overload, Progression, Specificity, Recuperation, Reversibility, Overuse); Warming-up, Conditioning, Cooling down, Target Heart Rate; Development and Maintenance of Physical Fitness Components, Effect of Exercise on Various Systems (Skeletal, Muscular, Respiratory, Circulatory)
- 2.3 Introduction to Aerobics, Forms of Aerobics (Floor, Step, Weight and Aqua Aerobics), Role of appropriate Music and Aerobic Gear, Development of Aerobic Fitness Programmes

**Unit-III: Nutrition**

- 3.1 Concept of Nutrition, Nutrients, Balanced Diet, Dietary Aids and Gimmicks
- 3.2 Energy and Activity, Energy Balance Equation, Calorie Intake and Expenditure
- 3.3 Common illnesses due to Nutritional Deficiency

**PART B : PRACTICAL**

Maximum Marks : 25

1. Measurement of Fitness Components – Kraus Weber Muscular Strength Test/Standing Broad Jump (Muscular Strength), One minute Sit-ups test (Muscular Endurance), Harvard Step Test or Cooper's 12 minute Run/Walk Test (Cardiovascular Endurance), Sit and Reach Test (Flexibility).
2. Developing a 5-10 minute routine of aerobics with appropriate music.
3. Preparation of Diet Chart.

**Assessment of Practical**

Practical (Demonstration/ Performance)	:	10 Marks
Viva	:	10 Marks
Record Book on all topics of Practical	:	05 Marks

**PART C : INTERNAL ASSESSMENT**

Maximum Marks : 25

1. Presentation/ Written Test : 10 Marks
2. Project / Assignment : 10 Marks
3. Attendance : 05 Marks

**MARKING SCHEME** : Theory = 50 Marks, Practical = 25 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 6 CREDITS**

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**SUGGESTED READINGS**

1. ACSM'S (2001), ACSM Fitness Book (U.K., Human Kinetics).
2. Agarwal, Mukesh; Arora, Sunita; and Singh, Neeva (2016), Aerobics : Fitness and Style, Friends Publications, Delhi.
3. Anspaugh, David J.; Hamrick, Michael H.; and Rasato, Frank D. (2003), Wellness- Concepts and Applications, McGraw Hill, New York.
4. Bishop, J.G. (2004), Fitness through Aerobics, Benjamin Cummings, USA.
5. Brown, K.M. (2002), Physical Activity and Health: An Interactive Approach, Jones and Barlett Publisher, USA.
6. Department of Physical Education and Sports Sciences, University of Delhi (2007), Draft Resource Material – Fitness, Aerobics and Gym-Operations.
7. Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema, (2008), Fitness, Aerobics and Gym Operations, KhelSahitya, New Delhi.
8. Sharma K. et al. (2014), Fitness Aerobics & Gym Operations, Jyoti Enterprises, Delhi.
9. Uppal, A.K. (2004), Fitness and Health, 5<sup>th</sup> Ed. (U.K., Human Kinetics).

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**PHYSICAL EDUCATION**  
For all Programme Courses (B.A./B.Com.)  
General Elective (Semester-6)  
**GE-2 (P) : GYM OPERATIONS**

**PART A: THEORY**

Duration: 2 Hrs

Maximum Marks : 50

**Unit-I: Historical Development of Gymnasiums**

- 1.1 Ancient System of Fitness Centres
- 1.2 Evolution of Gym Culture
- 1.3 Latest trends in Gym Culture

**Unit-II: Introduction to Forms of Exercise and Exercise equipment**

- 2.1 Various forms of exercises: Aerobics, Pilates, Yoga, Kick Boxing, Masala Bhangra, Aqua Aerobics, Calisthenics, Cross training, Functional training.
- 2.2 Introduction to Different Exercise Equipment : Weight training equipment, cardio-equipment, cross training equipment
- 2.3 Qualification and Qualities of Gym Instructor

**Unit-III: Establishment and Management of Gym**

- 3.1 Establishment considerations for a Gym – Location, Policy, Essential Features of a Good Gym
- 3.2 Gym Management – Staffing, Costing, Budgeting, Clientage, Individualized /Group Grooming Programmes for Personnel, Record-Keeping, and Reports
- 3.3 Various Promotional Activities and plans, Marketing & Public Relations

**PART B : PRACTICAL**

Maximum Marks : 25

1. Visit to a Gym, Introduction to Equipment and Preparation of a Report
2. Learn and perform *Suryanamaskar* and any other four *asanas*.
3. Calculation of BMI (Body Mass Index) and Waist-Hip Ratio

**Assessment of Practical**

Practical (Demonstration/ Performance)	:	10 Marks
Viva	:	10 Marks
Record Book on all topics of Practical	:	05 Marks

**PART C : INTERNAL ASSESSMENT**

Maximum Marks : 25

1. Presentation/ Written Test : 10 Marks
2. Project / Assignment : 10 Marks
3. Attendance : 05 Marks

**MARKING SCHEME** : Theory = 50 Marks, Practical = 25 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 6 CREDITS**

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2. Department of Physical Education and Sports Sciences, University of Delhi (2007), Draft Resource Material – Fitness, Aerobics and Gym-Operations.
3. Girdano, Daniel A.; Everly, George S.; and Dusek, Dorothy E. (1997), Controlling Stress and Tension – A Holistic Approach 5th ed. (USA :Allyn and Bacon).
4. Kumari, Sheela, S., Rana, Amita, and Kaushik, Seema (2009), A Practical Workbook on Fitness, Aerobics and Gym Operations, KhelSahitya, New Delhi.
5. Sharma K. et.al. (2014), Fitness Aerobics & Gym Operations, Jyoti Enterprises, Delhi.
6. Sunil (1998), The Gym Management (New Delhi: KhelSahitya Kendra)

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# **SYLLABUS**

## **Generic Elective Course (GE)**

**For all Honours Courses**

**GE-1 (H) Semester-I : Yoga and Stress Management**

**GE-2 (H) Semester-II : Obesity Management**

**GE-3 (H) Semester-III : Aerobics Training**

**GE-4 (H) Semester-IV : Fitness & Exercise Management**

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B.A./ B.Com./ B.Sc. (Hons.)  
General Elective (GE) in Physical Education (Semester-1)

GE(H) : YOGA AND STRESS MANAGEMENT

**PART A: THEORY**

Duration: 2 Hrs

Maximum Marks : 50

**Unit-I: Introduction**

- 1.1 Meaning, Definition and Importance of Yoga
- 1.2 Origin and Historical development of Yoga
- 1.3 Ashtanga Yoga (Maharishi Patanjali) : Yama, Niyama, Asana, Pranayam, Pratyahar, Dharna, Dhyana, Samadhi and their importance

**Unit-II : Yoga-Asanas, Pranayamas and Shat Karmas**

- 2.1 Meaning, Procedure, Precautions and Benefits of the following Asanas: Meditative Asanas (Vajrasana, Padmasana, Swastikasana, Sukhasana); Supine Position Asanas (Ardh-Halasana, Sarvangasana, Chakrasana, Pawanmuktasana); Prone Position Asanas (Bhujangasana, Salabhasana, Dhanurasana); Sitting Asanas (Ardh-Matsyendrasana, Paschimotanasana, SuptaVajrasana, Yoga Mudra); Standing Asanas (Utkatasana, Hanumanasana, Trikonasana and Tadasana)
- 2.2 Meaning, Procedure, Precautions and Benefits of the following Pranayamas : Anulom-Vilom, Suryabhedh, Ujjayi, Bhrameri, Sheetali, Sheetkari Pranayamas
- 2.3 Meaning, Procedure, Precautions and Benefits of the following Shatkarmas: Kapalabhati, Trataka, Neti and VamanDhauti.

**Unit-III : Stress Management**

- 3.1 Concept, Causes and Effects of Stress
- 3.2 Non-communicable diseases (due to stress), Stress prevention and good health
- 3.3 Stress Management through relaxation techniques (autogenic training and progressive muscle relaxation, deep breathing, meditation), and sports, recreational, adventure sports, physical activities as coping strategies

**PART B : PRACTICAL**

Maximum Marks : 25

1. Suryanamaskar and any five asanas
2. Pranayams (any two) and Shat-karmas / Kriyas (any one)
3. Practice Meditation for 10-15 minutes.

**Assessment of Practical**

Practical (Demonstration/ Performance):	10 Marks
Viva :	10 Marks
Record Book on all topics of Practical :	05 Marks

**PART C : INTERNAL ASSESSMENT**

Maximum Marks : 25

1. Presentation/ Written Test : 10 Marks
2. Project / Assignment : 10 Marks
3. Attendance : 05 Marks

**MARKING SCHEME** : Theory = 50 Marks, Practical = 25 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 6 CREDITS**

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3. Hipp E. (2008). Fighting Invisible Tigers: Stress Management for Teens. Free Spirit Publishing, USA.
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6. Sharma, J. P. (2006), Yoga Shiksha EK Parichaya, Delhi: Friends Publications.

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B.A./ B.Com./ B.Sc. (Hons.)  
General Elective (GE) in Physical Education (Semester-2)

GE (H) :OBESITY MANAGEMENT

**PART A: THEORY**

Duration: 2 Hrs

Maximum Marks : 50

**Unit-I: Obesity & its Assessment**

- 1.1 Concept and Causes of Obesity
- 1.2 Health Risks Associated with Obesity
- 1.3 Assessment of Obesity - Body Mass Index (BMI), Waist-Hip Ratio, Skinfold Thickness (Abdomen, triceps, thigh, Supra-iliac)

**Unit-II: Management of Obesity through Diet**

- 2.1 Nutrition and Balanced Diet
- 2.2 Dietary Aids and Gimmicks
- 2.3 Obesity and weight management through diet

**Unit-III : Weight Management through physical activities and Behaviourmodification**

- 3.1 Importance of maintaining Healthy Weight; Weight Management and Energy Balance
- 3.2 Principles of weight management; Aerobic & anaerobic activities
- 3.3 Behaviour Modification techniques for weight management

**PART B : PRACTICAL**

Maximum Marks : 25

1. Use BMI to identify the actual body weight status and desirable body weight status of at least ten students.
2. Calculate BMR and Waist-Hip ratio of at least ten students.
3. Measurement of Body Composition for calculating body fat and lean body mass

**Assessment of Practical**

Practical (Demonstration/ Performance)	:	10 Marks
Viva	:	10 Marks
Record Book on all topics of Practical	:	05 Marks

**PART C : INTERNAL ASSESSMENT**

Maximum Marks : 25

1. Presentation/ Written Test : 10 Marks
2. Project / Assignment : 10 Marks
3. Attendance : 05 Marks

**MARKING SCHEME** : Theory = 50 Marks, Practical = 25 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 6 CREDITS**

- Each period will be of one hour.
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**INSTRUCTIONS TO THE EXAMINERS**

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**SUGGESTED READINGS**

1. Ansbaugh, D. J., Hamrick, M. H., & Rosato, F. D. (2006). Wellness: Concepts and applications. McGraw-Hill Companies.
2. Caliendo, M. A. (1981). Nutrition and preventive health care. Macmillan.
3. Hales, D. (2006). An invitation to health. Cengage Learning.
4. Hoeger, W. W. K., & Hoeger, S. A. (2007). Fitness & Wellness. Belmont, USA: Thomson Wadsworth
5. Howley, E. T., & Franks, B. D. (1986). Health/Fitness Instructor's Handbook. Human Kinetics Publishers, Inc., Marketing Director, Box 5076, Champaign, IL.
6. Kansal D.K. (2012). Test Measurement and Evaluation. Sports Spiritual Sciences Publications, New Delhi.
7. Kumari, S. S., Rana, A., & Kaushik, S. (2008). Fitness, Aerobics & Gym Operations. New Delhi: KhelSahitya Kendra.
8. Sharma K. et.al. (2014), Fitness Aerobics & Gym Operations, Jyoti Enterprises, Delhi.
9. Tiwari S. (1999). Exercise Physiology, Sports Publications, Delhi.

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B.A./ B.Com./ B.Sc. (Hons.)  
General Elective (GE) in Physical Education (Semester-3)

GE (H) :AEROBICS TRAINING

**PART A: THEORY**

Duration: 2 Hrs

Maximum Marks : 50

**Unit-I : Introduction**

- 1.1. Introduction to Aerobics, Evolution of Aerobics
- 1.2. Benefits of participation in Aerobics
- 1.3. Individualized and Group Training in Aerobics

**Unit-II : Aerobics**

- 2.1. Forms of Aerobics (Floor, Step, Weight and Aqua Aerobics)
- 2.2. Appropriate Aerobic Gear, Flooring and Required Equipment
- 2.3. Need, Benefits and Selection of Music for Aerobics

**Unit-III : Group Training**

- 3.1 Development of Aerobic Fitness Programmes
- 3.2 Group Training Methods, Group Formation
- 3.3 Prevention and Care Specific to Aerobics - Foot Injuries, Shin Injuries, Knee Injuries, Multiple Site Injuries

**PART B : PRACTICAL**

Maximum Marks : 25

1. Develop a 5-10 minute routine of aerobics.
2. Compilation of music on a pen drive for low-impact, medium-impact and high-impact floor aerobics.
3. Demonstrate various group formations in an aerobics routine.

**Assessment of Practical**

Practical (Demonstration/ Performance)	:	10 Marks
Viva	:	10 Marks
Record Book on all topics of Practical	:	05 Marks

**PART C : INTERNAL ASSESSMENT**

Maximum Marks : 25

1. Presentation/ Written Test : 10 Marks
2. Project / Assignment : 10 Marks
3. Attendance : 05 Marks

**MARKING SCHEME** : Theory = 50 Marks, Practical = 25 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 6 CREDITS**

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- 4 Practical periods per week per semester = 2 credits

**INSTRUCTIONS TO THE EXAMINERS**

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**SUGGESTED READINGS**

1. James, L. (2011). The first book of life skill. Embassy Book Distributors.
2. Kumar, M. (2000). Developing communication skills. Delhi: Macmillan.
3. Kumar, S., & Pushplata. (2011). Communication skills. Oxford.
4. Peel, M. (1995). Improving your communication skills. Kogan Page.
5. Raman, M., & Sharma, S. (2011). Communication skills. Oxford.
6. Sharma, P.C. (2008). Communication skills & personality development, NiraliPrakashan, Pune.

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B.A./ B.Com./ B.Sc. (Hons.)  
General Elective (GE) in Physical Education (Semester-4)

GE (H) :FITNESS & EXERCISE MANAGEMENT

**PART A: THEORY**

Duration: 2 Hrs

Maximum Marks : 50

**Unit-I : Physical Fitness**

- 1.1. Concept and Significance of Physical Fitness
- 1.2. Components of Physical Fitness, Assessment of Health Related Physical Fitness Components - Cardio-respiratory Endurance, Body Composition, Muscular Strength, Muscular Endurance, Flexibility
- 1.3. Principles of Training, Development of Fitness

**Unit-II : Suggested Exercises for Fitness**

- 2.1. Exercises for developing Cardio-respiratory Endurance, Weight Management, Resistance Training, Flexibility
- 2.2. Exercises for Children, Youth, Adults, Women, Senior citizens
- 2.3. Exercises for Coronary Heart Disease, Obesity, Diabetes, Asthma and Pulmonary Disease

**Unit-III : Exercise Programming and Management**

- 3.1. Health Appraisal, Setting Fitness Goals, Measuring Energy Expenditure
- 3.2. Behaviour Modification, Fitness Module, Prevention of Injuries and First-Aid
- 3.3. Evaluation of the implemented programme of fitness and Report generating

**PART B : PRACTICAL**

Maximum Marks : 25

1. Assessment of Wellness and Fitness for Life : Lifestyle Assessment Inventory (Assessment Activity -1), Physical Activity Readiness Questionnaire (PAR-Q), Functional Fitness Test for Senior Citizens
2. Evaluation of Fitness : Cooper's 9/12 min. (Girls/Boys) Run/ Walk Test, Sit and Reach Test/Modified Sit & Reach Test, Modified Sit-ups (one minute), Pull-ups/ Flexed Arm Hang (one minute), Body Mass Index (BMI), Basal Metabolic Rate (BMR), Waist-Hip Ratio (WHR)

**Assessment of Practical**

Practical (Demonstration/ Performance) :	10 Marks
Viva :	10 Marks
Record Book on all topics of Practical :	05 Marks

**PART C : INTERNAL ASSESSMENT**

Maximum Marks : 25

1. Presentation/ Written Test : 10 Marks
2. Project / Assignment : 10 Marks
3. Attendance : 05 Marks

**MARKING SCHEME** :Theory = 50 Marks, Practical = 25 Marks, Internal Assessment = 25 Marks

**SEMESTER CREDITS FOR THE PAPER = 6 CREDITS**

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**SUGGESTED READINGS**

1. Anspaugh, D.J., Hamrick, M. J., &Rosato, F. D. (2013).Wellness - Concept and Applications. USA: McGraw Hill Higher Education.
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