

SYLLABI

FOR

**DIPLOMA IN PHYSICAL
EDUCATION
(D.P.Ed.)**

TWO-YEAR REGULAR COURSE

AS PER NCTE FRAMEWORK 2014



**GURU JAMBHESHWAR UNIVERSITY OF
SCIENCE & TECHNOLOGY, HISAR
HARYANA-125001**

(Estb. By State Legislature Act 17 Of 1995)

GUIDELINES OF REGULATIONS AND MODEL SYLLABUS STRUCTURE FOR D. P. ED. TWO YEARS PROGRAMME (FOUR SEMESTERS)(CS)

Important Note

1. *If the University / Board / Competent Authorities or any affiliating body is following credit system, (CS) as approved and Circulated by the UGC, the credit hours given in the following curriculum framework need to be considered along with the hours of teaching mentioned for each paper/ activity / course)*
2. *If the University / Board / Competent Authorities or any affiliating body is yet to adopt CS, only the hours of teaching mentioned for each paper/ activity / course will be considered, the credit in teaching hours may be ignored.*

Preamble: Diploma in Physical Education (D. P. Ed.) two years (Four Semesters Credit System) is a professional programme meant for preparing physical education teachers for elementary stage of school education from Class I to VIII.

D. P. Ed. programme is designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprises of compulsory and optional theory as well as practical courses and compulsory school internship.

R.D. P. Ed.1. Intake, Eligibility and Admission Procedure

R.D. P. Ed.1(1) Intake:

There shall be a basic unit of 50 students for each year.

R.D. P. Ed.1(2) Eligibility:

- (a) Senior Secondary School (+2) or its equivalent examination passed with at least fifty percent marks. However, five percent relaxation be given to those who have at least participated in international/national/SGFI/Sports Competition or Position holders in Inter-Zonal sports competitions.
- (b) The relaxation in the percentage of marks in the qualifying examination and in the reservation of seats for SC/ST/OBC and other categories shall be as per the rules of the Central Government / StateGovernment, whichever is applicable.

R.D. P. Ed.1(2) Admission Procedure:

Admission shall be made on merit on the basis of marks obtained in the entrance examination (sports proficiency test, physical fitness test, and marks obtained in qualifying examination) or any other selection process as per the policy of the State Government. Intake, Eligibility and Admission Procedure as per the NCTE norms and standards

R. D. P. Ed. 2. Duration:

The D. P. Ed. programme shall be of duration of two academic years, that is, four semesters. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

There shall be at least 200 working days exclusive of period of admission, but inclusive of (as per The Gazette of India page no. 124) examination with at least 36 working hours in a week (five or six days a week).

R. D. P. Ed. 3. The CS System:

All Programmes shall run on Credit System (CS). It is an instructional package developed to suit the needs of students, to keep pace with the developments in higher education and the quality assurance expected of it in the light of liberalization and globalization in higher education.

R. D. P. Ed. 4. Course:

The term course usually referred to, as ‘papers’ is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.

R. D. P. Ed. 5. Courses of Programme:

The D. P. Ed. Programme consists of a number of courses, the term ‘Course’ applied to indicate a logical part of subject matter of the programme and is invariably equivalent to the subject matter of a “paper” in the conventional sense. The following are the various categories of courses suggested for the D. P. Ed. Programme.

- **Theory**
 - **Core Course**
 - **Foundation Course**
- **Practicum**
 - **Compulsory Course (Track and Field)**
 - **Foundation Course**
 - **Teaching/Coaching Practices**

R. D. P. Ed.6. Semesters:

An academic year is divided into two semesters. Each semester will consist of 17-20 weeks of academic work equivalent to 100 actual teaching days. The odd semester may be scheduled from May/June to November/December and even semester from November / December to May/June. The institution shall work for a minimum of 36 working hours in a week (five or six days a week).

R. D. P. Ed.7. Working days:

There shall be at least 200 working days per year exclusive of admission, but inclusive of examination etc.

R. D. P. Ed. 8. Credits:

The term 'Credit' refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half / two hours of practical work / field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it. The total minimum credits, required for completing a D. P. Ed. Programme is 90 credits and for each semester 20 credits.

Provision of Bonus Credits Maximum 06 Credits in each Semester

Sr. No.	Special Credits for Extra Co-curricular Activities	Credit
1	Sports Achievement at Stale level Competition (Medal Winner)	1
	Sports Achievement National level Competition (Medal Winner)	2
	Sports participation International level Competition	4
2	Blood donation / Cleanliness drive / Community services	2
3	Mountaineering – Basic Camp, Advance Camp / Adventure Activities	2
4	News Reporting / Article Writing / book writing / progress report writing	1

Students can earn maximum 06 Bonus credits in each semester by his/her participation in the above mentioned activities duly certified by the Head of the institution / Department. This Bonus credit will be used only to compensate loss of credits in academic activities / attendance.

R. D. P. Ed. 9. Examinations:

- i. There shall be examinations at the end of each semester, for first semester in the month of November /December: for second semester in the month of May / June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in November /December or May / June.
- ii. A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / rules prescribed OR belated joining OR on medical grounds, such candidates are not permitted to proceed to the next semester. Such candidates shall redo

the semester in the subsequent term of that semester as a regular student; however, a student of first semester shall be admitted in the second semester, if he/she has successfully kept the term in first semester.

R. D. P. Ed. 10 Condonation:

Student must have 75% of attendance in each course for appearing the examination. Students who have 74% to 65% of attendance shall apply for condonation in the prescribed form with the prescribed fee. Students who have 64% to 50% of attendance shall apply for condonation in prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination.

R. D. P. Ed. 11. Pattern of Question Papers:

Question Papers shall have five questions corresponding to four units of each theory course.

D. P. Ed.: Format of Question Paper for 4 Units.

Each question paper shall have five questions. The pattern will be as follows:

Question No.	Description	Marks
1	Answer in detail (Long Question) Or Answer in detail (Long Question) (From Unit 1)	15
2	Answer in detail (Long Question) Or Answer in detail (Long Question) (From Unit 2)	15
3*	Answer in detail (Long Question) Or Answer in detail (Long Question)	15
4*	Write short notes: any three out of five	15
5	M.C.Q. Type Questions (10 out of 12 Que.) (3 Questions. from each unit)	10
Total		70

**Long Questions / Short notes question may be selected either from unit 3 or from unit 4.*

R. D. P. Ed. 12. Evaluation:

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade point. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by end semester examination and will be consolidated at the end of course. The components for continuous internal assessment are;

One Test	15 Marks
Seminar / Quiz	5 Marks
Assignments	5 Marks
Attendance	5 Marks
Total	30 Marks

Attendance shall be taken as a component of continuous assessment, although the students should have minimum 75% attendance in each course. In addition to continuous evaluation component, the end semester examination, which will be written type examination of at least 3 hours duration, would also form an integral component of the evaluation. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70. The evaluation of practical work, wherever applicable, will also be based on continuous internal assessment and on an end-semester practical examination.

R. D. P. Ed. 13. Minimum Passing Standard:

The minimum passing standard for CIA (Continuous Internal Assessment) and External Examinations shall be 40%, i.e. 12 marks out of 30 marks and 28 marks out of 70 marks respectively for theory courses. The minimum passing for both CIA & external examination shall be 50%, i.e. 15 marks out of 30 and 35 marks out of 70 marks for the practical courses.

R. D. P. Ed. 14. Grading:

Once the marks of the CIA (Continues Internal Assessment) and SEA (Semester End Assessment) for each of the courses are available, both (CIA and SEA) will be added. The marks thus obtained for each of the courses will then be graded as per details provided in R. D. P. Ed. 17 from the first semester onwards the average performance within any semester from the first semester is indicated by Semester Grade Point Average (SGPA) while continuous performance (including the performance of the previous semesters also) starting from the first semester is indicated by Cumulative Grade Point Average (CGPA). These two are calculated by the following formula:

$$= \frac{\sum}{\sum}$$

$$= \frac{\sum}{\sum}$$

Where C_i is the Credit earned for the course in any semester; G_{ij} is the Grade point obtained by the student for the course i and n number of courses obtained in that semester; S_j is SGPA of semester j and N number of semester. Thus CGPA is average of SGPA of all the semesters starting from the first semester to the current semester.

R. D. P. Ed. 15. Classification of Final Results:

For the purpose of declaring a candidate to have qualified for the Diploma of Physical Education in the First class / Second class / Pass class or First class with Distinction, the marks and the corresponding CGPA earned by the candidate in Core Courses will be the criterion. It is further provided that the candidate should have scored the First / Second Class separately in both the grand total and end Semester (External) examinations.

R. D. P. Ed.16. Award of the Diploma:

A candidate shall be eligible for the award of the Diploma. Only if he/she has earned the minimum required credit of the programme prescribed above.

R. D. P. Ed.17. Letter Grades and Grade Points:

- i. Two methods—relative grading or absolute grading— have been in vogue for awarding grades in a course. The relative grading is based on the distribution (usually normal distribution) of marks obtained by all the students in the course and the grades are awarded based on a cut-off mark or percentile. Under the absolute grading, the marks are converted to grades based on pre-determined class intervals. To implement the following grading system, the colleges and universities can use any one of the above methods.
- ii. The grades for each course would be decided on the basis of the percentage marks obtained at the end-semester external and internal examinations as per following table:

Percentage	Grade Point	Letter Grade	Description	Classification of final result
85 & above	8.5-10.0	O	Outstanding	First class with Distinction
70-84.99	7.0-8.49	A ⁺	Excellent	
60-69.99	6.0-6.99	A	Very Good	First Class
55-59.99	5.5-5.99	B ⁺	Good	Higher Second Class
50-54.99	5.0-5.49	B	Above Average	Second Class
40-49.99	4.0-4.99	C	Average	Pass Class
Below 40	0.0	F	Fail/ Dropped	Dropped
	0	AB	Absent	

R. D. P. Ed.18. Grade Point Calculation

Calculation of **Semester Grade Point Average (SGPA)** and **Credit Grade Point (CGP)** and declaration of class for D. P. Ed.Programme.

The credit grade points are to be calculated on the following basis:

$$\text{SGPA} = \frac{\text{Sum of grade points of all courses of the particular semester}}{\text{Total credit of the semester}}$$

Example – I

Marks obtained by Student in course T101 = 65/100

Percentage of marks = 65 %

Grade from the conversion table is = A

Grade Point = 6.0 + 5 (0.99/9.99)

= 6.0 + 5x0.1

= 6.0+ 0.5

=6.5

The Course Credits = 04

Credits Grade Point (CGP) = 6.5 × 04 = 26

The semester grade point average (SGPA) will be calculated as a weighted average of all the grade point of the semester courses. That is Semester grade point average (SGPA) = (sum of grade points of all eight courses of the semester) / total credit of the semester as per example given below:

SEMESTER-1

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
DT-101	4	65	A	6.5	26
DT-102	4	60	A	6	24
DT-103	4	62	A	6.2	24.8
DT-104	4	57	B+	5.7	22.8
DP-101	4	55	B+	5.5	22
DP -102	4	72	A+	7.2	28.8
DP -103	4	66	A	6.6	26.4
DP - 104	4	72	A+	7.2	28.8
	32				203.6

Examples: Conversion of marks into grade points

DT-101 65 = 60 + 5 = 6.0 + 5 x (0.99 / 9.99) = 6.0 + 5 x 0.1 = 6.0 + 0.5 = 6.5

DT-102 60 = 6.0

$$\text{DT-103 } 62 = 60 + 2 = 6.0 + 2 \times (0.99/9.99) = 6.0 + 2 \times 0.1 = 6.0 + 0.2 = 6.2$$

$$\text{DT-10457} = 55 + 2 = 5.5 + 2 \times (0.49 / 4.99) = 5.5 + 2 \times 0.1 = 5.5 + 0.2 = 5.7$$

$$\text{DP -101 } 55 = 5.5$$

$$\text{DP -102 } 72 = 70 + 2 = 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$$

$$\text{DP -103 } 66 = 60 + 6 = 6.0 + 6 \times (0.99 / 9.99) = 6.0 + 6 \times 0.1 = 6.0 + 0.6 = 6.6$$

$$\text{DP - 104 } 72 = 70 + 2 = 7.0 + 2 \times (1.49 / 14.99) = 7.0 + 2 \times 0.1 = 7.0 + 0.2 = 7.2$$

SEMESTER GRADE POINT AVERAGE (SGPA) = Total Credit Grade Points

$$= 203.6 / 32 = 6.3625$$

$$\text{SGPA Sem. I} = 6.3625$$

At the end of Semester-1

$$\text{Total SGPA} = 6.3625$$

$$\text{Cumulative Grade Point Average (CGPA)} = 6.3625/1 = 6.3625$$

$$\text{CGPA} = 6.66875, \text{ Grade} = \text{A, Class} = \text{First Class}$$

SEMESTER-2

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
DT-201	4	76	A+	7.6	30.4
DT-202	4	64	A	6.4	25.6
DT-203	4	59	B+	5.9	23.6
DT-204	4	80	A+	8	32
DP -201	4	49	C	4.9	19.6
DP -202	4	64	A	6.4	25.6
DP -203	4	55	B+	5.5	22
DTP - 201	4	72	A+	7.2	28.8
	32				207.6

$$\text{SGPA Sem. II} = 6.4875$$

At the end of Semester-2

$$\text{Total SGPA for two Semesters} = 12.85$$

$$\text{Cumulative Grade Point Average (CGPA)} = 12.85/2 = 6.425$$

$$\text{CGPA} = 6.66875, \text{ Grade} = \text{A, Class} = \text{First Class}$$

SEMESTER-3

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
DT-301	4	64	A	6.4	25.6
DT-302	4	64	A	6.4	25.6
DT-303	4	59	B+	5.9	23.6
DT-304	4	81	A+	8.1	32.4
DP-301	4	49	C	4.9	19.6

DP-302	4	64	A	6.4	25.6
DP-303	4	68	A	6.8	27.2
DTP - 301	4	75	A+	7.5	30
	32				209.6

SGPA Sem. III = 6.55

At the end of Semester-3

Total SGPA for three Semesters = 19.4

Cumulative Grade Point Average (CGPA) = $19.4/3 = 6.466667$

CGPA = 6.66875, Grade = A, Class = First Class

SEMESTER-4

Courses No.	Credit	Marks out of 100 (%)	Grade	Grade Point	Credit Grade point
DT-401	4	83	A+	8.3	33.2
DT-402	4	76	A+	7.6	30.4
DT-403	4	59	B+	5.9	23.6
DT-404	4	81	A+	8.1	32.4
DP-401	4	49	C	4.9	19.6
DP-402	4	78	A+	7.8	31.2
DTP-401	4	81	A+	8.1	32.4
DTP-402	4	75	A+	7.5	30
	32				232.8

SGPA Sem. IV = 7.275

At the end of Semester-4

Total SGPA for all the four semesters = 26.675

Cumulative Grade Point Average (CGPA) = $26.675 / 4 = 6.66875$

CGPA = 6.66875, Grade = A, Class = First Class

Note:

- (1) SGPA is calculated only if the candidate passes in all the courses i.e. get minimum C grade in all the courses.
- (2) CGPA is calculated only when the candidate passes in all the courses of all the previous and current semesters.
- (3) The cumulative grade point average will be calculated as the average of the SGPA of all the semesters continuously, as shown above.
- (4) For the award of the class, CGPA shall be calculated on the basis of:
 - (a) Marks of each Semester End Assessment and
 - (b) Marks of each Semester Continuous Internal Assessment for each course. The final Class for D.P.Ed shall be awarded on the basis of last CGPA (grade) from one to four semester examinations.

R. D. P. Ed.19. Grievance Redressal Committee:

The college/department shall form a Grievance Redressal Committee for each course in each college/department with the course teacher / Principal / Director and the HOD of the faculty as the members. This Committee shall solve all grievances of the students.

R. D. P. Ed.20. Revision of Syllabi:

1. Syllabi of every course should be revised according to the NCTE.
2. Revised Syllabi of each semester should be implemented in a sequential way.
3. In courses, where units / topics related to governmental provisions, regulations or laws, that change to accommodate the latest developments, changes or corrections are to be made consequentially as recommended by the Academic Council / Examination Board
4. All formalities for revisions in the syllabi should be completed before the end of the semester for implementation of the revised syllabi in the next academic year.
5. During every revision, up to twenty percent of the syllabi of each course should be changed so as to ensure the appearance of the students who have studied the old (unrevised) syllabi without any difficulties in the examinations of revised syllabi.
6. In case, the syllabus of any course is carried forward without any revision, it shall also be counted as revised.

Semester - I

PartA:Theoretical Course						
Course Code	Title of the Papers	Total Lectures per week	Credit	Internal Marks	External Marks	Total Marks
Core Course						
DT-101	History and Principles of Physical Education	4	4	30	70	100
DT-102	Foundations of Physical Education	4	4	30	70	100
DT-103	Basic Anatomy and Physiology	4	4	30	70	100
DT-104	Recreation & Value education	4	4	30	70	100
Part-B Practical Course						
DP-101	Swimming/ Gymnastics/ Track and Field	6	4	30	70	100
DP-102	Flag Hosting/ March Past/ Lezium/ Dumb-bell/ umbrella/ Tipri/ Wands/Hoop	6	4	30	70	100
DP-103	Relay Games/ Group Games/ Minor Games/ Lead-up Games	6	4	30	70	100
DP - 104	Badminton/ Tennis/ Table-Tennis/ Squash	6	4	30	70	100
Total		40	32	240	560	800

Semester - II

PartA:Theoretical Course						
Course Code	Title of the Papers	Total Lectures per week	Credit	Internal Marks	External Marks	Total Marks
CoreCourse						
DT-201	Yoga Education	4	4	30	70	100
DT-202	Health Education & Environmental Studies	4	4	30	70	100
DT-203	Methods of Physical Education	4	4	30	70	100
DT-204	Adapted Physical Education & Corrective Exercises	4	4	30	70	100
Part–B PracticalCourse						
DP-201	Swimming/ Gymnastics/ Track and Field	6	4	30	70	100
DP-202	Baseball/ Basketball/ Cricket / Football/ Handball	6	4	30	70	100
DP-203	Shooting/ Aerobics/ Calisthenics/ Yoga/ Indigenous Sports – Kabaddi/ Kho-Kho/Mallkhambh	6	4	30	70	100
Part – C Teaching Practices						
DTP - 201	Teaching Practice- 5 Lessons in class room and any 5 Lessons in PC-201,202 & 203	6	4	30	70	100
Total		40	32	240	560	800

Semester - III

PartA:Theoretical Course						
Course Code	Title of the Papers	Total Lectures per week	Credit	Internal Marks	External Marks	Total Marks
CoreCourse						
DT-301	Sports Training	4	4	30	70	100
DT-302	Child Psychology and Sociology	4	4	30	70	100
DT-303	Information Technology in Physical Education	4	4	30	70	100
DT-304	Youth Leadership & Social Welfare	4	4	30	70	100
Part–B PracticalCourse						
DP-301	Swimming/ Gymnastics/ Track and Field	6	4	30	70	100
DP-302	Hockey/Netball/ Softball/ Volleyball/	6	4	30	70	100
DP-303	Boxing/ Fencing/ Judo/ Karate/ Martial Arts/ Taek-won-do/	6	4	30	70	100
Part – C Teaching Practices						
DTP - 301	Teaching Practice.(Coaching Lesson plans for racket sports / team games / indigenous sports) 5 lesson of 40 min. duration each (4 Internal & 1 External) (General & specific lesson plan) 5 lesson of 40 min. duration each(4 Internal & 1 External)	6	4	30	70	100
Total		40	32	240	560	800

Semester - IV

PartA:Theoretical Course						
Course Code	Title of the Papers	Total Lectures per week	Credit	Internal Marks	External Marks	Total Marks
Core Course						
DT-401	Sports Injuries and Rehabilitation	4	4	30	70	100
DT-402	Organization and Administration of Physical Education	4	4	30	70	100
DT-403	Test and Measurement in Physical Education	4	4	30	70	100
DT-404	Nutrition and Naturopathy	4	4	30	70	100
Part-B Practical Course						
DP-401	Swimming/ Gymnastics/ Track and Field- (One Practical Test out of these.)	6	4	30	70	100
DP-402	Hockey/Netball/ Softball/ Volleyball/Base Ball/ Basket Ball/ Cricket / Foot Ball/ Hand Ball/ Boxing/ Fencing/ Judo/ Karate/ Martial Arts/ Tae-kwon-do/ Badminton/ Tennis/ Table-Tennis/ Squash – (Practical Test any two out of these.)	6	4	30	70	100
Part – C Teaching Practices						
DTP-401	Teaching Practice 1.(Coaching Lesson plans for track & field) 5 lesson of 40 min. duration each(4 Internal & 1 External)	6	4	30	70	100
DTP-402	Teaching Practice 2. (Officiating Lesson plans for track & field) 5 lesson of 40 min. duration each (4 Internal & 1 External)/Community service - Village Placement programme	6	4	30	70	100
Total		40	32	240	560	800
		160	128	960	2240	3200

SCHEME OF EXAMINATION
SEMESTER - I

Paper	Subject	Internal	External	Total Marks
	<u>THEORY (400)</u>			
DT-101	History and Principles of Physical Education	30	70	100
DT-102	Foundations of Physical Education	30	70	100
DT-103	Basic Anatomy and Physiology	30	70	100
DT-104	Recreation & Value education	30	70	100
	<u>PRACTICAL (400)</u>			
DP-101	Swimming/ Gymnastics/ Track and Field	30	70	100
DP-102	Flag Hosting/ March Past/ Lezium/ Dumb-bell s/ umbrella/ Tipri/ Wands/ Hoop	30	70	100
DP-103	Relay Games/ Group Games/ Minor Games/ Lead-up Games	30	70	100
DP - 104	Badminton/ Tennis/ Table-Tennis/ Squash	30	70	100
	Total	240	560	800

SEMESTER-II

Paper	Subject	Internal	External	Total Marks
	<u>THEORY (400)</u>			
DT-201	Yoga Education	30	70	100
DT-202	Health Education & Environmental Studies	30	70	100
DT-203	Methods of Physical Education	30	70	100
DT-204	Adapted Physical Education & corrective exercises	30	70	100
	<u>PRACTICAL (300)</u>			
DP-201	Swimming/ Gymnastics/ Track and Field	30	70	100
DP-202	Baseball/ Basketball/ Cricket / Football/ Handball	30	70	100
DP-203	Shooting/ Aerobics/ Calisthenics/ Yoga/ Indigenous Sports – Kabaddi/ Kho-Kho/ Mallkhambh	30	70	100
	<u>TEACHING PRACTICE (100)</u>			
DTP – 201	Teaching Practice (Classroom 5 Lessons and outdoor 5 Lessons)	30	70	100
	Total	240	560	800

SEMESTER-III

Paper	Subject	Internal	External	Total Marks
	<u>THEORY (400)</u>			
DT-301	Sports Training	30	70	100
DT-302	Child Psychology and Sociology	30	70	100
DT-303	Information Technology in Physical Education	30	70	100
DT-304	Youth Leadership & Social Welfare	30	70	100
	<u>PRACTICAL (300)</u>			
DP-301	Swimming/ Gymnastics/ Track and Field	30	70	100
DP-302	Hockey/Netball/ Softball/ Volleyball/	30	70	100
DP-303	Boxing/ Fencing/ Judo/ Karate/ Martial Arts/ Taek-won-do/	30	70	100
	<u>TEACHING PRACTICE (100)</u>			
DTP - 301	Teaching Practice	30	70	100
	Total	240	560	800

SEMESTER-IV

Paper	Subject	Internal	External	Total Marks
	<u>THEORY (400)</u>			
DT-401	Sports Injuries and Rehabilitation	30	70	100
DT-402	Organisation and Administration of Physical Education	30	70	100
DT-403	Test and Measurement in Physical Education	30	70	100
DT-404	Nutrition and Naturopathy	30	70	100
	<u>PRACTICAL (200)</u>			
DP-401	Swimming/ Gymnastics/ Track and Field- (One Practical Test out of these.)	30	70	100
DP-402	Hockey/Netball/ Softball/ Volleyball/Base Ball/ Basket Ball/ Cricket / Foot Ball/ Hand Ball/ Boxing/ Fencing/ Judo/ Karate/ Martial Arts/ Taek-won-do/ Badminton/ Tennis/ Table-Tennis/ Squash – (Practical Test any two out of these.)	30	70	100
DTP-401	Teaching Practice -	30	70	100
DTP-402	Teaching Practice	30	70	100
	Total	240	560	800

D.P.Ed. – Outline of Syllabus

Semester-I

Theory Course- DT-101

1. History and Principles of Physical Education

- 1.1. Meaning and Definition of Education and Physical Education, Aim and Objectives of Physical Education, Role of Physical Education in General Education,
- 1.2. Historical Development of physical education in India and World
- 1.3. Policies, Schemes, Awards, Honors and Awardees, Trophies/ Cups in Physical Education and Sports at State/National level.
- 1.4. Institutes for Physical Education and Sports in India (YMCA, LNUPE, SAI, NSNIS, IOA, AIU, SGFI etc.)

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4. Sharman, J.R. Introduction to Physical Education, New York, A.S. Barnes & Co. 1964.
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6. Deshpande, S.H. Physical Education in Ancient India. Amravati, Degree College of Physical Education 2014

Semester-I

Theory Course– DT-102

2. Foundations of Physical Education

- 2.1. Physical Education in relation to Humanities (Pedagogy, Psychology, Sociology, Statistics)
- 2.2. Physical Education in relation to Science Disciplines (Anatomy, Physiology, Anthropometry, Kinesiology, Biomechanics, Nutrition)
- 2.3. Heredity Traits, Muscle Tone, Athletic Heart, Unsynchronized development, Reciprocal Innervations, Reflex arc, Vital Capacity, Growth and Development at various levels – pre-adolescence, adolescence, adulthood, Differences in boys and girls, Classification of body types
- 2.4. Learning – meaning and definition, Theories of Learning – Trial and Error Theory, Conditioned Response Theory, Insightful Learning, Laws of Learning, Law of Readiness, Law of Use and Disuse, Law of Effect, Law of Recency, Law of Frequency, Types of Learning – primary, associate, concomitant, Transfer of Learning, Learning Curve

References:

1. R.H. Tiwari, Prachin Krishna Sahitya me Sharirik Shikshan Darshan, (Hindi) Delhi, Bharatiya Book Corporation 2005.
2. Harold M. Barrow, Man and Movement: Principles of Physical Education. . 2nd edition, London Kempton pub. 1977

3. Ramesh Chandra Pradhan, Foundation of Physical Education New Delhi sports pub. 2011.
4. Retune B. Frost, Physical Education Foundation Practices Principles, London, Addison- Worley. Pub. Cont. 1975.
5. Sharma S. N., Philosophical and Sociological Foundation of Education New Delhi, Kanishka pub. Distributors 1995.
6. D. G. Wakharkar, Physical Education and Sports In India, Amravati Shree H.V.P.M. Pub., 1988.
7. Bucher Charles A, Foundation of Physical Education St. Louis: The C.V. Mosby Co., 1972.

Semester-I

Theory Course DT-103

3. Basic Anatomy and Physiology

- 3.1. Meaning and Definition of Anatomy and Physiology
- 3.2. Definition and Description of Cell, Tissue, Organ and System, Bones and Joints – Structure & Classification
- 3.3. Brief description of Skeletal System, Muscular System, Respiratory System, Cardiovascular System, Nervous System, Digestive System, Excretory System, Endocrine System and Reproductive System
- 3.4. Effect of Exercise on Cardio-Respiratory and Muscular Systems

References:

1. Gupta Manju and Gupta M.C. Body and Anatomical Science [Hindi] Delhi. Swaran Printing Press, 1980.
2. Gupta A. P. Anatomy and Physiology (Hindi), SumitPrakashan, Agra 2010.
3. Sharma, R.D. Health and Physical Education [Hindi] Gupta Prakashan, 1979.
4. Singh, Sujana. Anatomy of Physiology and Health Education. Ropar. Jeet Publications, 1979 [Hindi].
5. Pearce Evelyn, C. Anatomy and Physiology for Nurses [Hindi] London, Faber & Faber Ltd. 1962.
6. Karpovich. Peter V. Physiology of Muscular Activity London. W.B. Saunders Co. 1959.
7. Morehouse, L.E. & Miller, J. Physiology of Exercise St. Louis The C.V. Mosby Co. 1967.
8. Lamb, G.S. Essentials of Exercise Physiology. Delhi, Surjeet Publication, 1982.

Semester-I

Theory Course DT-104

4. Recreation & Value Education

- 4.1. Meaning and Importance of Recreation, Types of recreation and Leisure Time Sports Activities – indoor, outdoor, active, passive, commercial, rural, Hobbies: as a leisure time activity and their educational values.

- 4.2. Various agencies which provide recreation in India, Qualities of a good recreation, Qualification of recreation leader.
- 4.3. Inculcation of Human Values, Ethical values, Spiritual values through Sports,
- 4.4. Social values, ethical values of officials and coaches on sports ground, ethical behavior in sports and sportsman spirit, ethical judgment.

References:

1. Bucher Charles A, Foundation of Physical Education St. Louis: The C.V. Mosby Co., 1972.
2. Johnson, R.C. Measurements in Physical Education & Athletic, New York, Mac. Milan & Co. 1980.
3. Mohan V.M. Principles of Physical Education (P.E., Series No., 1) (Hindi) Delhi, Metropolitan Book Dep.) 1969.
4. Nixon, E.E. & Cozen, F.W. An Introduction to Physical Education, Philadelphia. W.B. Saunders Co. 1969.
5. Obertuffer; Delbert Physical Education. New York, Harper & Brothers Publisher, 1970.
6. Sharma, V.M. & Tiwari, R.H.: Teaching Methods in Physical Education (Hindi) Amaravati, Shakti Publication. 1979.
7. Sharman, J.R. Introduction to Physical Education, New York, A.S. Barnes & Co. 1964.
8. William J.F. The Principles of Physical Education, Philadelphia, W.B. Saunders Co. 1964.
9. Jackson Roger, Sports Administration Manual, Canada, Roger Jackson & associate Ltd., 2005

Semester-I

Practicum- DP101

- **Swimming/ Gymnastics –**
 - Basic Skills and
 - competition rules and procedure,
 - competition structure.
- **Track & Field - -**
 - Marking of Track,
 - Events included in Track,
 - Basic Skills,
 - Rules and Regulations of different events,
 - competition structure.

Semester-I

Practicum- DP-102

- **Flag Hosting/ March Past/ Lezium/ Dumb-bell/ umbrella/ Tipri/ Wands/ Hoop –**
 - Basic Skills
 - Rules and procedure,
 - competition structure.

Semester-I**Practicum- DP-103**

- **Relay Games/ Group Games/ Minor Games/ Lead-up Games –**
 - Basic Skills
 - Competition rules and procedure,
 - Competition structure.

Semester-I**Practicum- DP-104**

- **Badminton/ Tennis/ Table-Tennis/ Squash –**
 - Basic Skills
 - Competition rules and procedure,
 - Competition structure.

Semester-II**Theory- DT-****201****1 Yoga Education**

- 1.1 Meaning, Definition, Importance and Types of Yoga; Development of Yoga in India
- 1.2 Effect of yogasana on various systems of body; Types and importance of asanas with special reference to physical education and sports
- 1.3 Ashtang Yoga – Yama, Niyama, Asana, Pranayama, Pratyahar, Dharna, Dhyan, Samadhi ,
- 1.4 Shatkarmas and Bandha Mudra

References:

1. Duggal, Satyapad: Teaching Yoga (the Yoga Institute, Santacruz, Bombay, 1985)
2. Swami Satyananda : Yoga Education for Children Saraswati (Bihar School of Yoga, Munger, 1990)
3. Gawande, E.N.: Value oriented Education (Sarup& sons, New Delhi – 110002)
4. Nagendra, H.R. and Nagarathna R: New Perspectives in Stress Management (V. K. Yogas, Bangalore, 1988)
5. Udupa, K.N.: Stress and its Management by Yoga (MotilalBanarsidass, Delhi)
6. Ghorote, M.L.: Applied Yoga, Lonavala.

Semester-II**Theory- DT-****202****2. Health Education & Environmental Studies**

- 2.1 Meaning, Definition, Importance and Dimensions of Health; Principles of Health Education
- 2.2 Common Health Problems in India, Communicable and Non-Communicable Diseases, Hygiene – Personal, Mental, Sleep, Food, Occupational Health, Cleanliness and awareness through educational activities (SSA)
- 2.3 Environmental Studies – Meaning, natural and man made Hazards and Education
- 2.4 Natural Calamities – Prevention and Safety Measures during natural calamities, WHO, UNICEF, UNIESCO and other agencies

References:

- 1 Moss and et. At. "Health Education" (National Education Association of U.T.A.)
- 2 Nemir A. "The School Health Education" (Harber and Brothers, New York).
- 3 Frank H. Walter H., Turners School Health Education, the C.V. Mosby Company, Saint Louis-1976
- 4 Agrawal, K.C. Environmental Biology (Bikaner: Nidhi publishers Ltd.) 2001.
- 5 Miller T.G.Jr., Environmental science (Wordsworth publishing Co.)
- 6 Odum,E.P. fundamental of Ecology (U.S.A.: W.B. Saunders Co.) 1971.
- 7 Townsend C. Essentials of Ecology (Black well science)

Semester-II**Theory-DT-****203****3. Methods of Physical Education**

- 3.1 Meaning, Definition, Importance and Factors Influencing Method of Teaching
- 3.2 Principles of Presentation Technique and Class Management in physical education; Commands, Class Formation
- 3.3 Methods of teaching for different kinds of physical activities (Calisthenics, Gymnastics, Minor Games, Major Games, Rhythmic Activities); Principles of Teaching (Simple and complex, Part and whole, Learning by doing, Intrinsic and extrinsic motivation, Frequency and duration in instructional periods, Recognition etc)
- 3.4 Lesson Plan – Concept, Objectives, Types of Lesson Plan; Preparation of Lesson Plan in Physical Education

References:

1. Bossing, N.L. Progressive, Methods & Teaching Secondary Schools.
2. Knap, C. &Hagma. E.P. Teaching Methods for Physical Education, New York: McGraw Hill Book Co. Inc 1958.
3. Kozman H.C. Cassidy R. & Jackson C. Methods in Physical Education London: W.B. Saunders Co. 1960.
4. Pandey, L.K. Methods in Physical Education (Hindi) Delhi, Metropolitan Book Depot, 1977.
5. Sharma, V.M. & Tiwari, R.H.: Safal Path Niyojan, (Hindi) Amaravati, Shakti Publication. 1979.
6. Tirunarayanan, C. &Hariharan, S. Methods in Physical Education Karaikudi: South India Press, 1969.

Semester-II**Theory- DT-****204****4. Adapted Physical Education & Corrective Exercises**

- 4.1 Adapted Physical Education- Meaning, Definition, Objectives and Importance
- 4.2 Concept and Significance of Good Posture; Effect of Bad Posture on our Body; Postural Deformities and their Remedies; Corrective Exercises for Postural Illnesses and Deformities
- 4.3 Classification of various disabilities – physical, mental, visual, hearing, behavioral; Principles of adapted physical education programme
- 4.4 Co-curricular activities for the disabled – Indoor/ Outdoor programmes, rhythm and dance activities, aquatic activities, fitness testing of disabled child

References:

1. Author David Jean Pyfer, Adapted Physical Education and Recreation V. 5thed. S.T Louis Mostly College pub. 1985.
2. Pomeroy Janet, Recreation for the Physically Handicapped N. York The Macmillan Comfogy 1964
3. Gandhi P. K. & S.R. Mohisini, The Physically handicapped and the Government Delhi Seema pub. 1982
4. Graham Uplon , Physical and creative activities for the mentally Handicapped New York. Cambridge university press.
5. Bryant J. craatty, Adapted Physical Education for Handicapped Children and Youth, London Lever Pub. Comfort 1980

Semester-II**Practicum DP-201**

- **Swimming**
 - Basic Skills
 - Competition rules and procedure,
 - Competition structure.
- **Gymnastics**
 - Basic Skills
 - Competition rules and procedure,
 - Competition structure
- **Track & Field**
 - Marking of Field,
 - Events included in Field,
 - Basic Skills,
 - Rules and Regulations of different events,
 - Competition structure.

Semester-II**Practicum DP-202**

- **Ball Games (Any one)** Baseball/ Basketball/ Cricket / Football/ Handball –
 - Basic Skills and
 - Rules of the Game,
 - competition structure and procedure

Semester-II**Practicum DP-203**

- **Shooting/ Aerobics/ Calisthenics/ Yoga/ Indigenous Sports - Kabaddi/ Kho-Kho/Mallkhambh –**
 - Basic Skills and
 - Rules of the Game and
 - competition structure and procedure,
 - Yoga – Basic Yogic Asanas (at least 10) and Pranayams

Semester-II**TEACHING PRACTICE DTP-201**

- Conducting Lessons in Classroom
- Conducting Lessons on Yoga/ Aerobics/ Calisthenics

Semester-III**Theory – DT-****301****1. Sports Training**

- 1.1 Meaning, Definition, Importance, Characteristics and Principles of Sports Training
- 1.2 Training Load and Adaptation Process; Overload – Causes, Symptoms and Preventive Measures,
- 1.3 Definition, Types and Factors Affecting Flexibility, Strength, Endurance, Speed and Coordinative Abilities
- 1.4 Methods of developing various Fitness Components – Flexibility, Strength, Endurance, Speed and Coordinative Abilities, methods of talent identification and nurturing of talent.

References:

1. Harre, Dietrich, Principles of Sports Training (Berlin: Speculated, 1982).
2. Dick W. Frank. Sports Training Principles (London: Lepus Books, 1980).
3. Jensen, R. Clayne, and Fisher A.G. Scientific Basis of Athletic Conditioning (Philadelphia: 1979).
4. Matvyew, L.P. Fundamental of Sports Training (Moscow: Progress Publishers, 1981).
5. Cratty, J. Brayant Perceptual and Motor Development in Infants and Children (N.J.: Englewood Cliffs, Prentice Hall, Inc. 1979).
6. Singh, H. Sports Training, General Theory and Methods (Patiala: NSNIS, 1984).
7. Uppal, A.K., Sports Training (New Delhi: Friends Publication, 1999).

Semester-III**Theory – DT-****302****2. Child Psychology and Sociology**

- 2.1 Meaning, Definition and Nature of Psychology, Sports Psychology and Educational Psychology
- 2.2 Stages of Growth and Development of Children - Physical, mental, social and communication skill development and psycho-motor learning at different stages
- 2.3 Meaning, Definition and Importance of Sociology and Sports Sociology; Culture and Sports, Socialization and Sports, Gender and Sports
- 2.4 Motivation – Meaning, Types and Role of motivation in teaching physical activities; social acceptance and cognitive process of physical activities, Motive, Incentive and Achievement

References:

- 1 Blair, Jones and Simpson, Educational Psychology, McMillan Co., New York, 1962.
- 2 Cratty, B. J., Psychology and Physical activity. Eaglewood Cliffs. Prentice Hall, 1968.
- 3 Crow and Crow, Educational Psychology. Eurasia Publishing House, N. Delhi, 1979.
- 4 Kamlesh, M.L. Psychology in Physical Education and Sport. Metropolitan Book Co., N. Delhi.1998.
- 5 Mathur, S.S., Educational Psychology. Vinod PustakMandir, Agra, 1962.

- 6 Skinner, Charles. E., Education Psychology. Prentice Hall of India, N. Delhi, 1984.
- 7 Loy, John W., Kenyon, gerald S. & McPherson, Barry D. Sports Culture and Society (Philadelphia: Lea &Febiger, 1981).
- 8 Ball, Donald W. and Loy John W. Sport and Social Order; Contribution to the sociology of sport, (London: Addison Wesley Publishing Co., Inc., 1975).
- 9 Loy John. W. McPherson, Barry D., and Kenyon Gerald, Sport and Social System (London: Addison Wesley Publishing Company Inc., 1978).
- 10 Edward Larry. Sociology of Sport (Illinois: The Dorsey Press, 1973).
- 11 Cratty, Brayant J. Social Dimensions of Physical Activity New Jersey: Englewood Cliffs, Prentice Hall Inc., 1967.

Semester-III

Theory – DT-

303

3. Information Technology in Physical Education

- 3.1 Introduction to Computer System: Definition, Characteristics, Principles, Parts of Computer and their functions, Generations, Input and Output Devices, Software and Languages of Computer, Operating Systems, Memory
- 3.2 WINDOWS: Meaning and Features of Windows, Graphic user Interface, Screen to Start and Shutdown Computer, Creating Folders and Short cut Icons. Saving, Copying and Deleting Files, Loading Software. Use of Note Pad and Paint Brush MS OFFICE: including MS Word, MS Excel and MS Power point
- 3.3 Computer Applications in Physical Education: principles of development of self instruction materials special reference to school children, principles of designing e - learning modules,
- 3.4 Computer Assisted Instruction & Web Based Instruction; Use of Educational Software and CD's. Use of computers in Library, Administration, Guidance and Examination

References:

- 1 Chauhan Sunil, Saxena Akash, Gupta Kartika, Foundation of Computer, (Firewall Media, 2006)
- 2 Computer Fundamentals. Pradeep K. Sinha & Priti Sinha, 4th edition, BPB Publication
- 3 Computers in Your Future, Marilyn Meyer & Roberta Baber, 2nd edition, Prentice Hall India
- 4 Computers Today. Suresh K. Basandra, Galgotia publication, upgraded edition-2008
- 5 Irtegov, D. Operating System Fundamentals. Firewall Media. 2004.
- 6 Milke, M Absolute Beginner's Guide to Computer Basics, Pearson Education Asia 2007.
- 7 NIIT Basics of Networking Prentice – Hall of India Pvt. Ltd, 2004

Semester-III

Theory – DT-

304

4. Youth Leadership & Social Welfare

- 4.1 Youth Leadership through sports, NYK, NGO, NSO, NCC and NSS
- 4.2 Camping – Meaning, Definition, Significance of Camping; Types of Camps – Selection and layout of camp sites, Administrative issues of leadership Camp
- 4.3 Planning, execution and administration of Camp Programme and Activities, Camp Fire, Stunts and Contest, Cook Out, Trekking, Hiking, Treasure Hunt, Citizenship Training, Camp Games, Mock Games, Evaluation of Camp Work
- 4.4 Contribution of Leadership Activities in personality development and Social Welfare

References:

- 1 Cratty, B. J., Psychology and Physical activity. Eaglewood Cliffs. Prentice Hall, 1968.
- 2 Crow and Crow, Educational Psychology. Eurasia Publishing House, N. Delhi, 1979.
- 3 Kamlesh, M.L. Psychology in Physical Education and Sport. Metropolitan Book Co., N. Delhi.1998.
- 4 Skinnner, Charles. E., Education Psychology. Prentice Hall of India, N. Delhi, 1984.
- 5 Loy, John W., Kenyon, gerald S. & McPherson, Barry D. Sports Culture and Society (Philadelphia: Lea &Febiger, 1981).
- 6 Ball, Donald W. and Loy John W. Sport and Social Order; Contribution to the sociology of sport, (London: Addison Wesley Publishing Co., Inc., 1975).
- 7 Loy John. W. McPherson, Barry D., and Kenyon Gerald, Sport and Social System (London: Addison Wesley Publishing Company Inc., 1978).
- 8 Edward Larry. Sociology of Sport (Illinois: The Dorsey Press, 1973).
- 9 Cratty, Brayant J. Social Dimensions of Physical Activity New Jersey: Englewood Cliffs, Prentice Hall Inc., 1967.

Semester-III**PRACTICUM –DP-301**

- **Swimming**
 - Basic Skills and
 - competition rules and procedure,
 - Competition structure.
- **Gymnastics –**
 - Basic Skills and
 - competition rules and procedure,
 - Competition structure.
- **Track & Field–**
 - Marking of Field,
 - Events included in Field,
 - Basic Skills,
 - Rules and Regulations of different events,
 - Competition structure.

Semester-III**PRACTICUM – DP-302**

- **Ball Games: (Any one) Hockey/Netball/ Softball/ Volleyball –**
 - Basic Skills and
 - Rules of the Game,
 - Competition structure and procedure.

Semester-III**PRACTICUM –DP-303**

- **Combative Sports (Any one) Boxing/Fencing/Judo/Karate/Martial Arts/Tae-Kwon-do**
 - Basic Skills and
 - Rules of the Game,
 - Competition structure and procedure.

Semester-III**TEACHING PRACTICE-DTP-301**

- Coaching Lessons – 5 Lessons on different skills of PC-301
- Coaching Lessons – 5 Lessons on different skills/ tactics of PC – 302 and 303

Semester-IV**Theory – DT-****401****1. Sports Injuries and Rehabilitation**

- 1.1 Meaning and Causes of Injuries in Sports; General Principles of Preventions of Injuries
- 1.2 Common Sports Injuries and their Management (Strain, Muscle and Ligament Sprain, Lower Back Strain, Tennis Elbow, Golfer's Elbow, Runner's Knee, Shin Pain, Blister, Concussion, Abrasion, Laceration, Haematoma, Fracture, Dislocation)
- 1.3 Definition of First-Aid, DRABC of First Aid, CPR, First Aid for Hemorrhage, Fracture, Sprain and Strain, Drowning, Heat Stroke and Heat Exhaustion; Concept of PRICE
- 1.4 Rehabilitation – Meaning, Objectives and Types of Rehabilitation; basic introduction and importance of Rehabilitation Modalities – Cold, Heat, Water, Radiation, Hydrotherapy, Cryotherapy, Wax Bath, Diathermy, Ultrasound Therapy, Inferential Therapy, Transcutaneous Electric Nerve Stimulator (TENS)

References:

- 1 Ann. Lowlin. Women's Fitness Program Development Human, Kinetics. 2002.
- 2 Bengt O. Eriksson et al, Sports Medicine, Guinness Publication, 1990.
- 3 Christine M. Drews, Physiology of Sports and Exercise, Human Kinetics, USA, 1999.
- 4 David R. Mottram, Drugs in Sports (4th Ed) Routledge Taylor and Francis Group, 2005.
- 5 Erikson, B.O. et al, Sports Medicine, Guinness Pub. Great Britain, 1990.
- 6 Jain, Rachna, Sports Medicine, KSK, New Delhi, 2002.
- 7 Jeyaprakash, C. S., Sports Medicine, J.P. Brothers Pub., New Delhi, 2003.
- 8 Khanna, G.L., Exercise Physiology & Sports Medicine, Lucky Enterprises, Delhi, 1990.
- 9 Mathew D.K. & Fox E.L, Physiological Basis of Physical Education and Athletics, W.B. Saunders Co: Philadelphia, 1971.
- 10 Pandey, P.K., Outline of Sports Medicine, J.P. Brothers Pub., New Delhi, 1987.
- 11 Pandey, P.K., Sports Medicine, Khel Sahitya Kendra, New Delhi, 1998.

Semester-IV**Theory – DT-****402****2 Organization and Administration of Physical Education**

- 2.1 Meaning, importance and principles of administration and organization; Factors influencing good administration; Types and procedure of Administration; Qualifications and qualities of Physical Education teachers
- 2.2 Facilities of Physical Education in an ideal school: Play field, Gymnasium, Swimming pool; Purchase & Care of sports equipments, Maintenance of Stock and Stock Registers, Process of Verification, Write-off and Condemnation of Stock
- 2.3 Tournaments : Meaning and types of tournaments; Method of drawing Fixtures; Intramural and Extramural; Sports Day/ Play Day
- 2.4 Coaching – Basic Philosophy of Teaching, Training, and Coaching, Qualifications and responsibilities of a coach; Officiating – Meaning, Importance and Principles of Officiating in Sports; Responsibilities of Officials

References:

- 1 Broyles, Frank J. & Rober. Hay D. Administration of sports, Athletic Programme: A Managerial Approach New York Prentice hall Inc. 1979.
- 2 Bucher. Charles A. Administration of Physical Education and Athletic Programme St. Louis. The C.V. Mosby Co. 1983.
- 3 Singh, Sujan, Organization of Physical Education RoparJeet Publication, 1973.
- 4 Thomas J.P. Organization & Administration of Physical Education Madras, Gyanodayal Press, 1967.
- 5 Voltmer, Edward F. and Esslinger, Arther A. The organization and Administration of Physical Education: New York: Prentice Hall Inc. 1979.

Semester-IV**Theory – DT-****403****3 Test and Measurement in Physical Education**

- 3.1 Meaning of Test and Measurement; Importance of Test, Measurement and Evaluation in the field of physical education and sports
- 3.2 Test Classification and Test Administration, Steps of Test Construction
- 3.3 Fitness Testing – Measurement of Various Fitness Components, Height and Weight, Calculation of Body Mass Index (BMI), components of fitness test of school children etc.
- 3.4 Measurement of Anthropometry and Body composition of school children

References:

1. ACSM's Health / Fitness Facility Standards and Guidelines, New York: Human Kinetics, 1992.
2. Barrow, Harold M. and McGhee, Rosemary, A Practical Approach to Management in Physical Education" Philadelphia: Lea and Fibiger 1979.
3. Clarke, H. Harrison.: Application of Measurement to Health and Physical Education, New Jersey: Prentice Hall Inc. 1976.
4. Safrit, Margaret J.: Introduction to Measurement in Physical Education and Exercise Science, St. Louis: Mosby, 1995.

Semester-IV**Theory – DT-****404****4 Nutrition and Naturopathy**

- 4.1 Concept of Nutrition, Types of Nutrients, Balanced Diet, Dietary Aids and Gimmicks
- 4.2 Malnutrition and Obesity – Causes and Prevention; Weight Management through Life style Modification.
- 4.3 Naturopathy – Meaning, Definition and Principles of Naturopathy; Methods of Nature Cure – Fasting, Mud Therapy and Hydrotherapy
- 4.4 Application of Naturopathy technique for various diseases like cold, cough, fever, asthma, constipation, diarrhea

References:

- 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 Graham, G. (2001) Teaching Children Physical Education : Becoming a Master Teacher. Human Kinetics, Champaign, Illinois, USA. Hoeger, W.W. & S.

- 4 Hoeger (2007) Fitness and Wellness. 7 th Ed. Thomson Wadsworth, Boston, USA.
- 5 Kamlesh, M. L. & Singh, M. K. (2006) Physical Education (Naveen Publications).
- 6 Kansal, D.K. (2008) Text book of Applied Measurement, Evaluation & Sports Selection. Sports & Spiritual Science Publications, New Delhi.
- 7 Lumpkin, A. (2007) Introduction to Physical Education, Exercise Science and Sports Studies, McGraw Hill, New York, U.S.A.

Semester-IV**PRACTICUM- DP-401**

- **Swimming/ Gymnastics/Track & Field -**
Skill proficiency and performance test (One Practical Test out of these.)

Semester-IV**PRACTICUM- DP-402**

- **Hockey/Netball/ Softball/ Volleyball/Base Ball/ Basket Ball/ Cricket / Foot Ball/ Hand Ball/ Boxing/ Fencing/ Judo/ Karate/ Martial Arts/ Tae-kwon-do/ Badminton/ Tennis/ Table-Tennis/ Squash –**
Skill proficiency and performance test (Two Practical Test out of these.)

Semester-IV**TEACHING PRACTICE - DTP-401**

- Officiating Lessons – 5 Lessons on different skills of PC-401

Semester-IV**TEACHING PRACTICE - DTP- 402**

- Officiating Lessons – 5 Lessons on different skills/ tactics of PC – 402

Table – 1: Semester wise distribution of hours per week

Semester	Theory	Practical	Teaching practice	Total
<i>I</i>	16	24	00	40
<i>II</i>	16	18	6	40
<i>III</i>	16	18	6	40
<i>IV</i>	16	12	12	40
<i>Total</i>	64	72	24	160
<i>Minimum of 36 teaching hours per week is required in five or six days in a week</i>				

Table – 1: Number of credits per semester

Semester	Theory	Practical	Teaching practice	Total
<i>I</i>	16	16	00	32
<i>II</i>	16	12	04	32
<i>III</i>	16	12	04	32
<i>IV</i>	16	08	08	32
<i>Total</i>	64	48	16	128
<i>Minimum of 36 teaching hours per week is required in five or six days in a week</i>				