

## ABOUT THE COURSE

The course of health and physical education aims to inculcate in students the values and skills required in the field of physical education. As physical education is related to health a wider scope has emerged in this area as never before. This course is divided into four modules and these modules equip the student to learn the trade in line with the need of the market. Apart from equipping the students to become physical education teacher in schools this course also target emerging jobs in the area related to fitness, recreation, relaxation, and commercial sports. Students can opt to work in the field of fitness, commercial sports bodies, yoga, sports tourism, sports journalism, sports shops, health clubs, and event management in sports, online blogging and wellness clinics. The modules are framed keeping an eye on these job roles.

Apart from securing the employability of students this course also aims at molding the pupil into a well-balanced personality. The physical aspect developed through scientific physical training, emotional and social values developed as part of taking part in various team games are sure to take these students into a higher level of leadership and becoming a good human being.

## JOB ROLES (CAREER PATH)

GOVT/SEMI GOVT SECTOR	PRIVATE SECTOR	SELF EMPLOYMENT
Physical Education Teacher	Physical Education Teacher	Event Managers (Sport)
Professional Player	Fitness Trainer	Sport Officials
Lab Assistant In VHSE	Yoga Trainer	Personal Trainer
Sports Store Keeper	Personal Trainer	Sports Shops
Grounds man/Marker	Gym Instructor/ Gymnastic traner.	Fitness Center/ Health Club
Sports Coaches	Trainer In Specialized Sport	Venue Administrator
	Exercise And Recreational Clinics in Hospitals And Companies	Leisure an Recreation Services
	Aerobics Instructor	Community physical activity
	Sports Coaches	
	Sporting Good sale representative	
	Professional Players	
	Swimming Instructor	

## SUBJECT APPROACH

Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that NSQF will promote transparency of qualifications, cross-sectional learning, and student-centered learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong wellness.

Towards the dawn of 21st century the greatest challenge is we will face a generation which will have a lower life span with all the issues of sedentary lifestyles, unhealthy food habits, stressful Careers. National level studies prove 30% population of children being obese. That is an alarmingly high number as there is research to show that 80% of obese children grow up to be obese adults. Hypo kinetic diseases like diabetes, high cholesterol, stress related disorders are very common in this category. More over study conducted by Government of Kerala (Total Physical Fitness Program) found that 15.56 percentages of the school students are found to be physically fit.

The sowing of the seeds of physical activity as part of one's lifestyle can only happen from childhood .It is a habit that needs to be formed early on. It is therefore clear that physical education needs to been integral part of education in all our schools. Other than the health and fitness outcomes we are also looking at a great deal of life skills learning through sports. The need for physical education as an integral part of education has been recognized by the Government and efforts are being made to elevate the status of physical education in schools. The need of the hour is the grass roots level intervention which will eventually drive onward for the demand for Physical Education and sports related industry in India.

The immediate need is of good quality physical education and sports professionals at various levels .his demand is going to explode in the coming years offering opportunities for all who want to be associated with Sports and build a career in this field. Several job opportunities already exist, Physical Education teachers, sports coaches, physiotherapists, nutritionists, sports doctors, sports officials, sports event managers are a few of them.

There is already a gap today in the demand and supply of professionals in this sector. A vocational course on physical education and sports gives basic exposure to the relevant knowledge and skills required for someone interested in this sector. Participation in such a vocational course should build entry level knowledge and skills giving the student an advantage when pursuing further education in this field. The table

below shows some of the opportunities that are within reach of the students should they show an inclination to work in the Sports sector.

The National Curriculum Framework (NCF) 2005 recommends that children's life at school must be linked to their life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home, community and the workplace. NCF 2005 is centered on the idea that human knowledge and learning is actively constructed by the learner, not passively received from the environment that is a constructive approach need to be followed which is characterized by the following-

## SYLLABUS

### MODULE - I . HEALTH AND PHYSICAL EDUCATION

1. Basics of Physical Education
2. History of Physical Education
3. (a) Philosophical Basis of Physical Education  
(b) Theories of Play
4. Learning
5. Teaching Methodology
6. Anatomy and Exercise Physiology
7. Kinesiology & Bio mechanics
8. Gymnastics
9. Track and Field - 1
10. Football
11. Volleyball
12. Specialization

### MODULE - II. ORGANISATION AND ADMINISTRATION IN SPORTS

1. Equipments and Facilities for Physical education
2. Organisation and Administration of Tournaments
3. Qualification and qualities of pe teacher and coaches.
4. General principles of officiating various sports and games
5. Play day (national, state, school sports day celebrations)
6. Kabaddi
7. Hockey
8. Basketball
9. Intramural

10. Specialization
11. Practice teaching (ojt) - 10 days

### **MODULE - III . HEALTH CLUB MANAGEMENT**

1. Basics of sport psychology
  - i. growth and development
  - ii. personality, motivation
2. Recreation and minor games
3. Physical fitness and wellness
4. Sports training
5. Drugs and doping
6. First aid and sports injury management
7. Gym management and weight training
8. Aerobics (mass exercise)
9. Tae kwon do
10. Track and field-2
11. Badminton
12. Specialization
13. Practice teaching (ojt) - 10 days

### **MODULE - IV. HEALTH AND YOGIC SCIENCES**

1. Fundamentals of yoga
2. Health education and personal hygiene
3. Posture
4. Nutrition
5. Yoga
6. Intramural
7. Cricket
8. Kho- kho
9. Handball
10. Specialization
11. Practice teaching (OJT) - 10 DAYS

**SCHEME OF WORK**

**Module -1 Health and Physical Education**

<b>Unit</b>	<b>Chpater</b>	<b>Month</b>	<b>Period</b>	<b>Weightage of Mark</b>
1.1	Basics of Phy.Edn	June	10	3
1.2	History of Phy.Edn	Jun./July	25	6
1.3	Philosophy of Phy.edn.	July	10	5
1.4	Learning	July	10	5
1.5	Teaching Methods	July/Aug.	20	6
1.6	Anatomy & Exercise Physiology	Aug. }	20	10
	Anatomy & Exercise Physiology	Sept. }	15	
1.7	Kinesiology & Biomechanics	Sep. }	10	6
	Kinesiology & Biomechanics	Oct. }	10	
<b>Physical Education Practical</b>				
1.8	Fundamentals of Physical activities	Jun.	25	10
	Specialisation	Jun	14	
1.9	Gymnastics	July	25	10
	Specialisation	July	14	
1.10	Track and Field	Aug.	30	15
	Specialisation	Aug.	14	
1.11	Track and field	Sept.	10	10
	Football	Sept.	25	
	Specialisation	Sept.	14	
1.12	Volleyball	Oct	25	10
	Specialisation	Oct	14	
	Specialisation			20
	<b>Total Period</b>			<b>340</b>

**Module - II - Organisation and Administration in Sports**

<b>Unit</b>	<b>Chapter</b>	<b>Month</b>	<b>Period</b>	<b>Weightage of Mark</b>
2.1	Organisation Administration of Tournaments	June	25	11
	General Principles of officiating various Sports & Games	June	10	
2.1	Organisation, Administration & Tournament	July	15	7
2.2	Personal Management & leadership	July	15	
	General Principles of officiating various games & Sports	July	10	
2.2	Personal Management & leadership	Aug.	5	
2.3	Facility Management	Aug.	15	5
2.4	Equipments & facilities for physical Education	Sept.	15	4
2.5	Adapted Physical Edn.	Sept.	10	6
	Adapted Physical Edn.	Oct.	10	
2.6	General Principles and various Sports & games			7
<b>Practical</b>				
2.6	General Principle of officiating various Sports & games.	June	5	6
2.7	Kabaddi	June	25	10
2.8	Track and field	July	25	15
	Track and field	Aug.	15	
2.9	Hockey	Aug.	14	10
	Hockey	Sept.	10	
2.10	Basket ball	Sept.	15	10
	Basket ball	Oct.	10	
2.11	Specialisation	Aug.	14	10 20
	Specialisation	Sept.	14	
	Specialisation	June	14	
	General Principles of various sports & games			
	Specialisation			

## Course Structure

This course will consist of 4 modules such as

<b>MODULE - 1</b>	<b>Health and Physical Education</b>
<b>MODULE - 2</b>	<b>Oranisation and Administration in Sports</b>
<b>MODULE - 3</b>	<b>Health Club Management</b>
<b>MODULE - 4</b>	<b>Health and Yogic Sciences</b>

## Classroom Activities

1. Content presentation through PowerPoint
2. Video clips and Animated CDs
3. Exhibitions
4. Charts and Diagrams
5. Debate
6. Discussions
7. Quiz
8. Interview
9. Project presentation
10. Class test
11. Models
12. Hand out

## Practical Activities

1. Case Studies
2. Surveys
3. Role Plays
4. Interaction with Industrial Experts
5. Field Study
6. Demonstration
7. Leadership camp
8. Project meet
9. Intramural / extramural competition
10. Practice teaching

## On the Job Training

The learners of Vocational Education get an opportunity to avail apprenticeship training in industries to put into practice the theory learnt and to improve their practical skills. During the course of study, on the job training (OJT) in a course is made mandatory to improve the skill and efficiency of the learner and to instill confidence. This process motivates to develop the attitude towards self - employment through Production Cum Service Training Centers. (PSTC) On the job training is to apply the skills learnt in the real working environment. The aim is to develop leadership, confidence, and maneuverability and perfect the acquired skills in different work conditions.

### Government Organizations

- Government schools-practice teaching
- To conduct sports and games-district sports and games
- Physical Education institutions
- Various universities

### Private Organizations

- Health clubs
- Yoga centers
- Private schools
- Private companies
- To conduct sports and game

### Public Sector Undertakings

- To conduct sports and game

### Certification of Skills in Each Module

- Skills Certificate In Basics of Health and Physical Education
- Skills Certificate In Sports Management
- Skills Certificate In Health Club Management
- Skills Certificate In Health And Yogic Sciences

### Overview of the Module One

This module intends to build in learner the basic knowledge related to physical education. It starts with understanding the concept of physical education and how physical education has transformed in the world over and in particular India. The products of physical education like the Olympic Games, Asian games, Paralympics, Special Olympics and important national tournaments are dealt in this module. It also makes the learner aware of the various international and national awards in the field of sports and games.



Inputs about schools of philosophy in shaping PE programs and teaching methodology for successful transaction of the PE curriculum is given due importance here. Students are motivated to inculcate the qualities and achieve the qualification to become a successful PE teacher or coach. Exercise and physical activity cannot be properly understood without the study of anatomy and physiology. Students are made to understand the physiological and anatomical changes brought in the human body by the means of physical activity. They are also taught the importance of warming up and warming down for any activity. The role of body mechanics for the effective application of skills in sports and games are also stressed in this module.

Games and sports are integral part of physical education and in this module the history, rules and regulation and fundamental skills in the discipline of Gymnastics, Athletics, Football and Volleyball are provided.

### **Major skills acquired**

- Able to teach the meaning, need and scope of Physical Education.
- Able to teach the global evolution of Physical Education
- Ability to organize play day in an institution
- Use learning theories and laws in teaching
- Design appropriate teaching method for effective transaction
- Ability to manage class
- Acquires qualities and qualification of Physical Education teacher and coach.
- Use Anatomical and Physiological knowledge in teaching.
- Use Kinesiology and Bio Mechanical knowledge in teaching.
- Fundamental teaching skills in Calisthenics, Gymnastics, Athletics, Football and Volleyball.

### **Learning Outcomes of the Course**

#### **After completion of module -1, the learners will be able to**

- Describe the meaning of Physical education
- Explain the aim and objective of Physical education
- Enumerate the social demands, employability option and current trends in Physical education and Sports
- Recognize the values learnt in Physical Education and experiment it in real life
- Compare the status of Physical Education in pre-colonial, colonial, post colonial era

- Describe the history of Physical education in various countries
- Differentiate major global games
- Label different National and international organizational
- Enumerate down and recognize different awards in sport at various level
- Explain the meaning of Philosophy.
- Identify the relation between Philosophy and Physical education
- Classify the essence in different philosophies and know the philosophers
- Explain the meaning of play
- Classify different theories of play and know their importance
- Describe learning
- Classify different theories and know their importance in Physical education
- Experiment the principles and laws of learning during learning teaching process
- Explain learning curve
- Demonstrate in sports and games
- Describe teaching methodology
- Enumerate the principles and importance
- Design a methodology
- Differentiate and choose the method for class room and practical.
- Distinguish and describe the meaning of new terminologies.
- Describe and write the functions of different systems
- Demonstrate, dramatize and interpret the effect of physical activity on each systems
- Demonstrate and dramatize the commands, formations and recognize the principles and its applications
- Identify the qualities and responsibility of PE teacher
- State the qualification
- Identify the qualities and responsibility of a coach
- State the qualification
- Distinguish and describe the meaning of new terminologies
- Identify and locate different joints and major muscles associated with each joint

- Demonstrate and differentiate among the various types of movements
- Interpret the mechanical concepts and demonstrate through physical activities
- Interpret the mechanical concepts
- Adapt the mechanics in executing the skill
- Demonstrate the exercises and also create new set of exercise to warm the body and warm down the body
- Demonstrate and create new set of callisthenic exercises
- Develop and improve the commanding skills and sense of rhythm
- Distinguish the various types of gymnastics
- Demonstrate the various gymnastic movements
- Create new combination movements
- Describe and distinguish the various competitions
- Describe various rules and regulations
- Describe and distinguish the various rules and regulations
- Demonstrate the various skills and use them during various practice and competitions.

### MODULE 1

Health and Physical Education : 340 Periods

Units No	Name of units	Periods
1.1	Basics of physical education	10
1.2	History of physical education	25
1.3	Philosophy of physical education	10
1.4	Learning	10
1.5	Teaching Methodology	20
1.6	Anatomy and exercise physiology	35
1.7	Kinesiology and biomechanics	20
1.8	Fundamentals of physical activity	25
1.9	Gymnastics	25
1.10	Track and field - 1	40
1.11	Football	25
1.12	Volleyball	25
1.13	Specialization	70
	<b>Total periods</b>	<b>340</b>

Module 1 : HEALTH AND PHYSICALEDUCATION		Unit 1.1 : - BASICS OF PHYSICAL EDUCATION	PERIOD: 10
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<ul style="list-style-type: none"> <li>• Meaning and Definition of PE</li> <li>• Aim, objectives of Physical education</li> <li>• The scope of Physical Education</li> <li>• Need and importance of PE in the present society</li> </ul>	<p><b>The student will be able to:-</b></p> <p>1.1.1 Define and describe Physical education</p> <p>1.1.2 List and Explain the aim and objective of Physical education</p> <p>1.1.3 List down the social demands, employability option and current trends in Physical education and Sports</p> <p>1.1.4 Recognize the values learnt in Physical Education and experiment it in real</p>	<ul style="list-style-type: none"> <li>• The teacher engage the students in a game and through Interactive discussion method describe the meaning and concept of Physical Education.</li> <li>• By engaging in a team game, the teachers explain the aim and objective of Physical education.</li> <li>• The students list down the objectives and then explain the aim of Physical education</li> <li>• The students are grouped together and assigned to list down the scope of Physical Education</li> <li>• Interactive discussion Method the consolidates</li> <li>• The students are made to play a team game and told to identify the values learnt from this activity.</li> <li>• The teacher may use ICT- show video clips and ask the students to identify the values</li> <li>• Interactive discussion Method hints to write projects(as a spectator, participant, organizer) is given.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment.</li> <li>• Oral test</li> <li>• Note book</li> <li>• Project report as a Spectator, Participant, Organizer</li> </ul>

Module 1 : HEALTH AND PHYSICALEDUCATION		Unit 1.2 : -HISTORY OF PHYSICAL EDUCATION		PERIOD: 25
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment	
<ul style="list-style-type: none"> <li>Physical Education in India , pre colonial, post colonial era</li> </ul>	<p><b>The student will be able to:-</b></p> <p>1.2.1 To compare the status of Physical Education in pre-colonial, colonial, post colonial era</p>	<ul style="list-style-type: none"> <li>Different ICT-VIDEO clips are shown to create an insight. The students are divided into three groups and a seminar is conducted Interactive discussion method the teacher consolidates</li> </ul>	<ul style="list-style-type: none"> <li>Assignment seminar</li> </ul>	
<ul style="list-style-type: none"> <li>Physical Education in ancient Greece, Rome, German, Sweden, USA, USSR, Japan</li> </ul>	<p>1.2.2 To describe the history of Physical education in various countries</p>	<ul style="list-style-type: none"> <li>Different ICT-VIDEO clips are shown to create an insight. The students are divided into three groups and asked to make a e-collection and present. Based on the e</li> </ul>	<ul style="list-style-type: none"> <li>Seminar</li> </ul>	
<ul style="list-style-type: none"> <li>Olympics (ancient, modern, winter, youth, Paralympics), Asian Games, Commonwealth Games, SAF games, National Games.</li> </ul>	<p>1.2.3 To differentiate major global games</p>	<ul style="list-style-type: none"> <li>collection a quiz programme is organized by the teacher and through Interactive discussion method the teacher consolidates.</li> <li>The student are divided into 10 groups. Each group is assigned a mega event. With the help of ICT ,group presentation, documentation and through</li> <li>Interactive discussion method the teacher consolidates.</li> </ul>	<ul style="list-style-type: none"> <li>Assignment Quiz e-collection</li> <li>Documentation</li> </ul>	

Module 1 : HEALTH AND PHYSICALEDUCATION		Unit 1.2 : -HISTORY OF PHYSICAL EDUCATION		PERIOD: 25
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment	
<ul style="list-style-type: none"> <li>International and National Organizations /Federations</li> <li>International and National Sports Awards</li> </ul>	<p>1.2.4 To label different National and international organizational awards</p> <p>1.2.5 To list down and recognize different awards in sport at various level</p>	<ul style="list-style-type: none"> <li>The student are divided into 10 groups. Each group is assigned a mega event. With the help of ICT ,group presentation, documentation and through Interactive discussion method the teacher consolidates.</li> <li>The students are taught to draw a flow chart . By using the ICT-VIDEO CLIPS student must be able to chart according to hierarchy and list down the functions</li> <li>Through scanning and skimming a list of awards is made and inscribed on a chart</li> <li>Posture of different awards are collected</li> </ul>	<ul style="list-style-type: none"> <li>Documentation</li> <li>Flow chart</li> <li>Collection of postures</li> </ul>	

Module 1 : HEALTH AND PHYSICALEDUCATION		Unit 1.3 : -PHILOSOPHY OF PHYSICAL EDUCATION		PERIOD: 10
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment	
<ul style="list-style-type: none"> <li>• Meaning and importance of Philosophy in Physical Education.</li> </ul>	<p><b>The student will be able to:-</b></p> <p>1.3.1 Explain the meaning of Philosophy.</p> <p>1.3.2 Identify the relation between Philosophy and Physical education</p>	<ul style="list-style-type: none"> <li>• The students are to prepare a short note on Philosophy and its relation with Physical Education-class room discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Short note</li> </ul>	
<ul style="list-style-type: none"> <li>• Schools of Philosophy (Idealism, Naturalism, Pragmatism, Realism, Existentialism)</li> </ul>	<p>1.3.3 Classify the essence in different philosophies and know the philosophers</p>	<ul style="list-style-type: none"> <li>• The students are divided into five groups and each group must be given a school of Philosophy. Group wise presentation and documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation</li> </ul>	
<ul style="list-style-type: none"> <li>• Introduction and meaning of play Theories of Play and Physical education</li> </ul>	<p>1.3.4 Explain the meaning of play</p> <p>1.3.5 Classify different theories of play and know their importance</p>	<ul style="list-style-type: none"> <li>• Interactive discussion and collect details of play and play theories</li> </ul>	<ul style="list-style-type: none"> <li>• Short note</li> <li>• assignment</li> </ul>	

Module 1 : HEALTH AND PHYSICALEDUCATION		Unit 1.4 :-LEARNING		PERIOD: 10
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment	
<ul style="list-style-type: none"> <li>• Meaning of learning</li> <li>• Theories of learning</li> <li>• Principles and laws of Learning</li> </ul>	<p><b>The student will be able to:-</b></p> <p>1.4.1 Describe learning</p>	<ul style="list-style-type: none"> <li>• Through interaction discussion method the teacher describes learning</li> </ul>	<ul style="list-style-type: none"> <li>• Short note</li> </ul>	
	<p>1.4.2 Classify different theories and know their importance in Physical education</p>	<ul style="list-style-type: none"> <li>• ICT presentation of theories of learning and documentation</li> </ul>	<ul style="list-style-type: none"> <li>• documentation</li> </ul>	
	<p>1.4.3 Experiment the principles and laws of learning during learning teaching process</p>	<ul style="list-style-type: none"> <li>• Model teaching by the teacher (skill or theory )by stressing each laws of learning with examples. The students try to interpret the laws and note and cite more examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Short notes</li> </ul>	
<ul style="list-style-type: none"> <li>• Learning curve and overcoming learning plateau</li> <li>• Transfer of learning</li> </ul>	<p>1.4.4 Explain learning curve</p>	<ul style="list-style-type: none"> <li>• Analyse various stages of performance of world class athletes from the age of 15 onwards like Carl lewis, Usain bolt)using graph</li> </ul>	<ul style="list-style-type: none"> <li>• Graph</li> <li>• Viva voice</li> </ul>	
	<p>1.4.5 Adopt the skills learnt in one game in many other games.</p>	<ul style="list-style-type: none"> <li>• The students learn some skills and try to adopt it other games.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	



Module 1 : HEALTH AND PHYSICALEDUCATION		Unit 1.5 : -	UNIT NAME-TEACHING METHODOLOGY	PERIOD: 20
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment	
<ul style="list-style-type: none"> <li>Meaning, importance and Principles of teaching methods</li> <li>Methods of teaching in PE</li> <li>Class and field Management (principles, commands, formations, use of educational technologies)</li> </ul>	<p>The student will be able to:-</p> <p>1.5.1 Describe teaching methodology</p> <p>1.5.2 List the principles and importance</p> <p>1.5.3 Design a methodology</p> <p>1.5.4 Differentiate and choose the method for class room and practical.</p> <p>1.5.5 Demonstrate and dramatize the commands, formations and recognize the principles and its applications</p>	<ul style="list-style-type: none"> <li>The teacher demonstrates an activity and the students are to infer along with the help of the teacher the meaning, importance and the principles of teaching methods.</li> <li>Conduct a class level seminar</li> <li>The seminar is to be organized by the students and the topics are to be presented by the teachers(eg of topics-preparation of teaching manual, simulated class, teaching manual assessment, portfolio assessment). Video documentation.</li> <li>The student has to document the seminar which should contain a model lesson plan and portfolios to assess the simulated classmanual</li> <li>The students are divided into group and conduct a practical class and video documentation</li> </ul>	<ul style="list-style-type: none"> <li>Inference report</li> <li>Observation</li> <li>Rating scale</li> <li>Report</li> <li>Note book</li> <li>Video documentation</li> </ul>	

Module 1 : HEALTH AND PHYSICALEDUCATION		Unit 1.5 : -	UNIT NAME-TEACHING METHODOLOGY	PERIOD: 20
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment	
<ul style="list-style-type: none"> <li>Qualities and responsibilities of a physical Education teacher</li> </ul>	<ul style="list-style-type: none"> <li>1.5.6 Identify the qualities and responsibility of PE teacher</li> </ul>	<p>The students must write the qualities and responsibilities of an ideal teacher which he bears in his mind</p>	<ul style="list-style-type: none"> <li>Notebook</li> </ul>	
<ul style="list-style-type: none"> <li>Qualifications of Physical Education Teacher</li> </ul>	<ul style="list-style-type: none"> <li>1.5.7 State the qualification</li> </ul>	<p>The student must surf and skim the internet and write a note of various courses offered to mould a Physical Education teacher in the state, national and international level</p>	<p>Assignment</p>	
<ul style="list-style-type: none"> <li>Qualities and responsibilities of a coach</li> </ul>	<ul style="list-style-type: none"> <li>1.5.8 Identify the qualities and responsibility of a coach</li> </ul>	<p>The students must write the qualities and responsibilities of an ideal coach which he bears in his mind</p>	<ul style="list-style-type: none"> <li>Rating scale</li> </ul>	
<ul style="list-style-type: none"> <li>Qualifications of coach</li> </ul>	<ul style="list-style-type: none"> <li>1.5.9 State the qualification</li> </ul>	<p>The student must surf and skim the internet and write a note of various courses offered to mould a coach in the state, national and international level</p>		
<ul style="list-style-type: none"> <li>Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>1.5.10 Able to Prepare lesson plan</li> </ul>	<p>Group directed practice method in the field by the students</p> <p>Practice teaching in schools</p>		

Module 1 : HEALTH AND PHYSICALEDUCATION		Unit 1.6 : -	UNIT NAME-ANATOMY AND EXERCISE PHYSIOLOGY	PERIOD: 35
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment	
<ul style="list-style-type: none"> <li>• Introduction and meaning of anatomy, physiology and exercise physiology.</li> <li>• Functions of different body systems (Skeletal, muscular, respiratory, circulatory, Digestive, excretory, Reproductive, Endocrine and nervous systems- brief account)</li> <li>• Effect of physical activity on body systems.</li> </ul>	<p>The student will be able to:-</p> <p>1.6.1 Distinguish and describe the meaning of new terminologies.</p> <p>1.6.2 Describe and write the functions of different systems</p> <p>1.6.3 Demonstrate, dramatize and interpret the effect of physical activity on each systems</p>	<ul style="list-style-type: none"> <li>• Interactive discussion method</li> <li>• Group task assigned:-The students are divided into groups and assigned each systems.Using ICT the students have to collect informations of the functions of different system and present</li> <li>• students are taken to the ground and engaged in big muscle activities and get a feel of the related response on each system and note down the effects</li> </ul>	<ul style="list-style-type: none"> <li>• Record</li> <li>• Assignment</li> <li>• Chart</li> <li>• Notebook</li> <li>• Diagrams</li> <li>• Charts</li> <li>• Presentation</li> <li>• Observation</li> <li>• Short note</li> <li>• Record</li> </ul>	

**Module 1 : HEALTH AND PHYSICALEDUCATION Unit 1.7 :- KINESIOLOGY AND BIOMECHANICSY PERIOD: 35**

<b>Ideas/Concepts/Skill</b>	<b>Learning Outcomes</b>	<b>Suggested Activities</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>• Introduction and meaning of Kinesiology and Biomechanics.</li> <li>• Types of joints-(Shoulder joint, shoulder girdle, elbow, hip, knee, ankle-brief account)</li> <li>• Joint movements-flexion, extension, adduction, Abduction, circumduction</li> <li>• Application of mechanical concept                             <ul style="list-style-type: none"> <li>- force, motion (Newton's laws)</li> </ul> </li> <li>• Aerodynamics (projectile, spin), Lever</li> </ul>	<p><b>The student will be able to:-</b></p> <p>1.7.1 Distinguish and describe the meaning of new terminologies.</p> <p>1.7.2 Identify and locate different joints and major muscles associated with each joint.</p> <p>1.7.3 Demonstrate and differentiate among the various types of movements</p> <p>1.7.4 Interpret the mechanical concepts and demonstrate through physical activities</p> <p>1.7.5 Interpret the mechanical concepts</p> <p>1.7.6 Adapt the mechanics in executing the skill</p>	<ul style="list-style-type: none"> <li>• Interactive discussion method"</li> <li>• Using ICT-Video clippings the teacher helps the students to locate and identify each joints and major muscles. There after the students collect pictures of the joint and muscles and submit an album</li> <li>• Using ICT-Video clippings the teacher helps the students to locate different movements .There after the students demonstrate the movements and submit an e- project</li> <li>• The students are to relate the Physical activities with the different concepts in Physics and make a short note</li> </ul>	<ul style="list-style-type: none"> <li>• Short note</li> <li>• Album</li> <li>• Observation</li> <li>• Short note</li> <li>• e -Project work.</li> <li>• Short note</li> </ul>

Module 1 : HEALTH AND PHYSICALEDUCATION Unit 1.8 : - UNIT NAME-FUNDAMENTAL OF PHYSICAL ACTIVITY PERIOD: 15			
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<ul style="list-style-type: none"> <li>• General warm up</li> <li>• specific warm-up</li> <li>• cooling down</li> </ul>	<p>The student will be able to:-</p> <p>1.8.1 Demonstrate the exercises and also create new set of exercise to warm the body and warm down the body</p>	<ul style="list-style-type: none"> <li>• The teacher demonstrates the exercises. The students learns the different commands there after imitate , practice the exercises with guided correction. The students are divided into various group for groupdirected practice and correction.The students are left free to practice the exercise individually and again in groups.Finally the students have to create a new set of exercise demonstate and note down</li> </ul>	<ul style="list-style-type: none"> <li>• Record</li> <li>• Viva voce</li> </ul>
<ul style="list-style-type: none"> <li>• Without apparatus- freehand exercises</li> <li>• drill and march</li> <li>• commands</li> </ul>	<p>1.8.2 Demonstrate and create new set of callisthenic exercises</p> <p>1.8.3 Develop and improve the commanding skills and sense of rhythm</p>		

Module 1 : HEALTH AND PHYSICALEDUCATION Unit 1.9 : - UNIT NAME- GYMNASTICS PERIOD: 40			
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<ul style="list-style-type: none"> <li>History and different kinds of gymnastics(basic ,sportive, gymnastics for all kinds of sports, artistic)</li> </ul> <p><b>Floor exercise</b></p> <ul style="list-style-type: none"> <li><b>for girls</b>-front roll, back roll, forward dive roll, sideward roll, cartwheel, various types of splits, combination of all movements</li> <li><b>For boys</b>-front roll, back roll, forward dive roll , sideward roll, cartwheel, various types of split combination of all movements</li> <li><b>With apparatus for girls</b>- balance beam, uneven bars ,parallel bar, horizontal bar, vault table.(any one)</li> <li><b>With apparatus for boys</b>- pommel horse, roman rings, parallel bar, horizontal bar, vault table.(any one)</li> </ul>	<p><b>The student will be able to:-</b></p> <p>1.9.1 Distinguish the various types of gymnastics</p> <p>1.9.2 Demonstrate the various gymnastic movements</p> <p>1.9.3 Create new combination movements</p>	<ul style="list-style-type: none"> <li>Interactive discussion method. The students may use ICT to scan and skim the rules of the games and skills record</li> <li>The teacher demonstrates the skill. The students imitate and practice the skill and guided correction. The students are divided into various group for groupdirected practice and correction.The studenrts are left free to practice the skills individually and again in groups.</li> </ul>	<ul style="list-style-type: none"> <li>short note</li> <li>intramural</li> <li>Practical Record</li> <li>viva voce</li> </ul>

Module 1 : HEALTH AND PHYSICALEDUCATION Unit 1.10 : - UNIT NAME- TRACK AND FIELD - 1 CS PERIOD: 35			
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<ul style="list-style-type: none"> <li>History, important competitions held at different levels</li> </ul> <p><b>Fundamental skills -track events</b></p> <ul style="list-style-type: none"> <li><b>Start-</b> standing, crouch and its variations</li> <li><b>Finish-</b> run through, forward lunge (dip), shoulder shrug.</li> <li><b>Relays-</b> various methods of baton exchange</li> <li>Fundamental skills -field events</li> <li><b>Long jump-</b>sail ,hang and hitch kick</li> <li><b>Shot-put-</b>O'Brien and disco put</li> <li><b>High jump-</b>scissor cut, straddle roll, fosbury flop</li> </ul>	<p>The student will be able to:-</p> <p>1.10.1 Describe and distinguish the various competition</p> <p>1.10.2 Demonstrate the various skills and use them during various practice and competitions.</p>	<ul style="list-style-type: none"> <li>Interactive discussion method. The students may use ICT to scan and skim the rules of the games and skills record</li> <li>The teacher demonstrates the skill. The students imitate and practice the skill and guided correction. The students are divided into various group for groupdirected practice and correction.The studentrs are left free to practice the skills individually and again in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Record book</li> <li>Return demonstration</li> <li>Skill test</li> <li>AAHPER TEST</li> <li>Rating scale</li> <li>Practical Record</li> </ul>

Module 1 : HEALTH AND PHYSICALEDUCATION Unit 1.11 :- UNIT NAME- FOOTBALL PERIOD: 25			
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<ul style="list-style-type: none"> <li>History Rules and regulations</li> </ul> <p><b>Fundamental skills</b></p> <ul style="list-style-type: none"> <li><b>Kicks</b> - inside of the foot, instep of the foot, outer instep of the foot, chip, Lofted kick, volley, half volley</li> <li><b>Trapping</b>-rolling ball with the inside, sole and instep of the foot</li> </ul> <p><b>Ball reception and control-</b></p> <ul style="list-style-type: none"> <li>receiving the ball with the inside and outside of the foot, trapping the ball with chest, thigh.</li> </ul>	<p><b>The student will be able to:-</b></p> <p>1.11.1 Describe various rules and regulations</p> <p>1.11.2 Demonstrate the various skills and use them during various practice and competitions</p>	<ul style="list-style-type: none"> <li>Interactive discussion method. The students may use ICT to scan and skim the rules of the games and skills record</li> <li>The teacher demonstrates the skill. The students imitate and practice the skill and guided correction. The students are divided into various group for groupdirected practice and correction.The studentrs are left free to practice the skills individually and again in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Record book</li> <li>Return demonstration</li> <li>Skill test</li> <li>Rating scale</li> </ul>



Module 1 : HEALTH AND PHYSICALEDUCATION Unit 1.11 : - UNIT NAME- FOOTBALL PERIOD: 25			
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<ul style="list-style-type: none"> <li>● <b>Dribbling</b>-instep of the foot, inside of the foot, outside of the</li> <li>● foot, control, fast, straight, zigzag dribbling, dribbling with obstacle</li> </ul> <p><b>Heading</b>- standing, running, jumping heading for long clearance, down ward heading</p> <p><b>Throwing</b>-</p> <ul style="list-style-type: none"> <li>● Feinting- with lower limb, with the upper part of the body</li> <li>● <b>Tackling</b>-simple block tackling, slide tackling</li> <li>● Goal keeping-collection of balls, diving, ball clearance (kicking, throwing and deflecting)</li> <li>● Rules and their interpretations</li> </ul>	<p>1.11.3 Demonstrate the various skills and use them during various practice and competitions</p>	<ul style="list-style-type: none"> <li>● groupdirected practice and correction.The studentrs are left free to practice the skills individually and again in groups.</li> <li>● Finally set drills and tactics are practiced through combination of various skills.</li> <li>● The skill can also be taught by first introducing a minor game with some specific rules. After creating an interest the skill is slowly introduced.Followed by correction, group practice and tactics.</li> </ul>	<ul style="list-style-type: none"> <li>● Return demonstration</li> <li>● Skill Test</li> <li>● Rating scale</li> <li>● Mac Donald Test</li> <li>● Or AAPHER TEST</li> <li>● Intramural</li> <li>● Practical Record</li> <li>● Viva-voce</li> </ul>

Module 1 : HEALTH AND PHYSICALEDUCATION Unit 1.12 :-		UNIT NAME- VOLLEYBALL	PERIOD: 25
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<ul style="list-style-type: none"> <li>History Rules and interpretations</li> </ul>	<p>The student will be able to:-</p> <p>1.12.1 Describe and distinguish the various rules and regulations</p>	<ul style="list-style-type: none"> <li>"Interactive discussion method. The students may use ICT to scan and skim the rules of the games and skills record</li> </ul>	<ul style="list-style-type: none"> <li>Record book</li> </ul>
<p><b>Posture and basic court movements</b></p> <ul style="list-style-type: none"> <li><b>Passes-</b> volley, dig, back volley, jump volley,</li> <li><b>Service-</b> underarm, tennis, overhead float, jump and serve</li> <li><b>Offensive technique-</b> straight arm spike, cross court spike, down the line spike</li> <li>Defensive technique- single block, side roll dig, one arm pass with roll over the shoulder, double block, forward dive.</li> </ul>	<p>1.12.2 Demonstrate the various skills and use them during various practice and competitions</p>	<ul style="list-style-type: none"> <li>The teacher demonstrates the skill. The students imitate and practice the skill and guided correction. The students are divided into various group for groupdirected practice and correction.The studenrts are left free to practice the skills individually and again in groups.</li> <li>Finally set drills and tactics are practiced through combination of various skills.</li> <li>The skill can also be taught by first introducing a minor game with some specific rules. After creating an interest the skill is slowly introduced.Followed by correction, group practice and tactics.</li> </ul>	<ul style="list-style-type: none"> <li>Return demonstration</li> <li>Skill test</li> <li>Rating scale</li> <li>Brady volleyball test/ AAPHER TEST</li> <li>Intramural</li> <li>Practice Record</li> <li>Viva voce</li> </ul>

## Specialization

Any of the following game is chosen for specialisation like

Basketball, Hockey, Volleyball, Athletics, Taekwondo, Track and field, Football, Cricket

Here the student opting specialisation should attain the skills to play, officiate, teach and coach.

As a player: one should learn all basic skills, techniques and strategies and should have participated in at least in district level or state level or national level competitions.

As an official: one should be able to organise a tournament, officiate the game and mark the playfield.

As a teacher: one should be able to demonstrate different exercises (preparatory exercises, basic exercise, supplementary exercises) and impart correction drills and skills

As a coach: one should have at least a national certificate and should have the ability to coach different techniques, strategies, practice drills and correction drills.

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### **Track and Field**

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## **OVERVIEW OF MODULE - 2**

Commercialization of sports has increased the scope of sports management as never before and this modules prepare the learner in all aspect connected to sports management. Learner recognizes the concept of organization, administration and management and relates it with the area in sports. Students realize the importance of leadership and managing the personnel in an organization effectively. Learner learns to conduct a tournament commendably by understanding the nature of

tournament, rules and regulations governing them, fixing the fixtures and effective officiating skills.

To organize tournaments we need to have best infrastructures. Students are taught the technical aspects in the construction and maintenance of gymnasium, swimming pool, and other indoor and outdoor sports facilities. They are also given inputs in the area of budgeting, office management and the legalities in purchase, store keeping and disposal.

Paralympics and Special Olympics have demonstrated the role of sport in the life of differently abled individuals. Inputs have been provided in this module to cater to the challenging needs of this section of society for the welfare of them.

### Major skills acquired

- To Chart fixture for tournaments
- To organize tournaments
- To develop quality Physical Education programs
- To recruit and manage personnel in an organization
- To prepare indoor and outdoor playfields
- Practical information in construction and maintenance of Gymnasium
- Practical information in construction and maintenance of Swimming pool
- Budgeting skills
- Efficient use of equipment and facilities
- Purchase and store keeping
- To officiate tournaments
- To develop adapted physical education programs.
- Fundamental teaching skills in Kabaddi, Athletics, Hockey, and Basketball

### Learning Outcomes of the Course

#### **After completion of module -2, the learners will be able to**

- Differentiate the concept of organization, administration and management in PE.
- Describe competition
- Classify different tournaments.
- To choose tournament type as per the requirement
- Describe intramurals and extramural
- Organize intramural and extramural efficiently

- Evaluate and recommend PE programs at different level.
- Describe play day
- List the significance of play day in institutions
- List the principles of personnel management
- Choose right personnel for the organization.
- List the importance of leadership in relation to PE
- Classify types of leadership
- Design indoor and outdoor sports field of major disciplines.
- Recognize the importance of maintaining play field.
- Formulate gymnasium plans
- Choose the facilities to be provided in Gymnasium
- Develop different types of swimming pool designs.
- List the periodic maintenance to be carried out
- Define and describe budgeting
- Describe office management and list its importance
- Interpret accounting
- Select appropriate equipments
- Use equipment
- Create improvised equipment
- Recognize the procedure for purchase
- Make use of the techniques of store keeping and the technique of maintaining the stock register.
- Explain the underlying principles of officiating
- Describe the rules and regulations and make use of it in practice and competitions
- Recognize the responsibilities ( pre, during and post) of officiating a tournament
- Illustrate as well as demonstrate the field marking procedure.
- Identify PE program for differently abled.
- Describe the value of recreation and competition in sports.
- Distinguish between Special Olympics and Paralympics.
- Classify disability
- Construct adapted physical education programs for differently abled.
- Operate adapted physical education programmes for the welfare and rehabilitation for differently abled.

- The student will be able to:-
- Describe the various competition rules and regulations
- Demonstrate the various skills and use them during various practice and competitions
- The student will be able to:-
- Describe the various competitions rules and regulations
- Illustrate, sketch, describe, and discuss the concept of track marking.
- Distinguish a 200m and 400mt track design
- Demonstrate the various skills and use them during various practice and competitions
- The student will be able to:-
- Describe the various competitions rules and regulations
- Demonstrate the various skills and use them during various practice and competitions
- Demonstrate the various skills and use them during various practice and competitions
- The student will be able to:-
- Describe the various competitions rules and regulations
- Demonstrate the various skills and use them during various practice and competitions
- Demonstrate the various skills and use them during various practice and competitions

### CLASSROOM ACTIVITIES

1. Content presentation through PowerPoint
2. Video clips and Animated CDs
3. Exhibitions
4. Charts and Diagrams
5. Debate
6. Discussions
7. Quiz
8. Interview
9. Project presentation
10. Class test
11. Models
12. Hand out



**Practical Activities**

1. Case Studies
2. Surveys
3. Role Plays
4. Interaction with Industrial Experts
5. Field Study
6. Demonstration
7. Leadership camp
8. Project meet
9. Intramural / extramural competition
10. Practice teaching

**MODULE - 2****ORGANISATION AND ADMINISTRATION IN SPORTS: 340 Periods**

<b>Units No</b>	<b>Name of Units</b>	<b>Periods</b>
2.1	Organisation and administration of tournaments	35
2.2	Personal management and leadership	20
2.3	Facility management	15
2.4	Equipments and facilities for physical education	15
2.5	Adapted physical education	20
2.6	General principles of officiating (Theory various sports and games      Practical)	40
2.7	Kabaddi	25
2.8	Track and field -2	40
2..9	Hockey	25
2.10	Basketball	25
2.11	Specialization	70
	<b>Total</b>	<b>340</b>

Module 2 : ORGANIZATIONS AND ADMINISTRATION IN SPORTS		Unit 2.1 : - ORGANISATION AND ADMINISTRATION OF TOURNAMENTS		PERIOD: 35
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment	
<ul style="list-style-type: none"> <li>• Meaning and definition of organization, administration and management and the role of physical educationist in the emerging scenario.</li> <li>• Competitions and Types of tournaments knockout/ elimination, League/Round-robin, Consolation, Challenge Tournament</li> </ul>	<p><b>The student will be able to:-</b></p> <p>2.1.1 Organize intramural and extramural efficiently</p> <p>2.1.2 Describe competition</p> <p>2.1.3 Classify different tournaments.</p> <p>2.1.4 To choose tournament type as per the requirement.</p> <p>2.1.5 Describe intramurals and extramural</p>	<ul style="list-style-type: none"> <li>• Field visit to reputed institution like LNCPE/dept of Physical education Kannur university/ any other institution and document the organisations structure, administration procedure presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Short note</li> <li>• charts</li> <li>• presentation</li> <li>• Short note</li> </ul>	
<ul style="list-style-type: none"> <li>• Intramurals and extramural</li> <li>• Organization and administration of tournaments and competitions.</li> </ul>	<p>2.1.6 Organize intramural and extramural efficiently</p>	<ul style="list-style-type: none"> <li>• Interactive discussion method</li> <li>• The students are given opportunity to organize different tournaments and competitions through out the course on group rotation basis. They will have to document their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation</li> </ul>	

Module 2 : ORGANIZATIONS AND ADMINISTRATION IN SPORTS		Unit 2.1 : - ORGANISATION AND ADMINISTRATION OF TOURNAMENTS		PERIOD: 35
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment	
<ul style="list-style-type: none"> <li>Physical education and sports programme- organization and structure of physical education at school, district, state, national and international level.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the division of labour at various level.</li> </ul>	<ul style="list-style-type: none"> <li>Group task assigned :- The studenys are given the task to draw a flowchart of the heirarchy of administration at various level and describe the role played by each posts/ positions</li> </ul>	<ul style="list-style-type: none"> <li>Project work</li> <li>Flow chart</li> </ul>	
<ul style="list-style-type: none"> <li>Play day and its significance in Institutions. ompetitions.</li> </ul>	<p>2.1.7 Describe play day</p> <p>2.18 List the significance of play day in institutions.</p>	<ul style="list-style-type: none"> <li>The students have to organise playday and document their experience.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation</li> </ul>	

Module 2 : ORGANIZATIONS AND ADMINISTRATION IN SPORTS		Unit 2.2 : - PERSONAL MANAGEMENT AND LEADERSHIP		PERIOD: 20
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment	
<ul style="list-style-type: none"> <li>Principles of personnel management</li> </ul>	<p><b>The student will be able to:-</b></p> <p>2.2.1 List the principles of personnel management</p>	<ul style="list-style-type: none"> <li>Interactive discussion method</li> </ul>	<ul style="list-style-type: none"> <li>Short note</li> </ul>	
<ul style="list-style-type: none"> <li>Recruitment and selection</li> </ul>	<p>2.2.2 Choose right personnel for the organization.</p>	<ul style="list-style-type: none"> <li>The students have to develop rating scales and mock interviews.</li> </ul>	<ul style="list-style-type: none"> <li>Rating scale</li> <li>Mock interviews</li> </ul>	
<ul style="list-style-type: none"> <li>Importance of leadership in physical education and sports</li> </ul>	<p>2.2.3 List the importance of leadership in relation to PE</p>	<ul style="list-style-type: none"> <li>The students undergo a compulsory leadership camp at school or nearby premises and document the camp activities. The students should conclude by enumerating the importance of leadership in Physical education.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation</li> </ul>	
<ul style="list-style-type: none"> <li>Types of leadership petitions.</li> </ul>	<p>2.2.4 Classify types of leadership document their experiences.</p>	<ul style="list-style-type: none"> <li>Group work assigned:- The students have to conduct the case study of different sports administrators available.</li> </ul>	<ul style="list-style-type: none"> <li>Short note</li> <li>Case study</li> </ul>	

Module 2 : ORGANIZATIONS AND ADMINISTRATION IN SPORTS		Unit 2.3 : -FACILITY MANAGEMENT		PERIOD: 15
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment	
<ul style="list-style-type: none"> <li>Playfield indoor and outdoor- Preparations, lay out and maintenance</li> </ul>	<p><b>The student will be able to:-</b></p> <p>2.3.1 Design indoor and outdoor sports field of major disciplines.</p> <p>" Recognize the importance of maintaining play field.</p>	<ul style="list-style-type: none"> <li>Field visit to various indoor and outdoor stadiums.collect videoclips and still photos.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibition</li> </ul>	
<ul style="list-style-type: none"> <li>Gymnasium and allied facilities- Construction and maintenance</li> </ul>	<p>2.3.2 Formulate gymnasium plans</p> <ul style="list-style-type: none"> <li>Choose the facilities to be provided in Gymnasium</li> </ul>	<ul style="list-style-type: none"> <li>The students have to use ICT to study the mode of preparation and maintenance of various grounds and pitches.These wrks have to presented on the school level exhibition.</li> </ul>	<ul style="list-style-type: none"> <li>Documentation</li> </ul>	
<ul style="list-style-type: none"> <li>Swimming pool- types of pool, construction, care and maintenance of pool</li> </ul>	<p>2.3.3 Develop different types of swimming pool designs.</p> <p>2.3.4 List the periodic maintenance to be carried out</p>	<ul style="list-style-type: none"> <li>The students have to develop a questionnaire and conduct field visit to different gymnasium and document their experiences</li> <li>The students have to develop a questionnaire and conduct field visit to swimmingpools( club,hotel, flat and write a project.</li> </ul>	<ul style="list-style-type: none"> <li>project</li> </ul>	
<ul style="list-style-type: none"> <li>Budgeting office management and its importance</li> <li>-sources of income and accounting</li> </ul>	<p>2.3.5 Define and describe budgeting</p> <p>2.3.6 Describe office management and list its importance</p> <p>2.3.7 Interpret accounting</p>	<ul style="list-style-type: none"> <li>The above questionnaire must incorporate some questions based on budgeting and management of office of an institution(poolor Gym)</li> <li>The students have to develop a model budget and present.</li> </ul>	<ul style="list-style-type: none"> <li>Budget presentation</li> </ul>	

Module 2 : ORGANIZATIONS AND ADMINISTRATION IN SPORTS		Unit 2.4 : -EQUIPMENTS AND FACILITIES FOR PHYSICAL EDUCATION		PERIOD: 15
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment	
<ul style="list-style-type: none"> <li>• Need and importance of Equipment</li> <li>• Type of equipments, standard equipments and Improvisation of equipments</li> <li>• Procedure of purchase</li> <li>• Store keeping- Care, maintenance, repair and disposal -, stock register, Stock Verification</li> </ul>	<p>The student will be able to:-</p> <p>2.4.1 Select appropriate equipments</p> <p>.2.4.2 Use equipment</p> <p>2.4.3 Create improvised equipment</p> <p>2.4.4 Recognize the procedure for purchase</p> <p>2.4.5 Make use of the techniques of store keeping and the technique of maintaining the stock register.</p>	<ul style="list-style-type: none"> <li>• Group display</li> <li>• ICT- videos, clippings</li> <li>• Group work- to make a list of playing equipment</li> <li>• Interactive lecture method</li> <li>• Mock activity</li> <li>• Interactive lecture method</li> <li>• Group work</li> <li>• seminar</li> </ul>	<ul style="list-style-type: none"> <li>• checklist</li> <li>• chart</li> <li>• short note</li> <li>• diary</li> <li>• Record work</li> </ul>	

Module 2 : ORGANIZATIONS AND ADMINISTRATION IN SPORTS		Unit 2.5 : -ADAPTED PHYSICAL EDUCATION		PERIOD: 20
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment	
<ul style="list-style-type: none"> <li>Physical education for persons with disabilities and its benefits</li> <li>Recreational sports and competitive sports, special Olympics and Paralympics.</li> <li>Classification of disabilities-physical disabilities, mental retardation, visual impairment, hearing impairment, visual and hearing, behavioral disorders.</li> </ul>	<p><b>The student will be able to:-</b></p> <p>2.5.1 Listdown the benefits of learning Physical education for differently abled.</p> <p>2.5.2 Distinguish between Special Olympics and Paralympics.</p> <p>2.5.3 Classify disability</p>	<ul style="list-style-type: none"> <li>Using ICT , interactive discussion method</li> <li>Through interactive discussion method the students are to write a paragraph of the games. The students need to submit a picture album(group work)</li> <li>The students have to visit a nearby special school and know and feel the different classification and make report.</li> </ul>	<ul style="list-style-type: none"> <li>Short note</li> <li>Short note</li> <li>album</li> <li>Report</li> </ul>	
<ul style="list-style-type: none"> <li>Adapted physical education programme-guiding principle (AA HPER Principle)</li> <li>Adapted physical education rehabilitation and welfare -</li> </ul>	<p>2.5.4 Construct adapted physical education programs for differently abled.</p> <p>2.5.5 Operate adapted physical education programmes for the welfare and rehabilitation for differently abled.</p>	<ul style="list-style-type: none"> <li>Group task:- six groups are formed. Based on the report different programmes are to be created and constructed.</li> <li>The groups again visit the special school and implement the programme and document the process.</li> </ul>	<ul style="list-style-type: none"> <li>Innovative programmes</li> <li>Record</li> <li>Documentation</li> </ul>	

Module 2 : ORGANIZATIONS AND ADMINISTRATION IN SPORTS		Unit 2.6 : -GENERAL PRINCIPLES OF OFFICIATING VARIOUS SPORTS AND GAMES PERIOD: 40	
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<ul style="list-style-type: none"> <li>General Principles of Officiating</li> </ul>	<p><b>The student will be able to:-</b></p> <p>2.6.1 Explain the underlying principles of officiating</p>	<ul style="list-style-type: none"> <li>Interactive discussion method</li> </ul>	<ul style="list-style-type: none"> <li>Short note</li> </ul>
<ul style="list-style-type: none"> <li>Knowledge of Rules and their interpretations</li> </ul>	<p>2.6.2 Describe the rules and regulations and make use of it in practice and competitions</p>	<p><b>Group work assigned:-</b></p> <ul style="list-style-type: none"> <li>The students have to collect the rules and regulation of all 17 games mentioned in their syllabus, by referring, net surfing and make a rule book</li> </ul>	<ul style="list-style-type: none"> <li>Rule book (to be kept in the library)</li> </ul>
<ul style="list-style-type: none"> <li>Power and responsibilities of officials-Pre, during and post meet and quality of a good official.</li> </ul>	<p>2.6.3 Recognize the responsibilities (pre, during and post) of officiating a tournament</p>	<ul style="list-style-type: none"> <li>The students are to be given ample opportunities to officiate various tournaments. Video recording of the tournaments and analysis</li> </ul> <p><b>Group task assigned:-</b></p> <ul style="list-style-type: none"> <li>To the students to mark track and different play fields. The students have to explain the procedure.</li> </ul>	<ul style="list-style-type: none"> <li>Video analysis</li> </ul>
<ul style="list-style-type: none"> <li>Knowledge of measurements and marking of different play field</li> </ul>	<p>2.6.4 Illustrate as well as demonstrate the field marking procedure.</p>	<ul style="list-style-type: none"> <li>The group task is rotated periodically so that all the students get a hands on feel to mark the different play fields. Record the process</li> </ul>	<ul style="list-style-type: none"> <li>Field marking</li> <li>Oral test</li> <li>Record</li> </ul>



Module 2 : ORGANIZATIONS AND ADMINISTRATION IN SPORTS		Unit 2.7 : -KABADDI		PERIOD: 25
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment	
<ul style="list-style-type: none"> <li>History, rules and interpretations</li> <li>Fundamental skills</li> </ul>	<p><b>The student will be able to:-</b></p> <p>2.7.1 The student will be able to:- Describe the various competition rules and regulations</p>	<ul style="list-style-type: none"> <li>" Interactive discussion method. The students may use ICT to scan and skim the rules of the games and skills record</li> </ul>	<ul style="list-style-type: none"> <li>Record</li> </ul>	
<ul style="list-style-type: none"> <li><b>Offensive skill</b>-Ride, Touches - hand touch, toe touch, kicking, Raiding Tactics</li> <li><b>Defensive skills</b> - Fielding, individual holds -ankle hold, wrist hold, thigh hold, knee hold, blocking, chain hold</li> </ul>	<p>2.7.2 Demonstrate the various skills and use them during various practice and competitions</p>	<ul style="list-style-type: none"> <li>The teacher demonstrates the skill. The students imitate and practice the skill and guided correction. The students are divided into various group for groupdirected practice and correction.The studentrs are left free to practice the skills individually and again in groups.</li> <li>Finally set drills and tactics are practiced through combination of various skills.</li> <li>The skill can also be taught by first introducing a minor game with some specific rules. After creating an interest the skill is slowly introduced.Followed by correction, group practice and tactics.</li> </ul>	<ul style="list-style-type: none"> <li>Return demonstration</li> <li>Rating scale</li> <li>Skill Test</li> <li>Record</li> </ul>	

Module 2 : ORGANIZATIONS AND ADMINISTRATION IN SPORTS		Unit 2.8 : -TRACK AND FIELD -2		PERIOD : 40
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment	
<ul style="list-style-type: none"> <li>General competition rules of track and field</li> <li>Track and field marking-200m, 400m</li> <li>Middle and long distance running</li> <li>Hurdles</li> <li>Race walking</li> <li>Steeple chase</li> </ul>	<p><b>The student will be able to:-</b></p> <p>2.8.1 Describe the various competitions rules and regulations</p> <p>2.8.2 Illustrate, sketch, describe, and discuss the concept of track marking.</p> <p>2.8.3 Distinguish a 200m and 400mt track design</p> <p>2.8.4 Demonstrate the various skills and use them during various practice and competitions</p>	<ul style="list-style-type: none"> <li>Interactive discussion method. The students may use ICT to scan and skim the rules of the games and skills record</li> <li>Group task assigned:- The students are assigned to draw a track in their note book(blue print).Then lay the track marking in the field.A project report needs to submitted</li> <li>The teacher demonstrates the skill. The students imitate and practice the skill and guided correction. The students are divided into various group for groupdirected practice and correction.The studenrts are left free to practice the skills individually and again in groups.</li> </ul>	<ul style="list-style-type: none"> <li>Record</li> <li>Group assignment</li> <li>project</li> <li>Return demonstration</li> <li>Rating scale</li> <li>Skill Test</li> <li>Coopers 12 minute run or walk test or harwad step test</li> <li>Record</li> </ul>	

Module 2 : ORGANIZATIONS AND ADMINISTRATION IN SPORTS		Unit 2.9 HOCKEY	PERIOD: 25
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<ul style="list-style-type: none"> <li>History, rules and interpretations</li> </ul> <p><b>Fundamental skills</b></p> <ul style="list-style-type: none"> <li>Grip</li> <li>Dribbling - close, loose, Indian</li> <li><b>Push</b> - straight push, push on wrong foot</li> <li>Hit - straight hit, hit on the wrong foot, slap hit</li> <li><b>Stopping</b> - straight, right, left, stopping the aerial ball.</li> <li><b>Flick</b> - straight flick, flick on the wrong foot.</li> <li><b>Scoop</b> - push scoop</li> <li>Passing - forward, back, parallel, diagonal, through, return, overhead, cross pass</li> <li>Goal keeping - stance, blocking with legs and hands, kicking</li> </ul>	<p><b>The student will be able to:-</b></p> <p>2.9.1 Describe the various competitions rules and regulations</p> <p>2.9.2 Demonstrate the various skills and use them during various practice and competitions</p> <p>2.9.3 Demonstrate the various skills and use them during various practice and competitions them during various practice and competitions</p>	<ul style="list-style-type: none"> <li>Interactive discussion method. The students may use ICT to scan and skim the rules of the games and skills record</li> <li>The teacher demonstrates the skill. The students imitate and practice the skill and guided correction. The students are divided into various group for groupdirected practice and correction. The students are left free to practice the skills individually and again in groups.</li> <li>Finally set drills and tactics are practiced through combination of various skills.</li> <li>The skill can also be taught by first introducing a minor game with some specific rules. After creating an interest the skill is slowly introduced. Followed by correction, group practice and tactics.</li> </ul>	<ul style="list-style-type: none"> <li>Short note</li> <li>Return demonstration</li> <li>Rating scale</li> <li>Skill Test</li> <li>Return demonstration</li> <li>Rating scale</li> <li>Test</li> <li>Henry friedel test field hockey test or chapman ball control test</li> <li>Record</li> </ul>

Module 2 : ORGANIZATIONS AND ADMINISTRATION IN SPORTS		Unit 2.10 BASKETBALL	PERIOD: 25
Ideas/Concepts/Skill	Learning Outcomes	Suggested Activities	Assessment
<ul style="list-style-type: none"> <li>History, rules and interpretations</li> <li>Fundamental skills</li> <li>Ball handling and stance</li> <li>Passing - chest pass, bounce pass, overhead pass, baseball pass.</li> <li>Dribbling - high and low dribble, cross over, and change of pace dribble, reverse dribble.</li> <li>Shooting - set shot, jump shot, free throw, lay-up, tip in.</li> <li>Foot work - scoot stop and pivoting, stride stop and pivoting</li> <li>Rebounding - offensive, defensive</li> </ul>	<p><b>The student will be able to:-</b></p> <p>2.10.1 Describe the various competitions rules and regulations</p> <p>2.10.2 Demonstrate the various skills and use them during various practice and competitions.</p> <p>2.10.3 Demonstrate the various skills and use them during various practice and competitions</p>	<ul style="list-style-type: none"> <li>Interactive discussion method. The students may use ICT to scan and skim the rules of the games and skills record</li> <li>The teacher demonstrates the skill. The students imitate and practice the skill and guided correction. The students are divided into various group for groupdirected practice and correction.The studentrs are left free to practice the skills individually and again in groups.</li> <li>Finally set drills and tactics are practiced through combination of various skills.</li> <li>The skill can also be taught by first introducing a minor game with some specific rules. After creating an interest the skill is slowly introduced.Followed by correction, group practice and tactics.</li> </ul>	<ul style="list-style-type: none"> <li>Short note</li> <li>Return demonstration</li> <li>Rating scale</li> <li>Skill Test</li> <li>Return demonstration</li> <li>Rating scale</li> <li>Skill Test</li> <li>Johnson basketball test or Knoss basketball test or AAPHER TEST</li> <li>Record</li> </ul>

## Specialisation

Any of the following game is chosen for specialisation like

Basketball, Hockey, Volleyball, Athletics, Taekwondo, Track and field, Football, Cricket

Here the student opting specialisation should attain the skills to play, officiate, teach and coach.

**As a player** : one should learn all basic skills, techniques and strategies and should have participated in at least in district level or state level or national level competitions.

**As an official** : one should be able to organise a tournament, officiate the game and mark the playfield.

**As a teacher** : one should be able to demonstrate different exercises (preparatory exercises, basic exercise, supplementary exercises) and impart correction drills and skills

**As a coach** : one should have at least a national certificate and should have the ability to coach different techniques, strategies, practice drills and correction drills.

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### **List of practical activities after each unit frame**

- After each module
- List of reference books and instructional materials
- List of Tools, Equipments and materials

### **Detailed unit analysis of Unit 1**

- Overview
- Unit frame
- Detailing of activities ( how the activity is to be carried out, slots for assessment - self assessment, peer assessment and teacher assessment tools, slots for the development of attitudes and values, slots for hand-on-experience - development skills)
- Repository of CE possibilities
- Practical Assessment
- TE Questions

### **Support Required For Lab Facility**

- Sports Infrastructures
- Sports Equipments
- Sports Psychological Lab
- Exercise Physiology Lab
- Multi Fitness Centre
- Yoga Hall & other Facilities

## LIST OF TOOLS, EQUIPMENTS AND MATERIALS

### UNIT DETAILING

#### Meaning and Definition of Physical Education

Evolution of human life started with the movement. Human beings have been very active and creative by nature and physical activity has been the part of their life all along since evolution. For primitive man, search for food and shelter was the first activity. This first physical activity was necessitated by his instinct for survival. Physical activity was also the first mode of communication, it was also a means of expression. As human beings evolved culturally, emotionally and socially, physical activity also evolved. As the society became more and more complex leading towards the modern age, physical activity came to be recognized as an organized and supervised form of education, and was termed as physical education. When human movement is combined with the universal drive for play, the combination forms one of the most powerful education media- 'the physical education'.

The term physical education is derived from two separate words, "physical" and "education". The plain dictionary meaning of word physical is "relating to body", it may relate to any one or all of the bodily characteristics. It may be physical strength, physical endurance, physical fitness, physical appearance or physical health. The word "education" means systematic instructions or training or preparation for life or for some particular task. A combined meaning of these two words would be that systematic instructions or training which relate to physical activities or program of activities necessary for development and maintenance of human body, development of physical powers, or cultivation of physical skills.

Education is a 'doing' phenomenon, one learns through doing. Education is not confined to class room alone, it may take place on the playground, in library or even at home. Such an education is conducive to the enrichment of an individual's life. A well-directed program of physical education leads to healthful living, social efficacy good physical health and worth use of leisure time. In the modern context, the term physical education has assumed much broader and more meaningful application to our daily life. The physical education is education of man 'in' and 'by' means of physical activity.

Physical education is that education which starts with physical



development and advances towards perfect development of human being, the ultimate result being vigorous and strong body, acquisition of sound health, mental alertness, and social and emotional balance. Such an individual will be able to interpret new situations effectively, in more meaningful and purposeful manner and can said to be a 'physically educated person'.

### DEFINITION OF PHYSICAL EDUCATION

"Physical education is the some of those experiences which come to the individual through movement." (Delbert Oberteffer)

"Physical education is that phase of the whole field of education that deals with big muscle activities and their related responses." (J B Nash)

Physical education is education. It is education through physical activities for the development of the total personality of the child, to its fullness and perfection in body, mind and spirit. Immediately it is concerned with the development of physical fitness. In striving for such fitness, however physical education has to train the child's mental, moral and social qualities, arouse its awareness of environment and develop alertness, presence of mind, resourcefulness, discipline, cooperation and the spirit of respect, sympathy and generosity towards others-qualities that are essential for a happy and well-adjusted life in a free and democratic world. Physical education can thus, make a very valuable contribution to our national life. - A national Plan for Physical Education and Recreation - A report by ministry education, Government of India.

Physical education is that part of the general education program which is concerned with the growth, development and education of children through the medium of big muscle activities. It is education of the whole child by means of physical activities. Physical activities are the tools. They are so selected and conducted as to influence every aspect of child's life, physically, mentally, emotionally and morally. (H C Buck)

### Transaction

Students are brought in to a basketball court and engaged in a minor game. They are divided in to team A and B of equal strength. A team may consist of maximum of 12members. They are given a basketball. The aim of the team should be to make goals in the opponent's basket. At the same time they should prevent from goal being scored by the opponents in their own basket. The students can carry, dribble, roll, throw, pass and run with the ball within the court to score a goal. They should not kick the ball. When a player carrying the ball is touched by an opponent he or she cannot run with the ball. When the ball goes

out of bounds the opponent of the player who is responsible for the ball to go out takes the throw in. The team scoring most numbers of goals in a given time wins the game.

**After the game the students are brought together for discussion.**

1. They are asked to explain their feelings after the game.

**Expected answers**

- a. Fun and enjoyment
  - b. We-feeling
  - c. Satisfaction
  - d. Team spirit
2. They are asked what caused a team to win the game.
    - a. Superior skill
    - b. Better strategy
    - c. Extraordinary fitness
    - d. Good team work
    - e. High confidence
  3. They are asked what could be done to improve their performance in the concluded game.
    - a. Skill improvement
    - b. Systematic continuous practice
    - c. Better strategy
    - d. Fitness improvement
    - e. Good understanding between team members

**Consolidation**

The students when they play make movements. While making movements their muscles and various systems of the body starts activating. These movements cause the body to change in different aspects. When these movements are continued for certain days and repetitions some changes persist and some continues until they are physically active. The movements not only bring favorable physical changes but it also enhance some of our psychological capacities such as memory, perception, intelligence, self-confidence and emotional stability. Participation in sports activities brings socialization and cohesion among society. These experiences and changes brought about in an individual is by physical movement or physical education. Systematic movements of various forms can improve performance in different sports.

**Assessment**

- " Discussion report, oral test.