



**ख़्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)**  
**Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)**

U.P. STATE GOVERNMENT UNIVERSITY,  
(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE))

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## **Approved Syllabus of B.A. (Bachelor of Arts)**

### **Department of Physical Education**

**As per**

**National Education Policy-2020**

**Approved by Board of Studies**

**Effective from Academic Session 2022-2023**

**Department of Physical Education**

**Khwaja Moinuddin Chishti Language University Lucknow, U.P.  
India**



**Programme Regulations /Ordinance of B.A.  
Department of Physical Education  
as per  
National Education Policy-2020**

**Abbreviations:**

S. No.	Abbreviation	Full Form
1	C	Credits
2	L	No. of Lectures/periods (One hour Lecture for theory & two hours lab for practical)
3	CIE	Continuous Internal Evaluation
4	UE	University Exam.
5	Th.	Theory paper
6	Prac.	Practical paper
7	UG	Under Graduation
8	PG	Post Graduation
9	MM	Maximum Marks
10	POs	Programme Outcomes
11	PSOs	Programme Specific Outcomes
12	COs	Course Outcome
13	GE	Generic Elective
14	SEC	Skill Enhancement Course
15	AECC	Ability Enhancement Compulsory Course

**1. Applicability:**

The regulations shall apply to the Bachelor in Physical Education Programme from the session 2021-22.

**2. Minimum Eligibility for Admission:**

Intermediate or equivalent examination from a recognized Board/ Institution including Madrasa Board of all States with minimum 45% marks in aggregate for General/OBC and 40% for SC/ST candidates.

(Any other additional requirement may also be specified from time to time)

**3. Programme Objectives:**

Physical education is not only concerned with the physical outcome that accrue from participation in physical activities but also the development of knowledge and attitude conducive to lifelong learning and participation in motor activities. Physical education discipline is to develop a comprehensive outlook of an individual with a strong civic position, moral qualities, sense of responsibility, and an independent, initiative, tolerant person who is able to successfully socialize and to use different forms of physical education and sports in daily life to protect his or her own health and promote effective professional activities. The overall objectives of bachelor's degree programme in Physical Education are;

- The acquisition and refinement of motor skills,
- To equip the students with the scientific knowledge of body response to various types of exercise.
- Maintenance of fitness for optimal health and well being,
- Attainment of knowledge and the growth of positive attitude towards physical activity and sports.
- Understanding the meaning of physical education for an individual development and improving general health for professional activity.
- Fostering motivational attitude to the physical education, healthy lifestyle and regular exercising.
- Learning special knowledge, practical skills, which provide health protection, form compensatory process, correct present health abnormalities, provide mental



prosperity, development and improvement of psychophysical skills, form professional qualities of an individual.

- h. Body's adaptation for physical and mental workload and also at the increasing of the capability of physiological systems as well as raising of the resistance of immune defenses.
- i. Learning the methodology of formation and taking health exercises independently, the methods of self-control while exercising, hygiene rules and sound schedule for work and rest.
- j. Learning how to resist unfavorable factors and working conditions, decreasing fatigue during professional activities and raising the quality of results.

#### 4. Programme Outcomes:

Physical Education is a very wide subject in which biological, psychological, physical, health and functional aspects of sports and body are studied. It is noteworthy that it is such a subject with the help of which human body both internally and externally can be kept healthy. Students will definitely be able to discharge duties towards themselves and society through this subject. Under this subject, the students can demonstrate excellently their skills and perfection particularly in sports ability, management, leadership, health plan, event management, sports budgeting, physiology, teaching methods, sports psychology and research along with getting information regarding to the importance of Physical Education for DIVYANG.

#### 5. Specific Programme Outcomes:

- a. Students will acquire a comprehensive knowledge and sound understanding of fundamentals of Physical Education.
- b. Students will develop practical, theoretical skills in Physical Education.
- c. Students will be prepared to acquire a range of general skills, to specific skills to communicate with society effectively and learn independently.
- d. Students will acquire a job efficiently in diverse fields such as B.P.Ed, M.P.Ed., SSC, NET, SET ETC.

**Seats** -The total number of students to be admitted in the Courses shall be 60.

**Admission Policy**- Admissions shall be made on the basis of University norms. Reservation policy as per rules of KMCL University will be followed.

#### Course Content-

- **Core Courses I –IV Semester**- 3 Core Courses of 06 credit each [ $18 \times 4 = 72$  Credits]
- **Core Courses V –VI Semester**- 8 Core Courses of credit each [ $8 \times 6 = 48$  Credits]
- **Core Course-VII-VIII Semester**-8 Core Courses of credit each [ $8 \times 6 = 48$  Credits]
- **Minor Elective (Generic) I-IV Semester**-2 (paper) 1 in each year of any semester [ $4 \times 2 = 8$  Credits],
- **VII-VIII Semester**-1(paper) in any semester [ $4 \times 1 = 4$  Credits]

**Vocational/Skill Enhancement Course** I-IV Semester-1 paper in each semester ( $4 \times 3 = 12$  Credits)

- **Co-curricular (Qualifying)**- I –VI -1 paper in each semester ( $6 \times 0 = 0$  Credit)
- **Research Project I and II (Qualifying)** V and VI semester (0 Credits)
- **Research Project /Industrial Training VII and VIII semester** ( $4 \times 2 = 8$  Credits)
- **Total Credits - 184**

I Year -Certificate in faculty-46 Credits

II Year-Diploma in faculty-92 Credits

III Year-Bachelor in faculty-132 Credits

IV Year –Bachelor (Research in faculty)-184 Credits

**Teaching Pedagogy:** 60% Offline and 40% Online

**1. Number of subjects: 1**

**2. Number of papers:**

#### 2.1 Core Compulsory Papers:

In first two years, there shall be compulsory core papers of 18 credits in each semester with:

- Either one theory paper of 6 credits.
- Or one theory paper of 4 credits and one practical paper of 2 credits.

In the third year there shall be compulsory core papers of 24 credits in each semester



with:

- Either 4 theory papers of 5 credits each.
- Or 4 theory papers of 4 credit each and two practical paper of 2 credits.

## **2.2 Minor Elective:**

A course of 4/5/6 Credits can also be opted as an elective (Optional) course by the students in one year like I<sup>st</sup> year and II<sup>nd</sup> year in any even or odd semester who do not have this subject as major (main) subject but other subjects.

- Minor Elective Course Paper will be any subject (4/5/6 credits) and not the full subject
- Minor Elective Paper will be taken by the student from other subject/any Faculty (Own Faculty or Other Faculty). No pre-requisite will be required for this.
- It will be mandatory for the student to take a minor elective subject (one minor paper per year) in the first, second year (undergraduate). The university/college may allot the minor subject paper on the basis of available seats. Minor/Elective paper will not be compulsory in 5th and 6th year.
- Students can choose the available minor elective paper in even or odd semesters at their convenience.
- Minor elective paper will be selected from the subjects offered in the institute. The classes for the selected minor paper will be held at the same time as the classes of the same course conducted in the Faculty and examination will also be held at the same time.

## **Vocational/Skill Development Courses:**

- Every student at the undergraduate level will be required to undertake a skill development course of 3 credits in each semester of the first two years (four semesters) (four courses totaling 3x4 12 credits).
  - a. Co-Curricular Courses(Qualifying)**
- It will be mandatory for every graduate student to do one co-course in each semester of three years (six semesters).
- The student has to pass all these co-courses with 40 percent marks. Grades will be marked on the grade sheet of the student based on their marks, but they will not be included in the calculation of CGPA.
- b. Research Project /Industrial Training**
- Graduation/Post Graduation/PGDR level, every semester (fifth to eleventh) up to the semester). The student will have to do a small research project in the third year and a major research project in the fourth and fifth year. The nature of the research project in PGDR will be decided by the university as per Pre-Ph.D. course work
- A research project related to one of the two main subjects of the third year chosen by the student and the main subject of the fourth, fifth, sixth year will have to be done. This research project can also be interdisciplinary. This research project can also be in the form of industrial training/internship/survey work etc.
- The research project will be done under the direction of one teacher supervisor; co-supervisor can be taken from any industry/company/technical institute/research institute.
- At the end of the year, the student will submit a joint report of the research project done in both the semesters, which will be evaluated jointly by the supervisor and external examiner nominated by the university out of 100 marks at the end of the year.
- Grades will be marked on the grade sheet of based on research project of the students at graduation PGDR level and will be included in calculation of CGPA.
- Undergraduate (including research) and postgraduate students will be required to undertake a four-credit research project in each semester. The grades will be marked based on the project scores and they will be included in the calculation of CGPA.



### 3. Credit and credit determination:

- One credit paper of theory will carry one hour/week of teaching assignments; means 15 hours of teaching assignments in 15 weeks of a semester will be done.
- One credit paper of Practical/Internship/Field Work etc. will consist of two hours/per week teaching assignments i.e. 30 hours of practical/internship/field work etc. in 15 weeks of a semester. In computing the workload of the teacher, the workload of one hour of theory will be equal to the workload of two hours of practical/internship/field work etc.
- All credit related work will be done through "State Level Academic Bank of Credit", the guidelines of which will be issued separately.
- A student can obtain a one-year certificate with a minimum of 46 credits, a two-year diploma with a minimum of 92 credits, and a three-year bachelor's degree with a minimum of 132 credits. Beyond this, students can pursue a four-year bachelor's (including research) degree with a minimum of 184 credits, a master's degree with a minimum of 232 credits, and a PGDR with a minimum of 248 credits can take. Once the credits are used, the student will not be able to use the credits for those papers again. For example, if a student obtains a certificate after one year using 46 credits, then his credits will be treated as expenses. If he wants to take Diploma after some years, he will either surrender his original certificate to the University and re-credit 45 credits to the account or re-credit new 46 credits and on the basis of which the second year (actual third year can earn 92 (46+46) credits and can take diploma. Similar arrangement will be there for the coming years also. If the student studies continuously and does not take certificate/diploma, then he can take the degree on the basis of 132 credits. You can get a degree.
- If a competent student will obtain the required credits for the degree in less time, then there will be a facility of gap on obtaining minimum credits, but the degree will be granted only after three years. During the interval he will be free to do any work.
- Earned credit will be in the form of certificate. In case of change of faculty or subject in second year. Category and not a diploma, because in order to obtain a diploma, he must obtain the necessary credits in the same subject.
- In the same faculty in which the student will obtain at least 60 percent credit in three years. He will be given a degree and according to the rules in the university, the facility of admission in postgraduate will be given.
- If the student is not able to obtain at least 60 percent of the total credits of the three major subjects in three years in any one of the faculty major, then he will be awarded the degree of Bachelor of Liberal Education and he will be awarded the degree of Bachelor of Liberal Education. in which the prerequisite of any subject at the graduation level will not be required.
- If any eligible student can re-credit his/her credit by taking certificate/diploma and he/she fails in the next examination, he/she can get the certificate/diploma again by using the credits re-credited.

### 4. Credit system:

- A 4 credit **theory course/paper** will have four Lectures/periods (of one hour) in a week. In one full semester the course will be covered in 60 Lectures.
- Similarly, a six credit **theory course/paper** will have six Lectures/periods (of one hour) in a week. In one full semester the course will be covered in 90 Lectures.
- A Two credit **practical course/paper** will have two Lab periods (of two hours each) in a week. In one full semester the course will be covered in 30Lab periods (60hours).
- Similarly, a four credit **practical course/paper** will have four Lab periods (of two hours each) in a week. In one full semester the course will be covered in 60 Lab periods (120 hours).

### 5. Attendance and credit determination:





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- It will be necessary to take the exam for credit validation. Credits will be incomplete without the exam.
- In order to take the examination, 75 percent attendance will be mandatory as per the earlier rules.
- If a student qualifies for the examination on the basis of attendance in the class, but is unable to take the examination due to any reason, he/she can take the qualifying examination at a later date. He will not need to take classes again.

**6. Continuous Internal Evaluation(CIE):**

- Continuous internal evaluation will be performed by the teacher concerned.
- It is proposed that CIE be kept at present, at 30% of total assessment in a Theory paper. It can be increased in steps up to 50% over a period of time.
- The practical papers in all semesters will have 30% CIE and 70% UE, conducted at the end of the semester by one internal examiner and one external examiner appointed by the University.

**7. Marking system:**

- All papers will be of total Maximum Marks 100, including both CIE and UE.
- Maximum Marks 25 will be allotted to CIE and 75 (50UE+20 Practical) in paper and Research project.
- Maximum Marks 25 will be allotted to CIE and 75 UE in Research project.
- The practical papers in all semesters will have conducted at the end of the semester by one internal examiner and one external examiner appointed by the University.



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**National Education Policy-2020**  
**Common Minimum Syllabus for all U.P. State Universities**  
**SEMESTER-WISE TITLES OF THE PAPERS IN PHYSICAL EDUCATION**

Year	Sem	Paper No.	Course code	Paper title	Theory/ Practical	Credits
1	I	1	E020101T	ELEMENTALS OF PHYSICAL EDUCATION	THEORY	4
		2	E020102P	FITNESS AND YOGA	PRACTIAL	2
		3	E020103T	HEALTH AND FITNESS (MINOR)	THEORY	4
		4	E020104T	YOGA AND HOLISTIC LIFE [SKILL DEVELOPMENT COURSE (SDC)]	THEORY	3
		5		ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)-1	THEORY	2
Total Credit						
1	II	1	E020201T	SPOTS ORGNISATION AND MANAGEMENT	THEORY	4
		2	E020202P	SPORTS EVENT AND TRACK & FIELD	PRACTIAL	2
		3	E020203T	HEALTH AND FITNESS (MINOR)	THEORY	4
		SEC 2	E020204T	SPORTS JOURNALISM [SKILL DEVELOPMENT COURSE (SDC)]	THEORY	3
		AECC 2		ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)-2	THEORY	2
Total Credit						
2	III	1	E020301T	ANATOMY AND EXERCISE PHYSIOLOGY	THEORY	4
		2	E020302P	HEALTH AND PHYSIOLOGY	PRACTIAL	2
		3	E020303T	OLYMPIC MOVEMENT (MINOR)	THEORY	4
		4	E020304T	COUNSELING IN SPORTS [SKILL DEVELOPMENT COURSE (SDC)]	THEORY	3
		5		ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)-1	THEORY	2
Total Credit						
2	IV	1	E020401T	SPORTS PSYCHOLOGY AND RECREATIONAL ACTIVITIES	THEORY	4
		2	E020402P	SPORTS PSYCHOLOGY	PRACTIAL	2
		3	E020403T	OLYMPIC MOVEMENT (MINOR)	THEORY	4
		4	E020404T	TALENT IDENTIFICATION [SKILL DEVELOPMENT COURSE (SDC)]	THEORY	3
		5		ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)-2	THEORY	2



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**SYLLABUS FOR B. A. PHYSICAL EDUCATION SEMESTER III/PAPER I**

Program /Class: Diploma		Year: Second	Semester: Third
SUBJECT: PHYSICAL EDUCATION- THEORY			
Course code: E020301T		Course Title: Anatomy and Exercise Physiology	
<b>Course Outcomes:</b> Students can be able to understand human structure and function as well as effects of exercise on various human body systems.			
Credits:4		Elective	
Maximum Marks:25+75		Min. Passing Marks:10+25	
Total no. of lectures-tutorials-practical (in hours per week):4-0-0			
Unit	TOPIC		NO. OF LECTURES
I	<b><u>INTRODUCTION :</u></b> <ul style="list-style-type: none"><li>Meaning Definition and Importance of Anatomy and Physiology in the field of Physical Education &amp; Sports.</li><li>Brief introduction of Cell, Tissue, Organ and system.</li></ul>		06
II	<b><u>SKELETAL SYSTEM:</u></b> <ul style="list-style-type: none"><li>Structural and functional classification of bones.</li><li>Types of joints and major movements around them.</li></ul>		08
III	<b><u>CIRCULATORY SYSTEM:</u></b> <ul style="list-style-type: none"><li>Structure and function of human heart</li><li>Circulation of blood</li><li>Effects of exercise on circulatory system</li></ul>		08
IV	<b><u>RESPIRATORY SYSTEM:</u></b> <ul style="list-style-type: none"><li>Structure and function of respiratory system</li><li>Effects of exercise on respiratory system</li><li>The effects of altitude on the respiratory system</li></ul>		08
V	<b><u>DIGESTIVE SYSTEM:</u></b> <ul style="list-style-type: none"><li>Structure and function of digestive system</li><li>Importance of Digestive system.</li><li>Mechanism of Digestive System.</li><li>Effects of exercise on digestive system.</li></ul>		08
VI	<b><u>NERVOUS SYSTEM:</u></b> <ul style="list-style-type: none"><li>Introduction • Main organ of Nervous System.</li><li>Functional Classification of Nervous System.</li><li>Reflex Action.</li></ul>		08
VII	<b><u>ENDOCRINE SYSTEM AND BLOOD:</u></b> <ul style="list-style-type: none"><li>Composition and function of blood.</li><li>Meaning of Endocrine System.</li><li>Meaning of glands.</li><li>Endocrine Glands their Locations and Functions.</li></ul>		07
VIII	<b><u>GENERAL PHYSIOLOGICAL CONCEPTS:</u></b> <ul style="list-style-type: none"><li>Vital Capacity-VC</li><li>Second Wind</li><li>Oxygen Debt</li><li>Fatigue</li><li>Types of Fatigue</li><li>Blood Pressure</li></ul>		07
<b>Suggested readings:</b> <ul style="list-style-type: none"><li>ACSM’s Guidelines for Exercise Testing and Prescription (2001), American College of Sports Medicine, New York, U.S.A.</li><li>Anspaugh, D.J., G. Ezell and K.N. Goodman (2006) Teaching Today Health, Mosby Publishers, Chicago (USA)</li><li>Donatelle, R.J. and Ketcham P. (2007), Access to Health, Benjamin Cummings, Boston, USA.</li></ul>			





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- Flyod, P.A., S.E. Mimms and C. Yelding (2003) Personal Health: Perspectives and Lifestyles, Thomson, Wadsworth, Belmont, California, USA.
- Goldberg, L. and D.L. Elliot (2000) The Healing Power of Exercise, National Health & Wellness Club, New York, U.S.A.
- Jain, J. (2004) Khel Dawaon Ka (New Delhi : Delhi University Press).
- Robbins, G., D. Powers and S. Burgess (2002), A Wellness Way of Life, McGraw Hill, New York, USA.
- Schindler, J.A. (2003) How to Live 365 Days a Year (Boston: Running Press).
- Koley, Shyamal (2007), Exercise Physiology — A Basic Approach (New Delhi: Friends Publications). Jain AK (2002). Anatomy & Physiology for Nurses. Arya Publishers, Delhi.
- Moried EN (2007). Essential of Human Anatomy & Physiology. Ed. 8th Dorling Kindersley, India.
- Prives M and Others (2004). Human Anatomy Vol. I & II Paragon, Delhi.
- Seeley & Others (2008). Anatomy & Physiology. McGraw Hill, Boston.
- Tortora (2003). Principles of Anatomy & Physiology, New York: John Willy & Sons.
- William CS (2000). Essentials of Human Anatomy & Physiology, Benjamin.
- Wilson and Waugh (1996). Anatomy & Physiology in Health & Illness. Churchill, Livingstone
- गोप ल, उष, म नव शरीर रचन एवम क्रिय पवज्ञ न, "स्पोर्ट्स पब्लिकेशन", नई दिल्ली, 2012

This course can be opted as an elective by the students of following subjects: **Open for all**

**Continuous Internal Evaluation (CIE):**

**INTERNAL ASSESMENT (25 Marks)**

Written Test – 10 marks

Assignment/ Research Based Project - 10 marks

Attendance – 05 marks

Research Orientation of the student.

**Suggested equivalent online courses:**

- IGNOU
- Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.
- Rajarshi Tandon open University.



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**SYLLABUS FOR B. A. PHYSICAL EDUCATION/ SEMESTER III/ PAPER II**

Program /Class: Diploma		Year: Second	Semester: Third
Subject: Physical Education- Practical			
Course code: E020202P		Course Title: Health and Physiology	
Course Outcomes: Yoga is very helpful in prevention of many diseases and students will learn about it. This subject deals with basic knowledge about and Aerobics and Gymnasium classes which will help students to excel in the fitness industry.			
Credits:02		Elective	
Max. Marks:25+75		Min. Passing Marks:10+25	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 0-0-2			
Unit	TOPIC		NO. OF HOURS
	Part-A		
I	<ul style="list-style-type: none"><li>• Draw and label any two-body system.</li><li>• Prepare an Model of any one System.</li><li>• Measuring height, weight, waist circumference and hip circumference, calculation of <b>BMI (Body Mass Index)</b> and waist-Hip ratio.</li><li>• Learn to Measure Blood Pressure by <b>Sphygmomanometer</b>.</li></ul>		15
	Part-B		
II	<b>Chose any one individual sports and games as per given Annexure-A with following activity:</b> <ul style="list-style-type: none"><li>• History and development of selected game/sports</li><li>• Lay out and measurement of selected game/sports</li><li>• Rules and regulation of selected games/sports</li><li>• Specific exercise for selected game/sports</li><li>• Techniques and skills of selected game/sports</li></ul>		15
<b>Suggested readings:</b> <ul style="list-style-type: none"><li>• ACSM’s Guidelines for Exercise Testing and Prescription (2001), American College of Sports Medicine, New York, U.S.A.</li><li>• Anspaugh, D.J., G. Ezell and K.N. Goodman (2006) Teaching Today Health, Mosby Publishers, Chicago (USA)</li><li>• Donatelle, R.J. and Ketcham P. (2007), Access to Health, Benjamin Cummings, Boston, USA.</li><li>• Flyod, P.A.,S.E. MimmisandC.Yelding (2003) Personal Health: Perspectives and Lifestyles, Thomson,Wadsworth, Belmont, California, USA.</li><li>• Goldberg, L. and D.L. Elliot (2000) The Healing Power of Exercise, National Health &amp; Wellness Club, New York, U.S.A.</li><li>• Jain, J. (2004) Khel DawaonKa (New Delhi : Delhi University Press).</li><li>• Robbins, G., D. Powers and S. Burgess (2002), A Wellness Way of Life, McGraw Hill, New York, USA.</li><li>• Schindler, J.A. (2003) How to Live 365 Days a Year (Boston: Running Press).</li><li>• Koley, Shyamal (2007), Exercise Physiology — A Basic Approach (New Delhi: Friends Publications). Jain AK (2002). Anatomy &amp; Physiology for Nurses. Arya Publishers, Delhi.</li><li>• Moried EN (2007). Essential of Human Anatomy &amp; Physiology. Ed. 8th Dorling Kindersley, India.</li><li>• Prives M and Others (2004). Human Anatomy Vol. I &amp; II Paragon, Delhi.</li><li>• Seeley &amp; Others (2008). Anatomy &amp; Physiology. McGraw Hill, Boston.</li><li>• Tortora (2003). Principles of Anatomy &amp; Physiology, New York: John Willy &amp; Sons.</li><li>• William CS (2000). Essentials of Human Anatomy &amp; Physiology, Benjamin.</li><li>• Wilson and Waugh (1996). Anatomy &amp; Physiology in Health &amp; Illness. Churchill, Livingstone</li></ul>			
गोप ल,उष , म नव शरीर रचन एवम ्रक्रिय पवज्ञ न,"स्पोर्ट्सपब्लिकेशन", नई दिल्ली, 2012			
This course can be opted as an elective by the students of following subjects: <b>Open for all</b>			
<b>Continuous Internal Evaluation: (CIE)</b>			
<b>INTERNAL ASSESMENT (25 Marks)</b>			
Written Test – 10 marks			
Assignment/ Research Based Project - 10 marks			



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Attendance – 05marks

**PRACTICAL ASSESSMENT ( 75 Marks)**

Practical/Skill Test –50

VIVA – 15

Record book charts etc –10

Course prerequisites: **There is no any prerequisites only student physical and medically fit.**

**Suggested equivalent online courses:**

- IGNOU
- Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.
- Rajarshi Tandon open University.



**ख्वाजा मुईनुद्दीन चिश्ती भाषा विश्वविद्यालय, लखनऊ, उत्तर प्रदेश (भारत)**  
**Khwaja Moinuddin Chishti Language University, Lucknow, U.P. (India)**

U.P. STATE GOVERNMENT UNIVERSITY,  
(Recognised Under Section 2(f) & 12(B) of the UGC Act, 1956 & B.Tech. Approved by (AICTE))

**SYLLABUS FOR B. A. PHYSICAL EDUCATION SEMESTER III/IV (SECOND YEAR)**  
**MINOR PAPER-II**

Program /Class: Certificate		Year: First	Semester: First/Second
SUBJECT: PHYSICAL EDUCATION- THEORY			
Course code: E02024T		Course Title: Olympic Movement (MINOR)	
<b>Course Objectives:</b> Enable students to <ul style="list-style-type: none"><li>• Understand the Educational and cultural values of Olympic movement.</li><li>• Analyze the Modern Olympic Games and Rules of Eligibility for Competition.</li><li>• Know about the organizational structure and functions of Para Olympic Games</li><li>• Analyze the achievements of India in team and individual games.</li></ul>			
<b>Course Outcomes:</b> This course is designed to give real time exposure to students in the area of organizing an event/ sports. The students will also learn about store management, purchasing and budget making.			
Credits:4		Maximum Marks: 25+75	Min. Passing Marks:10+25
Total no. of lectures-tutorials-practical (in hours per week):4-0-0			
Unit	TOPIC		NO. OF LECTURES
I	<b>Origin of Olympic Movement</b> <ul style="list-style-type: none"><li>• Philosophy of Olympic movement.</li><li>• The early history of the Olympic movement.</li><li>• The significant stages in the development of the modern Olympic movement.</li><li>• Educational and cultural values of Olympic movement.</li></ul>		15
II	<b>Modern Olympic Games</b> <ul style="list-style-type: none"><li>• Significance of Olympic Ideals, Olympic Rings, Olympic Flag.</li><li>• Olympic Protocol for member countries.</li><li>• Olympic code of Ethics.</li><li>• Olympism in action.</li></ul>		15
III	<b>Different Olympic Games</b> <ul style="list-style-type: none"><li>• Para Olympic Games.</li><li>• Summer Olympics.</li><li>• Winter Olympics.</li><li>• Youth Olympic Games.</li></ul>		15
IV	<b>Committees of Olympic Games</b> <ul style="list-style-type: none"><li>• International Olympic Committee - Structure and Functions.</li><li>• National Olympic committees and their role in Olympic movement.</li><li>• Olympic commission and their functions.</li><li>• Olympic medal winners of India.</li></ul>		15
<b>SUGGESSTED READINGS</b> <ul style="list-style-type: none"><li>• Singh, A., Bains, J., Gill, J.S., Barar, R.S., Rathee, N.K. et al. Essential of Physical Education, New Delhi Kalyani Publication, 2003.</li><li>• Osborne, M. P. (2004). Magictree house fact tracker: ancient Greece and the Olympics: a nonfiction companion to magic tree house: hour of the Olympics. New York: Random House Books for Young Readers.</li><li>• Burbank, J. M., Heying Boulder, C. H. (2001). Olympic dreams: the impact of megaevents on local politics: Lynne Rienner</li></ul>			
<b>Continuous Internal Evaluation (CIE):</b> <b>INTERNAL ASSESMENT (25 Marks)</b> Written Test–10 marks Assignment/ Research Based Project-10 marks Attendance–05 marks			
Course prerequisites: <b>There is no any prerequisites only students physical and medically fit</b>			



**SYLLABUS FOR B. A. PHYSICAL EDUCATION SEMESTER III (SECONDYEAR)**  
**SKILL DEVELOPMENT COURSE (SDC) - PAPER-III**

<b>Program /Class: Diploma</b>		<b>Year: Second</b>	<b>Semester: Third</b>
<b>SUBJECT: PHYSICAL EDUCATION- THEORY</b>			
<b>Course code: E020305T</b>		<b>Course Title: COUNSELING IN SPORTS</b>	
<b>Course Objectives:</b> The student would be able to Counsel athletes in matters of handling success and failure. He would also be able to orient the athletes in future opportunities			
<b>Course Outcomes:</b> <ul style="list-style-type: none"><li>• The student would be able to understand need and importance of Counseling in sports.</li><li>• The student would be able to understand Counselling on handling success and failure in sports</li></ul>			
<b>Credits:3</b>	<b>Max. Marks:25+75</b>		<b>Min. Passing Marks:10+25</b>
<b>Total no. of lectures-tutorials-practical (in hours per week):4-0-0</b>			
<b>Unit</b>	<b>TOPIC</b>		<b>NO. OF LECTURES</b>
<b>I</b>	<b>Counseling in Physical Education and Sports</b> <ul style="list-style-type: none"><li>• Meaning, definition and scope of Counseling in sports.</li><li>• Aims and Objective of Counseling in sports.</li><li>• Principles of Counseling</li><li>• Need and importance of Counseling.</li></ul>		15
<b>II</b>	<b>Stress &amp; Anxiety in Sports</b> <ul style="list-style-type: none"><li>• Meaning and definition of stress and anxiety.</li><li>• Types of stress and anxiety.</li><li>• Symptoms and effects of stress, anxiety and competition anxiety.</li><li>• Management of stress and anxiety.</li></ul>		15
<b>III</b>	<b>Motivation and Sports Performance</b> <ul style="list-style-type: none"><li>• Meaning and definition of Motivation.</li><li>• Types and techniques of motivation</li><li>• Principles and Importance of motivation</li><li>• Role of coach / teacher /government in motivation</li></ul>		15
<b>IV</b>	<b>Counseling to Athletes</b> <ul style="list-style-type: none"><li>• Counseling on injuries and rehabilitation.</li><li>• Counseling on handling success and failure in sports.</li><li>• Counseling on drugs in sports.</li><li>• Counseling on job opportunities and life after retirement from sports.</li></ul>		15
<b>SUGGESTED READINGS</b> <ul style="list-style-type: none"><li>• Rechard Nelson-Jones, Basic Counseling Skills, Sage Publication, New Delhi.</li><li>• Dr. M L Kamlesh, Psychology in Physical Education and Sports, Educational Publishers and Distributors.</li><li>• An Introduction to Counseling- McGraw-Hill Education.</li><li>• Understanding Psychology- McGraw Hill Book.</li></ul>			
<b>Continuous Internal Evaluation (CIE):</b> <b>INTERNAL ASSESMENT (25 Marks)</b> Written Test – 10 marks Assignment/ Research Based Project - 10 marks Attendance – 05 marks			
Course prerequisites: <b>There is no any prerequisites only students physical and medically fit</b>			