

**3<sup>rd</sup> Semester**  
**Bachelor of Physical Education, Health Education, and Sports Sciences**  
 (According to NEP2020 implemented from Session 2023 – 24)

**Core Course – 7**

<b>Core Course – 7 Part A - Introduction</b>			
Subject	Bachelor of Physical Education, Health Education and Sports Sciences		
Semester	3 <sup>rd</sup> Semester		
Name of the Course	<b>History and Foundation of Physical Education</b>		
Course Code	23-B.Sc.-Phy.Edu-301		
Course Type	Core Course - 7		
Level of the course			
Pre-requisite (if any)			
Course Learning Outcomes (CLO):	<p><i>After completing this course, the learner will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Understand the fundamental principles, aims, and objectives of physical education.</li> <li>2. Analyze the historical development of physical education in India and other countries.</li> <li>3. Recognize the role and functions of key sports organizations and institutions.</li> <li>4. Identify and explain various awards and honors in the field of sports.</li> <li>5. Apply knowledge of biological growth, development, and learning theories in physical education contexts.</li> <li>6. Appreciate the cultural heritage of sports and its impact on society."</li> </ol>		
<b>Credit</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
	3	1	4
Contact Hours	3 Hours per week	2 hours per week (Size of Practical Group: 20 Students)	5
<b>Max. Marks: 100</b> Part I - Theory = 70 (20 Internal + 50 End Term Exam) Part II - Practical = 30 (10 Internal + 20 End Term Exam)		Time: 3 Hours For End Term Exam	

<b>Part – B Content of the Course</b>		
<b>Instructions for Paper-Setter:</b>		
The question paper will consist of Five Units I, II, III, IV & V. Unit I, II, III & IV will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit V will consist of 5 short answer type questions, which will cover the entire syllabus and will carry 2 marks for each question.		
Unit	Topic	Contact Hours
I	<b>Introduction to Physical Education</b> <ul style="list-style-type: none"> <li>• Aim and objectives of the physical education</li> <li>• Principles of physical education</li> <li>• Relationship with health education</li> <li>• Importance of physical education</li> </ul>	10
II	<b>History of Physical Education</b>	11

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	<ul style="list-style-type: none"> <li>History of physical education in India. Pre and post independent development.</li> <li>Greek Homeric Age</li> <li>Spartan and Athens</li> <li>Physical Education in various countries: USA, China, Russia, Japan, Australia, and U. K</li> </ul>	
III	<b>Organization, Institution, Awards, &amp; Honors</b> <ul style="list-style-type: none"> <li>Structure and Function of Sports Authority of India (SAI).</li> <li>Indian Olympic Association (IOA) and Haryana Olympic Association (HOA) and structure and functions of various federations. “Khelo India” Sports Program.</li> <li>Laxmibai National Institute of Physical Education (LNIPE).</li> <li>Arjuna Award, Dronacharya Award, Rajiv Gandhi Khel Ratna Award, Bheem Award, MAKAT Trophy</li> </ul>	12
IV	<b>Biological Basis of Physical Education</b> <ul style="list-style-type: none"> <li>Introduction to Growth and Development. General principles of growth and development.</li> <li>Age and gender differences between boys and girls.</li> <li>Learning, types, law of learning, transfer of learning, play theories.</li> <li>Sports as cultural heritage of mankind, Tradition and sports, sports and leadership, competition and cooperation.</li> </ul>	12
<b>Suggested Evaluation Methods:</b> (Internal Assessment: 20 Marks + End Term Exam: 50 Marks)		
<b>Internal Assessment: 20 Marks</b> <ul style="list-style-type: none"> <li>Continuous Comprehensive Evaluation (CCE): 20 Marks</li> <li>Class presentation = 5</li> <li>Seminar/ Assignment/Quiz/class test, etc. = 5</li> <li>Mid Term Test = 10</li> </ul>		<b>End Term Exam: 50 Marks Time = 3 Hours</b> <ul style="list-style-type: none"> <li>One question of 10 marks from each unit I to IV = 40 Marks.</li> <li>Five Questions short answer from entire syllabus = 5 × 2 Marks = 10 Marks.</li> </ul>

<b>Part II – Practical</b>			
<b>Maximum Marks: 30</b>			
<b>(Internal Assessment: 10 Marks + End Term Exam: 20 Marks)</b>			
Unit	Topic	Marks	Contact Hours
I	<b>Demonstration and Discussion:</b> Students will demonstrate their understanding of the aims, objectives, and principles of physical education by leading a class discussion and providing real-life examples. <b>Oral Presentation:</b> Students will present on the relationship between physical education and health education, highlighting the importance of integrating these fields.	7.5 Marks	10
II	<b>Group Presentation:</b> Students will work in groups to research and present the history of physical education in one of the specified countries (India, USA, China, Russia, Japan, Australia, UK).	7.5 Marks	10



  
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	<b>Timeline Creation:</b> Students will create a visual timeline detailing significant events in the development of physical education in India, both pre- and post-independence.		
<b>III</b>	<b>Case Study Analysis:</b> Students will analyze the structure and functions of a sports organization (e.g., SAI, IOA, HOA) and present a case study on its impact on sports development in India. <b>Role-Play Exercise:</b> Students will participate in a role-play exercise simulating the functions of various sports federations, awards committees, or institutions like LNPIE.	7.5 Marks	10
<b>IV</b>	<b>Growth and Development Workshop:</b> Students will conduct and participate in a workshop discussing the principles of growth and development, including age and gender differences. They will prepare a report based on their observations. <b>Learning and Play Theories</b> <b>Demonstration:</b> Students will demonstrate their understanding of learning theories by applying them in a practical setting, such as coaching or teaching a physical activity. They will also participate in discussions on the cultural significance of sports.	7.5 Marks	10
	<b>Internal Assessment:10 Marks</b> Evaluation through Assignments/ Quiz/ Viva Voce/ Practical Record File (5 Marks for Each)	<b>End Term Exam: 20 Marks.</b> Evaluation through (10 Marks for Each)	

**Learning Resources:**

1. **Bucher, C. A. (1987).** *Foundations of Physical Education and Sports.* St. Louis: Times Mirror/Mosby College Publishing.
2. **Nixon, E. N., & Cozens, F. W. (1964).** *An Introduction to Physical Education.* Philadelphia: W.B. Saunders Company.
3. **Singh, Ajmer (2012).** *Essentials of Physical Education.* Kalyani Publishers.
4. **Sharma, J. F., & McCloy, C. H. (1971).** *Introduction to Physical Education.* New York: A.S. Barnes & Company.
5. **Kamlesh, M. L. (2015).** *Physical Education: Facts and Foundations.* New Delhi: P.B. Publications.
6. **Brown, R. A., & Scholes, J. (1975).** *History of Physical Education and Sport.* New York: Wiley.
7. **Lumpkin, A. (2007).** *Introduction to Physical Education, Exercise Science, and Sport Studies.* Boston: McGraw-Hill Higher Education.

8. **Sodhi, H. S. (1991).** *Sports and Physical Education.* New Delhi: University Book House Pvt. Ltd.
9. **Hoffman, S. J. (2011).** *Introduction to Kinesiology: Studying Physical Activity.* Champaign, IL: Human Kinetics.
10. **Shephard, R. J., & Lavallée, H. (1978).** *Physical Activity: The Science of Health and Fitness.* Springfield, IL: Charles C. Thomas.

  
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**3<sup>rd</sup> Semester**  
**Bachelor of Physical Education, Health Education, and Sports Sciences**  
 (According to NEP2020 implemented from Session 2023 – 24)

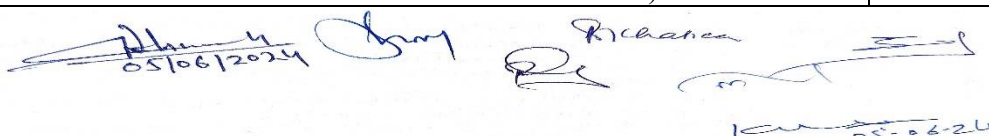
**Core Course – 8**

<b>Core Course – 7 Part A - Introduction</b>			
Subject	Bachelor of Physical Education, Health Education and Sports Sciences		
Semester	3 <sup>rd</sup> Semester		
Name of the Course	<b>Health Education</b>		
Course Code	23-B.Sc.-Phy.Edu-302		
Course Type	Core Course - 8		
Level of the course			
Pre-requisite (if any)			
Course Learning Outcomes (CLO):	<p><b><i>After completing this course, the learner will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Understand and articulate the fundamental concepts of health education, including the definition and dimensions of health, and the importance of health education in everyday life.</li> <li>2. Identify and analyze the various determinants of health, including biological, environmental, lifestyle, and socioeconomic factors, and their impact on overall well-being.</li> <li>3. Apply health promotion and disease prevention strategies at individual, community, and policy levels, and evaluate the effectiveness of public health campaigns and programs.</li> <li>4. Recognize and explain the classification, causes, and prevention of diseases, and assess major global and national health concerns to develop informed health strategies.</li> </ol>		
<b>Credit</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
	3	1	4
Contact Hours	3 Hours per week	2 hours per week (Size of Practical Group: 20 Students)	5
<b>Max. Marks: 100</b> Part I - Theory = 70 (20 Internal + 50 End Term Exam) Part II - Practical = 30 (10 Internal + 20 End Term Exam)		Time: 3 Hours For End Term Exam	

<b>Part – B Content of the Course</b>		
<b>Instructions for Paper-Setter:</b>		
The question paper will consist of Five Units I, II, III, IV & V. Unit I, II, III & IV will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit V will consist of 5 short answer type questions, which will cover the entire syllabus and will carry 2 marks for each question.		
Unit	Topic	Contact Hours
<b>I</b>	<b>Introduction to Health Education:</b> <ul style="list-style-type: none"> <li>• Definition and dimensions of health (physical, mental, social, and emotional). Importance of health education in daily life.</li> <li>• Objective of health education.</li> <li>• Principles of health education.</li> <li>• Health education and its relationship with physical education.</li> </ul>	10
<b>II</b>	<b>Determinants of Health</b>	11

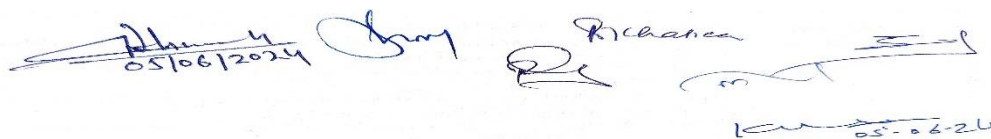
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	<ul style="list-style-type: none"> <li>• <b>Biological determinants:</b> Role of genetics, influence of age, gender difference,</li> <li>• <b>Environmental determinants:</b> Effects of air and water quality, Community and workplace environmental factors affecting health, Influence of climate and geographical location.</li> <li>• <b>Lifestyle and Behavioral Determinants:</b> Diet and nutrition, Physical activity levels and their correlation with health, Substance use and abuse: alcohol, tobacco, drugs, Mental health, stress management, and their effects on overall well-being.</li> <li>• <b>Socioeconomic Determinants:</b> The relationship between income levels and health status, educational attainment and its impact on health literacy and behaviors, Access to and quality of healthcare services, social support networks and their role in health maintenance.</li> </ul>	
III	<p><b>Health Promotion and Disease Prevention</b></p> <ul style="list-style-type: none"> <li>• <b>Concept of Health Promotion:</b> Theories and models of health promotion, Health promotion strategies at individual, community, and policy levels, need for and importance of health promotion.</li> <li>• <b>Levels of Disease Prevention:</b> Primary prevention: vaccinations, health education, and healthy lifestyles. Secondary prevention: early diagnosis, screening programs, and preventive treatments. Tertiary prevention: rehabilitation, chronic disease management, and palliative care. Preventive measures for specific populations (e.g., children, elderly).</li> <li>• <b>Public Health Campaigns and Programs:</b> Overview of major global public health campaigns (e.g., WHO initiatives), National health promotion programs (e.g., "Khelo India" for fitness), Role of NGOs and community-based organizations in public health.</li> <li>• <b>Health Risk Assessment:</b> Tools and methods for assessing health risks (e.g., risk questionnaires, screenings)</li> </ul>	12
IV	<p><b>Understanding Diseases</b></p> <ul style="list-style-type: none"> <li>• <b>Classification of disease:</b> Communicable vs. non-communicable diseases. Acute vs. chronic diseases. Endemic, epidemic, and pandemic diseases.</li> <li>• <b>Causes and Risk Factors of Diseases:</b> Biological agents: bacteria, viruses, fungi, and parasites. Environmental factors: pollution, climate change, and living conditions. Lifestyle factors: diet, physical inactivity, substance use. Genetic predisposition and its role in disease development.</li> <li>• <b>Prevention and Control of Diseases:</b> Vaccination and immunization programs. Hygiene and sanitation practices. Disease surveillance and early detection. Public health policies and disease control measures.</li> <li>• <b>Major Global and National Health Concerns:</b> Overview of key global health concerns (e.g., HIV/AIDS, malaria, tuberculosis). Non-communicable diseases (e.g., diabetes, cardiovascular diseases, cancer). Mental health issues and their impact on society. Strategies and programs for disease prevention and control at the national level.</li> </ul>	12
	<p><b>Suggested Evaluation Methods:</b> (Internal Assessment: 20 Marks + End Term Exam: 50 Marks)</p>	


  
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<b>Internal Assessment: 20 Marks</b> <ul style="list-style-type: none"> <li>• Continuous Comprehensive Evaluation (CCE): 20 Marks</li> <li>• Class presentation = 5</li> <li>• Seminar/ Assignment/Quiz/class test, etc. = 5</li> <li>• Mid Term Test = 10</li> </ul>	<b>End Term Exam: 50 Marks Time = 3 Hours</b> <ul style="list-style-type: none"> <li>• One question of 10 marks from each unit I to IV = 40 Marks.</li> <li>• Five Questions short answer from entire syllabus = 5 × 2 Marks = 10 Marks.</li> </ul>
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<b>Part II – Practical</b>			
<b>Maximum Marks: 30</b> (Internal Assessment: 10 Marks + End Term Exam: 20 Marks)			
Unit	Topic	Marks	Contact Hours
I	<b>Presentation:</b> Students present a case study on the integration of health education and physical education. <b>Class Activity:</b> Design a health education poster or brochure promoting a specific health objective. <b>Discussion:</b> Facilitate a group discussion on the importance of health education in various settings.	7.5 Marks	10
II	<b>Survey:</b> Conduct a survey assessing lifestyle and behavioral determinants in a local community. <b>Report:</b> Prepare a report on the impact of biological determinants on a specific health condition. <b>Presentation:</b> Present findings on how different determinants affect health outcomes.	7.5 Marks	10
III	<b>Health Campaign Design:</b> Develop a mini-campaign plan for a health promotion or disease prevention program. <b>Behavior Change Plan:</b> Create a behavior change plan for a specific health risk. <b>Public Health Program Evaluation:</b> Evaluate an existing public health program and present findings.	7.5 Marks	10
IV	<b>Disease Profile:</b> Create a profile of a specific disease, including its causes, risk factors, and prevention strategies.	7.5 Marks	10
	<b>Internal Assessment: 10 Marks</b> Evaluation through Assignments/ Quiz/ Viva Voce/ Practical Record File (5 Marks for Each)	<b>End Term Exam: 20 Marks.</b> Evaluation through (10 Marks for Each)	
<b>Learning Resources:</b>			


  
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## Books

1. **Murray, R. P., & Hester, D. (2019).** *Introduction to Public Health*. Burlington, MA: Jones & Bartlett Learning.
2. **Nutbeam, D., & Harris, E. (2014).** *Theory in a Nutshell: A Practical Guide to Health Promotion Theories*. Sydney: McGraw-Hill Education.
3. **McKenzie, J. F., Neiger, B. L., & Thackeray, R. (2020).** *Planning, Implementing, and Evaluating Health Promotion Programs: A Primer*. Boston: Pearson.
4. **Green, L. W., & Kreuter, M. W. (2005).** *Health Promotion Planning: An Educational and Ecological Approach*. New York: McGraw-Hill.
5. **Edberg, M. (2018).** *Essential Epidemiology: Principles and Applications*. Cambridge: Cambridge University Press.
6. **Glanz, K., Rimer, B. K., & Viswanath, K. (2015).** *Health Behavior: Theory, Research, and Practice*. San Francisco: Jossey-Bass.
7. **O'Neill, M., & McManus, A. (2016).** *Health Promotion and Education: A Practical Guide*. London: Routledge.
8. **Sharma, M., & Romas, J. A. (2012).** *Theoretical Foundations of Health Education and Health Promotion*. Burlington, MA: Jones & Bartlett Learning.
9. **Koplan, J. P., Bond, T. C., & Merson, M. H. (2016).** *Global Health: An Introduction to the Field*. Oxford: Oxford University Press.
10. **Becker, M. H. (1974).** *The Health Belief Model and Personal Health Behavior*. New York: Springer.

## Research Journals

### **Sports Science and Health Advances**

- ISSN: 2583-8296 (Online)

### **American Journal of Health Promotion**

- ISSN: 0890-1171 (Print)
- ISSN: 2168-1606 (Online)

### **Health Education Research**

- ISSN: 0957-4824 (Print)
- ISSN: 1465-3648 (Online)

### **Journal of School Health**

- ISSN: 0022-4391 (Print)
- ISSN: 1746-1561 (Online)

### **Health Education & Behavior**

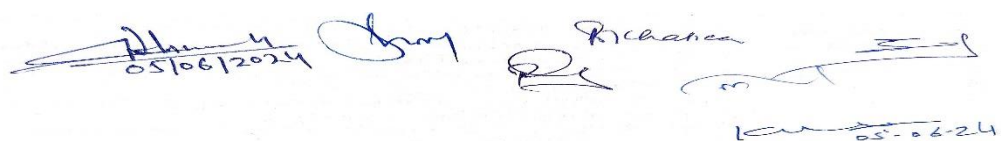
- ISSN: 1090-1981 (Print)
- ISSN: 1552-6127 (Online)

### **Public Health Education and Promotion**

- ISSN: 1757-9124 (Print)
- ISSN: 1757-9132 (Online)

### **International Journal of Behavioral Nutrition and Physical Activity**

- ISSN: 1479-5868 (Print)
- ISSN: 1479-5868 (Online)

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**Journal of Community Health**

- ISSN: 0094-5145 (Print)
- ISSN: 1573-3610 (Online)

**BMC Public Health**

- ISSN: 1471-2458 (Print and Online)

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**3<sup>rd</sup> Semester**  
**Bachelor of Physical Education, Health Education, and Sports Sciences**  
 (According to NEP 2020 implemented from Session 2023 – 24)

**Core Course – 9**

<b>Core Course – 9 Part A - Introduction</b>			
Subject	Bachelor of Physical Education, Health Education and Sports Sciences		
Semester	3 <sup>rd</sup> Semester		
Name of the Course	<b>Basic Anatomy and Physiology</b>		
Course Code	23-B.Sc.-Phy.Edu-303		
Course Type	Core Course - 9		
Level of the course			
Pre-requisite (if any)			
Course Learning Outcomes (CLO)	<p><b><i>After completing this course, the learner will be able to:</i></b></p> <ol style="list-style-type: none"> <li>1. Understand and describe the basic concepts of anatomy and physiology, including the levels of structural organization and key terminology used in the field.</li> <li>2. Identify and explain the structure and function of the major bones and muscles in the human body and understand their roles in movement and support.</li> <li>3. Comprehend the structure and function of the cardiovascular and respiratory systems and explain how these systems work together to support overall health.</li> <li>4. Apply knowledge of anatomy and physiology to recognize the impact of physical activity on body systems, and understand common health issues related to the skeletal, muscular, cardiovascular, and respiratory systems.</li> </ol>		
<b>Credit</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
	3	1	4
Contact Hours	3 Hours per week	2 hours per week (Size of Practical Group: 20 Students)	5
<b>Max. Marks: 100</b> Part I - Theory = 70 (20 Internal + 50 End Term Exam) Part II - Practical = 30 (10 Internal + 20 End Term Exam)		Time: 3 Hours For End Term Exam	

<b>Part – B Content of the Course</b>		
<b><u>Instructions for Paper-Setter:</u></b> The question paper will consist of Five Units I, II, III, IV & V. Unit I, II, III & IV will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit V will consist of 5 short answer type questions, which will cover the entire syllabus and will carry 2 marks for each question.		
Unit	Topic	Contact Hours
I	<b>Introduction to Anatomy and Physiology:</b> <ul style="list-style-type: none"> <li>• <b>Overview of Anatomy and Physiology:</b> Definition and importance in physical education. Relationship between anatomy and physiology:</li> <li>• <b>Levels of Structural Organization:</b> Cellular, tissue, organ, and system levels</li> </ul>	10


  
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	<ul style="list-style-type: none"> <li>• <b>Anatomical Terminology:</b> Directional terms, planes, regional terms, body cavities.</li> <li>• <b>Body Systems Overview:</b> Major systems (skeletal, muscular, circulatory, respiratory).</li> </ul>	
II	<b>Skeletal System</b> <ul style="list-style-type: none"> <li>• <b>Bone Structure and Function:</b> Types of bones and their functions.</li> <li>• <b>Major Bones of the Body:</b> Axial and appendicular skeleton.</li> <li>• <b>Joints and Movements:</b> Types of joints and movements.</li> <li>• <b>Bone Health and Disorders:</b> Bone health, common disorders, prevention.</li> </ul>	11
III	<b>The Muscular System</b> <ul style="list-style-type: none"> <li>• <b>Muscle Structure and Function:</b> Types of muscles and their functions.</li> <li>• <b>Major Muscle Groups:</b> Key muscle groups and their roles.</li> <li>• <b>Muscle Contraction:</b> Mechanism and types of muscle contractions.</li> <li>• <b>Muscle Health and Disorders:</b> Importance of exercise, common disorders, prevention.</li> </ul>	12
IV	<b>The Cardiovascular and Respiratory Systems</b> <ul style="list-style-type: none"> <li>• <b>Cardiovascular System:</b> Structure and function of the heart, blood vessels, and circulation.</li> <li>• <b>Respiratory System:</b> Structure and function of respiratory organs, breathing mechanism.</li> <li>• <b>Interaction Between Cardiovascular and Respiratory Systems:</b> How they work together to transport gases and respond to exercise.</li> <li>• <b>Cardiovascular and Respiratory Health:</b> Importance, common disorders, and health strategies.</li> </ul>	12
<b>Suggested Evaluation Methods:</b> (Internal Assessment: 20 Marks + End Term Exam: 50 Marks)		
<b>Internal Assessment: 20 Marks</b> <ul style="list-style-type: none"> <li>• Continuous Comprehensive Evaluation (CCE): 20 Marks</li> <li>• Class presentation = 5</li> <li>• Seminar/ Assignment/Quiz/class test, etc. = 5</li> <li>• Mid Term Test = 10</li> </ul>		<b>End Term Exam: 50 Marks Time = 3 Hours</b> <ul style="list-style-type: none"> <li>• One question of 10 marks from each unit I to IV = 40 Marks.</li> <li>• Five Questions short answer from entire syllabus = 5 × 2 Marks = 10 Marks.</li> </ul>


  
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**Part II – Practical**

**Maximum Marks: 30**

(Internal Assessment:10 Marks + End Term Exam: 20 Marks)

<b>Unit</b>	<b>Topic</b>	<b>Marks</b>	<b>Contact Hours</b>
<b>I</b>	<b>Anatomical Terminology Exercise:</b> Identify and use anatomical terms to describe body parts and their locations. <b>Structural Organization Activity:</b> Create a model or diagram illustrating the levels of structural organization in the human body.	7.5 Marks	10
<b>II</b>	<b>Bone Identification Lab:</b> Identify and label major bones on skeletal models or diagrams. <b>Joint Movement Simulation:</b> Demonstrate different types of joint movements using physical models or role-play.	7.5 Marks	10
<b>III</b>	<b>Muscle Group Identification:</b> Identify major muscle groups on anatomical models and describe their functions. <b>Muscle Contraction Experiment:</b> Conduct simple experiments or demonstrations to observe and explain muscle contraction mechanisms.	7.5 Marks	10
<b>IV</b>	<b>Heart and Lung Anatomy Lab:</b> Identify and label parts of the heart and lungs on models or diagrams. <b>Circulatory and Respiratory Function Simulation:</b> Use simulations or practical exercises to demonstrate how the cardiovascular and respiratory systems interact during exercise.	7.5 Marks	10
	<b>Internal Assessment:10 Marks</b> Evaluation through Assignments/ Quiz/ Viva Voce/ Practical Record File (5 Marks for Each)	<b>End Term Exam: 20 Marks.</b> Evaluation through (10 Marks for Each)	

**Learning Resources:**

**Books**

1. **Tortora, G. J., & Derrickson, B. (2020).** *Principles of Anatomy and Physiology.* Wiley. ISBN: 978-1119662682
2. **Marieb, E. N., & Hoehn, K. (2020).** *Human Anatomy & Physiology.* Pearson. ISBN: 978-0134705483
3. **Saladin, K. S. (2018).** *Anatomy & Physiology: The Unity of Form and Function.* McGraw-Hill Education. ISBN: 978-1259277722
4. **Gray, H. (1918).** *Gray's Anatomy: The Anatomical Basis of Clinical Practice.* Elsevier. ISBN: 978-0443066840

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5. **Martini, F. H., Nath, J. L., & Bartholomew, E. F. (2018).** *Fundamentals of Anatomy & Physiology*. Pearson. ISBN: 978-0134580999
6. **McKinley, M., & O'Loughlin, V. D. (2019).** *Anatomy & Physiology: An Integrative Approach*. McGraw-Hill Education. ISBN: 978-1260134643
7. **Standring, S. (2016).** *Gray's Anatomy: The Anatomical Basis of Clinical Practice*. Elsevier. ISBN: 978-0702052309
8. **Buckley, J. P. (2017).** *Anatomy & Physiology: A Guided Inquiry*. McGraw-Hill Education. ISBN: 978-1259644332
9. **Kennedy, M. L., & Bender, D. (2020).** *Human Anatomy & Physiology Laboratory Manual*. Pearson. ISBN: 978-0134766511
10. **Ahern, L. E., & Miller, S. A. (2021).** *Anatomy & Physiology: A Problem-Based Learning Approach*. Jones & Bartlett Learning. ISBN: 978-1284230786

### Research Journals

1. **Journal of Applied Physiology**
  - ISSN: 8750-7587 (Print)
  - ISSN: 1522-1601 (Online)
2. **Medicine & Science in Sports & Exercise**
  - ISSN: 0195-9131 (Print)
  - ISSN: 1530-0315 (Online)
3. **European Journal of Applied Physiology**
  - ISSN: 1439-6327 (Print)
  - ISSN: 1439-6319 (Online)
4. **Journal of Strength and Conditioning Research**
  - ISSN: 1064-8011 (Print)
  - ISSN: 1533-4287 (Online)
5. **American Journal of Physiology - Regulatory, Integrative and Comparative Physiology**
  - ISSN: 0363-6119 (Print)
  - ISSN: 1522-1490 (Online)

### Websites

#### **Inner Body**

- Website: [www.innerbody.com](http://www.innerbody.com)

#### **Visible Body**

- Website: [www.visiblebody.com](http://www.visiblebody.com)

#### **TeachMeAnatomy**

- Website: [www.teachmeanatomy.info](http://www.teachmeanatomy.info)

#### **GetBodySmart**

- Website: [www.getbodysmart.com](http://www.getbodysmart.com)

#### **The Anatomy and Physiology Place**

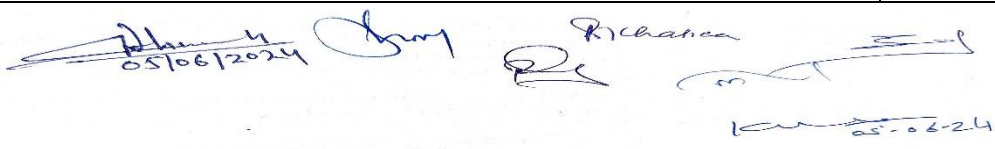
- Website: [www.applace.com](http://www.applace.com)

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**3<sup>rd</sup> Semester**  
**Bachelor of Physical Education, Health Education, and Sports Sciences**  
 (According to NEP2020 implemented from Session 2023 – 24)  
**Core Course Minor– 3**

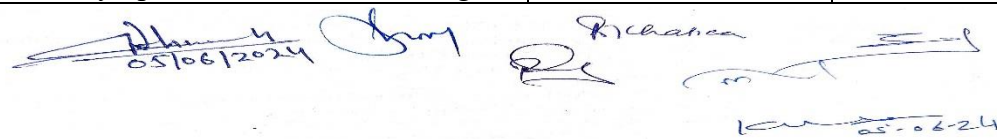
<b>Core Course Minor – Part A - Introduction</b>			
Subject	Bachelor of Physical Education, Health Education and Sports Sciences		
Semester	3 <sup>rd</sup> Semester		
Name of the Course	Olympics Movement		
Course Code	23-B.Sc.-Phy.Edu-304		
Course Type	Core Course - 3		
Level of the course			
Pre-requisite (if any)			
Course Learning Outcomes (CLO):	<p><i>After completing this course, the learner will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Understand the Formation and Governance of the IOC:</li> <li>2. Examine the Economic and Technological Impact of the Olympic Games:</li> <li>3. Evaluate the Legacy and Long-Term Impact of the Olympic Games:</li> <li>4. Analyze the Olympics as a Platform for Global Unity and Cultural Exchange:</li> <li>5. Role of National Olympic Committees (NOCs)</li> </ol>		
<b>Credit</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
	3	1	4
Contact Hours	3 Hours per week	2 hours per week <b>(Size of Practical Group: 20 Students)</b>	5
<b>Max. Marks: 100</b> Part I - Theory = 70 ( <b>20 Internal + 50 End Term Exam</b> ) Part II - Practical = 30 ( <b>10 Internal + 20 End Term Exam</b> )		Time: 3 Hours For End Term Exam	

<b>Part – B Content of the Course</b>		
<b><u>Instructions for Paper-Setter:</u></b>		
The question paper will consist of Five Units I, II, III, IV & V. Unit I, II, III & IV will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit V will consist of 5 short answer type questions, which will cover the entire syllabus and will carry 2 marks for each question.		
<b>Unit</b>	<b>Topic</b>	<b>Contact Hours</b>
I	International Olympic Committee (IOC): <ul style="list-style-type: none"> <li>• Formation and Evolution of the IOC: Understanding the founding of the IOC, its structure, and its role in governing the Olympic Games.</li> </ul>	10


  
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	<ul style="list-style-type: none"> <li>Decision-Making Processes: Selection of host cities, manages Olympic bids, and governs the organization of the Games.</li> <li>Ethical Standards and Doping Regulations: The IOC's stance on doping, fair play, and ethical conduct in sports.</li> <li>National Olympic Committees: formation, recognition, and obligations of NOCs.</li> <li>Wild Card Entries and Universality Places</li> </ul>	
II	<b>Olympics and Global Unity:</b> <ul style="list-style-type: none"> <li>Olympic Games promote peace, unity, and cultural exchange between nations.</li> <li>Historical and modern significance of the Olympic Truce</li> <li>Olympic Games, including boycotts, protests, and propaganda.</li> <li>Women's participation in the Olympics, challenges faced, and milestones achieved.</li> </ul>	11
III	<ul style="list-style-type: none"> <li>Legacy of the Olympic Games:</li> <li>Long-Term Impact on Host Cities: infrastructure, urban development, and sports culture in host cities.</li> <li>Influence on Youth and Grassroots Sports</li> <li>National Olympic Success Stories:</li> <li>Role of the Olympics in Promoting Physical Activity and Health:</li> <li>Role of the Olympics in National Pride:</li> </ul>	12
IV	<b>Economic Impact of the Olympic Games:</b> <ul style="list-style-type: none"> <li>Cost of Hosting the Olympics: Economic burden or benefits for host cities- infrastructure, tourism, and financial impacts.</li> <li>Sponsorship and Commercialization</li> <li>Long-Term Impact on National Sports Development</li> <li>Advancements in Sports Technology: In terms of performance, judging accuracy, and viewer experience during the Olympics.</li> </ul>	12
<b>Suggested Evaluation Methods:</b> (Internal Assessment: 20 Marks + End Term Exam: 50 Marks)		
<b>Internal Assessment: 20 Marks</b> <ul style="list-style-type: none"> <li>Continuous Comprehensive Evaluation (CCE): 20 Marks</li> <li>Class presentation = 5</li> <li>Seminar/ Assignment/Quiz/class test, etc. = 5</li> <li>Mid Term Test = 10</li> </ul>		<b>End Term Exam: 50 Marks Time = 3 Hours</b> <ul style="list-style-type: none"> <li>One question of 10 marks from each unit I to IV = 40 Marks.</li> <li>Five Questions short answer from entire syllabus = 5 × 2 Marks = 10 Marks.</li> </ul>

<b>Part II – Practical</b>			
<b>Maximum Marks: 30</b>			
<b>(Internal Assessment: 10 Marks + End Term Exam: 20 Marks)</b>			
Unit	Topic	Marks	Contact Hours
I	<b>Case Study Analysis:</b> Students will analyze a specific Olympic Games event focusing on	10 Marks	20

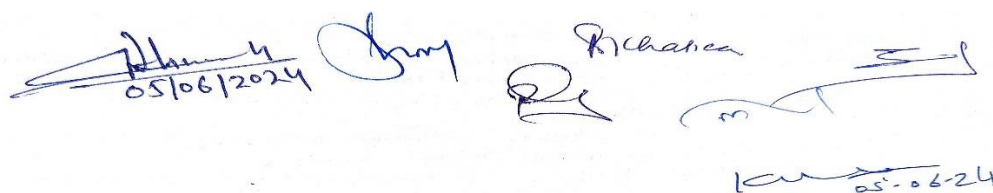

  
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	the political, social, and economic impacts <b>Evaluation Criteria:</b> Depth of analysis, historical accuracy and understanding		
<b>II</b>	<b>Project on the Economic Impact of Hosting the Olympics:</b> They will consider on tourism, infrastructure development, and the long-term financial legacy. <b>Evaluation Criteria:</b> Use of economic data, critical analysis, understanding	10 Marks	20
	<b>Internal Assessment:10 Marks</b> Evaluation through Assignments/ Quiz/ Viva Voce/ Practical Record File (5 Marks for Each)	<b>End Term Exam: 20 Marks.</b> Evaluation through (10 Marks for Each)	

### Learning Resources:

1. Ajmeer Sing, Jagdish Bans, Jagtar Sing Gill , Rachpal Singh Brar and Nirmaljit Kaur Rathee ( 2004) Essentials of Physical Education, New Delhi: Kalyani Publisheres.
2. Burbank, J. M., Andranovich, G. D. & cHeying Boulder, C. H. (2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner Osborne, M. P. (2004).
3. Magic tree 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.
4. International Olympic Committee(2021). *The History of the Olympic Games: Faster, Higher, Stronger*, Publisher : Welbeck Children's Books
5. David Goldblatt (2018), The Games: A Global History of the Olympics, Pan, ASIN : 144729887X


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**3<sup>rd</sup> Semester Subject:**  
**Bachelor of Physical Education, Health Education and Sports Sciences**  
**(According to NEP2020 implemented from Session 2024 –25**

**Multidisciplinary Course - 3**

<b>Part A - Introduction</b>			
Subject:	Bachelor of Physical Education, Health Education and Sports Sciences		
Semester	3 <sup>rd</sup> Semester		
Name of the Course	<b>Fundamentals of Physical Education</b>		
Course Code	23-B.Sc.-Phy.Ed.-305		
Course Type:	<b>Multidisciplinary Course - 3</b>		
Level of the Course			
Pre - requisite (if any)	12th pass from any streams (Arts/Science/ Commerce). It is open for all.		
Course Learning Outcomes(CLO):	After completing this course, the learner will be able to: 1. Understand the Evolution of Physical Education: 2. Examine Philosophical Foundations of Physical Education: 3. Evaluate Organizational Contributions to Sports and Physical Education: 4. Know the basic specifications of court/ground, general rules and demonstrate the basic skills of Basketball and Kabaddi.		
<b>Credits</b>	<b>Theory</b>	<b>Practical</b>	<b>Total</b>
	2	1	3
Contact Hours	2 hours per week	2 hours per week (Size of practical group = 20 students)	4
<b>Max. Marks: 75</b> <b>Part I - Theory = 50</b> (Internal Assessment - 15 Marks + End Term Exam – 35 Marks) <b>Part II - Practical = 25</b> (Internal Assessment - 5 Marks + End Term Exam – 20 Marks)			Time: 3 Hours  <b>For End Term Exam</b>
<b>Part B – Content of the Course</b>			
<b>Instructions for Paper- Setter:</b>			
The question paper will consist of Four Units I, II, III & IV. Unit I, II and III will have two questions from their respective Units of the Syllabus and will carry 10 marks each. Unit IV will consist of 5 short answer type questions, which will cover the entire syllabus and will carry 1 mark for each question.			
Unit	Topics		Contact Hours
I	History of Physical Education: <ul style="list-style-type: none"> <li>• Ancient Greece- Sparta, Athens. Introduction and difference.</li> <li>• Contribution of European Physical Educators - Guts Muths, John Spiess, Frank Nachtegall, P.H.Ling,</li> <li>• Ancient India – Aryans, Epic age, Philosophic age, Buddhist age and Mohammedan period.</li> <li>• Development of Modern Physical Education after Independence.</li> <li>• Teacher Training Institutes in Physical Education in India.</li> <li>• Contributions of Y.M.C.A., Sports Authority of India. And National Institute of Sports.</li> </ul>		10
II	Foundation of Physical Education <ul style="list-style-type: none"> <li>• Philosophical Foundation:</li> <li>• Idealism, Pragmatism, Naturalism, Realism Humanism, Existentialism and Indian Philosophy and culture.</li> <li>• Fitness and wellness movement in the contemporary perspectives.</li> </ul>		10

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	<ul style="list-style-type: none"> <li>Sports for all and its role in the maintenance and promotion of fitness.</li> </ul>	
III	<p>Association and awards:</p> <ul style="list-style-type: none"> <li>Indian Olympic Association.</li> <li>National School Game Federation of India.</li> <li>Association of Indian Universities.</li> <li>All India Council of Sports.</li> <li>NCC, NSS and NYK.</li> <li>Arjun,</li> <li>Dronacharya,</li> <li>Dhyan Chand Award,</li> <li>Major Dhyan Chand Khel Ratna Award.</li> <li>Rashtriya Khel Protsahan Puruskar</li> </ul>	10

**Suggested Evaluation Methods:**

Maximum Marks: 50 (Internal Assessment - 15 Marks + End Term Exam – 35 Marks)

**Internal Assessment: 15**

Continuous Comprehensive Evaluation (CCE):  
15 Marks  
Class presentation = 4  
Seminar/Assignment/Quiz/class test, etc. = 4  
Mid Term Test = 7

**End Term Exam: 35 Marks Time = 3 hrs.**

One question of 10 marks from each Units I to III = 30 Marks.  
Five Questions short answer from entire syllabus = 5 × 2 Marks = 10 Marks.

**Part II – Practical**

Maximum Marks: 25 (Internal Assessment - 5 Marks + External – 20 Marks)

Topics	Marks distribution	Contact Hours
<b>Basketball</b> : Court specifications, general rules and basic skills	10 Marks	15
<b>kabaddi</b> : Court specifications, general rules and basic skills	10 Marks	15
<b>Internal Assessment: 5 Marks</b> Demonstration of Skill/Viva-Voce/ Practical Record File	<b>University Exam (UE): 20 Marks</b> Evaluation through performance in Skill Test/ Demonstration/ Viva Voce/ Practical Record File: (10 Marks for each Sports)	

**Part C-Learning Resources**

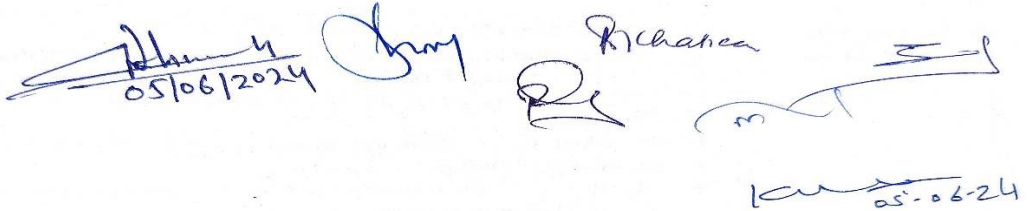
Suggested Readings:

- Baljit Singh (2009). Principles of Physical Education. New Delhi: Sports Publication.
- Bevinson Perinbaraj. S (2002). History of Physical Education. Karaikudi: Vinsi Publications. Bucher A.
- Charles. (1983). Foundations of Physical Education. St. Louis: Mosbyco.
- Charles A. Bucher. (1982). Foundations of Physical Education. USA: The C.V. Mosby company.
- Charles C. Cowell & William L. France. (1963). Philosophy and Principles of Physical Education. New Jersey: Prentice-Hall.
- Singh Ajmer et.al. Modern Text Book of Physical Education, Health and Sports, Kalyani Publishers, Ludhiana, (2010).
- Sharma, V.K, Health & Physical Education, Saraswati House Pvt. Ltd . Daryaganj, New Delhi. (2013).
- Singh Ajmer et. al. Olympic Movement, Kalyani Publishers, Ludhiana, (2000).
- Kamlesh & Sangral, Principles & History of Physical Education, Parkash Brothers, Ludhiana.(2000).
- Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co.

*[Handwritten signatures and dates at the bottom of the page, including "25/06/2024" and "25/06/2024"]*

Deshpande, S. H. (2014).

- Mohan, V. M. Principles of physical education. Delhi: Metropolitan Book Dep. Nixon, E. E. & Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders Co.
- Pinto John and Roshan Kumar Shetty (2021) Introduction to Physical Education, Louis Publications, Mangalore.
- Amit Arjun Budhe, (2015) Career aspects and Management in Physical Education, Sports Publication, New Delhi
- Anand, R.L (1987) Play Field Manual, Patiala: NIS Publication.

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3rd Semester Subject: **Athletic Track and road races**  
 Bachelor of Physical Education, Health Education and Sports Sciences  
 (According to NEP 2020 implemented from Session 2023 – 24)

**Ability Enhancement Course (AEC) - 3**

Part A - Introduction			
Subject:	Bachelor of Physical Education, Health Education and Sports Sciences		
Semester	3 <sup>rd</sup> Semester		
Name of the Course	<b>Athletic Track and road races</b>		
Course Code	23- B.Sc.-Phy.Edu-306		
Course Type	<b>Ability Enhancement Course - 3</b>		
Level of the Course	100 - 199		
Pre-requisite (if any)	Candidate has taken Physical Education as Major Course		
Course Learning Outcomes (CLO):	After completing this course, the learner will be able to: 1. Understand the Historical Significance of the Marathon: 2. Develop Strategies for Environmental Challenges in Road Races: 3. Prevent and Manage Athletic Injuries: 4. Assess students' knowledge, application, and performance in key areas		
Credits	Theory	Practical	Total
	1	1	2
Contact Hours	2 hours per week	1 hours per week (Size of practical class = 20 students)	<b>3</b>
Max. Marks: 50 Part I - Theory = 30 (Internal Assessment - 10 Marks + External – 20 Marks) Part II - Practical = 20 (Internal Assessment - 5 Marks + External – 15 Marks)		<b>Time: 1.5 Hours For End Term Exam</b>	
Part B – Content of the Course			
<b>Instructions for Paper- Setter:</b>			
The question paper will consist of Four Units I, II, III & IV. Unit I, II and III will have two questions from their respective Units of the Syllabus and will carry 05 marks each. Unit IV will consist of 5 short answer type questions, which will cover the entire syllabus and will carry 1 mark for each question.			
Unit	Topics		Contact Hours
I	<b>History and Evolution of the Marathon:</b> <ul style="list-style-type: none"> <li>• Origins of the marathon race and its significance in ancient history.</li> <li>• Evolution of the marathon in the modern Olympic Games.</li> <li>• Major global marathon events and their impact on the sport.</li> <li>• Strategies for coping with heat, humidity, and cold during road races.</li> </ul>		8


  
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II	<b>Training Programs for Distance Running:</b> <ul style="list-style-type: none"> <li>• Periodization and planning for middle and long-distance running.</li> <li>• Importance of endurance training, interval training, and recovery.</li> <li>• Role of nutrition and hydration in the performance of distance runners.</li> <li>• Importance of acclimatization for long-distance road events.</li> </ul>	8
III	<ul style="list-style-type: none"> <li>• <b>Injury Prevention and Management in Track and Field:</b> <ul style="list-style-type: none"> <li>• Common injuries in sprinting, hurdling, and distance running.</li> <li>• Techniques for injury prevention, including proper warm-up and cool-down routines.</li> <li>• Rehabilitation exercises and protocols for common track injuries.</li> <li>• The impact of famous athletes on social movements and cultural change.</li> </ul> </li> </ul>	8

**Suggested Evaluation Methods:**  
**Maximum Marks: 30 (Internal Assessment - 10 Marks + External – 20 Marks)**

<b>Internal Assessment: 10</b> Class presentation = 5 Seminar/ Assignment/Quiz/class test, etc. = 5	<b>University Exam (UE): 20 Marks Time = 1.5 hrs</b> One question of 05 marks from each Units I to III = 15 Marks. Five Questions short answer from entire syllabus = 5 × 1 Marks = 5 Marks.
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**Part II – Practical**  
**Maximum Marks: 20 (Internal Assessment - 5 Marks + External – 15 Marks)**

Topics	Marks distribution	Contact Hours
Periodization Plan for Distance Running	05 Marks	05
Nutrition and Hydration Strategy Implementation	05 Marks	04
Injury Management Protocol Development	05 Marks	04

<b>Internal Assessment: 5 Marks</b> Practical Record File	<b>University Exam (UE): 15 Marks</b> <ul style="list-style-type: none"> <li>• Understanding and application of periodization principles</li> <li>• Appropriateness of the nutrition and hydration plan</li> <li>• Practicality and effectiveness of the rehabilitation plan ( 05 Marks for each)</li> </ul>
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**Part C-Learning Resources**

- Arnheim, D., & William, E Prentice. (1991). Principles of athletic training. St. Louis: Mosby Year Book.
- Arnheim D., & William E Prentice. (1978). Athletic Training. St. Louis: Mosby Year Book.
- Authors Guide (2018) IAAF Competition Rules 2018-2019, Monaco Cedex: IAAF Publishing.

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- Authors Guide (2002) Rules of Games and Sports, New Delhi : YMCA Publishing House. September 2004), ISBN-13: 978-1572582095
- Mud Therapy: Healing Through One of the Five Elements Paperback – 13 Sep 2013 by
- Ashish Indani (Author), Publisher: B Jain Publishers Pvt. Ltd. (13 September 2013), ISBN-13:978-8131908457. Rational Fasting (Ehret's Health Literature) Mass Market Paperback – Import, Jun 1971 by
- Arnold Ehret (Author), Publisher: Benedict Lust Publications (1 June 1971), ISBN-13:978
- Chauhan VS (1999). Khel Jagat Mein Athletics. A.P. Pub, Jalandhar.
- Evans DA (1984). Teaching Athletics. Hodder, London
- George Immanuel.(1997).Track and Field Event layout and Marking. Chennai:
- Kumar, Pardeep. (2008). Historical Development of Track & Field. Friends Publication. New Delhi
- Renwick GR (2001). Play Better Athletics. Sports Pub, Delhi.
- Shrivastav AK. Abhay Kumar (1997). Athletics. S & S Parkashan.
- Singh Granth (1998). Track and Field Athletics. Ashoka, Delhi.
- Thani Lokesh (1995). Skills and Tactics-Track Athletics. Sports Pub. Delhi.
- Thani Y. (1991). Encyclopedia of Athletics. Gian Pub., Delhi.
- Josse, P, Moprtensen., & John, M,Copper. (1998). Track and Field for Coach and Athlete. St.Louis: C.V.Mosphy Company

  
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