

**VOCATIONAL HIGHER SECONDARY
TEACHERS' SOURCE BOOK**

**PHYSICAL EDUCATION
SECOND YEAR**



**Government of Kerala
Department of Education**

2006

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING (SCERT)

Vidyabhavan, Poojappura, Thiruvananthapuram-12

Prepared by:
State Council of Educational Research & Training (SCERT)
Vidyabhavan, Poojappura, Thiruvananthapuram -12
Kerala
E-mail:scertkerala@asianetindia.com

Type setting by:
SCERT Computer Lab.

©
Government of Kerala
Education Department
2006

PREFACE

This Teacher's Sourcebook on **Physical Education** introduces the teacher to the main principles and practices of the revised pedagogy which is activity-based, process-oriented and learner-centred.

The realisation that learning is not mere storing information in memory and that real learning is construction of knowledge through observation, comparison, classification and analysis has led us to give a new thrust to the teaching-learning process at Vocational Higher Secondary level to make it more meaningful and learner-friendly.

This sourcebook has been developed primarily for the benefit of teachers who teach **Physical Education** at Vocational Higher Secondary level. The subject matter has been dealt with utmost care, in tune with the revised curriculum and pedagogic principles. It is hoped that this book will enable the teacher to provide suitable learning activities for effective learning.

The success of the approach depends upon the vision and commitment of the teacher. They are expected to make use of this sourcebook at all stages of their teaching process. It is also expected that the teacher would seek help and guidance from other sources like libraries and websites.

Hope that this sourcebook will help the teacher to develop the skills and experience required for effective classroom transaction.

Creative criticism and suggestions for improvement are most welcome.

With regards,

Thiruvananthapuram
July, 2006

Dr E. Valsala Kumar
Director
SCERT, Kerala

CONTENTS

Part I

General Approach	5
Subject Approach	20
Teaching and Learning Strategies	24
Planning	30
Evaluation	36
Syllabus.....	49
Curriculum Objectives	51

Part II - Unit Wise Analysis

1 Philosophical Basis of Physical Education	65
2 Qualities and Qualification of Physical Education Teacher and Coach ...	68
3 Equipment	71
4 Facilities for Physical Education	74
5 Organisation Administration of Tournaments	77
6 Teaching Methodology	82
7 Sports Training.....	85
8 Physical Fitness	88
9 Health Education	92
10 Personal Hygiene	96
11 Drugs and Doping	99
12 Posture	103
13 Nutrition.....	106
14 General Principles of Officiating various sports and games	109
Sample Questions	112

Part I

GENERAL APPROACH

SIGNIFICANCE OF VOCATIONAL EDUCATION

The ultimate aim of education is human refinement. Education should enable the learner to formulate a positive outlook towards life and to accept a stand which suits the well being of the society and the individual as well.

The attitude and potential to work has determined the destiny, progress and cultural development of the human race. As we all are aware, the objective of education is to form a society and individuals having a positive work culture. The educational process expected in and outside our formal schools should concentrate upon inculcating concepts, abilities, attitudes and values in tune with these work culture. Hence vocationalised education cannot be isolated from the main stream of education. In another sense, every educational process should be vocationalised. However due to our inability to utilize the resources wisely, scarcity of job opportunities is a severe issue of the present society. For overcoming this deep crisis, emergent techniques have to be sorted out and appropriate researches have to be seriously carried out. It is in the sense that the content and methodology of Vocational Higher Secondary Education have to be approached. The need for meaningful linkages between the world of work and world of education is well recognized. The essence of the recommendations made by various commissions and committees is that the vocationalisation should be the main feature of the future system of education at the higher secondary stage, it can be extended to school level also.

Vocational education is system of education which intends to prepare learners for identified occupations , opening several areas of activities.

The Vocational Higher Secondary course was envisaged as a part of the National Policy on Education with the noble idea of securing a job along with education. The relevance of vocational education is very great in this age of unemployment. This education system, which ensures a job along with higher education stands aloof from other systems of education.

This education imparts the life skills required by the youth to enter the world of work and assuming the responsibilities of adulthood. As per the expert meeting report (2001) of UNESCO, the life skills are grouped under 4 categories. They are

1. Skills for personal fulfillment
2. Skills for living in society
3. Skills for dealing with changing economies
4. Skills for dealing with changing work patterns.

Vocational Education ensures fulfillment of manpower requirement or national development and for social security for the citizens through self-employment. It also helps to reduce the migration of rural youth to urban areas and thus helps in rural development.

The learners of Vocational Education get an opportunity to avail one year apprenticeship training in industries to improve their practical skill. During the course of study, on the job training (OJT) for 10 days in a year is arranged to improve the skill and efficiency of the learner. This education system motivates the attitude towards self - employment through Production Cum Service Training Centres. (PSTC)

OBJECTIVE OF VOCATIONAL EDUCATION

The National policy on education has accorded very high priority to the program of vocationalisation of education, considering the following objectives.

1. To fulfill national goals of development and the removal of unemployment and poverty.
2. To impart education relevant to increased production and productivity, economic development and individual prosperity.
3. To make available skilled work force at all levels to alleviate the rural unemployment and for the development of nation.
4. To develop environmental awareness to ensure sustainable development.
5. To develop vocational aptitude, work culture, values and attitudes of the learners so as to enrich the productivity of the nation.
6. To develop entrepreneurial competencies and skills of learners for self reliance and to undertake gainful self employment.
7. To facilitate the expansion of higher education and explore future opportunities through innovative guidance and programmes.
8. To develop vocational competencies, creative thinking in the related areas and facilitate training.
9. To create awareness on mental, physical and social health.
10. To acquire awareness about different job areas and to provide backgrounds for acquiring higher level training in subjects concerned.

Learning

Learning is construction of knowledge through a continuous mental process. It is advancement through adding and correcting in the light of comparing the new issue with the previously learned concepts. Learning is an intellectual process rather than the mere memorization of facts. Learning is a conglomeration of a variety of activities like problem solving, finding out co-relations, prediction, arriving at conclusions, rational as well as critical thinking, finding applications, grouping for other possibilities and extracting the crux when opportunities are provided for intellectual processes learning will become effective and intellectual ability will get strengthened.

Theoretical foundations of learning

Education is the best device that can be adopted for creation of a new society. It should be democratic in content and process and should acknowledge the rights of the learner. It should also provide opportunity for better citizenship training. The concept of equality at all areas should get recognition in theory and practice. There should be conscious programme of action to develop nationality, humanness and love against the encroachment of sectarianism of caste and religion. The learner should become cognisant of the implications of privatisation, liberalisation, globalisation etc.

They should develop a discrimination to use the acquired learning as a liberative weapon.

They should be able to view education and life with the perspective of social well being.

A basic awareness of all the subjects needed for life is essential for all learners.

The remnants of perspectives formed in us during the colonial period still influence our educational philosophy. The solution to the present day perplexities of the society which approaches education on the basis of competitions and marketisation is only a comprehensive view of life.

It is high time that education was recognized on the basis of the philosophy of human education. The human approach to education has to reflect in its content, learning process and outlook. The perspective of 'learning to be' and learning to live together as expressed by the UNESCO and the concepts of existential, intrapersonal and interpersonal intelligence.

The basis of new approaches on curriculum and teaching- learning process are derived from the developments took place in the east and west of the world.

When we begin to see the learner at the centre of the learning process, the teaching process has to be changed timely. It is the result of the rapid growth and development of Science and Technology and Pedagogy. If we want to undergo the changing process, we have to imbibe the modern hypothesis regarding learner that they have

- great curiosity
- good imagination
- numerous other qualities and interests
- independent individuality
- interest in free thinking and working in a fearless atmosphere.
- interest in enquiring and questioning.
- ability to reach conclusions after logical thinking.
- ability for manifest and establish freely the conclusions arrived at.
- interest for recognition in the society.
- determination to face the interference of society and make components which is a part of social life.

When we consider the learning system, the domains to be stressed in education according to the modern development becomes relevant.

The knowledge domain consists of

- Facts
- Ideas
- Laws
- The temporary conclusions and principles used presently by scientists.

The learning is a process. The continuous procedures we undergo to reach a particular goal is process. The skills which are parts of the process to analyze the collected ideas and proofs and come to a conclusion is called process skills. Some important process skills are, the skills;

- To observe
- To collect data and record
- To classify
- To measure and prepare charts
- To experiment
- To predict
- To recognize and control the variables
- To raise questions
- To generalize
- To form a hypothesis and check.
- To conclude

- To communicate
- To predict and infer
- To use tools.

Observation is the process of acquiring knowledge through the senses. It is purely objective oriented. Learning experiences which provide the use all the sense may be used.

The process of grouping is known as classifying. Starting from simple groupings of data, it can extend to the level of classification into minute sub-groups.

In addition to this, consider the skills related to creative domain also, they are skills:

- To visualize
- To connect facts and ideas in new ways.
- To find out new and uncommon uses of objects
- To fantasize
- To dream
- To develop creative isolated thoughts

Creativity is an essential component of process and activities. The element of creativity is involved in finding out problems, formation of hypothesis, finding 'solutions' to problems etc. Through activity oriented learning experiences, opportunities to express creativity can be created.

Again, the following factors consisting in the Attitudinal domain are also important as;

- Self confidence
- Love for scientific knowledge
- Attitude to know and value history
- Respect human emotions
- Decide with reasonable present problems
- Take logical decisions regarding personal values

'Hypothesis' is a temporary conclusion drawn using insight. Based on knowledge and experiences relating to the problems the causes and solutions can be guessed.

As regards the application domain the important factors are the ability to:

- observe in daily life examples of ideas acquired.
- take the help of scientific process to solve the problems of daily life.
- choose a scientific life style
- connect the ideas acquired with other subjects.

- integrate the subjects with other subjects.

Some basic stands have to be taken on the new scientific knowledge about intelligence learning and teaching. When such basic concepts are accepted changes are required in the following factors.

- The vision, approach, structure and content of the curriculum.
- The vision, approach, structure and content of the textbooks.
- Role of the teacher and the learner.
- Learner atmosphere, learning materials and learning techniques.

Some scientific perspectives accepted by modern world in educational psychology are given below.

Constructivism

This approach puts forward the concept that the learner constructs knowledge. New knowledge is constructed when ideas are examined and practiced in new situations relating them with the previously acquired knowledge and experience. That is assimilated into the cognitive structure of one's knowledge. This method which gives priority to critical thinking and problem solving provides opportunity for self motivated learning.

Social' Constructivism

Social constructivism is a sub section of constructivism. Knowledge is formed, spread and imbibed and it becomes relevant in a social environment. Interactive learning, group learning, co-operative participatory learning, all these are concepts put forward by social constructivism.

The main propounders of constructivism are Piaget, Vygotsky and Bruner.

Discovery learning and interactive learning have prime importance. Learning takes place as a part of the attempt for problem solving. The activities of a learner who confronts cognitive disequilibrium in a learning situation when he tries to overcome it leads to the renewal of cognitive structure. It is through this process construction of new knowledge and the assimilation of them take place. Observation and enquiry are unavoidable factors. The learner advances towards new areas of acquisition of knowledge where he tries to compare his new findings with the existing concepts.

Learning is a live mental process. Rather than the ability for memorization of facts cognitive process has to be given emphasis. The process of problem analysis, elucidation, critical thinking, rational thinking, finding out co-relation, prediction, hypothesis formation, application, probing for other possibilities, extracting the crux and other processes are of critical importance in learning.

Constructivism gives greater predominance to co-operative learning. Social and cultural factors influence learning. Sharing of knowledge and experience among learners,

collective enquiry, assessment and improvement, group activity and collaborative learning by sharing responsibilities with the objective of public activity, provide opportunity for effective learning.

In learning internal motivation is more important than external motivation. The learner should have interest and initiative in learning. Learning situation should be capable of forming a sense of ownership in the learner regarding the learning process.

Learning is not a linear process. It progresses in a spiraled way advancing deeper and wider.

New concepts of Learning

1. Discovery Learning

The teacher has to create a motivating atmosphere for the learner to discover concepts and facts, instead of listening always. Creating occasion to progress towards discovery is preferred. Instead of telling everything before and compelling to initiate the models, situations are to be created to help the children act models as themselves.

2. Learning by discussion

Discussion leads to learn is Burner's theory. Here discussion is not opposing each other. It is a sharing on the plane of ideas. New ideas are arrived at by seeking explanations, by mutual giving and taking of ideas and by problem solving.

3. Problem solving and learning

Only when the learner feels that some thing is a problem to be solved that he takes the responsibility of learning it. It is an inborn tendency to act to solve a problem that causes cognitive disequilibrium in a particular area. It is also needed to have confidence that one is capable of doing it. The problems are to be presented in consideration of the ability and level of attainment of the learner.

4. Collaborative learning

This is the learning in which the responsibilities are distributed among the members of the group keeping common learning objectives. The common responsibility of the group will be successful only if each member discharges his duties. All the members will reach a stage of sharing the result of learning, equally through the activity with mutual understanding. The teachers who arrange collaborative learning will have to make clear the responsibilities to be discharged. This is possible through the discussion with the learners. Collaborative learning will help to avoid the situations of one person working for the whole group.

5. Co-operative learning

This is the learning in which the learners help one another. Those who have more knowledge, experience and competency, will help others. By this exchange of resources the learners develop a plane of social system in learning also. As there are no high ups and

low ones according to status among the learners they can ask the fellow learners doubts and for helps without any hesitation or in hesitation Care should be taken not to lead this seeking of help to mechanical copying. It should be on the basis of actual needs. So even while encouraging this exchange of ideas, among the members of the group cautious acceptance is to be observed as a convention. There should be an understanding that satisfactory responses should come from each member and that the achievement of the group will be assessed on the basis of the achievement of all the members

6 Zone of Proximal Development

Vygotsky observes that there is a stage of achievement where a learner can reach by himself and another higher zone where he can reach with the help of his teachers and peers and elders. Even though some can fulfill the learning activity by themselves there is the possibility of a higher excellence. If appropriate help is forth covering every learner can better himself.

7 Scaffolding

It is natural that the learner may not be able to complete his work if he does not get support at the proper-time-The learner may require the help of the teacher in several learning activities. Here helping means to make the learner complete the activity taking responsibility by himself. The teacher has to keep in mind the objective of enabling the learner to take the responsibility and to make it successful.

8. Learning an active mental process

Learning being a cognitive process, the teacher needs to know cognitive processes to facilitate the creation of learning opportunities. Learning can be made effective by providing learning experiences involving mental processes like

- Retrieves/recollects/retells information
- Readily makes connections to new information based on past experiences and formulates initial ideas /concepts.
- Detects similarities and differences
- Classifies/categorise/organizes information approximately.
- Translates/transfer knowledge or understanding and applies them in a new situation.
- Establishes cause-effect relationships
- Makes connections/relates prior knowledge to new information/applies reasoning and draw inferences
- Communicates knowledge/understanding through different media.
- Imagines/fantasises/designs/predicts based on received information

- Judges /appraises/evaluates the merits or demerits of an idea/develops own solutions to a problem.

9. Intrinsic Motivation

Intrinsic motivation is given more importance than extrinsic motivation. The teacher has to arouse the internal motivation of the learner. A person internally motivated alone can immerse in learning and own its responsibility.

A unified approach to multiple intelligence

Components of intelligence

1. Verbal/Linguistic intelligence

The ability for reading, writing, verbal production speak and communicate effectively belong to this type. This type of intelligence can be developed through activities such as oral communication, report writing etc.

2. Logical/Mathematical intelligence.

Abilities like logical thinking and finding out patterns and relations belong to this component. This type of intelligence developed through establishing relationships and mathematical operations.

3. Visual/Spatial intelligence

People with prominently visual/spatial intelligence will be able to design models and execute ideas they have. Architects, designers and sculptures will be strong in this type of intelligence. Model building, making of art material, painting and drawing will help this component develop.

4. Bodily/ Kinesthetic intelligence.

This intelligence is related to the ability to move the body parts. Dancers, actors and sports people who can move the body aesthetically and express emotions through body movements belong to this category. Activities involving Dance, aerobic, sports and games help the development of this type of intelligence.

5. Musical intelligence.

It is believed that this type of intelligence is highly developed in people with the ability to distinguish the different elements in music, performing musicians and those who can appreciate music. Playing musical instruments, singing along with others, keeping rhythm etc are activities that help the development of this component.

6. Interpersonal intelligence

People who demonstrate leadership qualities and are able to interact in a positive way with others will have a better developed interpersonal intelligence. They can understand

the thinking of others and can successfully involve in negotiation activities. Role play and group activities can be used to cultivate this intelligence.

7. Intrapersonal Intelligence

This is the ability to understand oneself. These people can recognize their own abilities and disabilities. Writing diaries truthfully and in an analyzing way and assessing the ideas and activities of others will help developing this areas of intelligence

8. Naturalistic Intelligence

A great interest in the flora and fauna of the nature, love towards fellow beings interest in spiritual and natural factors will be capable of developing this area.

9. Existential Intelligence

The ability to see and distinguish ours own existence as a part of the universe, ability to distinguish the meaning and meaninglessness of life, the ability to realize the ultimate nature of mental and physical existences, all these re the peculiarities of this faculty of intelligence.

Emotional Intelligence

The concept of emotional intelligence put forward by Daniel Golman was used in framing the new curriculum. The fact that one's Emotional Quotient (E.Q) is the greatest factor affecting success in life is now widely accepted. The teacher who aims to focus on improving the emotional intelligence of learners need to concentrate on the following.

i) Ability to take decisions

Rather than imposing decision on learners while planning and executing activities, the learners may be allowed to take part in the decision making process. Taking decisions through open discussion in the class, inviting learners suggestions on common problems etc. are habits to be cultivated.

ii) Ability to reach consensus

- When different opinions, ideas and positions arise, the learners may be given the responsibility to reach a consensus.
- Imagining what would be the course of action in some situations, allowing to intervene in a healthy way in problems between individuals.

iii) Problem solving

- Developing the idea that there is reason and solution to any problem.
- Training in finding reasons for problems.
- Suggesting solutions through individual or group efforts.
- Discussing social problems.

- Analyzing the shortcomings in methods to solve problems.

Whether plastic can be banned within school premises can be given as a problem. Group discussion will provide reasons and solutions. Problems which can influence classroom learning and for which the learner can actively contribute solution need to be posed

- Self criticism, evaluation
- Ability to face problem-situation in life
- Thinking what one would do if placed in the situation of others, how one would respond to certain experiences of others - All these foster the growth of emotional intelligence.

iv) Life skills

Life skills need to be given a prominent place in education. W.H.O. has listed : skills required for-success in life.

- Self awareness
- Empathy
- Inter personal relations
- Communication
- Critical thinking
- Creative thinking
- Decision making
- Problem solving
- Coping with emotion
- Coping with stress

The new curriculum addresses these areas.

Knowing the characteristics of the learner, role of the teacher and how to use the teachers handbook help the teacher to plan and effectively implement learning activities.

Role of a Vocational Teacher

In the earlier approach the teacher was mainly depending on the lecture method for teaching. But in the new method of education the learner centered approach is given more importance than the teacher centered approach. Under this changed scenario the vocational teacher has to perform the following roles in the classroom.

The Vocational teacher should be

- A facilitator of learning
- A guide to the overall development of the learner
- A good observer and motivator
- Able to consider the activities, needs, special features and age group of learners at higher secondary level.
- Able to understand the limitations of learner and their learning problems.
- An instructional material developers
- A good communicator
- An innovator
- Able to raise leadership qualities and self confidence of the learner
- An authoritarian in the concerned subject
- Able to arrest and sustain the attention of the learner
- Able to bring out and encourage the inborn talents.
- A resource manager to ensure the optimum utilization of resources.
- A systematic record keeper
- A counselor to issue guidance to the learner.
- A person with high level of practical competency
- Able to correlate area of study with familiar environmental situations
- A self evaluator and good listener
- Able to create awareness in social problems
- A person with democratic and humanitarian approach
- A professionalist as well as philosopher
- A good evaluator
- A good organizer and a friend.
- A co-learner as well as co-researcher
- Able to give assistance and advice in placement needs and self employment by giving moral and technical support

- Able to keep moral values
- A person equipped with skill for using new techniques of learning
- Optimistic and impartial

Child friendly Class Room Atmosphere

Learning can be effective and enjoyable only when the class atmosphere is according to the new conception of learning and the characteristics of higher secondary learner.

- Class and seating are arranged in an attractive way
- Democratic nature is upheld
- Always active
- Learners interact with teachers without fear
- Opportunity for a variety of activities
- Learners allowed to involve interesting group activities
- Learning speed, learning style and differencing levels of attitudes are considered. Help is extended whenever needed.
- Sufficient instructional materials are available
- There is freedom of expression, learners share their ideas and experiences
- Learners are given acceptance and encouragement
- Healthy atmosphere
- Needs of each learner is given consideration. Happy and energetic atmosphere
- Teachers work considering the rights of learners
- Problems handled in a patient way
- Teachers work at all events from the learners view point

There will be learners of various ability levels in every class because learning style, learning speed, varying exposure to language experiences, physical and psychological problems and varying socio-cultural background.

The learning experiences provided must help to bring the low activities to an expected level and extended the breadth and depth of the skills of the high activities.

By repeating experiences, introducing variations in a learning experience to suit different levels and if needed, formulating additional experiences the problem of varying ability levels can be tackled.

Role of Learner

The learner in second year has undergone a learner centered and process oriented learning experience up to first year. The learner at this age is in awakening stage and he is enthusiastic about environment. He needs recognition and encouragement from environment and also recognize as a grown up man. He is adequately competent to select vocational subjects according to his aptitude and interest and to acquire higher education and profession as he wishes. The aspirations about future life is framed in this particular age for seeming national and international job opportunities. Some of the peculiarities of learner at this stage are;

- Physical, intellectual and emotional changes are intensive during the age and their reflections can be observed
- Ability to enquire discover and establish cause effect relationship between phenomena
- Readiness to undertake challenges
- Capacity to shoulder leadership roles
- Attempt to interpret oneself
- Susceptibility to different pressures
- Doubts, anxieties and eagerness about sex
- Imaging for social recognition
- Active participant in the learning process
- Act as a researcher
- Sharer of information
- Sharer of responsibilities
- Collect information
- Takes leadership
- Involves in group work
- Act as a co-participant
- Observes his environment
- Experiments and realize
- Make interpretations and draw inferences
- Mould himself in to an active contributor for the welfare of the society

Needs of Learner

- To make acquaintance with a job or self employment through vocational education
- To acquire more knowledge in the concerned area through higher education
- To recognize and encourage the peculiar personality of the later adolescent period
- To enable him to defend against the unfavorable circumstances without any help

Evaluation

In vocational higher secondary education, a new approach to education and evaluation should be made. Evaluation must be a systematic and continuous process. As the curriculum is based on vocational stream, capacity building is a most important part and it should be evaluated accordingly. The technical skills, interest in the particular field, communication skill, analysis organizing and presentation skills etc have to be evaluated. The personal and social qualities also have to be evaluated. Therefore, evaluation should be transparent, continuous and comprehensive.

Monitoring system

Education is a kind of journey from darkness to light satisfying the needs and the wants of the individual and the society. The modernization of education through activity oriented system enhances free thinking and working in a fearless atmosphere. It is a qualitative process not a quantitative one this necessitates a proper monitoring system. The system of monitoring should have the following features.

- 1) It must be transparent
- 2) It must enrich the ideas of the facilitator through innovative process
- 3) It must be time bound and rational
- 4) It must motive the facilitator to adopt new strategies
- 5) It must be recordable and ensure effective feedback for the effective monitoring of the system, three levels of the mechanism should be setup.
 1. School level monitoring group
 2. Regional level monitoring group
 3. State level monitoring group

Moreover a social auditing system is advisable to attain the objective effectively.

Supporting System

In learner centered vocational education, a learning methodology has to be organized and a proper learning atmosphere is to be provided. Many organizations can support the

learning activity. They are:-

- 1) School Resource Group (SRG)
Comprising all teachers (vocational and non vocational) instructors, and lab assistants with academic head as the group leader.
- 2) School support Group (SSG)
Comprising PTA president, members of local bodies, members of social clubs, subject experts etc who can contribute guidance /technology /infrastructure / financial assistance etc.
- 3) Parent Teacher Association (PTA)
Can provide adequate funds for field trips, production cum training centers (PCTC), exhibition, On Job training (OJT) etc.
- 4) Local bodies
Grama Panchayat, district panchayat and block panchayat can provide infrastructure ie, class rooms, laboratory, library, seminar hall, audiovisual equipment etc.
- 5) Subject club
All vocational teachers handling same vocational subjects should form a subject club at regional level or district level. This will helps to share the knowledge and practical facilities, production and marketing of materials, service etc.
- 6) Based on the excellency, district wise nodal schools may be selected to provide facilities like central library, museums, video conferencing etc.
- 7) Institution Industry Interaction Project (III P)
This should be implemented in every institution to update knowledge this also helps for OJT , PCTC and field visit.

Features of learning process in the new system of education

In the new system of education the learning process should be modified in such a way as to enable the learner to construct the knowledge of his own through observation, co-operation, problem solving, social interaction etc. The learning process should consider the nature ability, social setup, inborn talents and subject selected by the learner. Therefore the learning process should be,

- A continuous mental process
- Simple - learner must feel that he is able to undertake the task
- Enable the learner to attain the curriculum objective
- Interesting
- Suitable to the age and attitude of the learner

- Future possibilities
- Enable group activity
- Challenging
- Time bound
- Constructive and curiosity developing
- Possibilities for evaluation
- Capacity to generate independent thinking
- Ability to enquire discovers and establish cause effect relationship between phenomena.

Learning Aids

To make the teaching and learning process simple and effective, certain learning aids and necessary use of such aids are transacting a complex idea makes the class room live and learners get more and more involved. The advancement of science and technology may be effectively utilized for this purpose. Some of the learning aids listed below.

- Multimedia
- Over Head Projector
- Computer
- Internet
- Liquid Crystal display Projector
- TV, VCD, DVD and tape recorders
- Working models
- Charts
- Slides
- Video Conferencing facility
- Library
- Text book
- Source book

Society

The new educational policy uplifts the social commitment of the learner. Therefore the society can also give some valuable contributions in this changing situation. The new system also ensures that the learner can perform certain useful services for the betterment of society. The social obligations can be illustrated as follows.

- To enrich social values, aptitude and ability in learner

- To develop entrepreneurial aptitude and ability which helps social welfare and self employment
- New system of education adopts OJT, PSTC etc as a part of vocational curriculum which helps to make close contact with the society.
- The resources available from our society can be positively utilized to convene seminars, interview etc.
- Social organizations can help learners to make their education socially committed.
- The social clubs like NSS, Tourism club, Eco club, energy club etc functioning in schools can make direct link with the society.

SUBJECT APPROACH

Introduction

Evolution of human life started with the movement. Human beings have been very active and creative by nature and physical activity has been part of their life all along since evolution. For primitive man, search for food and shelter was the first activity. The 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 also evolved. As the society became more and more complex leading towards the modern age, physical activity came to be recognised as an organised supervised form of education and was termed as physical education. Physical Education is a comprehensive concept and its scope is very wide. It is not limited to mere physical activities or physical exercises. It includes all the aspects leading to all round and total development of an individual. It is a very vast field and takes of all fact of human activity.

The main aim of this course is to be enable the students to be come teaches in physical education. It is the basic qualification for the job of physical education teachers in schools, under the Education Department. They can also seek the jobs of fitness instructors, invarious organization, clubs etc.

Objectives

- To generative quality physical education professionals.
- To develop a physical culture in our society.
- To enable the student to seek various job opportunities

Learning Approach

A learner-centered and activity-based learning approach is to be adopt. The many sided intelligence of the students should be explored to gain in depth knowledge. The method of teaching should be based on the student's needs, their expectations and interest their participation also should be ensured. For this we can adopt different strategies and techniques.

1. Discovery learning

The teacher has to create an atmosphere that encourages the learner to discover ideas and facts on his own. For example the teacher can assign the students to identify the characteristics of different types of sports injuries. This gives an opportunity for the learner to observe the different types of sports injured in their respective sports area or they can collect informations from different sources like internet and print media. Their observation can be consolidated into the product.

2. Co-operative learning

In this method the learners learn by helping each other. The negotiation among peers take place here.

For example if, we want to create an awareness among the students about different methods of teaching physical activities, the students can be divided into different groups according to their respective sports specialization and a group discussion on the topic can be conducted. The ideas evolved from the discussion can be consolidated and presented in the class.

3. Collaborative learning

The two important aspects of this method of learning are sharing of ideas and negotiation among the learners. Suppose we want to deal with different components of physical fitness. He also they can be divided into groups according to their respective sports event and the teacher can ask them to collect different components of physical fitness needed to improve the performance in their respective sport event. Their observations can be consolidated and presented in the class.

4. Socio cultural related learning

This method of learning pertains to the social and cultural aspect of the society. For example, an informal interview can be conducted by the learner to study the influence of different sports events on the people of a particular locality. For example football and volley ball are the most influencing sports events in the northern part of our state. A suggested topic can be the problems related to woman participation in sports in Kerala.

Learning Objectives

- To creat and awareness about the importance physical education in developing a physical culture in our society.
- To familiarise the anatomy and physiology of human movement.
- To get an idea about the scientific methods of sports training.
- To make the learner aware of the methods of teaching physical activities.

- To get an idea about the type of sports injuries and their management.
- To create an awareness about the management of facilities and equipment in sports.
- To get an idea about the organization of various sports tournament.
- To analyse the management structure of various sports organisation.
- To know about different aspects physical fitness
- To understand the importance of sports first aid procedure.
- To get an idea about the principles of officiating and court marking procedure of various sports events.
- To get acquainted with various sports and physical education institutions in our country.

LEARNING STRATEGIES

In the modern era of globalization the introduction of new technologies ensure only the survival of the fittest. So it becomes a necessity to equip the leanness to face the growing challenges in the competitive world. Hence the traditional approach to learning is no more relevant in the present context. The teacher should use instructional techniques that motivate the learner to construct his own knowledge. Now the learners are not passive listeners, but they are the active participants in the construction of knowledge. Here the teacher - learner interaction should be given much importance.

In the new instructional strategy while selecting the methods of teaching, the social and psychological aspects of the learner is to be taken into consideration. The given activities for learning are only suggested one. It can be altered according to the discretion of the teacher.

To obtain the objectives, the new system of education is introduced in the Vocational Higher Secondary Education for attaining the objectives of the courses in this system, we can adopt the following strategies.

1. Assignment

Assignment is some specific work assigned to the learners as a part of their academic enrichment. There are learning activities undertaken as a continuation of class room activities to realize the curriculum objectives to a broader extent. They should be completed in time bound manner. They help to lead learner to higher level of learning from the present status. Challenging assignment can motivate the learners to involve in group dynamics and achieve fruitful results. The teachers may act as a guide.

Assignment may be given on individually or on group basis. Assignment includes preparation of notes, preparation of charts, models, collection, of materials from institutions etc. Assignment develop skills of reference, observation, enquire reporting etc. It ensure the effective utilization of leisure time of the learners.

2. Seminar

Seminar is a learning strategy involving an in-depth analysis of specific topic, preparation of a paper and presentation. The paper is presented by either one learner or a group of learners. After the presentation, there will be a discussion/ interaction in which all

the learners can participate. The learners get an opportunity to clear their doubts and make clarification. Seminar helps to develop communication skill and overcome stage fright.

Stages

1. Selection of Topic
The topic of seminar should be relevant to the subject of study
2. Assignment of topic to individuals learners or team
The topic may be assigned to each learner or subtopics may be given to a group of learners
3. Collection of relevant information
Information required for seminar can be collected from various sources namely books, magazines, internet, institutions, place and persons.
4. Preparation of draft paper
Based on the information collected the learner may prepare a draft paper and submit it to the teachers for comments. Revise the draft paper based on the comments of the teachers. The required draft is submitted for approval.
5. Program Scheduling
The date, time and venue of the seminar is fixed. A seminar leader may be selected from the learners
6. Seminar paper presentation
The learner/ learners shall present the paper in the seminar. The teacher may function as the moderator during the initial stages.
7. Discussion / Interaction
A number of respondents from the learners make comments on the topic. This will be followed by a general discussion. All the group members should actively participate in discussion.
8. Summing up deliberation
The moderator sums up the deliberation
9. Evaluation / Feed back
Both teachers and learners evaluate the programme.
10. Preparation of final report
A final seminar report is prepared covering all the additional points discussed and consolidated.

3. Panel Discussion

It is a learning strategy in which a panel of experts are allowed to discuss a specific subjects under the control and direction of a moderator. Subjects can be divided according

to the number of panel members. Number of panel members are fixed according to subdivision of points in the subject. Relevant materials and hand out may be given in advance to the learners. The monitor or moderator introduces the subject of discussion and invite a panel member to start the discussion. Each panel member is invited for discussion afterwards. After briefing by the panel members the question are raised from the audience and the panel members give suitable answer to them. A report should be submitted by each learner to the moderator.

4. Project

Project is a self-learning strategy which can exert great influence on the overall development of the learner. Project as learning strategy is to be selected where a problem arises in any part of the curriculum. The learners may be divided into groups and assigned different aspects of the problem. Each group works independently .Specific aspects of the problem such as data collection, classification, analysis, report preparation and presentation is to be undertaken by each of the members. Even though the work is divided among the members, it must be ensured that the execution of each and every activity is done with the active participation of all. After analyzing data collected from different sources, the learner arrives at a conclusion, which helps to solve the problem. There by learner learns the topic though his own activity. The other advantage of this learning activities is that it helps the learner to scientifically handle any problematic situation. It helps in the development of scientific thinking and thereby builds up the learners aptitude for the subject.

Stages of the project

1. Selection of a topic

The project selected should be related to the curriculum and it should not be a project for projects sake. The topic or problem should arise from the curriculum.

2. Planning of the Project

- (A) Hypothesizing: Hypothesizing means making assumptions based on the available primary information.

- (B) Methods and Techniques : The methods and technique should be based on the aim and Hypothesizing of the project. The nature of the project, suitability of the tools, and the methods of learning should be related to each other.

3. Collection and Tabulation of Data

The data may be primary, Secondary or tertiary. Either census or sambling method can be used based on the objective of the project. Suitable questionnaires are to be prepared for the collection of primary data.

The collected data is to be classified and tabulated so as to make it easily understandable.

4. Analysis of data and formulation of conclusion

By analyzing the data, the reliability of the hypotheses can be examined. Preparation of graphs and diagrams and maps will positively help the analysis. The similarities relations and differences gathered from the analyzed information would tell whether the hypotheses should be accepted or rejected.

5. Preparation of Report

The cover page should have the title of the project, the period of study, name (s) of investigator / group, and the address of the school. The report should be structured in the following order.

1. Title
2. Preface
3. Hypotheses and aim
4. Methodology
5. Sources of data
6. Analysis and conclusion
7. Suggestions (if any)
8. References
9. Appendices (Questionnaire, Observation schedule, check list Etc.)

6. Presentation of the Project

When the project is presented, the learner is being evaluated and accepted. During presentation ideas are shared with others. The project method promotes scientific self learning and makes him capable of solving the problem arising in real life situations.

5. Debate

Debate is a hot and interesting learning activity. A debate can be organized only on a topic on which there is difference of opinion. Therefore a topic suitable for debate has to be found.

Debate can be on relevant topic that is different and interesting to the learners and relevant to society. Learners with different opinion have to be identified for discussion. Those who have similar opinion should join together to form a side. Those who hold the opposite view with form the other side. It would be good to write down the topic of the debate and displayed in advance. There should also a person to control debate.

Learners should be given opportunity to absorb the ideas obtained from discussion and debate, develop the idea through reading and study, and to express them through writing or other means

Stages of Debate

1. Topic Selection
2. Selection of panels keeping in balance with intelligence, gender etc.
3. Selection of moderator
4. Collection of information guided by the teacher
5. Conducting the debate under the control of moderator by avoiding any sort of personal conflicts
6. Conclusion by the moderator expressing his final version or verdict.

6. Case Study

A case may be a person, institution or a community case study is an in depth analysis of an actual event or situation. It presents real pictures of situation with facts, objective information or data learners analyse the case to interpret, predict and resolve issues associated with it. The case study provides the learner an opportunity to analyse and apply concepts, data and theory taught from the class. Learners can work individually or in groups.

By studying realistic cases in the classroom, learners develop new insights into the solution of specific on - the - job problem and also acquire knowledge of the latest concepts and principles used in problem solving.

Case may be presented by the teachers or may be provided in print form.

A simple case study may have the following steps

1. collection of data
2. Conversion of data into information
3. Analysis of the case in groups
4. Presentation of the finding by each group leader.
5. Evaluation

In addition to the above mentioned learning strategies there are many other learning strategies which can be used in appropriate situations to enrich learning process such as Problem solving, Role play, Brain storming, etc

7. Brain Storming

This is the best method for solving creative problems. It facilitates generation of ideas quickly. Rules for conducting Brain storming.

1. No response is wrong - welcome every response.
2. Welcome as many responses as possible
3. No criticism is allowed
4. allow to work on others idea

Steps in Brain storming

1. Presentation of the problem
2. Provide relevant information
3. Record the ideas put forth by the participants
4. Combine similar ideas
5. Evaluate each idea and solution
6. Selection of the best solution

If brainstorming is used as an instruction strategy, the last step is not essential

8. Discussion

Discussion is essential for the learner to share new finding, ideas and conclusion at each stage of learning with follow learners and teachers. In general discussion the teachers should guide the discussion though questioning and summarizing. The major steps involved are

1. Introduction initiated by the teacher
2. Development of discussion by giving lead points and follow up interactions
3. Transaction stage in which the key points are reviewed by the teacher and
4. Summarizing stage in which teacher provides additional support materials to ensure the achievement of the objectives

9. Group Discussion

Group discussion is an ideal method to develop Co-operation, democratic attitude, friendliness and compromising attitude which are the ultimate aims of education. During group discussion the teacher may observe each group and it needed help them to channellise the discussion towards the common objectives. All learners may be given opportunity to take part and express their ideas within a time limit. The conclusion reached may be entered by each learners. A group representative must present this during consolidation in which the teacher may correct or add information's to ensure that all the relevant ideas have been covered

10. Collection

Collection is a continuous learning activity, which ensure complete participation of learners. The collected item may be materials, pictures, charts, ideas, data etc. Collection provides direct experience to learn. An exhibition of collected materials will help to strengthen the concept.

11. Practical works

Experimentation contains the process skill in an integrated way. In the new approach of curriculum the learner forms idea and comes to conclusion though process. The term

'Practical' when associated with a science subject usually means an experiment. The objective of doing an experiment is to explore new ideas through investigation only. Its main purpose is to verify some principles associated with theory. The relevance of 'practical' in the traditional science subjects ends here. But this is not the case with 'Vocational Practical'

The ultimate goal of a Vocational Education is to generate skill through continuous practice along with investigation and invention. Continuous practice transforms the unskilled to the skilled. This is the significance and importance of practical in the Vocational stream. Hence it is very crucial that Vocational teachers as well as instructor should understand the importance of vocational practical and act accordingly.

10. Quiz

Quiz programmes can be used as an interesting class room tool for transaction of curriculum objectives as well as to evaluate the effectiveness of transaction and achievement of learners.

For conducting a quiz programme a topic should be selected based on the above objective

The learners are asked to prepare question based on the topic individually. The next day / next hour the learners are grouped into 3-4 groups randomly. A question is raised by a particular team and the other teams to answer them if they can answer the question they get points for that if all other teams fail to answer the question raised by the 1st team the 1st team answer the question and explain the background if necessary. All the teams get equal number of chance to ask the question . Time limit is also prescribed for the conduction of the programme. The team who scores maximum points wins

All the participants can make notes on the questions asked answer and their explanation which help them in learning

13. Models

Models are used in learning process. It enhanced the leaning experience. This is based on the 'seeing is believing". It helps the learner a chance to see feel the model presented . Still models and working models help the learners to understand the structure , working principles, actual operation etc.

Several steps are involved

1. Feeling the problem
2. The teacher should plan the type of model according to curricular objectives.
3. Grouping the learners
4. Briefing the tasks- Aim
 - Need

- Material required
 - Source & Materials
 - Cost of materials
 - Division of Labour
 - Guidance
 - Fixing of a time limit
5. Presentation by each group about
- (A) How the models were prepared
 - (B) Details of
 - Expenses
 - working and principles

Finally Documentation of the process

6. Evaluation
- By the other groups
- Later a consolidation by teachers is to be done.

14. Games

Class rooms can be made attractive by introducing different types of games. Games should be interesting as well as informative some of suitable games are

1. Odd man out
2. Cross word puzzles
3. Match the following
4. Aswamedham.
5. Link game - Answer using clues.

15. Survey

This strategy involves collection of data from the group under study (book, person, materials etc.) It develop the social interaction and communication ability of the learner. It also provide a scope for discovery learning.

Step involved in survey

- Objective of survey
- Selection of area for survey/sampling frame
- Selection of survey method
- Direct method

- With help of questionnaire/schedule
- Tabulation and analysis
- Consideration and Presentation

16. Exhibition

It is a learning strategy by which the learner can get a chance to show the skill developed. It provides the intrinsic motivation and exposure.

Exhibition item can be conducted either individually or as a group task. It can be conducted at school / Regional/State/National Level. Necessary publicity and other arrangement can be provided. Presentation, documentation participation and innovative skills of the learner can be evaluated.

17. Interview

Interview is one of the important learning strategies taking the help of a resource person. Interview is an inner view which provides opinion and information about a topic.

An interview is conducted by the following steps

1. How to introduce a problem?
2. Invite a resource person
3. Decide the questions by learners
4. Decide the time, place etc.
5. How to discuss
6. How many learners to participate
7. Implementation of the interview
8. Conclusion (Facilitator)

Items required

1. Interview Schedule

List of question prepared by learners Selection of learners, selected names sequence of question

18. Field Visit

Field visit is an inevitable vocational tool to be implemented in vocational Higher Secondary Education. This helps the learners to familiarise with the modern technologies and new situation in a different atmosphere. It provides learning through viewing. It is based on the principle that seeing is better than having. It enables the learning to retain the learned informations longer and to make the subject more interesting. It motivates and give more confidence in his/her particular vocation.

The facilitation should identify suitable center/ institution/site. Get prior permission from the authorities before conducting the field visit. Give instructions to the learners for collection data's/information's/materials/Specimens. Teacher may assign different duties to learners by working them different groups.

Each learner should take utmost care and interest during the visit. He/She should observe and interact at the center/ institution where the field visit is conducted

After the visit, learner should acquire the ability to apply the ideas/concepts in his future carrier. Each learner should submit a detailed report about the field visit.

20. Demonstration

Though demonstration we can present an item/product and emphasis its features very effectively

Eg:- To understand the functioning of a computer

1. Material/Item/Process
2. Demonstration
3. Venue
4. Additional requirements depending upon the nature of the item

Demonstration Process

1. Introduction about the item/Material
2. Principles - Working
3. Operation
4. Components
5. Merits of the item

20. Chart display

It is also one of the important teaching aid. It can be used in every activities of a learning process.

Chart display is a written or pictorial representation of idea or concept. It is abbreviate brief and clear. It is prepared by study

Benefits

1. A learner gets clear idea about the concept
2. The learner can retain the ideas in his mind for longer periods
3. A complicated idea can be simplified through a chart
4. Cheap method of teaching aid.

PLANNING

In the context of the changing scenario in the field of Education, the role of the teacher is not simply to teach the syllabi. The emerging needs of education calls for a facilitator's role from teachers. The learning process should be student centered and activity oriented. Learning activities must enable the student to develop process domain and multiple intelligence skills to their maximum extent. No matter whether these skills are attained inside or outside the classroom, but the teacher must bear in mind, the fact that they are to be accomplished within a time frame. In order to achieve this end, the teacher may make necessary plans in terms of learning activities, the time required at various stages of learning, the time required for each unit, and also the desired outcome. The plan may be hierarchically structured as:

- a) Annual Plan covering the entire activities for the year as a whole.
- b) Unit plan which has to be prepared just before the start of a unit. Each chapter is treated as a unit.
- c) Daily Plan to provide learning activities for a day's learning.

TERM PLAN (PRACTICAL)**PHYSICAL EDUCATION****STANDARD XII**

Term	Month	Unit No	Name of Unit	Curriculum Objectives	Hour	Total
I	June	I	Philosophical Basis of Physical Education	1.1 and 1.2	5	
	July	II	Qualities and Qualification of Physical Education Teacher and Coach	2.1 and 2.2	5	
	August	III	Equipment	3.1 to 4.2	20	
		IV	Facilities for Physical Education			
	September	V	Organisation Administration of Tournaments	5.1 to 5.4	16	46
II	October	VI	Teaching Methodology	6.1	12	
	November	VII	Sports Training	7.1		
	December	VIII	Physical Fitness	and 8.1	25	
		IX	Health Education	9.1 and		
	January	X	Personal Hygiene	10.1	12	49
		XI	Drugs and Doping	11.1 and 11.2	15	
	February	XII	Posture	12.1 and		
March		XIII	Nutrition	13.1	10	
		XIV	General Principles of Officiating various sports and games	14.1	10	35

PHYSICAL EDUCATION

YEAR PLAN (PRACTICAL)

Term	Month	Name of Unit	Period	Total
I	June	Teaching practice	50	120
		Athletics (Track)	20	
	July	Volleyball	20	
		Football	20	
II	August	Intramural competition	10	
	September	Teaching Practice	70	
		Athletics (Field)	20	
	October	Hockey	20	
		Handball	20	
	November	Kabaddi	20	
	December	Interamural competition	10	
III	January	Teaching practice	60	
		Kho Kho	20	
	February	Allied Activities (Mass Exercises, Demonstration Techniques, Play Days, Ceremonies, officiating, Track/ Court marking.)	30	
		Interamural competition	160	
March	Inframural competition	10		
				120

UNIT PLAN

Introduction

Unit plan is a specific plan of activities for a unit/chapter. It will be intune with activities assigned in the year plan. It also helps to arrange the learning and evaluation activities suitably to attain the curriculum objectives. In this source book a model unit plan is suggested. It tries to define the curriculum objectives of one unit, a few learning activities are proposed and the concept/ideas/items are also identified. In this unit plan the learning material including reference books are also mentioned. It is only a suggested model, hence the teacher can modify learning activities according to the need and demand of the class room environment and situations.

Sample Unit Plan

Name of the teacher :
Name of the school :
Subject : Physical Education
Unit : Equipment
Class : II year
Time :

Curriculum Objectives

- 1 To create an awareness regarding the various sport equipment and their care and meaintenance through discussion.
- 2 To understand the procedure for purchase stock keeping repair and disposal of sports equipment through discussion.

Syllabus

Equipment - Need and importance - list of standard equipments - improvisation of equipments - procedure of purchase- care and maintenance- store keeping repair and disposal.

Content specification

- Need of equipments in physical education
- Importance of equipments in physical education
- List of standard equipments in physical education

Learning Activities

1. Discussion on principles, requirements and qualities of good clutch.
2. Demonstration of various clutches and charts to compare and to classify.
3. Collection of clutches and components from workshops.
4. Workshop practicals to disassemble and assemble friction clutches.
5. Field visit to familiarise various types of clutches
6. Gathering knowledge on advanced/unconventional and unavailable clutch mechanisms through reference books.
7. A project work on the purpose of a specific clutch on a specific vehicle.
8. Discussion on merits and demerits of various clutches.
9. Preparation of notes
10. A seminar to compare various clutches.
11. Workshop practicals to make student able to recognise the faults on a clutch and to repair them.
12. Referring service manuals and visiting outside workshops to familiarise clutch defects and repair techniques.

Concepts/Ideas/Terms/Name

- Friction
- Area of contact
- Applied force
- Frictionous surfaces
- Coefficient of friction
- Centrifugal force
- Angular force
- Axial force
- Heat dissipation

Learning Material

Charts, reference books, brochures, service manuals, various clutches and its components.

Output

Discussion note, project report, seminar report, drawings, practical skill.

CE items

Seminar, Project

Unit Plan

Curriculum Objectives	Strategies	Learning materials	Skills	Expected Outcome	Evaluation
1. To create an awareness regarding the qualities and qualifications of physical education teacher and coach through discussion.	Assignment	Reading materials	Under standing	Assignment	Oral Test
2 To understand the responsibilities of a coach through discussion.	Discussion	Reading materials	Under standing	Notes	Quiz

DAILY PLAN

Introduction

Daily plan is the systematic organisation of learning activities during each period. The activities designed should be appropriate to achieve curriculum objectives. It includes curriculum objectives, content specification, CE items and a list of essential learning materials. It can be prepared in two columns. The first column contains the learning activities (process) and the second column for responses. Proper planning of lesson enhance both the learner and teacher to achieve the objectives.

Guidelines for preparing a daily plan based on learning

- Curriculum objective should be stated clearly.
- Include content specification.
- Learning activities should be appropriate to time, need of the learners, learning atmosphere and also consider the age of the learner.
- The teacher can club the period judiciously to get continuity in learning process.
- Individual participation should be ensured in the group activities and group decision.
- Learning activities should be challenging, interesting, live and thought provoking.
- The teacher must motivate the learner by giving tips and clues in every stage of learning process.
- Proper guidance explanations and relevant examples should be given wherever it is necessary.
- Evaluation questions may be asked to understand the level of comprehension of the learner.
- Response part of the daily plan can be completed only after the execution of the classroom activity.
- Further planning should be based on this responses.
- CE items and its activities should be given in detail.
- Special information, principles, ideas and concepts also be written separately in a box in the process columns.
- Term evaluation questions may be written at the end of the daily plan.

Sample Daily plan

Name of the teacher :
Name of the school :
Subject : Physical Education
Unit : ..
Topic :
Class : II year
Strength :
Period : 1 Hr
Date :

Curriculum Objectives

..

Content specification

..

Concept/Ideas

..

CE items

Nil

Learning Materials

..

Output

..

Process	Response
<p>Introduction</p> <p>After establishing rapport with students ask some questions regarding the philosophical basis of Physical Education. How philosophy makes people aware of the need of physical education? Why physical education involves more than the physical activities? etc and provide directe them to write the possible answer for the problem and to present it from the difficulties to answer the question. They are asked to discuss with fellow student for this purpose. They are grouped into 4. Provide them individually a piece of paper containing grouping hints (idealism, naturalism and pragmatism).</p> <p>Presentation</p> <p><i>Acitivity 1</i></p> <p>The students are then provided with discussion points. Based on these points they try to solve the problem. Whole they feel difficulty to answer the questions, we can present the charts showing the philosophy of physical education. Then they may freely answer and discuss the remaining questions and prepare notes. Ask them to present the note in group. The points are consolidated in the class.</p> <p>Discussion points</p> <ul style="list-style-type: none"> • What are the philosophical basis of physical education? • What is meant by Idealism? • What is meant by naturalism? • What is meant by pragmentism? <p>Consolidated Points</p> <ul style="list-style-type: none"> • Philosophy promotes the development and clarification of beliefs and values, which serve as a foundation for ones behaviour. • Philosophy makes people aware of the need of physical education. • Brings members of the profession closer together. • Explains the relationship between physical 	<ul style="list-style-type: none"> • Participation in discussion

EVALUATION

Evaluation is a systematic process of collecting, analyzing, synthesizing and interpreting evidences of learners' progress and achievements both in cognitive and non-cognitive areas of learning. Evaluation has to play significant role in making the learning process more effective. It provides diverse experiences to the learners, keeping in view the skill to be attained continuously by them.

As the curriculum is based on a particular vocation in the selected stream is the most important part and it should be evaluated accordingly. Technical skills, interest and devotion in the field, communication skills, organizational and presentation skills are to be evaluated. Evaluation of the personal and social qualities also should be done. So the evaluation should be continuous and comprehensive.

Terminal or Term End Evaluation (TE)

It is the written form of evaluation aimed at evaluating the facts, concepts and ideas gained by the learner. The test should not be aimed to evaluate the memory alone. Questions are framed in such a way that the learners are able to apply different mental process while answering. The Terminal Evaluation questions give more emphasis on application, analysis and synthesis level.

The maximum scores for TE is 80 and the minimum is 24 (30%). The questions should be formulated taking into consideration the time required to read, think, understands and write answers. These aspects should be considered while fixing the scores also. To avoid blind guessing, multiple choice and application level questions may be mixed. The total number of questions may vary from time to time. All the questions should be based on the curricular objectives. Open ended questions but the choice questions also should be based on the same curricular objectives.

Continuous and Comprehensive Evaluation (CCE)

Our traditional evaluation method measures only the memory and recollection capacity of the learner. To eliminate/ overcome the limitation the evaluation should be done on multi dimensional ways by measuring multiple intellectual capacities of the learner. So it is better to evaluate the learner in a continuous and comprehensive manner. CCE helps the learner to understand and develop adequate his own progress and to develop adequate strategies for further improvement.

Merits

- Assess the all round development of the learner on a continuous basis through a variety of activities.
- Effective feed back is possible
- Remedial diagnostic teaching is possible
- Process as well as products are assessed.

A series of learning activities are grouped into five major thrust areas as follows

1) Investigative activities

Activities which create a spirit of enquiry, investigation and a mind for research in the learner belongs to this group for example.

- Study project
- Case study
- Field study

2) Interactive activities

Activities which improve the communication skill, activities of sharing ideas, etc.

For eg:-

- Seminar
- Panel discussion
- Debate
- Group discussion

3) Assigned task

Activities assigned to the learners to enrich/ strengthen the concept and ideas.

For eg:-

- Assignment
- Collections

4) Performance task (Tests)

Activities related to the achievements of the learner.

For eg:-

- Class test (oral/ written/ performance test)
- Quiz
- Open book examination
- Interview

- Group testing
- 5) Practical based activities line
- Preparation of working model
 - Album
 - Improvisation

From the above five group of activities, the teacher has the freedom to choose any three areas for evaluation purpose.

1. Investigation Activity
 - a. STUDY PROJECT

Sl.No	Stages	Criteria	Score	Total Scores
1.	Planning	Relevance of the study Identification of problem Ability to select appropriate tools, ability to select suitable bearing method.	4/3/2/1	
2.	Data Collection	Ability to collect sufficient and relevant data. Ability to classify and arrange data for analysis. Reliability and authenticity of the data collected.	4/3/2/1	
3.	Analysis and Inference	Ability to analyses the data Systematic arrangements. Ability to draw inferences based on analysis. Ability to give suggestions based on inference.	4/3/2/1	
4.	Report presentation	Ability to present in logical and sequential order, authenticity of report, time bound completion.	4/3/2/1	
5.	Viva-Voice	Knowledge of content and process. Ability to analyze data. Ability to justify inference. Ability to explain. Strategies and methods adopted.	4/3/2/1	

Sl. No.	Criteria	Score
	Identifying the problem	4/3/2/1
	Approach to the problem	4/3/2/1
	Time bound Action	4/3/2/1
	Analysis of the problem	4/3/2/1
	Problem solving / Reporting	4/3/2/1
3.	Field study Attitude and readiness towards the task	
	Capacity for Observation	4/3/2/1
	Data collection	4/3/2/1
	Application of ideas	4/3/2/1
	Documentation / Recording	4/3/2/1
4.	Assignment Awareness of the content	
	Comprehensiveness of the content	4/3/2/1
	Systematic and sequential arrangement	4/3/2/1
	Observation/suggestion/views/judgment/evaluation	4/3/2/1
	Timely Submission	4/3/2/1
5.	Seminar Planning and Organization	
	Collection and data / content	4/3/2/1
	Observation / appraisal and clarity	4/3/2/1
	Content knowledge	4/3/2/1
	Presentation	4/3/2/1
6.	Debate, Panel discussion	
	Readiness to participate	4/3/2/1
	Depth of subject knowledge	4/3/2/1
	Communication skill	4/3/2/1
	Ability to justify the stand	4/3/2/1
	Presentation	4/3/2/1
7.	Group Discussion	
	Readiness to participate	4/3/2/1
	Depth of subject knowledge	4/3/2/1
	Communication skill	4/3/2/1
	Ability to justify in a democratic way	4/3/2/1
	Leadership quality	4/3/2/1
8.	Interview	
	Planning Preparation of Questions	4/3/2/1
	Communication skill	4/3/2/1
	Participation Report preparation	4/3/2/1
9.	Collection	
	Collection of materials/Documents	4/3/2/1
	Relevance and comprehensiveness	4/3/2/1
	Presentation	4/3/2/1
	Awareness of the content	4/3/2/1
	Time bound progress of work at each stage	4/3/2/1
10.	Quiz	
	Preparation of questions	4/3/2/1
	Relevance of question	4/3/2/1
	Presentation	4/3/2/1
	Active participation	4/3/2/1
	Time management	4/3/2/1

Practical Evaluation (PE)

The goal of vocational Education is to generate skills through continuous practices along with investigation and innovations. Continues and comprehensive practice transforms the unskilled learner to a skilled one. This is the importance and significance of vocational practicals.

PE is done to evaluate the practical skills achieved by the learner in the concerned vocational subject Total Scores for PE is 150 and minimum is 60 score ie 40%. Practical Examination is conducted for a batch of 8 learners having 6 hours duration.

Practical evaluation should be done taking into account the whole practicals included in the curriculum since Learning of practical skills is a continuous process through out the period of study.

Distribution of scores of P.E

Subject	Score
Typewriting English-I paper	20
Typewriting English-II paper	30
Computerized Accounting	50
Viva (Vocational Theory Based Practical)	50
Total	150

SCHEME OF EXAMINATION

Typewriting English - I Paper (Speed)

Maximum Score : 20

Time : 140 Hrs

Typewriting on one side of the paper an ordinary printed passage with or without heading and few figures if necessary and not exceeding three paragraphs consisting of 2250 strokes at the rate of 45 w.p.m. in double line spacing with 10 degrees margin on the left and 5 degrees on the right.

Note : 5 strokes will be counted as a word. Each depression of a character key or the space bar will be counted as a stroke. No stroke is counted for paragraphs or depression of shift key. Two strokes are counted after a full stop, interrogation mark, colon and exclamation mark. One stroke before and one stroke counted after and semicolon. One stroke before and one stroke after brackets.

Typewriting English - II Paper (Speed)

Maximum Score : 30

Time : 2 Hrs

This paper is intended to serve as a test of the candidate, knowledge of spelling, punctuation and common abbreviations and his ability to present in proper form the fair copies for signature. This consists of any 5 questions from the following:

6. Type and advanced statistical statements with vertical heading (3 Score).
7. Type private letters/ business letters/D.O letters/Official Letters/letters from autonomous bodies and professional letters know how to take carbon copies. (8 Score)
8. Type Government Orders /Proceedings/Circulars/Notices and Notification. (6 Score)
9. Type Balance Sheet/Profit & Loss Account in two separate sheet of paper so as to match together. (10 Score)
10. Type Judgment /Agreement/display/Notice/Advertisement /Programme and Invitation with ornamental borders. (3 Score)

Computerised Accounting

Maximum Score : 50

Time : 140 Hrs

Overview of Computer system

Fundamentals of Computerised Accounting System

Concept of Grouping of Account

Classification of Accounts, Maintaining the hierarchy of ledger.

Application of Computers in Financial Accounting

Accounting procedures used in practice for recording cash, bank and journal transactions using appropriate vouchers.

Preparation of ledger accounts, cash book, bank book, bank reconciliation statement.

Trail Balance, Final Account, budget, Sales Tax calculations, Inventory control, Pricing and Movement of Inventory, Valuation of stock, Cost centre, Cost units etc.

Accounting Applications Using Electronic Spreadsheet

Payroll Accounting

Loan Repayment Schedule

Depreciation.

Practical Evaluation - 150 score

A learner of commerce based Vocational Courses has under go practical work on type writing and computersied accounting. There for practical Evaluation is important for learning effectives indicators for P.E. varies according to the nature of the course

Distribution of score of P.E

The Maximum score fixed for P.E is 150. The minimum score to be obtained is fixed at 40% that is 60 score

Type Writing English Paper - 1	20 Score
Type Writing English Paper - II	30 Score
Computerized Accounting	50 Score
External Practical - Viva VOCE	50 Score
Total	150 Score

Indicators and score for P.E

Typewriting English - 1 - 20 Score

Mistake are

Spelling mistake, omission, over typing wrong spacing etc are treated as a stroke mistake

Five stroke mistake are treated as a full mistake

Full mistake	Score %
0	100
1	98
2	96
3	94
4	98
5	90
6	86
7	82
8	78
9	74
10	70
11	64
12	58
13	52
14	46
15	40

(Mistake in stroke 5 x full mistake)

Typewriting English Paper - II - 30 score

Item	Evaluation points	Score
Statement	Neatness Proper alignment, Systematic arrangement, Punctuations	3
Private letters/Business letters / Official letters (With carbon copy)	Neatness, format, Quality of carbon copy, Contents	8
G.O/ Proceedings, circulars, Notices, Notifications	Neatness, Alignment, Punctuations	6
Balance Sheet / Profit and loss account	Neatness, Systematic Arrangement, alignment	10
Display /advertisement/ Judgment etc	Neatness, border design Content	3
Total		30

Computersied Accounting - 50 score

- | | | |
|----|-------------------------------------|-----------------|
| 1. | Preparation of final account | 15 score |
| 2. | Bank reconciliation statement | 10 score |
| 3. | Pay roll preparation | 10 score |
| 4. | Sales tax / Budget | 10 score |
| 5. | Inventory / Cost centre / cost unit | 5 score |
| | Total | 50 score |

External practical cum viva voce (50 score)

- 1 Practical - 25 score
 - a) Procedure writing - 10 score
(Write procedure for pay role / company creation / creating a group of accounts)
 - b) Handling of equipments - 5 score
(Replacing of ribbons, precautions to be followed in shifting Typewriting machine from one place to another)
 - c) Assignment based on vocational subject - 10 score
- 2 Record 10 score Type written and computer print out of practical works
- 3 Viva Voce - 15 score (Based on vocational subject)

Practical examination is conducted for a batch of 8 learners on the time of examination is 6 Hrs. A learner must secure 'C' grade for Typewriting, computerized accounting and external practical together

Vocational Competency Evaluation (VCE)

Vocational Competency Evaluation is to evaluate the vocational skill and aptitude developed by the learners during the learning process. This is a system to judiciously evaluate the required value addition and consequent capacity building in the concerned vocational curriculum. The vocational education is aimed at developing interest, skills and devotion in specific vocational fields. As other evaluation components like CE, PE and TE cannot assess the vocational competences and professional skills, acquired by the learners an internship evaluation (IE) components has been introduced to meet this requirement.

Internship evaluation should be done based on the following components like regularity and punctuality, value addition and capacity building.

1. Regularity and punctuality

Regularity and punctuality has vital role in vocational education learning continuous process, the regular presence of the Learner is must for attaining maximum efficiency.

2. Value Addition

Value addition is the qualitative measure of the learner's interest, devotion perseverance and efficiency. Value addition can be evaluated through conducting field visits/ vocational survey. The experiences gained through field visit / vocational survey increases the level of intrinsic motivation and positive attitude towards the vocational field and thereby increase his value as a semiprofessional.

3. Capacity Building

It gives a quantitative measure of the learner's skill in graded area exposure. Capacity building can be evaluated through conducting the following activities.

1. OJT / Simulated experiment
2. Performance - camp/exhibition/clinic
3. Performance - PCT/Service cum Training center.

These components help the learner to practice the acquired skills in the real situation and thereby increasing self-confidence and promoting self reliance.

Vocational Competency Evaluation Indicators

No.	Items	Score
1	Regularity and punctuality	10
2	Field visit / survey (anyone) vocational project	20
3	OJT/Simulated experiment performance - Camp/exhibition/clinicPerformance - PSCTC (anyone)/Practical skills	20
Total		50

Regularity and punctuality can be assessed by using attendance of the learner and time bound completion of tasks. It is evaluated by using 5 point grading system.

Rating scale

Sl.No	Items	1	2	3	4	5
1.	Regularity	Never regular	After regular	Equally regular	Most of the time regular	Always regular
2.	Puntuality	Never punctual	Often punctual	Usually punctual	Most of the time punctual	Always punctual

Item	Evaluation indicators	Scores	Score
Equality and punctuality Value addition	Field visit	10	20
	1. Attitude and readiness towards the task	4/3/2/1	
	2. Capacity for observation	4/3/2/1	
	3. Data collection	4/3/2/1	
	4. Application of ideas	4/3/2/1	
	5. Documentation/recording	4/3/2/1	
	Or Survey		
	1. Planning	4/3/2/1	
	2. Data collection	4/3/2/1	
	3. Consolidation of data and analysis	4/3/2/1	
Capacity Building	OJT/Simulated experiment		20
	1. Involvement/participation		
	2. Skills in doing work/ communication skills		
	3. Time bound action		
	4. Capacity for observation, analysis and innovation		
	5. Documentation, recording and display Or		
	Performance in camp/exhibition/clinic		
	1. Ability for planning and organizing		
	2. Mastery of subject		
	3. Ability for communication		
	4. Innovation		
	5. Involvement/social commitment Or		
	Performance in production/service cum		
	training center (PSCTC)		
	1. Mastery of vocational skills		
2. Managerial capacity			
3. Promoting self confidence			
4. Innovation approach			
5. Promoting self reliance			

Criteria for Promotion

- A minimum of 80% attendance is required to register for the public examination. Those who are having at least 65% can apply for condonation from higher authorities. Those who have shortage of attendance below 65% should re[eat the second year.
- The learners should obtain minimum 30% score in all subjects separately in TE. In first year if the learner failed to obtain 30% minimum score in any subject he will be promoted and will be given chance for improvement.
- The learners should obtain a minimum of 40% score in the vocational practical Evaluation (PE) that is 60 out 150 score. If a learner fails to attain the minimum required score for TE and secure minimum score for pass in TE, he need not reappear for practical examination and vice versa.

Consolidated forms of CE, TE, VCE and PE

Government of Kerala

Board of Vocational Higher Secondary Examinations

Thiruvananthapuram

Reg: No. _____

Dated : _____

Evaluation Sheet

Sri./Smt. _____ is awarded Scores/grade as detailed below in the First Year Vocational Higher Secondary Examination held in _____

Name of School : _____ Admission No : _____

Name of Vocational Course : _____

Subject	Score Obtained					Positional Grade	Grade in words
	CE 20	TE 80	PE 150	IE 50	Total		
Part- I							
English			—	—			
General Foundation Course			—	—			
Part- II Vocational Subjects							
Vocational Theory			—	—			
Vocational Practical	—	—		—			
Vocational Competency	—	—	—				
Part- III Optional Subjects							
	20	60	20				
Physics				—			
Chemistry				—			
	20	80					
Mathematics			—	—			

CE- Continuous Evaluation, TE- Term End Evaluation, PE- Practical Evaluation, IE- Internship Evaluation.

Grades	A+	90% and Above	Outstanding	A	80- 89%	Excellent.
	B+	70 - 79%	Very Good	B	60- 69%	Good
	C+	50 - 59%	Above Average	C	40- 49%	Average
	D+	30 - 39%	Marginal	D	20- 29%	Need improvement
	E	Below 20%	Need improvement			

Marks Entered by _____

Marks checked by _____

Supdt/ T. O _____

SECRETARY

SYLLABUS

1 Philosophical Basis of Physical Education

Idealism - Naturalism - Pragmatism

2 Qualities and Qualification of Physical Education Teacher and Coach

Introduction, Qualifications of a physical education teacher and a coach. Definition of coaching and teaching. Characteristics of a good coach. Responsibilities of a good coach.

3 Equipment

Equipment - Need and importance - list of standard equipments - improvisation of equipments - procedure of purchase- care and maintenance- store keeping repair and disposal.

4 Facilities for Physical Education

Play fields - location, area, standards, preparation, layout and maintenance - Indoor Facilities, Swimming pool.

5 Organisation Administration of Tournaments

Organisation and administration of tournaments and competitions. Types of tournaments-knockout/elimination, League/Round Robin, Combination, consolation and challenge Tournament. Intramurals and Extramural - Meaning importance, conduct of intramurals and conduct of extramural.

6 Teaching Methodology

Teaching Methodology - Methods of teaching Physical Education activities. Class Management - Commands, formation, planning for Physical Education classes. Lesson planning - General lesson and Specific lesson.

7 Sports Training

Meaning of sports training, Definition of sports training, Aims and Objectives of sports training, various sports training methods, Brief account of Fartlek, interval, circuit, technical and tactical training.

8 Physical Fitness

Definitions - Components of Physical Fitness - Development of Physical Fitness - Factors influencing Physical Fitness- Warming up & Warming down.

9 Health Education

Health - Meaning - Definition - Dimension of health. Health Education - Meaning - Definition - Importance of health education in physical education.

10 Personal Hygiene

Personal Hygiene, meaning, importance of cleanliness, communicable disease - Typhoid, Tetanus, Malaria, AIDS and Rabis

11 Drugs and Doping

Drugs - Meaning - Why drugs are used by individuals - Why drugs are used by sports persons - List of selected drugs used by sports person

Doping - Meaning - Blood doping - Prevention of doping in sports

12 Posture

Posture : Meaning - Types of good postures- Common postural deformities

13 Nutrition

Nutrition - Introduction, Balanced Diet, Daily-Energy Requirements, Nutrient Balance and mal Nutrition.

14 General Principles of Officiating various sports and games

General principles of officiating, knowledge of Rules and Their interpretations, Duties and powers of officials - pre during and post Meet. Knowledge of measurements and marking of play fields. Organization of sports meets and qualities of a good official.

PRACTICAL

Part A : Teaching practice (Internal and External)

Part B : Training in major games/sport other than specialisation.

Athelets, Volleyball, Football, Hockey, Handbooks, Kabaddi and Kho-Kho.

Part B : Allied Activities

i. Mass exercises, Demonstration Techniques, Play days and ceremonies.

ii. Officiating, Track/Court marking

Part C : Intramural Competition.

CURRICULUM OBJECTIVES

1 Philosophical Basis of Physical Education

- To create an awareness about the philosophical basis of physical education and sports through collection of Data information (library) and Assignments preparation of notes.
- To create awareness about various ideas idealism, Naturalism, (Pragmatism) through references and prepare notes.

2 Qualities and Qualification of Physical Education Teacher and Coach

- To create an awareness regarding the qualities and qualifications of physical education teacher and coach through discussion.
- To understand the responsibilities of a coach through discussion.

3 Equipment

- To create an awareness regarding the various sport equipment and their care and maintenance through discussion.
- To understand the procedure for purchase stock keeping repair and disposal of sports equipment through discussion.

4 Facilities for Physical Education

- To create an awareness various facilities for physical education through discussion.
- To understand the layout and maintenance of various play fields through observation and discussion.

5 Organisation Administration of Tournaments

- To brush up an Idea about organization and Administration of various types of tournaments through observations collections of data and project.
- To understand method of conducting intramural and extramural competitions through project.
- To give an awareness regarding test, measurement and evaluation in physical education through discussion.
- To understand the criteria for selecting tests in physical education through discussion.

- 6 **Teaching Methodology**
 - To introduce the different methodologies of teaching physical activity through demonstrations, observations, workshops and imitation method.
- 7 **Sports Training**
 - To create an awareness about various sports training methods through demonstrations, observations, observation, workshop.
- 8 **Physical Fitness**
 - To emphasize the need and importance of physical fitness through survey, seminar, and group discussion .
- 9 **Health Education**
 - To create an awareness about the need and importance of health Education through debate, case study, survey and audio visual aids and submit report.
- 10 **Personal Hygiene**
 - To generate the need and importance of personal hygiene and prevention of communicable disease through debate, case study, survey and Audio Visual Aids and submit report.
- 11 **Drugs and Doping**
 - To create an awareness about the drugs and doping through seminar & discussion
 - To understand benefits and side-effects of drugs through debate, discussion and survey
- 12 **Posture**
 - To create an awareness about the need and importance of good posture and common postural deformities through observation & case study.
- 13 **Nutrition**
 - To emphasis the need and importance of sports Nutrition through debate, references and prepare notes.
- 14 **General Principles of Officiating various sports and games**
 - To create an idea about the rules and regulations about various sports and games through reference, observations of various tournaments and conducting various project meet and submit the report

Part II

Unit Wise Analysis

1

PHILOSOPHICAL BASIS OF PHYSICAL EDUCATION

INTRODUCTION

Modern world believes in truth and reality; philosophy has its root in them. In today's changing society sound philosophy of physical education is necessary for the profession to survive.

Philosophy guides the physical educator in determining the aims, objectives principles and content of physical education and provide a logical means of determining whether or not physical education is providing worthwhile services in the formal and informal continuing education of human beings. A philosophy of physical education results in the improvement of professional practice.

SYLLABUS

Idealism - Naturalism - Pragmatism

CONTENT SPECIFICATION

- Philosophical basis of physical education
- Idealism in physical education
- Naturalism in physical education
- Pragmatism in physical education

CURRICULUM OBJECTIVES

1. To create an awareness about the philosophical basis of physical education and sports thorough collection of Data information (library) and Assignments preparation of notes.
2. To create awareness about various ideas idealism, Naturalism, (Pragmatism) through references and prepare notes.

LEARNING ACTIVITY

PHILOSOPHICAL BASIS OF PHYSICAL EDUCATION

The teacher can introduce the topic and check the previous knowledge of the students thereby kicking off a general discussion regarding the topic. Then assignments can be assigned to students asking them to collect more details regarding the topic by referring the available reference books.

Points for Discussions

- What are the philosophical basis of physical education?
- What is meant by Idealism?
- What is meant by naturalism?
- What is meant by Pragmatism?

Coasolidated points

- Philosophy promotes the development and clarification of beliefs and values, which serve as a foundation for ones behaviour.
- Philosophy makes people aware of the need of physical education
- Brings members of the profession closer together.
- Explains the relationship between physical education and general education

Idealism in physical education

- Physical education involves more than the physical activities
- Physical education is centered around ideals. Strength and fitness activities contribute to the development of one's personality.
- Education is for life

Naturalism in physical education

- Learning is accomplished through self activity. Play is an important part of the educational process.
- Highly competitive performance between individuals is discouraged
- Physical education is concerned with the whole individual.

Pragmatism in physical education

- Learning is accomplished through the solving method
- Human's practical experience is the real experience.
- Standardization is not a part of the programme.
- The programme is determined by the needs and interest of the learner

REFERENCES

Foundations of physical education

UNIT ANALYSIS
1. PHILOSOPHICAL BASIS OF PHYSICAL EDUCATION

Curriculum Objectives	Strategies	Learning materials	Skills	Expected Outcome	Evaluation
1.To create an awareness about the philosophical basis of physical education and sports thorough collection of Data information (library) and Assignments preparation of notes.	Assignment	Reading materials	Under standing	Assignment	Oral Test
2 To create awareness about various ideas idealism, Naturalism, (Prmatism) through references and prepare notes.	Discussion	Reading materials	Under standing	Notes	Quiz

2

QUALITIES AND QUALIFICATION OF PHYSICAL EDUCATION TEACHER AND COACH

INTRODUCTION

There is no doubt that sports and physical activity play a major role in modern life styles. The desire to learn, play and enjoy sports is one the most fundamental and human needs. It offers enjoyment and well being. Social relationship and self development with out the provision of competent coaches and teachers any sports persons potentials will never be fulfilled with the improved status of sports in our country the provision of coaching and teaching has become very important.

In accordance with the need of the hour and changing scenario in the world the professional qualifications as well as training methods of physical education teacher have been changed. The academic qualification as well as professional qualification of a physical education teacher should be as good as that of any other academic teacher in school or college.

SYLLABUS

Introduction, Qualifications of a physical education teacher and a coach. Definition of coaching and teaching. Characteristics of a good coach. Responsibilities of a good coach.

CONTENT SPECIFICATION

- Basic qualities and qualification of a good coach and a physical education teacher
- Professional leadership in physical education.
- Abbreviation for leadership
- Characteristics of good coach and physical education teacher.

CURRICULUM OBJECTIVES

1. To create an awareness regarding the qualities and qualifications of physical education teacher and coach through discussion.
2. To understand the responsibilities of a coach through discussion.

LEARNING ACTIVITIES

Interview, case study and survey

A general discussion regarding the qualities of the coaches and teachers in the supervision of the teacher can be done.

POINTS FOR DISCUSSION

- A coach must be dedicated to his profession.
- The activities done by the physical education teacher is suitable to the need of the society
- Leadership quality is needed for the teacher and coach.
- Decision making is important in physical education teaching or coaching.

After the general discussion questionnaire can be prepared for survey or case study

CONSOLIDATED POINTS

- Academic and professional as qualifications of the physical education teacher and coach in schools and colleges.
- Qualities of a coach such as
 - coach as an assessor
 - coach as planner
 - coach as fountain of knowledge
 - coach as an advisor
 - coach as a counsellor
 - coach as a demonstrator
 - coach as a friend
 - coach as a facilitator
 - coach as a fault finders
 - coach as a motivator
 - coach as an evaluator
 - coach as a helping trainees.....
- Strategies for successful coaching programme
- Teacher leadership

REFERENCE

Essential of physical education

Dr. Ajmer Singh

UNIT ANALYSIS
2. QUALITIES AND QUALIFICATION OF PHYSICAL EDUCATION AND TEACHER AND COACH

Curriculum Objectives	Strategies	Learning materials	Skills	Expected Outcome	Evaluation
1.To create an awareness regarding the qualities and qualifications of physical education teacher and coach through discussion.	Assignment	Reading materials	Under standing	Assignment	Oral Test
2 To understand the responsibilities of a coach through discussion.	Discussion	Reading materials	Under standing	Notes	Quiz

3

EQUIPMENT

INTRODUCTION

The things which are needed for a particular purpose. In physical education it means the articles which are used in sports programme.. It brings within the ambit of its meaning, the materials used for actual plays, playground, fixtures uniforms office, and storage and locker articles. It protects the students and ensures safety. It also helps to fulfil the aims and objectives.

SYLLABUS

Equipment - Need and importance - list of standard equipments - improvisation of equipments - procedure of purchase- care and maintenance- store keeping repair and disposal.

CURRICULUM OBJECTIVES

1. To create an awareness regarding the various sport equipment and their care and maintenance through discussion.
2. To understand the procedure for purchase stock keeping repair and disposal of sports equipment through discussion.

CONTENTS SPECIFICATION

- Need of equipments in physical education
- Importance of equipments in physical education
- List of standard equipments in physical education

LEARNING ACTIVITY

OBSERVATION

A chart of various equipments can be displayed in the class and the students can be asked to name equipments and the game to which it belongs. Based on this a general discussion can be held. The students can be divided into various groups and each group can be allotted with an assignment to collect the list of equipment required for a particular game, its need and importance.

POINTS FOR DISCUSSION

- What is meant by equipment?
- Explain the need of equipments in physical education?

- Show the importance of equipments in physical education?
- Mention the list of standard equipments required for football?
- Mention the list of standard equipments required for basket ball, badminton, volley ball, table-tennis etc...

Consolidated points

- Equipments means the materials used for actual play ground, fixtures, uniforms, office, storage and locker articles.
- Equipments can be classified as seasonal and permanent equipments.
- Equipments contributes to better learning climate and increase in performance.
- Equipments protect the students and ensure the safety of team members.
- Equipments help to fulfil the aims and objectives.
- Each game has a list of standard equipments.
- List of standard equipments differ from game to game

REFERENCE

Organization and administration of physical education by Dr.S.Dheer and Radhika Kamal

UNIT ANALYSIS

3. EQUIPMENT

Curriculum Objectives	Strategies	Learning materials	Skills	Expected Outcome	Evaluation
1.To create an awareness regarding the various sport equipment and their care and meaintenance through discussion.	Assignment	Reading materials	Under standing	Assignment	Oral Test
2 To understand the procedure for purchase stock keeping repair and disposal of sports equipment through discussion.	Discussion	Reading materials	Under standing	Notes	Quiz

4

FACILITIES FOR PHYSICAL EDUCATION

INTRODUCTION

Modern physical education programme emphasising natural activities requires extensive play areas. These play fields are uncovered class-rooms and as such they must be properly equipped and maintained. The area of the playfield and its proximity to the school is factors which need care full foresight and consideration.

Playfields are to physical education what laboratory is to science. For effective organisation of physical education, provision of play field is a must. Organization of major games like hockey, football, cricket, volley ball etc... cannot be possible without necessary play ground. Not only major games but minor sports for children like races, jumps and throwing events etc... cannot be organized without play ground.

SYLLABUS

Play fields - location, area, standards, preparation, layout and maintenance - Indoor Facilities, Swimming pool.

CURRICULUM OBJECTIVES

1. To create an awareness various facilities for physical education through discussion.
2. To understand the layout and maintenance of various play fields through observation and discussion.

LEARNING ACTIVITIES

A general discussion can be held to check the previous knowledge of the students after the topic is issued, then students can be given assignments to collect the necessary information for selling up an ideal play field.

CONTENT SPECIFICATION

- Outdoor facility like play field in physical education.
- The location of a play field.
- The area required for a play field.
- The standard to be set for a play field.
- Layout of a play field.

- The maintenance of a play field.
- Indoor facility like swimming pool in physical education.

POINTS FOR DISCUSSION

- What are the facilities required for physical education?
- Mention the ideal location of a play field?
- What standards should be maintained while constructing a play field?
- How can the maintenance work of a play field be carried out?
- Which are the indoor facilities required in physical education?

CONSOLIDATED POINTS

- Facilities are a must in physical education.
- Facilities in physical education can be divided into outdoor facilities and indoor facilities.

UNIT ANALYSIS
4. FACILITIES FOR PHYSICAL EDUCATION

Curriculum Objectives	Strategies	Learning materials	Skills	Expected Outcome	Evaluation
1.To create an awareness various facilities for physical education through discussion.	Assignment	Reading materials	Under standing	Assignment	Oral Test
2 To understand the layout and maintenance of various play fields through observation and discussion.	Discussion	Reading materials	Under standing	Notes	Quiz

5

ORGANISATION ADMINISTRATION OF TOURNAMENTS

INTRODUCTION

Tournaments are competitions conducted between the players of two or more institutions, clubs, districts, stages etc. In such competitions selected players represent their institution in a particular game or sport in order to show their skill and bring honour to their institution.

The organization and administration play a vital role in the success of the tournaments. Intramural competitions are competitions conducted within the players of the same institution. The benefits of intramurals are extent to almost all the students of the institution in order to achieve the aim of physical education all round Development of a child.

Extramural competitions are conducted between the players of two or more institutions. In such competitions selected players represent their institution in a particular game or sport in order to show their skill and bring honour to their institution, District, State etc...

SYLLABUS

Organisation and administration of tournaments and competitions. Types of tournaments-knockout/elimination, League/Robin, Combination, consolation and challenge Tournament. Intramurals and Extramural - Meaning importance, conduct of intramurals and conduct of extramural.

CURRICULUM OBJECTIVES

1. To brush up an Idea about organization and Administration of various types of tournaments through observations collections of data and project.
2. To understand method of conducting intramural and extramural competitions through project.
3. To give an awareness regarding test, measurement and evaluation in physical education through discussion.
4. To understand the criteria for selecting tests in physical education through discussion.

CONTENT SPECIFICATION

Organization and administration of tournaments

- Definition of organization and administration
- Organization of tournaments

- Definition of tournaments
- Administration of tournaments
- Drawing fixture for various types of tournaments such as
- Knock out /Elimination tournaments
- League/ Round robin tournaments
- Consolation tournaments
- Challenge tournaments
- Merit and demerit of various type of tournaments
- Factors influencing while deciding the type of tournament
- Definition of intramural competition
- Importance of intramural and extramural competition.
- Method of organizing and conducting intramural and extramural competition.
- Meaning of the terms - Test, measurement and Evaluation
- Need and importance of measurement and evaluation is the field of Physical Education.
- Criteria for selecting tests such as Criteria scientific authenticity (Validity, Reliability, Objectivity, Norms) Criteria Administrative feasibility. (Economy)

This chapter is designed to provide the learner the meaning of organization and administration also the definition of organization and administration of tournaments. Different types of tournaments and their merits and demerits of each tournament. Factors influencing while deciding the type of tournament. A general discussion can be done on the basis of need and importance of test and measurement in the field of physical education. In the view of the learners teacher can conclude the lesson after giving the necessary guidance.

The teacher can introduce this lesson through a general discussion about the merits and demerits of each type of tournament. Special emphasis may be given on the importance of intramurals and extramurals. The teacher can introduce the topic by asking a few questions like the following.

- What do you mean by the term tournament?
- Which is the type of tournament you prefer to conduct to find a true winner.
- What are the merits of league and knock-out tournament
- What are the factors which you will consider before deciding the type of tournament.

Discussion can be accepted as a strategy for the transaction of this lesson. For this the teacher may divide the class into four groups. One discussion point may be assigned to each group for data collection. The teacher should suggest reference materials for the collection of details.

DISCUSSION POINTS

- Definition of organization, administration, tournaments and administration of tournaments
- Method of drawing fixture for all kinds of tournaments and its merits and demerits of these tournaments.
- Factors influencing while deciding the type of tournaments as the merits of intramural and extramural competition.
- Do you feel that test is needed in the field of physical education.
- Whether evaluation is possible with out conducting test.
- How the teacher can classify the students.
- What you mean by validity?

The discussion can be held on the basis of the information collected and observing and participating in various tournaments. The teacher as a moderator can guide the class for proper interaction. The teacher should supplement additional knowledge whenever necessary and at the end of the discussion consolidate the points.

After the discussion the teacher can ask the learners to submit assignment on this topic after referring the books. The assignment must contain the details of the following.

- Test measurement and evaluation ins meaning and definitions
- Need and importance of measurement and evaluation must contain the following points
- Motivation
- Diagnosis and prescription
- Prediction
- Classification
- Psychomotor learning
- Achievement
- Grading
- Guidance
- Research

Criteria for selecting test must contain the following.

- Validity
- Reliability
- Norms
- Duplicate form
- Standardized direction.

The consolidation points will be as follows;

A tournaments is a competition held among various teams in a particular activity according to a fixed schedule where a winner is decided.

- The objectives of the intramural and extramural activities are compatible with the over all objectives of physical education and also with those of education in general.
- Importance of intramural and extramural may be summarized in the light of the objectives.
- Administrative procedure of conducting the tournaments.
- Merits of league tournaments
- Demerits of league tournaments
- Merits of knockout tournaments
- Demerits knockout tournaments
- Procedures of drawing fixtures for all types tournaments including
- Consolation and challenge tournaments.
- Intramural competition committees
- Extramural competition committees

REFERENCE

Methods in physical education Tirunarayanan

Essentials of physical Education

Dr. Ajmeer Singh.

Measurement and Evaluation in Physical Education- Clarke and Clarke

UNIT ANALYSIS
5. ORGANISATION ADMINISTRATION OF TOURNAMENTS

Curriculum Objectives	Strategies	Learning materials	Skills	Expected Outcome	Evaluation
1.To brush up an Idea about organization and Administration of various types of tournaments through observations collections of data and project.	Observation, collection of data, project	Reading materials Internet	Under standing	Assignment	Oral Test
3 To understand method of conducting intramural and extramural competitions through project.	Project	Reading materials	Under standing	Notes	Quiz
4 To give an awareness regarding test, measurement and evaluation in physical education through discussion.	Discussion	Reading materials	Under standing	Discussion diary	Quiz
5 To understand the criteria for selecting tests in physical education through discussion.	Discussion	Reading materials	Under standing	Notes	Quiz

6

TEACHING METHODOLOGY

INTRODUCTION

Teaching is an art and it shall follow a procedure adopted to situations so that effective learning takes place. An efficient and experienced teacher will always resort to such procedures that produce desirable outcomes. Hence method may well be defined as the technique procedure adopted by a teacher to bring about desirable changes in his pupils. In short method is the approach to the subject matter.

A teacher has to make a lot of preparation before the class reports for the activities. So that the class may be properly managed. He should prepare the lesson for the concerned class and keep teaching notes for his guidance. He should check up the play area and see that all the markings are made and the necessary equipment kept ready.

If these are not done before the class begins. They will directly affect the organization and conduct of the class.

SYLLABUS

Teaching Methodology - Methods of teaching Physical Education activities. Class Management - Commands, formation, planning for Physical Education classes. Lesson planning - General lesson and Specific lesson.

CURRICULUM OBJECTIVES

- 1 To introduce the different methodologies of teaching physical activity through demonstrations, observations, workshops and imitation method.

Content specification

Different methods of teaching physical activities such as

- Command method
- Oral method
- Demonstration method
- Imitation method
- Dramatization method
- At-will method
- Set-Drill method

- Whole method
- Part method
- Whole-Part-whole method
- Progressive part method
- Observation and visualization method
- Fundamental commands
- Open order formation
- Factors influencing method of teaching physical education.
- Values of lesson plan.
- Planning for general and specific lesson.

Learning Activities

Method of teaching physical education activities.

Through general discussion teacher introduces the topic. Learners are asked to discuss about various teaching methods adopted by the other teachers and coaches to teach different activities or skills. Demonstration can also be carried out to familiarize this lesson.

Discussion points

- Command method is used for teaching physical education activity.
- Oral method is more useful than Imitation method.
- Observation and visualization method is effective than progressive part method.
- Use of fundamental commands are essential for general lesson.

Consolidated points

- Formal activities are taught by command method where certain words of command are used to obtain the required position.
- In Oral method the teacher merely explains the activity by words without any demonstration.
- In demonstration method teacher will demonstrate the activity with a brief explanation.

UNIT ANALYSIS
6. TEACHING METHODOLOGY

Curriculum Objectives	Strategies	Learning materials	Skills	Expected Outcome	Evaluation
1.To introduce the different methodologies of teaching physical activity through demonstrations, observations, workshops and imitation method.	Demonstrations Workshops	Reading materials CDs, Audio Visual aids	Under standing	Workshop report	Workshop report

7

SPORTS TRAINING

INTRODUCTION

With the enhanced status of sports in society the provision of sports training has become very important although the need for competent training has long been recognized. Over 3000 years ago the Greeks saw the need to provide effective and efficient training for the athletes taking part in the Olympic games. But since 1950's, many countries have recognized the importance of an effective sports training programme in a wide range of activities not only for the success in major international competitions but also for the development of healthy participants. Earlier one has only to look towards the 'eastern block' countries to see the value placed on success in sports. Quite good amount of money have been expended on facilities and sports persons. But, without provision of effective sports training, any sports person's potential will never be fulfilled. Comprehensive sports training programme is the key factors in producing the skillful high performers. The training is a process of preparing an individual for any event or an activity or job. Usually in sports we use the term sports training which denote the sense of preparing sports persons for the highest level of performance. But nowadays sports training is not just a term but it is very important subject that affects each and every individual who takes up physical activity or sports either for health and fitness or for competition at different level. Hence, sport training is the physical, technical, intellectual, psychological and moral preparation of an athlete or a player by means of physical exercises. The aim of sports training is to improve rapidly the sports performance of a sports person particularly in sports competitions, which is namely based on his physical, psychological, intellectual and technical capacities and capabilities.

SYLLABUS

Meaning of sports training, Definition of sports training, Aims and Objectives of sports training, various sports training methods, Brief account of Fartlek, interval, circuit, technical and tactical training.

CURRICULUM OBJECTIVES

1. To create an awareness about various sports training methods through demonstrations, observations, observation, workshop.

Content specification

Sports Training

- Meaning of sports training
- Definition of sports training
- Aim of sports training
- Objective of sports training
- Different methods of sports training like
- Fartlek training method
- Interval training method
- Circuit training method
- Technical and tactical training

Learning Activities

Meaning, definitions aim and objective of sports training. Through general discussion, reading materials, assignments.

Different methods of sports training like fartlek training method, interval training, circuit training, technical and tactical training.

This topic can/be introduced to the students through observation, daily experience and audio-visual aids in the training period.

Points for discussion

- About the meaning, definitions, aims and objectives of sports training
- Result of each training methods.
- What are the components you are going to give through each training methods such as Fartlek, interval, circuit, technical and tactical training.
- Characteristics of each training method.

Consolidated points

- Meaning of sports training
- Definitions of sports training
- Aim and objective of sports training.
- Meaning of Fartlek training
- What is interval training
- What do you mean by circuit training
- Effect of technical and tactical training in high performance.

Reference

UNIT ANALYSIS

7. SPORTS TRAINING

Curriculum Objectives	Strategies	Learning materials	Skills	Expected Outcome	Evaluation
1.To create an awareness about various sports training methods through demonstrations, observations, observation, workshop.	Demonstrations Workshops	Reading materials CDs, Audio Visual aids	Under standing	Workshop report	Workshop report

8

PHYSICAL FITNESS

INTRODUCTION

Today, there is growing emphasis on looking good, feeling good and living longer. Increasingly, scientific evidence tell us that one of the keys to achieving these ideals is fitness and exercises. Getting moving is a challenge because today's physical activity is less a part of our daily lives. There are fewer jobs that require physical exertion. We have a mechanically mobile socially, relying on machines rather than become a nation of observers with more people (including children) spending their leisure time pursuing just that - leisure. Consequently, statistics show that obesity and over - weight, the problem that come with high pressure, diabetes, cardiac arrest, etc. are on the rise. But statistics also show that preventive medicine pay off, so one should not wait until his/her doctor give an ultimatum. Every one must take the initiative to get active now.

The decision to carry out a physical fitness program cannot be taken lightly. It require a life long commitment of time and effort. Exercise must become one of those things that you do without question like bathing and bushing your teeth. Unless you are convinced of the benefits of fitness and the risks of unfitness, you will not succeed. It has been realized that fitness adds not only years to one's life, but life to one's years.

SYLLABUS

- Definitions
- Components of Physical Fitness
- Development of Physical Fitness
- Factors influencing Physical Fitness
- Warming up & Warming down.

CURRICULUM OBJECTIVES

1. To emphasize the need and importance of physical fitness through survey, seminar, and group discussion.

Content specification

- Definitions of Physical Fitness

- Components of Physical Fitness
- Development of Physical Fitness
- Endurance
- Strength
- Flexibility
- Speed
- Agility
- Factors influencing Physical Fitness Age
- Sex
- Body Composition
- Diet
- Diet and physical activities
- Climate

Learning Activities

Through a brain storming session the teacher introduce the topic physical fitness and create doubt among themselves and the students list out their own doubts then teacher divide the students 4 or 5 small groups. Group leaders raise their doubts in the class room.

Consolidated Points

It enables us to perform up to our potential. Physical fitness involves the performance of the heart and lungs and the muscles of the body.

Components of physical fitness ;

- Strength
- Power
- Agility
- Balance
- Flexibility
- Local muscle Endurance
- Cardio vascular Endurance
- Strength Endurance.
- Co- ordination.
- Age x sex x Body composition
- Diet x Diet and physical activities
- Climate

Warming up

- General warming up
- Specific warming up

It raises the core body temperature, which improve physical work efficiency.

- improves agility
- improves co-ordination
- reduces tension and nervousness
- improves concentration required for the main task
- supplies more oxygen
- improving the endurance.

Cooling Down

- Lowering down the intensity of the work out by performing limbering and stretching exercise followed by deep breathing relaxation exercise.

Reference

Essentials of Physical Education - Dr.Ajmeer Singh

UNIT ANALYSIS
8. PHYSICAL FITNESS

Curriculum Objectives	Strategies	Learning materials	Skills	Expected Outcome	Evaluation
1.To emphasize the need and importance of physical fitness through survey, seminar, and group discussion .	Survey seminar discussion	Reading materials, Internet, Audio Visual aids	Under standing	Report Discussion Diary	Report Discussion diary

9

HEALTH EDUCATION

INTRODUCTION

Health is a basic human right. Health is man's natural condition, his birth right. It is the result of living in accordance with the natural laws pertaining to the body, mind, and environment. These laws relate to fresh air, sunlight, diet, exercise, rest and relaxation, sleep, cleanliness, right attitudes of mind good habits and above all life style. Health is not a stable phenomenon, it fluctuates within a range varying from optimum function to various levels of dysfunction. It is multi dimensional physical, mental and social and each is influenced by numerous factors, medical and non medical. In addition to these factors, the health of the workers is also influenced by the conditions prevailing in their work place. The aim of occupational health, is to self - guard the health of workers and to step up industrial production.

Now the trend is towards industrialization. As industries develop in size and occupational health is a big problem. The national government has recognized the need for protecting the health of workers. Occupational health is a field that is concerned with the health and welfare in various professions. Health is very important for the development of the society, one's own self and for the country.

SYLLABUS

Health - Meaning - Definition - Dimension of health.

Health Education - Meaning - Definition - Importance of health education in physical education.

CURRICULUM OBJECTIVES

- 1 To create an awareness about the need and importance of health Education through debate, case study, survey and audio visual aids and submit report.

Content specification

- Meaning of health in physical education
- Definition of health in physical education
- Spectrum of health
- Dimension of health
- Meaning of Health Education in physical education

- Definition of health education
- Importance of health education in physical education.

Learning Activities

Definition and Dimension of Health and Health Education.

Teacher checks previous knowledge through general discussion (and gives assignments connected with Health.

Points for discussion

- What is Health?
- What is Health Education?
- What are the various dimensions of Health?
- Discuss the importance of Health Education in the modern society?
- What are good Health habits in your day-to-day life?

Consolidated Points

- Freedom from disease, sound body and mind.
- Health is a state of complete physical, mental and social well being and not merely an absence of disease, or infirmity.
- Dimensions of Health
- Physical Dimension
- Mental Dimension
- Social Dimension
- Emotional Dimension
- Spiritual Dimension
- Vocational Dimension
- Nutritional Dimension
- Environmental Dimension
- Curative and preventive Dimension
- Health Education
- Promoting a positive health
- Changes in knowledge, feelings and behaviour of people.
- Focus on the individual, Family and community.
- To achieve the deeper insight into the nature of social relationship and family life.
- Development of responsibility and co-operation among students in observing environmental controls.

- Health counselling and guidance services.
- A setting for learning, to realize their fullest potentialities.

References

Bucher, Charles A. "Foundations of physical Education", 8th Edn. C.V. Mosby Co., St. Louis 1979.

Singh, U.K. and Nayak A.K., "Physical Education". Common Wealth Publishers, New Delhi. 1997.

Ramachandran, L. & Dharmalingam, T. "Health Education A New approach" Vikas Publishing House, New Delhi, 1993.

UNIT ANALYSIS
9. PHYSICAL FITNESS

Curriculum Objectives	Strategies	Learning materials	Skills	Expected Outcome	Evaluation
1.To create an awareness about the need and importance of health Education through debate, case study, survey and audio visual aids and submit report.	Debate Case study Survey	Reading materials, CDs, Internet	Under standing	Report	Report

10

PERSONAL HYGIENE

INTRODUCTION

In the modern times, it means 'the art of living'. It is true that a healthy mind lives in healthy body. It means that for proper and systematic working of the body it is essential to have proper hygiene. This type of hygiene is called personal hygiene. Hence personal hygiene means the study and application of preventive medicine and physiology for the preservation of the health of the individual. In other words personal hygiene means an individual can maintain his/her health by observing the principles of proper living, paying attention to his cleanliness, exercise, rest, sleep and proper ventilation in the house. Some times when a child in early life neglects the cleanliness, he may develop certain unhygienic habits. Such habits that are generally formed in the early childhood may take a serious true and become very difficult to break in later life. Therefore, if proper education is imparted to the children on personal hygiene and bad habits are checked in time, most of the diseases can be kept away, whereas its neglect may cause untold misery.

CURRICULUM OBJECTIVES

1. To generate the need and importance of personal hygiene and prevention of communicable disease through debate, case study, survey and Audio Visual Aids and submit report.

SYLLABUS

Personal Hygiene, meaning, importance of cleanliness, communicable disease - Typhoid, Tetanus, Malaria, AIDS and Rabis

Learning Activities

The facilitator brush up the previous knowledge of the learner and introduce the topic personal Hygiene. Then he divide the learners into various groups. Each group discuss among themselves and Leaders Present their views.

Points for discussion

- Discuss the importance of personal Hygiene in ones life?
- How do we prevent communicable disease?

Consolidated points

- Healthy body is a source of achieving the highest goal of life.
- Healthy habits and Attitudes
- Emotional stability.
- Attractive Personality
- Personal cleanliness
- Cleanliness of Teeth, ears, nose, nails, skin, bowels habit, proper clother etc.
- Communicable Diseases
- HIV/AIDS
- Tetanus
- Tuberculoses
- Malaria
- Rabies

Reference

Park, J.K. and Park. K. "Text Book of preventive and social medicine" 10th Edition, 1985, Banarsi Dass Bhnot, Jabalpur. Danding, P.C. Jafter, Z.Y.K and Jafter Afife "Health Education and community pharmacy" second Edition, 1996.

Fox, Edward L (1987) sports physiology, CBS College publishing

Nieman David C (1998). The Exercise Health connection. Champaign IL; Human Kinetics.

Singh Hardyal (1991) science of sports Training New Delhi; DVS Publications.

UNIT ANALYSIS
10. PERSONAL HYGIENE

Curriculum Objectives	Strategies	Learning materials	Skills	Expected Outcome	Evaluation
1.To generate the need and importance of personal hygiene and prevention of communicable diseases through case study, audio visual aids and survey.	Case study Survey	Reading materials, Audio visual aids	Under standing	Report	Report

11

DRUGS AND DOPING**INTRODUCTION**

Human body is just like a machine whose functioning is oftenly interfered by various external and internal factors. The external factors are injuries, accidents, burns, various kinds of infections caused by viruses, bacteria, protozoan and then genetic metabolic and degenerative diseases. The internal environment of human body is kept constant by a number of controls put up by nervous, endocrine and immune systems. The trauma of mental un-happiness and a number of diseases are the result of disturbances of internal environment. This may be caused by four bad habits namely; drugs, alcoholism, smoking and sex abuse which have been very rightly termed as 'pollutants' of internal environment.

Substances and phenomena that are work producing aids and are thought to enhance performance above normal in normal condition are referred as ergogenic acids.

"It is believed that certain foods, vitamins and drugs will improve the performance.

The ergogenic aids and practices that are illegal is referred as doping.

Drug addiction is certainly on the rise. Drug addiction if not checked in time, may lead to dangerous consequences for the addict individual, his family and society. It is sad to not that there has been no consistent effort to create awareness among the people regarding harmful impact of drugs on individual and society.

For years there has been considerable interest in finding an agent that would improve athletic performance. Often the athletes have used this aids indiscriminately with complete disregard for his health and safety.

SYLLABUS

Drugs - Meaning - Why drugs are used by individuals - Why drugs are used by sports persons - List of selected drugs used by sports person

Doping: - Meaning - Blood doping - Prevention of doping in sports

CURRICULUM OBJECTIVES

1. To create an awareness about the drugs and doping through seminar & discussion
2. To understand benefits and side-effects of drugs through debate, discussion and survey

Content Specification

- Meaning of Drugs
- Importance of Drugs in Physical Education.
- Why drugs are used by Individuals and sports persons.
- List of selected drugs used by sports persons
- Meaning of Doping in sports
- Blood doping and athletes
- Prevention of doping in sports

Learning activity

Teacher checks the previous knowledge of students through general discussions and helps them in getting a clear picture regarding the topic. Then divides the students into two groups and asks one group to prepare the merits and the other to prepare the demerits of drugs & doping. Then a debate is conducted between these two groups.

Points for Discussion

- What do you mean by drug?
- What do you mean by doping?
- Write the importance of doping in sports?
- Give the list of commonly used drugs in sports?
- What do you mean by blood doping?
- How can you prevent doping?

Consolidated Points

- An engogenic aid is something that improves physical work performance.
- Drug is a substance that improves physical performance through its effect on the body.
- Drugs used by individuals ---
- Unemployment
- Lack of vocational education
- Failure and frustration
- Peer group pressure
- Illegal sale of drugs.
- Loss of physical labour
- Poverty
- Illiteracy
- Preparation for the examination

Drugs used by sports persons

- To attain honour
- Physiologically they want to reduce fatigue
- To come up Psychologically
- To get strength

Selected drugs

- Amphetamines
- Anabolic steroids
- Aspartic Acid Salt

Doping

- It is the use of chemical substances, foreign to the body to improve athletic performance.
- Blood doping
- Carbo-hydrate loading
- Prevention of doping in sports

References

Ghosh Alok. Handbook of sports Medicine and Physical Fitness Allied
Book Agency, Calcutta, 1980.

Klaps Carl E. and Aruheim Daviel D. Modern principles of athletic training.
The C.V.Mosby company, London, 1981.

Shaver Larry G. Essentials of Exercise Physiology surjit Publications, Delhi, 1982.

UNIT ANALYSIS
11. DRUGS AND DOPING

Curriculum Objectives	Strategies	Learning materials	Skills	Expected Outcome	Evaluation
1. To create an awareness about the drugs and doping through seminar & discussion	Debate Discussion Survey	Reading materials, Internet, Audio visual aids	Under standing	Report Discussion diary	Report Discussion diary
2. To understand benefits and side-effects of drugs through debate, discussion and survey	Debate Discussion Survey	Reading materials, Audio visual aids	Under standing	Report	Report Discussion diary

12

POSTURE**INTRODUCTION**

The upright posture, which distinguishes man from all other animals, is the product of perhaps 350,000,000 of evolution. There are numerous concepts and views regarding posture and its significance. Posture, may be understood from the stand point of an individual's own body and the way he uses his body, carries his body and holds his body. Each person must take care of the body he has and should make the best of it by adopting good posture as a habit. It is, therefore, necessary to understand the meaning of good posture, its importance and also to examine the causes of poor posture, its prevention and remedial measures.

SYLLABUS

Posture : Meaning - Types of good postures- Common postural deformities

CURRICULUM OBJECTIVES

- 1 To create an awareness about the need and importance of good posture and common postural deformities through observation & case study.

Content Specification

- Meaning of posture in physical Education.
- Types of good postures
- Importance of a good posture
- Common postural deformities
- Causes, prevention and remedial measures for postural deformities

Learning Activity

Meaning of posture, types of good postures and postural deformities. Activity; General discussion, demonstration and references.

The teacher can call two students and make them stand in two different ways. Then ask the students which posture they would prefer, thus start of with the general discussion. Then a chart showing postural deformities can be displayed and the students can be asked to collect more information regarding these deformities as their assignment work.

Points for Discussion

- What do you mean by the term 'Posture'?
- Elaborate various positions of a good posture?
- What is the importance of a good posture?
- What is kyphosis? Describe its causes, preventive and remedial measures?
- What is Lordosis and what are its causes?
- Discuss in detail the postural deformity of flat foot?
- What is Scoliosis?

Consolidated Points

- Posture means position or pose.
- There are numerous concepts & views regarding human posture.
- To a physical educator, posture is a measure of mechanical efficiency, of kinesthetic sense, of muscle balance and of neuromuscular coordination.
- A good posture requires minimum expenditure of energy
- Good posture enables an individual to follow good health habits so as to lead a healthy life.
- Common postural deformities
 - Kyphosis
 - Lordosis
 - Scoliosis
 - Flat foot

Reference

Parameswara Ram. N "Kinesiology - Physical Education and sports". Parkash Brothers-Educational Publishers, 1988.

Piscopo, John and Baley, James A. "Kinesiology; The science of Movement" John Wiley & Sons, Inc, New York, 1981.

Scott, Gladys M. "Analysis of Human Motion". 2nd Edition, Eurasia Publishing House, New Delhi, 1970.

UNIT ANALYSIS

12. POSTURE

Curriculum Objectives	Strategies	Learning materials	Skills	Expected Outcome	Evaluation
1. To create an awareness about the need and importance of good posture and common postural deformities through observation & case study.	Debate Discussion Survey	Reading materials, Internet, Audio visual aids	Under standing	Report Discussion diary	Report Discussion diary

13**NUTRITION****INTRODUCTION**

Nutrition is the science that deals with food and its uses by the body. We, like all other living things, need food to live. Food supplies the energy for every action we undertake from eating banana to running a race. Food also provide material that our body needs to build up and repair its tissues and to regulate the functions of its organs and systems.

To keep our body cells running properly, they must be supplied with correct amount of food having required chemicals in ratio of the food. The chemicals in food, which our body needs, are called nutrients.

What we eat directly affects our health. A proper diet helps in prevention of certain illnesses and also helps in recovery from diseases/injuries. An inadequate or improper diet increases the risk of different diseases. Eating a balanced diet is the right way to have all the nutrients that our body needs.

SYLLABUS

Nutrition - Introduction, Balanced Diet, Daily-Energy Requirements, Nutrient Balance and mal Nutrition.

CURRICULUM OBJECTIVES

1. To emphasis the need and importance of sports Nutrition through debate, references and prepare notes.

Content Specification

- Definition of Balanced Diet
- Constituents of Balanced Diet
- Explain Daily Energy requirements for a sports person and a normal person
- Distinguish Nutrient Balance, and mal nutrition.

Learning Activities

Teacher ask some questions connected with Diet, through that the teacher introducers the topic Energy requirements for a sports person and a normal person and mal nutrition.

For familiarizing the topic the teacher asks the students to prepare a Diet chart according to their requirements.

Points for discussion

- Discuss Balanced Diet and its constituents.
- Compare the Energy requirements for a person and a normal person.

Consolidated Points

- Science that deals with food and its uses by the body.
- Balanced diet is that contains the proper amount of each nutrient.
- Personal energy requirement = basic energy requirements + extra energy requirements.
- Nutrition must provide an energy balance and a nutrient balance. The nutrients are carbohydrates, proteins, fats, vitamins, minerals, water.

References

- Shaver Larry G (1982) Essentials of Exercise Physiology. Delhi. Subject Publications.
- Swaminathan. M (1997) Hand Book of food and Nutrition madras Ganesh & Co.
- Wilmore, Jack H and Costill, David L (1999) Physiology of sports and Exercise. Champaign IL; Humari Kinetics.

UNIT ANALYSIS
13. NUTRITION

Curriculum Objectives	Strategies	Learning materials	Skills	Expected Outcome	Evaluation
1. To emphasize the need and importance of sports Nutrition through debate, references and prepare notes.	Debate Discussion	Reading materials	Under standing	Report Discussion	Report Discussion

14

GENERAL PRINCIPLES OF OFFICIATING VARIOUS SPORTS AND GAMES

INTRODUCTION

A tournament is a competition held among various teams in a particular activity according to a fixed schedule where a winner is decided.

A standard Athletic Meet is a meet conducted according to the International rules of competition. A non standard meet is not necessary to follow the international rules of competition.

Qualified and competent officials are necessary for a sound intramural programme. Officials should be well-versed with the rules of the game/sport including the level of participants, objectives of the programme and the organization's philosophy of competition, so that they enhance the programme. They should be fair and transparent in their decisions so that they are accepted by the participants.

SYLLABUS

General principles of officiating, knowledge of Rules and Their interpretations, Duties and powers of officials - pre during and post Meet. Knowledge of measurements and marking of play fields. Organization of sports meets and qualities of a good official.

CURRICULUM OBJECTIVES

- 1 To create an idea about the rules and regulations about various sports and games through reference, observations of various tournaments and conducting various project meet and submit the report

Content specification

- Guiding principles of officiating
- Rules of major games and their interpretations
- Marking of court for major games and track & field. Organization of sports meet.
- Pre, during and post meet work
- Qualities of a good official

Learning Activities

Guiding principles of officiating, rules of major games and their interpretations. Activities; Reference and general discussions, audio visual aids.

The teacher can introduce this lesson after providing sufficient reading materials of various sports and games well in advance. After brushing up the experience of the learners in their fields, teacher will divide the students according to their specialization. Each group will present the guiding principles of officiating of each game as well as the rules and their interpretations.

Teacher divided the class into different groups according to their sports specialization. Each group is assigned to present the following.

- Organization of standard and non standard sports meet for track & field events along with rules and regulations.
- Each group is asked to conduct a game or sports meet according to the specialization aspect. The organizing team will present a report on the game or sport.

Points for discussion

- About the rules and regulations and its interpretations of all major games.
- Decision making in the game situation.
- Smooth conduct of the game.
- Unbiased decision by the officials.

Consolidated points

- Rules, regulations and interpretations of all major games.
- Decision for various fouls in game situation.
- Ways for the smooth conduct of various sports and games competitions.
- Marking of court for major games and track & field events.
- Organization of sports meet and games.
- Pre, during and post meet work.
- Qualities of a good official.

Teacher brush up the previous knowledge through general discussion then introduce the topic-----

Questions for general discussion are:

- How do we organize a standard sports meet?
- What are the drawbacks faced by you while participating in a meet/tournament?

UNIT ANALYSIS
14. GENERAL PRINCIPLES OF OFFICIATING VARIOUS SPORTS AND GAMES

Curriculum Objectives	Strategies	Learning materials	Skills	Expected Outcome	Evaluation
1. To create an idea about the rules and regulations about various sports and games through reference, observations of various tournaments and conducting various project meet and submit the report	Observation Discussion	Reading materials CD Audio Visual aids	Under standing	Discussion diary	Discussion diary

SAMPLE QUESTIONS

I PHILOSOPHICAL BASIS OF PHYSICAL EDUCATION

1. The philosophy of idealism believes that there is no matter in the world: all that exists is the mind or spirit. Relate idealism to Physical Education.
2. The philosophy of naturalism is concerned with the world of nature as being the only thing that is real. Relate the concept of naturalism to Physical Education.
3. The philosophy of pragmatism believes that one key to life lies in experiences and experiences of life are ever changing. Relate the idea of pragmatism to physical Education.

II QUALITIES AND QUALIFICATION OF PHYSICAL EDUCATION TEACHER AND COACH

1. Coaches are educators as such as have professional obligations to do what is best for the students/trainees. As a student of physical education and sports give your idea about the qualities of an ideal coach.
2. Match the following.
 - (a) NS NIS - UGC
 - (b) BPE/BPED - Colleges
 - (c) NET & JRF - Coaching diploma
 - (d) MPhil/PhD - High Schools
3. One of the important responsibility of a coach is to create the right conditions for learning to happen and to find ways of motivating the sports-person. Give your views.

III EQUIPMENT

1. A lot of damaged and useless sports equipments are accumulated in a school and as a physical education teacher suggest ways for disposing it.
2. Suppose a sum of Rs. 10000 is allotted for purchasing sports goods. Suggest a method for utilizing this amount to fulfill the basic need of school teams.

IV FACILITIES FOR PHYSICAL EDUCATION

1. Better a playground without a school than a school without a play ground. Justify.
2. Give your views on health considerations in facility planning in Physical Education at school level.

V ORGANISATION ADMINISTRATION OF TOURNAMENT

1. Mr. Biju is working as a physical Education Teacher in a school. His principal asks him to conduct a Basketball tournament in connection with the celebrations of National Sports Day. The principal needs the following conditions for the tournament.

(a) All the teams should compete with each other at least once.

Based on your knowledge in various types of tournaments how will you help Mr. Biju ?

2. Match the following
 - a. Seeding - Inter institutions
 - b. Intramural - Knock-out
 - c. Extramural - Dummy
 - d. Bye - Within the institution

VI TEACHING METHODOLOGY

1. Based on your Knowledge in teaching methods and lesson planning, prepare a specific lesson plan for teaching a basket ball skill for a period of 45 minutes.
2. Compare the demonstration method and oral method in teaching a rhythmic activity.

VII SPORTS TRAINING

1. Miss. Neha is a 5000m. runner. Based on your knowledge in sports training suggest a suitable programme for improving her performance in the next year's school state championship.
2. Match the following
 - a. Fartlek - Strength Endurance
 - b. Interval training - Speed
 - c. Circuit training - Speed play
 - d. Acceleration run - Endurance

VIII PHYSICAL FITNESS

1. Mr. Lukos is a sprinter. He gives optimum importance to warming up before the training. Mr. Biju is another sprinter who gives no care to the warming up procedure. In a competition Mr. Biju got injured to his hamstring muscle. Give the reasons in your own words.
2. Regular physical activity helps to improve the physical fitness. Justify.

IX HEALTH EDUCATION

1. "Health is the condition of being sound in body, mind or spirit, especially freedom from physical disease or pain". Justify

2. Health Education, like general education is concerned with change in knowledge, feelings and behaviour of people. Give your views.

X PERSONAL HYGIENE

1. Good Habits serve as an instrument for the promotion of health and long life. Give your ideas about the personal hygiene in school life.
2. Match the following
 - a. Tuberculosis - HIV
 - b. Malaria - DPT vaccine
 - c. Rabies - BCG Vaccination
 - d. Tetanus - Anopheles mosquito
 - e. Aids - Dog bite

XI DRUGS AND DOPING

1. Ben Johnson was disqualified from Olympics in 1988. Give your suggestions to prevent such incidents in sports field.
2. Mr. Biju is a sprinter. He uses anabolic steroids and other banned drugs regularly for improving his performance. As a student of Physical Education how do you convince him the various complications of drug addiction in sports.

XII POSTURE

1. A balanced diet in that contains the proper amount of each nutrient. Justify
2. Match the following
 - a. Proteins - Scurvy
 - b. Carbohydrates - rickets
 - c. Vitamin A - Meat and cereals
 - d. Vitamin D - Milk and Vegetables
 - e. Vitamin C - Night blindness

XIII NUTRITION

1. Describe common postural deformities and preventive measures.
2. Importance of posture in sports performance - Give your views.

XIV GENERAL PRINCIPLES OF OFFICIATING VARIOUS SPORTS AND GAMES

1. As a student of physical education and sports give your ideas about the qualities of a good official.
2. Based on your own experience describe how the knowledge of rules and interpretations improve sports performance.

Philosophical Basis of Physical Education

Introduction

Modern world believes in truth and reality; philosophy has its root in them. In today's changing society sound philosophy of physical education is necessary for the profession to survive.

Philosophy guides the physical educator in determining the aims, objectives principles and content of physical education and provide a logical means of determining whether or not physical education is providing worthwhile services in the formal and informal continuing education of human beings. A philosophy of physical education results in the improvement of professional practice.

Syllabus

Idealism

Naturalism

Pragmatism

Philosophical basis of physical education

Idealism

Naturalism

Pragmatism

naturalism

Counter Specification

Philosophical basis of physical education

Idealism in physical education

Naturalism in physical education

Pragmatism in physical education

Learning Activity

Philosophical basis of physical education

The teacher can introduce the topic and check the previous knowledge of the students thereby kicking off a general discussion regarding the topic. Then assignments can be assigned to students asking them to collect more details regarding the topic by referring the available reference books.

Points for Discussions

- What are the philosophical bases of physical education?
- What is meant by Idealism?
- What is meant by naturalism?
- What is meant by Pragmatism?

Coasolidated points

Philosophy promotes the development and clarification of beliefs and values, which serve as a foundation for ones behaviour.

Philosophy makes people aware of the need of physical education

Brings members of the profession closer together.

Explains the relationship between physical education and general education

Idealism in physical education

Physical education involves more than the physical activities

Physical education is centered around ideals. Strength and fitness activities contribute to the development of one's personality.

Education is for life

Naturalism in physical education

Learning is accomplished through self activity. Play is an important part of the educational process.

- Highly competitive performance between individuals is discouraged
- Physical education is concerned with the whole individual.

Pragmatism in physical education

- Learning is accomplished through the solving method
- Human's practical experience is the real experience.
- Standardization is not a part of the programme.
- The programme is determined by the needs and interest of the learner

References

Foundations of physical education

UNIT ANALYSIS

Subject : Physical Education

Chapter : Philosophical basis of Physical Education

Sl. No.	Curriculum objectives	Strategies	Learning Materials	Skills	Expected Products	Evaluation	Time
1.	To create an awareness about the philosophical basis of physical education and sports thorough collection of Data information (library) and Assignments preparation of notes.	Assignment	Reading materials	Under standing	Assignment notes	Oral Test	
2.	To create awareness about various ideas idealism, Naturalism, (Pragmatism) through references and prepare notes.	Discussion	Reading materials	Under standing	Notes	Quiz	

Chapter II

Qualities and qualification of physical education teacher and coach

Introduction

There is no doubt that sports and physical activity play a major role in modern life styles. The desire to learn, play and enjoy sports is one the most fundamental and human needs. It offers enjoyment and well being. Social relationship and self development with out the provision of competent coaches and teachers any sports persons potentials will never be fulfilled with the improved status of sports in our country the provision of coaching and teaching has become very important.

In accordance with the need of the hour and changing scenario in the world the professional qualifications as well as training methods of physical education teacher have been changed. The academic qualification as well as professional qualification of a physical education teacher should be as good as that of any other academic teacher in school or college.

Syllabus

Introduction, Qualifications of a physical education teacher and a coach. Definition of coaching and teaching. Characteristics of a good coach. Responsibilities of a good coach.

Content specification

- Basic qualities and qualification of a good coach and a physical education teacher
- Professional leadership in physical education.
- Abbreviation for leadership
- Characteristics of good coach and physical education teacher.

Learning activities

Interview, case study and survey

A general discussion regarding the qualities of the coaches and teachers in the supervision of the teacher can be done.

Points for discussion

- A coach must be dedicated to his profession.
- The activities done by the physical education teacher is suitable to the need of the society
- Leadership quality is needed for the teacher and coach.
- Decision making is important in physical education teaching or coaching.

After the general discussion questionnaire can be prepared for survey or case study

Consolidated points

- Academic and professional as qualifications of the physical education teacher and coach in schools and colleges.
- Qualities of a coach such as
 - = coach as an assessor
 - = coach as planner
 - = coach as fountain of knowledge
 - = coach as an advisor
 - = coach as a counsellor
 - = coach as a demonstrator
 - = coach as a friend
 - = coach as a facilitator
 - = coach as a fault finders
 - = coach as a motivator

= coach as an evaluator

= coach as a helping trainees.....

- Strategies for successful coaching programme
- teacher leadership

Essential of physical education

Dr. Ajmer Singh

Chapter 3

EQUIPMENTS

The things which are needed for a particular purpose. In physical education it means the articles which are used in sports programme.. It brings within the ambit of its meaning, the materials used for actual plays, playground, fixtures uniforms office, and storage and locker articles. It protects the students and ensures safety. It also helps to fulfil the aims and objectives.

Syllabus

Need and importance, list of standard equipments, improvisation of equipments, procedure of purchase, care and maintenance, store keeping repair and disposal.

Equipment:

- Need
- Importance
- List of standard equipments

Contents Specification

- Need of equipments in physical education
- Importance of equipments in physical education
- List of standard equipments in physical education

Learning Activity

Equipments

A chart of various equipments can be displayed in the class and the students can be asked to name equipments and the game to which it belongs. Based on this a general discussion can be held. The students

can be divided into various groups and each group can be allotted with an assignment to collect the list of equipment required for a particular game, its need and importance.

Points for Discussion

- What is meant by equipment?
- Explain the need of equipments in physical education?
- Show the importance of equipments in physical education?
- Mention the list of standard equipments required for football?
- Mention the list of standard equipments required for basket ball, badminton, volley ball, table-tennis etc...

Consolidated points

- Equipments means the materials used for actual play ground, fixtures, uniforms, office, storage and locker articles.
- Equipments can be classified as seasonal and permanent equipments.
- Equipments contributes to better learning climate and increase in performance.
- Equipments protect the students and ensure the safety of team members.
- Equipments help to fulfil the aims and objectives.
- Each game has a list of standard equipments.
- List of standard equipments differ from game to game

Reference

* Organization and administration of physical education by dr. S. Dheer and Radhika Kamal

Chapter 4

Introduction

Modern physical education programme emphasising natural activities requires extensive play areas. These play fields are uncovered class-rooms and as such they must be properly equipped and maintained. The area of the playfield and its proximity to the school is factors which need care full foresight and consideration.

Playfields are to physical education what laboratory is to science. For effective organisation of physical education, provision of play field is a must. Organization of major games like hockey, football, cricket, volley ball etc... cannot be possible without necessary play ground. Not only major games but minor sports for children like races, jumps and throwing events etc... cannot be organized without play ground.

Syllabus

Play fields – location, area, standards, preparation, layout and maintenance

Indoor Facilities, Swimming pool

Content Specification

- Outdoor facility like play field in physical education.
- The location of a play field.
- The area required for a play field.
- The standard to be set for a play field.
- Layout of a play field.
- The maintenance of a play field.
- Indoor facility like swimming food in physical education.

Learning Activity

A general discussion can be held to check the previous knowledge of the students after the topic is issued, then students can be given assignments to collect the necessary information for setting up an ideal play field.

Points for Discussion

- What are the facilities required for physical education?
- Mention the ideal location of a play field?
- What standards should be maintained while constructing a play field?
- How can the maintenance work of a play field be carried out?
- Which are the indoor facilities required in physical education?

Consolidated Points

- Facilities are a must in physical education.
- Facilities in physical education can be divided into outdoor facilities and indoor facilities.

Chapter 5

Organisation administration of tournaments

Tournaments are competitions conducted between the players of two or more institutions, clubs, districts, stages etc. In such competitions selected players represent their institution in a particular game or sport in order to show their skill and bring honour to their institution.

The organization and administration play a vital role in the success of the tournaments. Intramural competitions are competitions conducted within the players of the same institution. The benefits of intramurals are extent to almost all the students of the institution in order to achieve the aim of physical education all round Development of a child.

Extramural competitions are conducted between the players of two or more institutions. In such competitions selected players represent their institution in a particular game or sport in order to show their skill and bring honour to their institution, District, State etc...

Syllabus

Organisation and administration of tournaments and competitions. Types of tournaments-knockout/elimination, League/Robin, Combination, consolation and challenge Tournament. Intramurals and Extramural – Meaning importance, conduct of intramurals and conduct of extramural.

Content specification

Organization and administration of tournaments

- Definition of organization and administration
- Organization of tournaments
- Definition of tournaments
- Administration of tournaments

- Drawing fixture for various types of tournaments such as
- Knock out /Elimination tournaments
- League/ Round robin tournaments
- Consolation tournaments
- Challenge tournaments
- Merit and demerit of various type of tournaments
- Factors influencing while deciding the type of tournament
- Definition of intramural competition
- Importance of intramural and extramural competition.
- Method of organizing and conducting intramural and extramural competition.

This chapter is designed to provide the learner the meaning of organization and administration also the definition of organization and administration of tournaments. Different types of tournaments and its merits and its demerits of each tournament. Factors influencing while deciding the type of tournaments.

The teacher can introduce this lesson through a general discussion about the merits and demerits of each type of tournaments. Special emphasis may be given on the importance of intramurals and extramurals. The teacher can introduce the topic by asking a few questions like the following.

- What do you mean by the term tournament?
- Which is the type of tournament you prefer to conduct to find a true winner.
- What are the merits of league and knock-out tournament
- What are the factors which you will consider before deciding the type of tournaments.

Discussion can be accepted as a strategy for the transaction of this lesson. For this the teacher may divide the class into four groups. One discussion point may be assigned to each group for data collection. The teacher should suggest reference materials for the collection of details.

Discussion Points

- Definition of organization, administration, tournaments and administration of tournaments
- Method of drawing fixture for all kinds of tournaments and its merits and demerits of these tournaments.
- Factors influencing while deciding the type of tournaments as the merits of intramural and extramural competition.

The discussion can be held on the basis of the information collected and observing and participating in various tournaments. The teacher as a moderator can guide the class for proper interaction. The teacher should supplement additional knowledge whenever necessary and at the end of the discussion consolidate the points.

The consolidation points will be as follows;

- A tournament is a competition held among various teams in a particular activity according to a fixed schedule where a winner is decided.
- The objectives of the intramural and extramural activities are compatible with the over all objectives of physical education and also with those of education in general.
- Importance of intramural and extramural may be summarized in the light of the objectives.
- Administrative procedure of conducting the tournaments.
- Merits of league tournaments
- Demerits of league tournaments
- Merits of knockout tournaments
- Demerits knockout tournaments
- Procedures of drawing fixtures for all types tournaments including
 - consolation and challenge tournaments.
 - Intramural competition committees
 - Extramural competition committees

Ref:- Methods in physical education Tirunarayanan
Essentials of physical Education

Dr. Ajmeer Singh.

Content Specification

- Meaning of the terms - Test, measurement and Evaluation
- Need and importance of measurement and evaluation in the field of Physical Education.
- Criteria for selecting tests such as Criteria scientific authenticity (Validity, Reliability, Objectivity, Norms) Criteria Administrative feasibility. (Economy)

A general discussion can be done on the basis of need and importance of test and measurement in the field of physical education. In the view of the learners teacher can conclude the lesson after giving the necessary guidance.

Points for discussion

- Do you feel that test is needed in the field of physical education.
- Whether evaluation is possible without conducting test.
- How the teacher can classify the students.
- What you mean by validity?

After the discussion the teacher can ask the learners to submit assignment on this topic after referring the books. The assignment must contain the details of the following.

- Test measurement and evaluation its meaning and definitions
- Need and importance of measurement and evaluation must contain the following points
- Motivation
- Diagnosis and prescription
- Prediction

- Classification
- Psychomotor learning
- Achievement
- Grading
- Guidance
- Research.

Criteria for selecting test must contain the following

- Validity
- Reliability
- Norms
- Duplicate form
- Standardized direction.

UNIT ANALYSIS

Subject : Physical Education

Chapter 5 : Organization & Administration of Tournaments

Sl. No.	Curriculum objectives	Strategies	Learning Materials	Skills	Expected Products	Evaluation	Time
1	To brush up an Idea about organization and Administration of various types of tournaments through observations collections of data and project.	Observation collection of data Project	Reading materials Internet	Under standing			

CHAPTER VI

TEACHING METHODOLOGY

Teaching is an art and it shall follow a procedure adopted to situations so that effective learning takes place. An efficient and experienced teacher will always resort to such procedures that produce desirable outcomes. Hence method may well be defined as the technique procedure adopted by a teacher to bring about desirable changes in his pupils. In short method is the approach to the subject matter.

A teacher has to make a lot of preparation before the class reports for the activities. So that the class may be properly managed. He should prepare the lesson for the concerned class and keep teaching notes for his guidance. He should check up the play area and see that all the markings are made and the necessary equipment kept ready.

If these are not done before the class begins. They will directly affect the organization and conduct of the class.

Syllabus

Teaching Methodology – Methods of teaching Physical Education activities. Class Management – Commands, formation, planning for Physical Education classes. Lesson planning – General lesson and Specific lesson.

Content specification

Different methods of teaching physical activities such as

- Command method
- Oral method
- Demonstration method
- Imitation method
- Dramatization method
- At-will method

- Set-Drill method
- Whole method
- Part method
- Whole-Part-whole method
- Progressive part method
- Observation and visualization method
- Fundamental commands
- Open order formation
- Factors influencing method of teaching physical education.
- Values of lesson plan.
- Planning for general and specific lesson.

Learning Activities

Method of teaching physical education activities.

Through general discussion teacher introduces the topic. Learners are asked to discuss about various teaching methods adopted by the other teachers and coaches to teach different activities or skills. Demonstration can also be carried out to familiarize this lesson.

Discussion points

- Command method is used for teaching physical education activity.
- Oral method is more useful than Imitation method.
- Observation and visualization method is effective than progressive part method.
- Use of fundamental commands are essential for general lesson.

Consolidated points

- Formal activities are taught by command method where certain words of command are used to obtain the required position.
- In Oral method the teacher merely explains the activity by words without any demonstration.
- In demonstration method teacher will demonstrate the activity with a brief explanation.

UNIT ANALYSIS

Subject : Physical Education

Chapter : Teaching Methodology

Sl. No.	Curriculum objectives	Strategies	Learning Skills Materials	Expected Products	Evaluation	Time
1	To introduce the different methodologies of teaching physical activity through demonstrations, observations, workshops and imitation method.	Demonstrations workshops	Reading Under materials standing CDs, Audio Visual aids	Workshop report	Workshop report.	

Chapter VII

SPORTS TRAINING

Introduction

With the enhanced status of sports in society the provision of sports training has become very important although the need for competent training has long been recognized. Over 3000 years ago the Greeks saw the need to provide effective and efficient training for the athletes taking part in the Olympic games. But since 1950's, many countries have recognized the importance of an effective sports training programme in a wide range of activities not only for the success in major international competitions but also for the development of healthy participants. Earlier one has only to look towards the 'eastern block' countries to see the value placed on success in sports. Quite good amount of money have been expended on facilities and sports persons. But, without provision of effective sports training, any sports person's potential will never be fulfilled. Comprehensive sports training programme is the key factors in producing the skillful high performers. The training is a process of preparing an individual for any event or an activity or job. Usually in sports we use the term sports training which denote the sense of preparing sports persons for the highest level of performance. But nowadays sports training is not just a term but it is very important subject that affects each and every individual who takes up physical activity or sports either for health and fitness or for competition at different level. Hence, sport training is the physical, technical, intellectual, psychological and moral preparation of an athlete or a player by means of physical exercises. The aim of sports training is to improve rapidly the sports performance of a sports person particularly in sports competitions, which is namely based on his physical, psychological, intellectual and technical capacities and capabilities.

Syllabus

Meaning of sports training, Definition of sports training, Aims and Objectives of sports training, various sports training methods,

Brief account of Fartlek, interval, circuit, technical and tactical training.

Content specification

Sports Training

- Meaning of sports training
- Definition of sports training
- Aim of sports training
- Objective of sports training
- Different methods of sports training like
- Fartlek training method
- Interval training method
- Circuit training method
- Technical and tactical training

Learning Activities

Meaning, definitions aim and objective of sports training. Through general discussion, reading materials, assignments.

Different methods of sports training like fartlek training method, interval training, circuit training, technical and tactical training.

This topic can/be introduced to the students through observation, daily experience and audio-visual aids in the training period.

Points for discussion

- About the meaning, definitions, aims and objectives of sports training
- Result of each training methods.
- What are the components you are going to give through each training methods such as Fartlek, interval, circuit, technical and tactical training.
- Characteristics of each training method.

Consolidated points

- Meaning of sports training
- Definitions of sports training
- Aim and objective of sports training.
- Meaning of Fartlek training
- What is interval training
- What do you mean by circuit training
- Effect of technical and tactical training in high performance .

UNIT ANALYSIS

Subject : Physical Education

Chapter 7 : Sports Training

Sl. No.	Curriculum objectives	Strategies	Learning Materials	Skills	Expected Products	Evaluation	Time
1	To create an awareness about learning through demonstrations, observations, observation, imitation and audio visual aids, submit report	Demonstrations workshops	Reading materials CDs, Audio Visual aids	Under standing	Report	Report	

CHAPTER VIII

PHYSICAL FITNESS

Introduction

Today, there is growing emphasis on looking good, feeling good and living longer. Increasingly, scientific evidence tell us that one of the keys to achieving these ideals is fitness and exercises. Getting moving is a challenge because today's physical activity is less a part of our daily lives. There are fewer jobs that require physical exertion. We have a mechanically mobile socially, relying on machines rather than become a nation of observers with more people (including children) spending their leisure time pursuing just that - leisure. Consequently, statistics show that obesity and over - weight, the problem that come with high pressure, diabetes, cardiac arrest, etc. are on the rise. But statistics also show that preventive medicine pay off, so one should not wait until his/her doctor give an ultimatum. Every one must take the initiative to get active now.

The decision to carry out a physical fitness program cannot be taken lightly. It require a life long commitment of time and effort. Exercise must become one of those things that you do without question like bathing and bushing your teeth. Unless you are convinced of the benefits of fitness and the risks of unfitness, you will not succeed. It has been realized that fitness adds not only years to one's life, but life to one's years.

Syllabus

- Definitions
- Components of Physical Fitness
- Development of Physical Fitness
- Factors influencing Physical Fitness
- Warming up & Warming down.

Content specification

- Definitions of Physical Fitness
- Components of Physical Fitness
- Development of Physical Fitness
 - Endurance
 - Strength
 - Flexibility
 - Speed
 - Agility
- Factors influencing Physical Fitness
 - Age
 - Sex
 - Body Composition
 - Diet
 - Diet and physical activities
 - Climate

Activity

Through a brain storming session the teacher introduce the topic physical fitness and create doubt among themselves and the students list out their own doubts then teacher divide the students 4 or 5 small groups. Group leaders raise their doubts in the class room.

Consolidated Points

It enables us to perform up to our potential. Physical fitness involves the performance of the heart and lungs and the muscles of the body.

Components of physical fitness;

- strength
- power
- agility

- balance
- flexibility
- Local muscle Endurance
- Cardio vascular Endurance
- Strength Endurance.
- Co- ordination.
- Age x sex x Body composition
- Diet x Diet and physical activities
- Climate

Warming up

- General warming up
- Specific warming up

It raises the core body temperature, which improve physical work efficiency.

- improves agility
- improves co-ordination
- reduces tension and nervousness
- improves concentration required for the main task
- supplies more oxygen
- improving the endurance.

COOLING DOWN

Lowering down the intensity of the work out by performing limbering and stretching exercise followed by deep breathing relaxation exercise.

UNIT ANALYSIS

Subject : Physical Education

Chapter : Physical Fitness

Sl. No.	Curriculum objectives	Strategies	Learning Materials	Skills	Expected Products	Evaluation	Time
1	To emphasize the need and importance of physical fitness through survey, seminar, and group discussion	Survey seminar discussion	Reading materials Internet, Audio Visual aids	Under standing	Report Discussions diary	Report Discussions diary	

CHAPTER IX

HEALTH EDUCATION

Introduction

Health is a basic human right. Health is man's natural condition, his birth right. It is the result of living in accordance with the natural laws pertaining to the body, mind, and environment. These laws relate to fresh air, sunlight, diet, exercise, rest and relaxation, sleep, cleanliness, right attitudes of mind good habits and above all life style. Health is not a stable phenomenon, it fluctuates within a range varying from optimum function to various levels of dysfunction. It is multi dimensional physical, mental and social and each is influenced by numerous factors, medical and non medical. In addition to these factors, the health of the workers is also influenced by the conditions prevailing in their work place. The aim of occupational health, is to self –guard the health of workers and to step up industrial production.

Now the trend is towards industrialization. As industries develop in size and occupational health is a big problem. The national government has recognized the need for protecting the health of workers. Occupational health is a field that is concerned with the health and welfare in various professions. Health is very important for the development of the society, one's own self and for the country.

Syllabus

Health

- Meaning
- Definition
- Dimension of health

Health Education

- Meaning
- Definition
- Importance of health education in physical education.

Content specification

- Meaning of health in physical education
- Definition of health in physical education
- Spectrum of health
- Dimension of health
- Meaning of Health Education in physical education
- Definition of health education
- Importance of health education in physical education.

Activity

Definition and Dimension of Health and Health Education.

Teacher checks previous knowledge through general discussion (and gives assignments connected with Health.

Points for discussion

- What is Health?
- What is Health Education?
- What are the various dimensions of Health?
- Discuss the importance of Health Education in the modern society?
- What are good Health habits in your day -to-day life?

Consolidated Points;

- Freedom from disease, sound body and mind.
- Health is a state of complete physical, mental and social well being and not merely an absence of disease, or infirmity.
- Dimensions of Health
- Physical Dimension
- Mental Dimension

- Social Dimension
- Emotional Dimension
- Spiritual Dimension
- Vocational Dimension
- Nutritional Dimension
- Environmental Dimension
- Curative and preventive Dimension
- Health Education
- Promoting a positive health
- Changes in knowledge, feelings and behaviour of people.
- Focus on the individual, Family and community.
- To achieve the deeper insight into the nature of social relationship and family life.
- Development of responsibility and co-operation among students in observing environmental controls.
- Health counselling and guidance services.
- A setting for learning, to realize their fullest potentialities.

References

Bucher, Charles A. "Foundations of physical Education", 8th Edn. C.V. Mosby Co., St. Louis 1979.

Singh, U.K. and Nayak A.K., "Physical Education". Common Wealth Publishers, New Delhi. 1997.

Ramachandran, L & Dharmalingam, T. "Health Education A New approach" Vikas Publishing House, New Delhi, 1993.

UNIT ANALYSIS

Subject : Physical Education

Chapter 9 : Health Education

Sl. No.	Curriculum objectives	Strategies	Learning Materials	Skills	Expected Products	Evaluation	Time
1	To create an awareness about the need and importance of health Education through debate, case study, survey and audio visual aids and submit report.	Debate case study survey	Reading materials CDs, Internet	Under standing	Report	Report	

CHAPTER X

PERSONAL HYGIENE

Introduction

In the modern times, it means ‘the art of living’. It is true that a healthy mind lives in healthy body. It means that for proper and systematic working of the body it is essential to have proper hygiene. This type of hygiene is called personal hygiene. Hence personal hygiene means the study and application of preventive medicine and physiology for the preservation of the health of the individual. In other words personal hygiene means an individual can maintain his/her health by observing the principles of proper living, paying attention to his cleanliness, exercise, rest, sleep and proper ventilation in the house. Some times when a child in early life neglects the cleanliness, he may develop certain unhygienic habits. Such habits that are generally formed in the early childhood may take a serious true and become very difficult to break in later life. Therefore, if proper education is imparted to the children on personal hygiene and bad habits are checked in time, most of the diseases can be kept away, whereas its neglect may cause untold misery.

Curriculum Objectives

To generate the need and importance of personal hygiene and prevention of communicable disease through debate, case study, survey and Audio Visual Aids and submit report.

Syllabus

Personal Hygiene, meaning, importance of cleanliness, communicable disease – Typhoid, Tetanus, Malaria, AIDS and Rabis

Learning Activities

The facilitator brush up the previous knowledge of the learner and introduce the topic personal Hygiene. Then he divide the learners

into various groups. Each group discuss among themselves and Leaders Present their views.

Points for discussion

- Discuss the importance of personal Hygiene in ones life?
- How do we prevent communicable disease?

Consolidated points~

- Healthy body is a source of achieving the highest goal of life.
- Healthy habits and Attitudes
- Emotional stability .
- Attractive Personality
- Personal cleanliness
- Cleanliness of Teeth, ears, nose, nails, skin, bowels habit, proper clother etc.
- Communicable Diseases
- HIV/AIDS
- Tetanus
- Tuberculoses
- Malaria
- Rabies.

Reference

Park, J.K. and Park. K. “Text Book of preventive and social medicine” 10th Edition, 1985, Banarsi Dass Bhnot, Jabalpur. Danding, P.C. Jafter, Z.Y.K and Jafter Afife “Health Education and community pharmacy” second Edition, 1996.

Reference

Fox, Edward L (1987) sports physiology, CBS College publishing

Nieman David C (1998). The Exercise Health connection. Champaign IL; Human Kinetics.

Singh Hardyal (1991) science of sports Training New Delhi; DVS Publications.

UNIT ANALYSIS

Subject : Physical Education

Chapter 10 : Personal Hygiene

Sl. No.	Curriculum objectives	Strategies	Learning Materials	Skills	Expected Products	Evaluation	Time
1	To generate the need and importance of personal hygiene and prevention of communicable diseases through case study, audio visual aids and survey.	case study survey	Reading materials Audio Visual aids	Under standing	Report	Report	

CHAPTER XI

DRUGS AND DOPING

Introduction

Human body is just like a machine whose functioning is oftenly interfered by various external and internal factors. The external factors are injuries, accidents, burns, various kinds of infections caused by viruses, bacteria, protozoan and then genetic metabolic and degenerative diseases. The internal environment of human body is kept constant by a number of controls put up by nervous, endocrine and immune systems. The trauma of mental un-happiness and a number of diseases are the result of disturbances of internal environment. This may be caused by four bad habits namely; drugs, alcoholism, smoking and sex abuse which have been very rightly termed as 'pollutants' of internal environment.

Substances and phenomena that are work producing aids and are thought to enhance performance above normal in normal condition are referred as ergogenic aids.

"It is believed that certain foods, vitamins and drugs will improve the performance.

The ergogenic aids and practices that are illegal is referred as doping.

Drug addiction is certainly on the rise. Drug addiction if not checked in time, may lead to dangerous consequences for the addict individual, his family and society. It is sad to note that there has been no consistent effort to create awareness among the people regarding harmful impact of drugs on individual and society.

For years there has been considerable interest in finding an agent that would improve athletic performance. Often the athletes have used these aids indiscriminately with complete disregard for his health and safety.

Syllabus

Drugs:

- Meaning
- Why drugs are used by individuals.
- Why drugs are used by sports persons
- List of selected drugs used by sports person.

Doping:

- Meaning
- Blood doping
- Prevention

Content Specification

- Meaning of Drugs
- Importance of Drugs in Physical Education.
- Why drugs are used by Individuals and sports persons.
- List of selected drugs used by sports persons
- Meaning of Doping in sports
- Blood doping and athletes
- Prevention of doping in sports

Learning activity

Ergo genic aids and Doping.

Teacher checks the previous knowledge of students through general discussions and helps them in getting a clear picture regarding the topic. Then divides the students into two groups and asks one group to prepare the merits and the other to prepare the demerits of drugs & doping. Then a debate is conducted between these two groups.

Points for Discussion

- What do you mean by drug?
- What do you mean by doping?
- Write the importance of doping in sports?
- Give the list of commonly used drugs in sports?
- What do you mean by blood doping?
- How can you prevent doping?

Consolidated Points

- An ergogenic aid is something that improves physical work performance .
- Drug is a substance that improves physical performance through its effect on the body .
- Drugs used by individuals ----
- Unemployment
- Lack of vocational education
- Failure and frustration
- Peer group pressure
- Illegal sale of drugs.
- Loss of physical labour
- Poverty
- Illiteracy
- Preparation for the examination
- Drugs used by sports persons -----
- To attain honour
- Physiologically they want to reduce fatigue
- To come up Psychologically
- To get strength
- Selected drugs-----
- Amphetamines

- Anabolic steroids
- Aspartic Acid Salt
- Doping is the use of chemical substances, foreign to the body to improve athletic performance .
- Blood doping
- Carbo-hydrate loading
- Prevention of doping

References

- Ghosh Alok. Handbook of sports Medicine and Physical Fitness Allied Book Agency, Calcutta, 1980.
- Klaps Carl E. and Aruheim Daviel D. Modern principles of athletic training. The C.V. Mosby company, London, 1981.
- Shaver Larry G. Essentials of Exercise Physiology surjit Publications, Delhi, 1982.

UNIT ANALYSIS

Subject : Physical Education

Chapter 11 : Drugs and Doping

Sl. No.	Curriculum objectives	Strategies	Learning Materials	Skills	Expected Products	Evaluation	Time
1	To create an awareness about the drugs and doping through seminar & discussion	Debate Discussion survey	Reading materials Internet Audio Visual aids	Under standing	Report Discussion dairy	Report Discussion dairy	
2	To understand benefits and side-effects of drugs through debate, discussion and survey	Debate Discussion survey	Reading materials Internet Audio Visual aids	Under standing	Report Discussion dairy	Report Discussion dairy	

CHAPTER XII

POSTURE

Introduction

The upright posture, which distinguishes man from all other animals, is the product of perhaps 350,000,000 of evolution. There are numerous concepts and views regarding posture and its significance. Posture, may be understood from the stand point of an individual's own body and the way he uses his body, carries his body and holds his body. Each person must take care of the body he has and should make the best of it by adopting good posture as a habit. It is, therefore, necessary to understand the meaning of good posture, its importance and also to examine the causes of poor posture, its prevention and remedial measures.

SYLLABUS

Posture;

- Meaning
- Types of good postures.
- Common postural deformities

Content Specification

- Meaning of posture in physical Education.
- Types of good postures
- Importance of a good posture
- Common postural deformities
- Causes, prevention and remedial measures for postural deformities

Learning Activity

Meaning of posture, types of good postures and postural deformities. Activity; General discussion, demonstration and references.

The teacher can call two students and make them stand in two different ways. Then ask the students which posture they would prefer, thus start off with the general discussion. Then a chart showing postural deformities can be displayed and the students can be asked to collect more information regarding these deformities as their assignment work.

Points for Discussion

- What do you mean by the term 'Posture'?
- Elaborate various positions of a good posture?
- What is the importance of a good posture?
- What is kyphosis? Describe its causes, preventive and remedial measures?
- What is Lordosis and what are its causes?
- Discuss in detail the postural deformity of flat foot?
- What is Scoliosis?

Consolidated Points

- Posture means position or pose.
- There are numerous concepts & views regarding human posture.
- To a physical educator, posture is a measure of mechanical efficiency, of kinesthetic sense, of muscle balance and of neuromuscular coordination.
- A good posture requires minimum expenditure of energy
- Good posture enables an individual to follow good health habits so as to lead a healthy life.
- Common postural deformities

- Kyphosis
- Lordosis
- Scoliosis
- Flat foot

Reference

- Parameswara Ram. N “Kinesiology - Physical Education and sports”. Parkash Brothers- Educational Publishers, 1988.
- Piscopo, John and Baley, James A. “Kinesiology; The science of Movement” John Wiley & Sons, Inc, New Yorok, 1981.
- Scott, Gladys M. “Analysis of Human Motion”. 2nd Edition, Eurasia Publishing House, New Delhi, 1970.

UNIT ANALYSIS

Subject : Physical Education

Chapter 12 : Posture

Sl. No.	Curriculum objectives	Strategies	Learning Materials	Skills	Expected Products	Evaluation	Time
1	To create an awareness about the need and importance of good posture and common postural deformities through observation & case study	Observation case study	Reading materials Audio Visual aids	Under standing	Report	Report	

CHAPTER XIII

NUTRITION

Introduction

Nutrition is the science that deals with food and its uses by the body. We, like all other living things, need food to live. Food supplies the energy for every action we undertake from eating banana to running a race. Food also provide material that our body needs to build up and repair its tissues and to regulate the functions of its organs and systems.

To keep our body cells running properly, they must be supplied with correct amount of food having required chemicals in ratio of the food. The chemicals in food, which our body needs, are called nutrients.

What we eat directly affects our health. A proper diet helps in prevention of certain illnesses and also helps in recovery from diseases/injuries. An inadequate or improper diet increases the risk of different diseases. Eating a balanced diet is the right way to have all the nutrients that our body needs.

Curriculum Objectives

To emphasis the need and importance of sports Nutrition through debate , references and prepare notes.

Syllabus

Nutrition – Introduction, Balanced Diet, Daily-Energy Requirements, Nutrient Balance and mal Nutrition.

Content Specification

- Definition of Balanced Diet
- Constituents of Balanced Diet

- Explain Daily Energy requirements for a sports person and a normal person
- Distinguish Nutrient Balance, and mal nutrition.

Learning Activities

Teacher ask some questions connected with Diet, through that the teacher introduces the topic Energy requirements for a sports person and a normal person and mal nutrition.

For familiarizing the topic the teacher asks the students to prepare a Diet chart according to their requirements.

Points for discussion

Discuss Balanced Diet and its constituents.

Compare the Energy requirements for a person and a normal person.

Consolidated Points;

Science that deals with food and its uses by the body.

Balanced diet is that contains the proper amount of each nutrient.

Personal energy requirement = basic energy requirements + extra energy requirements.

Nutrition must provide an energy balance and a nutrient balance. The nutrients are carbohydrates, proteins, fats, vitamins, minerals, water.

References

Shaver Larry G (1982) Essentials of Exercise Physiology. Delhi Subject Publications.

Swaminathan. M (1997) Hand Book of food and Nutrition madras Ganesh & Co.

Wilmore, Jack H and Costill, David L (1999) Physiology of sports and Exercise. Champaign IL; Humari Kinetics.

UNIT ANALYSIS

Subject : Physical Education

Chapter 13 : Nutrition

Sl. No.	Curriculum objectives	Strategies	Learning Materials	Skills	Expected Products	Evaluation	Time
1	To emphasize the need and importance of sports nutrition through debate and discussion	Debate Discussion	Reading materials	Under standing	Discussion Report	Discussion Report	

CHAPTER XIV

OFFICIATING AND SUPERVISION OF SPORTS/GAMES

Introduction

A tournament is a competition held among various teams in a particular activity according to a fixed schedule where a winner is decided.

A standard Athletic meet is a meet conducted according to the International rules of competition. A non standard meet is not necessary to follow the international rules of competition.

Qualified and competent officials are necessary for a sound intramural programme. Officials should be well-versed with the rules of the game/sport including the level of participants, objectives of the programme and the organizations philosophy of competition, so that they enhance the programme. They should be fair and transparent in their decisions so that they are accepted by the participants.

Syllabus

General principles of officiating, knowledge of Rules and Their interpretations, Duties and powers of officials – pre during and post Meet. Knowledge of measurements and marking of play fields. Organization of sports meets and qualities of a good official.

Content specification

- Guiding principles of officiating
- Rules of major games and their interpretations
- Marking of court for major games and track & field.
Organization of sports meet.
- Pre, during and post meet work
- Qualities of a good official

Learning Activities

Guiding principles of officiating, rules of major games and their interpretations. Activities; Reference and general discussions, audio visual aids.

The teacher can introduce this lesson after providing sufficient reading materials of various sports and games well in advance. After brushing up the experience of the learners in their fields, teacher will divide the students according to their specialization. Each group will present the guiding principles of officiating of each game as well as the rules and their interpretations.

Teacher divided the class into different groups according to their sports specialization. Each group is assigned to present the following.

- Organization of standard and non standard sports meet for track & field events along with rules and regulations.
- Each group is asked to conduct a game or sports meet according to the specialization aspect. The organizing team will present a report on the game or sport.

Points for discussion:

- About the rules and regulations and its interpretations of all major games.
- Decision making in the game situation.
- Smooth conduct of the game.
- Unbiased decision by the officials.

Consolidated points:

- Rules, regulations and interpretations of all major games.
- Decision for various fouls in game situation.
- Ways for the smooth conduct of various sports and games competitions.
- Marking of court for major games and track & field events.

- Organization of sports meet and games.
- Pre, during and post meet work .
- Qualities of a good official.

Teacher brush up the previous knowledge through general discussion then introduce the topic -----

Questions for general discussion are:

- How do we organize a standard sports meet?
- What are the drawbacks faced by you while participating in a meet/tournament?

UNIT ANALYSIS

Subject : Physical Education

Chapter 14 : General Principles of Officiating of Various Sports & Games

Sl. No.	Curriculum objectives	Strategies	Learning Materials	Skills	Expected Products	Evaluation	Time
1	To create an idea about the rules and regulations about various sports and games through reference, observations of various tournaments and conducting various project meet and submit the report	Observations Discussion	Reading materials CD Audio Visual aids	Under standing	Discussion diary	Discussion diary	

Terminal Evaluation Questions

Unit I

1. The philosophy of idealism believes that there is no matter in the world: all that exists is the mind or spirit. Relate idealism to Physical Education.
2. The philosophy of naturalism is concerned with the world of nature as being the only thing that is real. Relate the concept of naturalism to Physical Education.
3. The philosophy of pragmatism believes that one key to life lies in experiences and experiences of life are ever changing. Relate the idea of pragmatism to physical Education.

Unit II

1. Coaches are educators as such as have professional obligations to do what is best for the students/trainees. As a student of physical education and sports give your idea about the qualities of an ideal coach.
2. Match the following.

(a) NS NIS	-	UGC
(b) BPE/BPED	-	Colleges
(c) NET & JRF	-	Coaching diploma
(d) MPhil/PhD	-	High Schools
3. One of the important responsibility of a coach is to create the right conditions for learning to happen and to find ways of motivating the sports-person. Give your views.

Unit III

1. A lot of damaged and useless sports equipments are accumulated in a school and as a physical education teacher suggest ways for disposing it.

2. Suppose a sum of Rs. 10000 is allotted for purchasing sports goods. Suggest a method for utilizing this amount to fulfill the basic need of school teams.

Unit IV

1. Better a playground without a school than a school without a play ground. Justify.
2. Give your views on health considerations in facility planning in Physical Education at school level.

Unit V

1. Mr. Biju is working as a physical Education Teacher in a school. His principal asks him to conduct a Basketball tournament in connection with the celebrations of National Sports Day. The principal needs the following conditions for the tournament

(a) All the teams should compete with each other at least once.

Based on your knowledge in various types of tournaments how will you help Mr. Biju ?

2. Match the following
 - a. Seeding - Inter institutions
 - b. Intramural - Knock-out
 - c. Extramural - Dummy
 - d. Bye - Within the institution

Unit VI

1. Based on your Knowledge in teaching methods and lesson planning, prepare a specific lesson plan for teaching a basket ball skill for a period of 45 minutes.
2. Compare the demonstration method and oral method in teaching a rhythmic activity.

Unit VII

1. Miss. Neha is a 5000m. runner. Based on your knowledge in sports training suggest a suitable programme for improving her performance in the next year's school state championship.
2. Match the following
 - a. Fartlek - Strength Endurance
 - b. Interval training - Speed
 - c. Circuit training - Speed play
 - d. Acceleration run - Endurance

Unit VIII

1. Mr. Lukos is a sprinter. He gives optimum importance to warming up before the training. Mr. Biju is another sprinter who gives no care to the warming up procedure. In a competition Mr. Biju got injured to his hamstring muscle. Give the reasons in your own words.
2. Regular physical activity helps to improve the physical fitness. Justify.

Unit IX

1. "Health is the condition of being sound in body, mind or spirit, especially freedom from physical disease or pain". Justify
2. Health Education, like general education is concerned with change in knowledge, feelings and behaviour of people. Give your views.

Unit X

1. Good Habits serve as an instrument for the promotion of health and long life. Give your ideas about the personal hygiene in school life.
2. Match the following
 - a. Tuberculosis - HIV
 - b. Malaria - DPT vaccine

- c. Rabies - BCG Vaccination
- d. Tetanus - Anopheles mosquito
- e. Aids - Dog bite

Unit XI

1. Ben Johnson was disqualified from Olympics in 1988. Give your suggestions to prevent such incidents in sports field.
2. Mr. Biju is a sprinter. He uses anabolic steroids and other banned drugs regularly for improving his performance. As a student of Physical Education how do you convince him the various complications of drug addiction in sports.

Unit XII

1. A balanced diet is that contains the proper amount of each nutrient. Justify
2. Match the following
 - a. Proteins - Scurvy
 - b. Carbohydrates - rickets
 - c. Vitamin A - Meat and cereals
 - d. Vitamin D - Milk and Vegetables
 - e. Vitamin C - Night blindness

Unit XIII

1. Describe common postural deformities and preventive measures.
2. Importance of posture in sports performance – Give your views.

Unit XIV

1. As a student of physical education and sports give your ideas about the qualities of a good official.
2. Based on your own experience describe how the knowledge of rules and interpretations improve sports performance.