



छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर

CHHATRAPATI SHAHUJI MAHARAJ UNIVERSITY, KANPUR

(पूर्ववर्ती कानपुर विश्वविद्यालय कानपुर)

Formerly Kanpur University, Kanpur – 208024

## A Documentary Support

*For*

*Metric No. – 1.1.1*

### **Programme Outcomes & Course Outcomes**

*Under the*

**Criteria - I**

**(Curriculum Design and Development)**

**Key Indicator - 1.1**

*In*

**Metric No. – 1.1.1**

### **Bachelor of Physical Education**

  
Co-ordinator  
Internal Quality Assurance Cell  
CSJM University, Kanpur

  
(Registrar)  
C.S.J.M. University  
Kanpur

REGISTRAR  
C.S.J.M. UNIVERSITY  
KANPUR

**छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर**  
**CHHATRAPATI SHAHUJI MAHARAJ UNIVERSITY KANPUR (U.P.)**



**SCHOOL OF TEACHERS EDUCATION**

**DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS**

**Choice Based Credit Semester System (CBCSS)**

**COURSE CODE= BPED**

**Bachelor of Physical Education (BPED)**

**Ordinance & Regulations/Course Structure/Syllabus**

**(Effective from Academic Year 2021-22)**

**SYLLABUS, COURSE OUTCOMES AND MAPPING (CO's and PO's)**

**DEPARTMENT OF PHYSICAL EDUCATION**

**B.P.ED DEGREE PROGRAMME**

**(Effective from Academic Year 2021-22)**

**DEPARTMENT OF PHYSICAL EDUCATION AND SPORTS,  
C.S.J.M., UNIVERSITY KANPUR**

**DESCRIPTION OF DEPARTMENT**

Department of Physical Education was established in July, 2004 under Self Finance Scheme (SFS). The first batch of B.P.Ed (Bachelor of Physical Education) has passed out in 2005 Session and in same year Master of Physical Education (M.P.Ed.) courses were started.

The main purpose of establishing this Department was to upgrade the status of Physical Education by producing quality teachers and leaders through graduate and post-graduate courses in the field of Physical Education wherein sports and games were the Key parameters of the Course.

The duration of the Bachelor of Physical Education (B.P.Ed.) course was initially of one year & for (M.P.Ed) course it was two year till 2013-14.

To bring it at par with other professional degree courses, as also to match the international standards, the duration of the course was extended to two years for both the Bachelor and Master Degree Courses.

The National Council of Teacher Education (NCTE) has accorded recognition to both the course. The Department has introduced B.P.Ed & M.P.Ed courses for 2 Year duration with having 4 semesters with an intake of 50 & 40 seats respectively, as per the guidelines of the National Council of Teacher Education (NCTE).

All the above courses are being run in the Department to fulfill the need for trained leadership in Physical Education.

**MOTTO**

Through tireless effort & knowledge, towards ***“Excellence in Physical Education and Sports Sciences”***

**THE VISION**

1. To produce competent health conscious Physical Education teachers
2. To create an ideal academic environment for Learning & Teaching and professional growth in Physical Education and various Sports and games and allied areas and provide Leadership to the Profession.
3. To engage in relentless pursuit of excellence in teaching, coaching, research in the field of Physical Education and Sports Sciences at various levels, who will be fully equipped to impart instruction in Physical Education and undertake physical activity programmes.

## **THE MISSION**

1. To, improve quality teaching, learning in cognitive, psychomotor and affective domains in Physical Education and Sports.
2. To facilitate, refine and sharpen the coaching and training techniques in Physical Education and Sports.
3. To actively design programme for the promotion and development of fitness and health concept among the students, faculty and the community around us, in matters of common interest and concern.

## **SCOPE OF THE COURSES:**

The Department goes beyond the prescribed curriculum to ensure all round development of the teacher trainees. Many value additions are provided to them like Enhancing Personal Behavioral Sciences, Skills, Leadership/Military Training Camp, Language Proficiency Classes, Yoga/Meditation for all etc. The institute takes pride in excellent placement records. The passed out students of the above courses are eligible for the appointment as Assistant Professors/Lecturer, Physical Education Teacher, Sports officers, Assistant Director, Deputy Director, Director of Physical Education, Supervisors and Fitness Consultants in School, Colleges Universities, Industrial establishments, Commercial firms, Government and non-government agencies which are engaged in promoting physical education and sports. They are also eligible for the commissioned in Army, Navy, Air force and Paramilitary forces.

## **OBJECTIVE OF THE DEPARTMENT**

1. To prepare highly qualified leaders/teachers in the field of Physical Education, Sports/Games and other inter-disciplinary subjects.
2. To serve as a center of excellence and innovations in Physical Education and to undertake, promote and disseminate research and also publish literature in this field.
3. To provide professional and academic leadership to other institutions in the field of Physical Education.
4. To provide vocational guidance, counselling, consultancy and placement services.
5. To promote mass participation in Physical Education and Sports.
6. To undertake extension programmes and outreach activities to contribute in the development of society.
7. To develop and promote programmes of Physical Education and Sports in the country.
8. To act as a Nodal Agency/Resource Center in mentoring and guiding various Government and Non-Government Institutes/Agencies of Physical Education, Sports and Fitness.
9. To provide for instruction and training in such branches of learning as it may deem fit.
10. To encourage and produce scientific contemporary literature in the field of Physical Education and Sports.
11. To provide community services in the field of Physical Education and Sports.

## **B.P.ED. (TWO YEAR DEGREE PROGRAM):**

### **PROGRAM OUTCOMES (PO'S) :**

<b>PO-1 )</b>	<b>KNOWLEDGE:</b> Apply the knowledge of basic sciences that may be relevant and appropriate to physical education and sports sciences leading to solution of complex sports related issues and problems.
<b>PO-2)</b>	<b>PROBLEM ANALYSIS:</b> Ability to Identify, define the actual requirements, formulate, research literature, and analyze complex physical education and sports sciences related problems to reaching substantiated conclusions.
<b>PO-3)</b>	<b>DESIGN/DEVELOPMENT OF SOLUTIONS:</b> Ability to design, implement, and evaluate process or program to meet desired needs in the field of physical education and sport sciences.
<b>PO-4)</b>	<b>INDIVIDUAL AND TEAM WORK:</b> Ability to function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings to accomplish a common goal.
<b>PO-5)</b>	Understanding of professional, ethical, legal, security, social issues and responsibilities in teaching, learning and evaluation.
<b>PO-6)</b>	<b>COMMUNICATION:</b> Ability to communicate effectively among a range of audiences/stakeholders
<b>PO-7)</b>	<b>IMPACT:</b> Ability to analyze the local and global impact of physical activities and sports and games on individuals, organizations and society.
<b>PO-8)</b>	<b>PROFESSIONAL DEVELOPMENT:</b> Recognition of the need for and an ability to engage in continuing professional development.
<b>PO-9)</b>	<b>IDENTIFICATION OF NEEDS:</b> Ability to identify and analyze user needs and take them into account in the selection, creation, evaluation, and administration of physical education and sport sciences programs.
<b>PO-10)</b>	<b>INTEGRATION:</b> Ability to incorporate effectively integrate Science/Technology/IT-based solutions to applications
<b>PO11:</b>	Apply appropriate techniques, resources and modern tools to make teaching effective
<b>PO12:</b>	Apply ethical principles to become a competent teacher

### **The students will be able to-**

1. Interpret the models of teaching and the theories of learning for teaching exercise, nutrition and sport in physical education.
2. Explain the foundational concepts related to physical education philosophy in the context of historical developments.
3. Measure health, fitness and sport performance/skills status of the people engaged in physical education, fitness and sport.

4. Advocate research-based practices in teaching, training, and counselling in physical education, fitness and sport.
5. Promote recommended physical activity with the ways of adopting a balanced nutritional diet for healthy living in society.
6. Attend as the First-Aider in the condition of the injuries or emergencies expected in the events of physical activities, fitness training and sport.
7. Display 21<sup>st</sup> century and Edu Tech related competencies in all the professional and personal aspects of life.

### **PROGRAMME SPECIFIC OUTCOMES (PSO'S):**

The learning and abilities or skills that a student would have developed by the end of two-year

<b>PSO-1</b>	Remembering and Understanding the concepts, theories, functions, structures, terminology and skills of physical education and sports sciences.
<b>PSO-2</b>	Applying and demonstrating various concepts, theories, procedures and skills in different sports situations.
<b>PSO-3</b>	Analysing and relating various tests and skills.
<b>PSO-4</b>	Evaluating and measuring health and fitness issues.
<b>PSO-5</b>	Creating and designing research problem, training sessions, diet plans, lessons plans and periodization's.

### **The students will be able to-**

Review the historical, psychological, sociological and developmental concepts and events related to physical education and sport at the International and National levels.

1. Apply the behaviorist, cognitivist, and constructivist approaches in the teaching of physical education at the school level.
2. Perform cardiovascular, personality, 2D motion and gait analysis, fitness and sports skill tests to determine the performance status of an individual in health, fitness and sports.
3. Design the training schedule and diet chart to promote regular physical activity and healthy living in schools, fitness clubs, sports academies, and society at large.
4. Enhance the skills of qualitative and quantitative research techniques applicable in the context of physical education teaching, fitness training, coaching and sport.
5. Demonstrate the CPR and designing, emergency calls, reporting, supporting, explaining and recording skills related to First-Aid at school level for physical activity and sport.
6. Display skills related to communication, collaboration, critical thinking, creativity, leadership, EdTech hard and software usages in the personal and professional aspects of physical education, fitness and sport.

### PROGRAM EDUCATIONAL OBJECTIVES (PEO'S) :

<b>PEO-1 )</b>	The Bachelor of Physical Education (B.P.Ed.) is a professional Programme meant for preparing physical education teacher for high school(classes I to X ) level.
<b>PEO-2)</b>	The curriculum and syllabus have been structured in such a way that each of the courses meets one or more of the outcomes related to the skills, knowledge, and behaviors that students acquire as they progress through the program. Further, each course in the program spells out clear instructional objectives which are mapped to the student outcomes.
<b>PEO –3)</b>	<b>Professional Competency:</b> To provide knowledge of professionalism and to teach effective and efficient skills and competencies to prepare professionally qualified teachers in physical education for secondary school education.
<b>PEO –4)</b>	<b>Personal Transformation:</b> To cultivate the spirit of sportsmanship, mental and physical alertness, scientific temper and optimism; and to change the behaviour, attitude and values of teacher trainees so that they shape into responsible and accountable agents of change in the society, in diverse perspective of concerns and issues vital for human survival, progress and development.
<b>PEO –5)</b>	<b>Preparation for Placement:</b> To prepare qualified professionals of physical education who would be ready for placement as teachers in schools, and as fitness instructors in fitness centers, clubs and gyms.
<b>PEO –6)</b>	<b>Higher Education:</b> To lay down a sound foundation for higher and advance studies in physical education, coaching and sports sciences.
<b>PEO –7)</b>	<b>Diverse Leadership:</b> To transform the students as competent leaders with essential organizational, managerial and administrative skills for diverse

#### The learner will be expected to -

1. Recognize the foundational theories, central ideas, and issues related to exercise, nutrition and health in physical education, fitness and sport.
2. Apply the theories, law and principles of exercise, nutrition, and training in physical education, fitness and sport in varied professional settings with scientific vigour and professionalism.
3. Practice research-based aptitude in decision making, problem-solving, and innovation in the professional sphere of physical education, fitness and sport.
4. Advocate the importance of physical activity and healthy eating as a lifelong goal for everyone in society.
5. Perform First-Aid in the state of medical emergencies expected to occur in the events of physical activities, fitness training and sport.
6. Display the 21st-century competencies and skills related to physical education, fitness and sport at the end of the programme.



7. Demonstrate good technological proficiency in the assignments (tasks) related to physical education, fitness and sport after the completion of the programme.

#### **MAPPING OF PEO'S WITH PO'S**

	<b>PO-1</b>	<b>PO-2</b>	<b>PO-3</b>	<b>PO-4</b>	<b>PO-5</b>	<b>PO-6</b>	<b>PO-7</b>	<b>PO-8</b>	<b>PO-9</b>	<b>PO-10</b>	<b>PO-11</b>	<b>PO-12</b>
<b>PEO-1</b>	X	X	X	X	X	X	X	X	X	X		
<b>PEO-2</b>	X			X	X			X	X	X	X	X
<b>PEO-3</b>	X	X	X	X	X	X	X	X	X	X		
<b>PEO-4</b>	X			X	X			X	X	X	X	X
<b>PEO-5</b>	X			X	X			X	X	X	X	X
<b>PEO-6</b>	X	X	X	X	X	X	X	X	X	X		
<b>PEO-7</b>	X			X	X			X	X	X	X	X

## B.P. ED. TWO YEARS PROGRAMME (FOUR SEMESTERS)

### REVISED COURSE STRUCTURE (w.e.f 2021-22)

#### Semester - I

Part A: Theoretical Course							
Course Code	Title of the Papers	Credit			Internal Marks	External Marks	Total Marks
		L/T	P/I	Total			
CORE COURSE							
BPCC-101	History, Principles and Foundation of Physical Education	04	-	04	25	75	100
BPCC -102	Anatomy and Physiology	03	01	04	25	75	100
BPCC -103	Health Education and Environmental Studies	04	-	04	25	75	100
ELECTIVE COURSE (ANYONE)							
BPEC-101	Olympic Movement	03	01	04	25	75	100
BPEC-102	Officiating and Coaching	03	01	04	25	75	100
PART-B PRACTICAL COURSE							
BPPC-101	Track &Field (Running Events)	01	03	04	25	75	100
BPPC-102	Swimming/Gymnastics/ Shooting (Any One)	01	03	04	25	75	100
BPPC-103	Indigenous Sports: Kabaddi/ Kho-Kho (Any One)	01	03	04	25	75	100
BPPC -104	Mass Demonstration Activities: Dumbbells, Tipri, wands, hoops, Umbrella, lezium, March Past etc.	01	03	04	25	75	100
Total					200	600	800

## **DETAILED SYLLABUS**

### **SEMESTER – I**

#### **PART – A: THEORY - CORE COURSE**

#### **BPCC 101: HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION**

##### **ESSENCE OF THE COURSE**

This course offers an introduction to the concepts of Physical Education. It aims to develop understanding about physical education, its aim and objectives, philosophical foundation, historical developments, and understand the schemes and policies of physical education.

**COURSE LEARNING OUTCOMES:** After completing this course, the students will be able to

- ☐ Understand the concept of physical education.
- ☐ Understand the history of physical education in India
- ☐ Classify biological, psychological and sociological concept of physical education
- ☐ Analyze principles of Physical Education
- ☐ Understand the policies and schemes of physical education in India

##### **COURSE CONTENTS**

###### **Unit – 1: Introduction**

- Meaning, Definition and Scope of Physical Education
- Aims and Objective of Physical Education
- Importance of Physical Education in present era
- Misconceptions about Physical Education.
- Relationship of Physical Education with General Education.
- Physical Education as an Art and Science.

###### **Unit- 2 – Historical Development of Physical Education in India**

- Indus Valley Civilization Period. (3250 BC–2500 BC)
- Vedic Period (2500 BC–600 BC)
- Early Hindu Period (600 BC–320 AD) and Later Hindu Period (320 AD–1000 AD)
- Medieval Period (1000 AD–1757 AD)
- British Period (Before 1947)
- Phy. Edu. in India (After 1947) with reference to development of physical education in U.P.
- Contribution of Akhadas and Vyayamshals
- Y.M.C.A. and its contributions.

###### **Unit- 3- Foundation of Physical Education**

- Philosophical foundation:
- Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism.
- Fitness and wellness movement in the contemporary perspectives
- Sports for all and its role in the maintenance and promotion of fitness.

## **Unit-4- Principles of Physical**

### **EducationBiological**

- Growth and development
- Age and gender characteristics
- Body Types
- Anthropometric differences

### **Psychological**

- Learning types, learning curve
- Laws and principles of learning
- Attitude, interest, cognition, emotions and sentiments

### **Sociological**

- Socialization through physical education.
- Leadership
- Social integration and cohesiveness

## **TEACHING LEARNING STRATEGIES**

The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

## **MODE OF TRANSACTION**

Lecture/ Project Work/ Viva/ Seminars/ Term Papers/Presentations/Self-Learning  
Instructional Material etc.

## **ASSESSMENT RUBRICS**

**Marks: 100 (75+25)**

End Semester Exam	Marks: 75
Classroom Test, Assignments, Presentations	Marks: 25
Classroom Tests: Best one out of two unit tests	Marks: 10
Tutorial with viva, discussions, Seminar Presentations	Marks: 10
Assignments (Two Assignments) /Attendance	Marks: 5

## **SUGGESTED READINGS**

- Deshpande, S. H. (2014) Physical Education in Ancient India. Amravati: Degree college of Physical education.
- Nixon, E. E. & Cozen, F.W. (1969) An introduction to physical education. Philadelphia: W.B. Saunders Co.
- Bucher, C.A., (2010) Foundation of Physical education (16thed.). New Delhi: Tata McGraw-Hill.
- Barrow, H.M. (1983). Man and Movement: Principles and Physical Education. Phi: Lea and Febiger
- Bucher &Wuest (1987). Foundations of Phy.Edu & Sports. Missouri: C.V.Mosby co.
- Ziegler, E.F. (2007). An introduction to Sports &Phy.Edu. Philosophy. Delhi: Sp. Educational Tehno.
- Kretchmar, R.S. (1994). Practical Philosophy of Sport. IL: Human Kinetics.
- Frank, A.M. (2003). Sports & education. CA: ABC-CLIO
- Susan Capel, Susan Piotrowski (2000). Issues in Physical Education. London: Routledge

**COURSE OUTCOME students are able to**

- CO-1 Know the origin and development of Physical Education  
CO-2 Apply the knowledge of Olympism in organizing various sport activities  
CO-3 Distinguish the functional operations on National and International Olympic Federations.  
CO-4 Analyze the concepts and issues pertaining to Physical Education.  
CO-5 Formulate the principles, philosophy and concepts about Physical Education

**MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	2		2	1	1		2	3		
2	2			3		2	1		1	
3	3		1		2		1		2	

**MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	1	2
2		
3	2	3

## SEMESTER – I

### PART – A: THEORY – CORE COURSE

#### BPCC 102: ANATOMY AND PHYSIOLOGY

##### ESSENCE OF THE COURSE

This course will enable students to understand the structural and functional aspect of human body. It aims to develop understanding about organization of the human body and its regulations, their support and movements, integration and control systems.

**COURSE LEARNING OUTCOMES:** After completing this course, the students will be able to

- ☐ Describe organization of the human body and its regulation.
- ☐ Understand movements and systems of the body.
- ☐ Analyze the structural aspect of the body.
- ☐ Identify the human muscles and bones.
- ☐ Analyze the functional aspects of Human body.

##### COURSE CONTENTS

###### UNIT -I

- Brief Introduction of Anatomy and physiology in the field of Physical Education.
- Introduction of Cell and Tissue.
- The arrangement of the skeleton – Function - of the skeleton – Ribs and Vertebral column and the extremities – joints of the body and their types
- Gender differences in the skeleton.
- Types of muscles.

###### UNIT-II

- Blood and circulatory system: Constituents of blood and their function –Blood groups and blood transfusion, clotting of blood, the structure of the heart-properties of the heart
- muscle, circulation of blood, cardiac cycle, blood pressure, Lymph and Lymphatic circulation. Cardiac output.
- The Respiratory system: The Respiratory passage – the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume.
- The Digestive system: structure and functions of the digestive system, Digestive organs, Metabolism,
- The Excretory system: Structure and functions of the kidneys and the skin.
- The Endocrine glands: Functions of glands pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands.
- Nervous systems: Function of the Autonomic nervous system and Central nervous system. Reflex Action,
- Sense organs: A brief account of the structure and functions of the Eye and Ear.

###### UNIT-III

- Definition of physiology and its importance in the field of physical education and sports.
- Structure, Composition, Properties and functions of skeletal muscles.

- Nerve control of muscular activity:
- Neuromuscular junction
- Transmission of nerve impulse across it.
- Fuel for muscular activity
- Role of oxygen- physical training, oxygen debt, second wind, vital capacity.

#### UNIT-IV

- Effect of exercise and training on cardiovascular system.
- Effect of exercise and training on respiratory system.
- Effect of exercise and training on muscular system
- Physiological concept of physical fitness, warming up, conditioning and fatigue.
- Basic concept of balanced diet–Diet before, during and after competition.

#### **List of Practical's**

- ☐ Identifying the human muscles and bones with the help of the model/chart/skeleton
- ☐ How to measure height, weight and body composition.
- ☐ Learning how to take heart/pulse rate and blood pressure
- ☐ Identifying the organs of different systems of the body with the help of model and chart.

#### **TEACHING LEARNING STRATEGIES**

- ☐ The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, human skeleton/system model, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/College.

#### **MODE OF TRANSACTION**

- ☐ Lecture/ Laboratory Work/Physical testing and measurement/Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Presentations/Self- Learning Instructional Material etc.

#### **ASSESSMENT RUBRICS**

**Marks: 100 (75+25)**

End Semester Exam	Marks: 75
Classroom Test, Assignments, Presentations	Marks: 25
Classroom Tests: Best one out of two unit tests	Marks: 10
Tutorial with viva, discussions, Seminar Presentations	Marks: 10
Assignments (Two Assignments) /Attendance	Marks: 5

#### **SUGGESTED READINGS**

Chaurasia, B.D. (1981). Handbook of General Anatomy, New Delhi. CAS Publications.  
 Guyton, A.C. (1996). Textbook of Medical Physiology, 9th edition. Philadelphia: W.B. Saunders.  
 Lamb, G. S. (1982). Essentials of exercise physiology. Delhi: Surjeet Publication.

Moorthy, A. M. (2014) Anatomy physiology and health education. Karaikudi: Madalayam Publications.

Parrot, J.W. (1983). Anatomy and Physiology for Physical Education Teachers. Lend:

Edward Arned Ltd.

Rayner, John. (1977). Anatomy and Physiology. New York: Harper & Row, Publisher

### **COURSE OUTCOME students are able to**

**CO-1** Understand the basic principles of Anatomy, Physiology and Health Education

**CO-2** Apply the knowledge in the field of physical education and movement activity.

**CO-3** Analyze the practical knowledge during the practical situation.

**CO-4** Remember and recall the definition of anatomy and physiology and co-relate the principles of physiology.

**CO-5** Appraise the effects of health condition during the training and practical sessions

### **MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	2		1	1				3	2	1
2	1						2	3		
3	2		3					1	2	

### **MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	2	3
2	1	2
3		



## **SEMESTER – I**

### **PART – A: THEORY CORE -COURSE**

#### **BPCC 103: HEALTH EDUCATION AND ENVIRONMENTAL STUDIES**

##### **ESSENCE OF THE COURSE**

This course will enable students to understand the concept, dimensions, spectrum and determinants of health and health education. It aims to orient towards health issues, environmental science, natural resources and related environmental issues.

**COURSE LEARNING OUTCOMES:** After completing this course, the students will be able to:

- ☐ Understand the concept of health and health education.
- ☐ Understand hygiene and nutritional aspects
- ☐ Understand prevention and control of communicable and non-communicable diseases.
- ☐ Analyze environmental related problems.
- ☐ Evaluate School health services
- ☐ Realize the value of environmental science.
- ☐ Understand natural resources and environmental issues.

##### **COURSE CONTENTS**

###### **Unit-I: Health Education**

- ☐ Concept, Dimensions, Spectrum and Determinants of Health
- ☐ Definition of Health, Health Education, Health Instruction, Health Supervision
- ☐ Aims, objectives and Principles of Health Education
- ☐ Need and importance of health education in schools
- ☐ School health problems

###### **Unit-II: Health Issues and Health Services**

- ☐ Communicable and Non-Communicable Diseases
- ☐ Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population
- ☐ Effects of Alcohol/Drugs/Smoking on Health
- ☐ Health Services and its objectives, personal hygiene practices
- ☐ Environmental Hygiene for schools
- ☐ Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record and Healthful school environment,

###### **Unit – III Environmental Science**

- Definition, Scope, Need and Importance of environmental studies.
- Concept of environmental education, Historical background of environmental education,
- Celebration of various days in relation with environment.
- Plastic recycling & probation of plastic bag/cover.
- Role of school in environmental conservation and sustainable development.

#### **Unit – IV Natural Resources and related environmental issues: o Water resources, foodresources and Land resources**

- Definition, effects and control measures of:
- Air Pollution, Water Pollution, Soil Pollution, Noise Pollution, Thermal Pollution.
- Management of environment and Govt. policies, Role of pollution control board.

#### **TEACHING LEARNING STRATEGIES**

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

#### **MODE OF TRANSACTION**

- Lecture/Project Work/Viva/Seminars/Term Papers/Presentations/Self- Learning Instructional Material etc.

#### **ASSESSMENT RUBRICS**

**Marks: 100 (75+25)**

End Semester Exam	Marks: 75
Classroom Test, Assignments, Presentations	Marks: 25
Classroom Tests: Best one out of two unit tests	Marks: 10
Tutorial with viva, discussions, Seminar Presentations	Marks: 10
Assignments (Two Assignments) /Attendance	Marks: 5

#### **SUGGESTED READINGS**

- A.C. Pandey (2013). "Ozone" Academic Excellence, New Delhi.
- A.C. Pandey (2014). "Frontiers in Environmental Research, Academic Excellence, India. Agrawal,
- K. C. (2001). Environmental biology. Bikaner: Nidhi publishers Ltd.
- K. Glaz, B.K. Rimer, K. Viswanath (2008). Healthy Behavior and Healthy Education (4th edition).
- Jossey-Bass A Wileyimprint. K. Tones, Y.K. Robinson's, S. Tilfor (2013). Health Education, Springer. L.B. Lave, E.P. Seskin (2013). Air Pollution and Human
- P. Elliot, J.C. Wakefield, N.G. Best, D.J. Biggs (2000). Spatial Epidemiology: Methods and Application.
- P.K. Gupta (2001) Methods in Environmental Analysis, Water, Soil and Air, AGROBIOS (India).
- Park J.E. & Park K. (2002). Textbook of preventive and social medicine. Jabalpur: Banarasi Das Bhanot Publication.
- UGC (2005). Textbook of Environmental Studies, University Press.
- W.P. Cummingham, B.W. Saigo (2001). A Global Concern, Cummingham.

**COURSE OUTCOME students are able to**

CO-1      Able to promote good practice to promote and preserve health and environment

CO-2      Able to create awareness on health problems due to environmental pollution

CO-3      Able to explain importance of environment and to create good environment.

**MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	2							3	1	
2		2	3		1		2	1		
3	2		1	1		2				

**MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	2	
2	1	2
3	1	3

## **SEMESTER – I**

### **PART – A: THEORY -ELECTIVE COURSE**

#### **BPEC 101: OLYMPIC MOVEMENT**

##### **ESSENCE OF THE COURSE**

This course offers an introduction to Olympic Movement. It aims to develop understanding of concept and values of Olympics, origin of Olympic movements and structure / functions of different organization/committees

**COURSE LEARNING OUTCOMES:** After completing this course, the students will be able to:

- ☐ Understand the concept and historical background of Olympics
- ☐ Describe the different Olympic games and its committees.
- ☐ Classify and identify the Olympic values and apply the same to the society.
- ☐ Apply the concept of Olympism in organizing various sports activities.
- ☐ Understand the functional operations of national and international Olympic federations.

##### **COURSE CONTENTS**

###### **Unit-I: Origin of Olympic movement**

- ☐ The Philosophy of Olympic movement
- ☐ The early history of the Olympic movement
- ☐ The significant stages in the development of the modern Olympic movement
- ☐ Educational and cultural values of Olympic movement

###### **Unit-II: Modern Olympic Games**

- ☐ Significance of Olympic Ideals, Olympic Rings, Olympic Flag
- ☐ Olympic protocol for member countries
- ☐ Olympic code of Ethics
- ☐ Olympic in action
- ☐ Sports for All

###### **Unit-III: Different Olympic Games**

- ☐ Paralympic Games
- ☐ Summer Olympics
- ☐ Winter Olympics
- ☐ Youth Olympic Games

###### **Unit-IV: Different Olympic committees**

- ☐ International Olympic Committee - Structure and Functions
- ☐ National Olympic committees and their role in Olympic movement
- ☐ Olympic commission and their functions
- ☐ Olympic medal winners of India

## TEACHING LEARNING STRATEGIES

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

## MODE OF TRANSACTION

- Lecture/ Field Work/Outreach Activities/Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Presentations/Self- Learning Instructional Material etc.

## ASSESSMENT RUBRICS

**Marks: 100 (75+25)**

End Semester Exam	Marks: 75
Classroom Test, Assignments, Presentations	Marks: 25
Classroom Tests: Best one out of two unit tests	Marks: 10
Tutorial with viva, discussions, Seminar Presentations	Marks: 10
Assignments (Two Assignments) /Attendance	Marks: 5

## SUGGESTED READINGS:

- Burbank, J. M., Andranovich, G. D. & Heying Boulder, C. H. (2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner
- Osborne, M.P (2004). Magic tree house fact tracker: ancient Greece and the Olympic: a nonfiction companion to magic tree house: hour of the Olympic. New York: Random House Books for Young Readers.
- Young, D.C. (2004). A brief History of Olympic Games. UK: Blackwell Publishing. Ajmeer Sing, Jagdish Bans, Jagtar Sing Gill , Rachpal Singh Brar and Nirmaljit Kaur Rathee ( 2004) Essentials of Physical Education, New Delhi:Kalyani Publisheres.
- Burbank, J. M., Andranovich, G. D. &Heying Boulder, C. H. (2001). Olympic dreams: the impact of mega-events on local politics: Lynne Rienner
- Osborne, M.P.(2004). Magictree House Fact T Olympics: A Nonfiction Companion To Magic Tree House: Hour of the Olympics. New york: random house books for young readers.

## COURSE OUTCOME students are able to

- CO-1 Understand the Educational and cultural values of Olympic movement.
- CO-2 Analyze the Modern Olympic Games and Rules of Eligibility for Competition.
- CO-3 Know about The organizational structure and functions of Para Olympic Games
- CO-4 Analyze the Achievement of India in Team Games and Individual Sports.

**MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	2		1					3		
2	1	2		2					3	
3	1	1	2	1		1		3		1

**MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1		
2	2	1
3	1	3

## **SEMESTER – I**

### **PART – A: THEORY - ELECTIVE COURSE**

#### **BPEC 102: OFFICIATING AND COACHING**

##### **ESSENCE OF THE COURSE**

This course offers an understanding of the concepts of officiating and coaching, duties of officials and to apply the concepts in field settings

**COURSE LEARNING OUTCOMES:** After completing this course, the students will be able to:

- ☐ Understand the concept of officiating and coaching.
- ☐ Describe the duties of coaches and officials.
- ☐ Understand the ethics of coaching and officiating.
- ☐ Realize the qualities of coach and officials.
- ☐ Apply the concept of coaching and officiating in various sports and games

##### **COURSE CONTENTS**

###### **Unit-I: Introduction of Officiating and Coaching**

- ☐ Concept of officiating and coaching
- ☐ Importance and principles of officiating
- ☐ Relation of official and coach with management, players and spectators
- ☐ Measures of improving the standards of officiating and coaching

###### **Unit-II: Coach as a Mentor**

- ☐ Duties of coach in general, pre, during and post-game.
- ☐ Philosophy of coaching
- ☐ Responsibilities of a coach on and off the field
- ☐ Psychology of competition and coaching

###### **Unit-III: Duties, Qualities and Qualifications of Coach and Official**

- ☐ Duties of official in general, pre, during and post-game.
- ☐ Philosophy of officiating
- ☐ Mechanics of officiating – position, signals and movement etc.
- ☐ Ethics of officiating

#### **Unit- IV: Qualities and Qualifications of Coach and Official**

- Qualities and qualification of coach and official
- General rules of games and sports
- Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA and DA bills
- Integrity and values of sports

#### **List of Practicum:**

- ☐ Organization of Intramural competitions
- ☐ Organization of Extramural competitions
- ☐ Officiating in Intramural competitions
- ☐ Officiating in Extramural competitions
- ☐ Coaching in various sports and games
- ☐ Appearing in District / State Referees Examination

#### **TEACHING LEARNING STRATEGIES**

- ☐ The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

#### **MODE OF TRANSACTION**

- ☐ Organization of Intramural and Extramural competitions/Field Work/Referee Clinic/Workshop/ Viva/Term Papers/Presentations/Self- Learning Instructional Material etc.

#### **ASSESSMENT RUBRICS**

**Marks: 100 (75+25)**

End Semester Exam	Marks: 75
Classroom Test, Assignments, Presentations	Marks: 25
Classroom Tests: Best one out of two unit tests	Marks: 10
Tutorial with viva, discussions, Seminar Presentations	Marks: 10
Assignments (Two Assignments) /Attendance	Marks: 5

#### **COURSE OUTCOME students are able to**

- CO-1 Able to mark Track and Field and Officiate
- CO-2 Able to understand the rules of the games and sports
- CO-3 Able to give seeding and Heats in Track and Field. Combined Events .
- CO-4 Design and practice the new methods of technique of officiating



### MAPPING'S OF CO'S AND PO'S

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	2		1	3						
2				1			3		1	2
3	1		2		1			3		

### MAPPING'S OF CO'S AND PSO'S

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	1	3
2	2	3
3		

## Semester - II

Part A: Theoretical Course							
Course Code	Title of the Papers	Credit			Internal	External	Total
		L/T	P/I	Total	Marks	Marks	Marks
CORE COURSE							
BPCC-201	Yoga Education	4	-	4	25	75	100
BPCC-202	Educational Technology and Methods of Teaching in Physical Education	4	-	4	25	75	100
BPCC-203	Organization and Administration	3	1	4	25	75	100
ELECTIVE COURSE (ANYONE)							
BPEC-201	Contemporary Issues in Physical Education, Fitness and Wellness	4	-	4	25	75	100
BPEC-202	Sports Nutrition and Weight Management	4	-	4	25	75	100
PART-B PRACTICAL COURSE							
BPPC-201	Track and Field (Jumping Events)	01	03	4	25	75	100
BPPC-202	Yoga/Aerobics/ Gymnastics/Swimming (Any two of these)	01	03	4	25	75	100
BPPC-203	Racket Sports: Badminton/ Table Tennis/Squash/Tennis (Any Two of these)	01	03	4	25	75	100
PART- C TEACHING PRACTICE							
BPTP - 201	Teaching Practices: (05 lessons in class room teaching and 05 lessons in Outdoor activities from BPPC 201, 202 & 203 as above under practical course of II sem.)	01	03	4	25	75	100
	Total				200	600	800

**DETAILED SYLLABUS**  
**SEMESTER – II**  
**PART – A: THEORY – CORE COURSE**  
**BPCC 201: YOGA EDUCATION**

**ESSENCE OF THE COURSE**

This course will enable students to understand the concept of yoga. It aims to develop understanding about foundation of yoga, need and importance of yoga in physical education and modern lifestyle. The student will also conceptualize and practice of various yogasanas.

**COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the yoga and its historical development.
- Analyze various stages of Ashtanga yoga.
- Demonstrate different asanas, pranayama's and kriyas.
- Understand benefits of yoga and application in the field of sports.
- Relate yoga with health and wellness.

**COURSE CONTENTS**

Unit – I: Introduction

- Meaning and Definition of Yoga
- Aims and Objectives of Yoga
- Yoga in Early Upanisads
- The Yoga Sutra: General Consideration
- Need and Importance of Yoga in Physical Education and Sports

Unit - II: Foundation of Yoga

- The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi
- Yoga in the Bhagavadgita - Karma Yoga, Raja Yoga, Jnana Yoga and Bhakti Yoga

Unit - III Asanas

- Effect of Asanas and Pranayama on various system of the body
- Classification of asanas with special reference to physical education and sports
- Influences of relaxative, meditative posture on various system of the body
- Types of Bandhas and mudras
- Type of Kriyas

#### Unit – IV Yoga Education

- Basic, applied and action research in Yoga
- Difference between yogic practices and physical exercises
- Yoga education centers in India and abroad
- Competitions in Yogasana

#### **TEACHING LEARNING STRATEGIES**

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

#### **MODE OF TRANSACTION**

- Lecture/Discussions/Fieldwork/Project Work/Viva/Seminars/Term Papers/ Presentations/ Self- Learning Instructional Material etc.

#### **ASSESSMENT RUBRICS**

**Marks: 100 (75+25)**

<input type="checkbox"/> End Semester Exam	Marks: 75
<input type="checkbox"/> Classroom Test, Assignments, Presentations	Marks: 25
o Classroom Tests: Best one out of two unit tests	Marks: 10
o Tutorial with viva, discussions, Seminar Presentations	Marks: 10
o Assignments (Two Assignments) /Attendance	Marks: 05

#### **SUGGESTED READINGS**

Aurobindo. (1974). Lights on Yoga – Aurobindo Ashramam,

Brown, F. Y. (2000). How to use yoga. Delhi: Sports Publication.

Gharote, M. L. & Ganguly. H. (1988). Teaching methods for yogic practices. Lonawala:

Kaivalyadhama,

Rajjan, S. M. (1985). Yoga strengthening of relaxation for sports man. New Delhi: Allied

Shankar, G. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers.

#### **Text Book**

1. George Feuerstein. (1975).Text Book of Yoga. London: Motilal Bansaridass Publishers (P) Ltd.
2. Gore. (1990). Anatomy and Physiology of Yogac Practices. Lonavala:Kanchan Prkashan.
3. Iyengar, B. K. S. (2000). Light on Yoga. New Delhi: Harper Collins Publishers.
4. Moorthy .A.M & Alagesan. S. (2004).Yoga Therapy. Coimbatore:Teachers Publication House.
5. Swami Satyananda Saraswathi. (1984). Kundalini and Tantra. Bihar:Yoga Publications Trust.

6. Swami Kuvalayananda. (1998). Asanas. Lonavla: Kaivalyadhama. Publication.

#### **COURSE OUTCOME students are able to**

CO-1	Understand the basic Concepts of Yoga
CO-2	Apply the principles of Yoga to live healthy and active life style.
CO-3	Promote the awareness of health through yoga
CO-4	Analyze the techniques and of body posture to bring out healthy change.
CO-5	Able to execute loosening exercise , Asanas, Pranayama and Shatkriyas.

#### **MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	3	1	3	1		1	2	3	2	1
2	1		2	3			1	3	2	
3	1		1	2	1	2		2		2

#### **MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	2	3
2		
3	1	2

### **PART – A: THEORY – CORE COURSE**

#### **BPCC 202: EDUCATION TECHNOLOGY AND METHODS OF TEACHING IN PHYSICAL EDUCATION**

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the concept of educational technology and methods of teaching in physical education and sports. It aims to develop understanding about educational technology, importance of devices, methods of teaching, teaching technique and style, teaching aids, lesson planning and teaching innovations.

**COURSE LEARNING OUTCOMES :** After completing this course, the students will be able to

- Understand the concept of educational technology and methods of teaching.
- Interpret the use of various teaching methods according to suitability
- Construct the lesson plans for various physical education activities.

- Explain the types of presentation, techniques and technical preparations required for physical education lessons.
- Evaluate various teaching aids for conduct of physical education program.

## **COURSE CONTENTS**

### **Unit-I: Introduction**

- Education and Education Technology- Meaning and Definitions
- Types of Education- Formal, Informal and Non- Formal education.
- Educative Process
- Importance of Devices and Methods of Teaching.

### Unit – II Teaching Technique

- Teaching Technique – Lecture method, Command method, Demonstration method, Imitation method, project method etc.
- Teaching Procedure – Whole method, whole – part – whole method, part – whole method.
- Presentation Technique–Personal and technical preparation
- Command- Meaning, Types and its uses in different situations.

### Unit – III Teaching Aids

- Teaching Aids–Meaning, Importance and its criteria for selecting teaching aids.
- Teaching aids – Audio aids, Visual aids, Audio – visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc.
- Team Teaching–Meaning, Principles and advantage of team teaching.
- Difference between Teaching Methods and Teaching Aid.

### Unit – IV Lesson Planning and Teaching Innovations

- Lesson Planning–Meaning, Type and principles of lesson plan.
- General and specific lesson plan.
- Micro Teaching–Meaning, Types and steps of micro teaching.
- Simulation Teaching - Meaning, Types and steps of simulation teaching.

## **TEACHING LEARNING STRATEGIES**

- ☐ The content of the syllabus may be taught by using lecture method, discussion method, quiz

method, educational videos charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

## **MODE OF TRANSACTION**

- ☐ Laboratory Work/Project Work/Viva/Seminars/Term Papers/Presentations/Self- Learning Instructional Material etc

## **ASSESSMENT RUBRICS**

**Marks: 100 (75+25)**

- ☐ End Semester Exam

Marks: 75

- ☐ Classroom Test, Assignments, Presentations

Marks: 25

- |  |           |
|--|-----------|
| o Classroom Tests: Best one out of two unit tests        | Marks: 10 |
| o Tutorial with viva, discussions, Seminar Presentations | Marks: 10 |
| o Assignments (Two Assignments) /Attendance              | Marks: 05 |

### **SUGGESTED READINGS**

Bhardwaj, A. (2003). New media of educational planning. New Delhi: Sarup of sons.

Bhatia, &, (1959). The principles and methods of teaching. New Delhi: Doaba House.

Kochar, S.K. (1982). Methods and technique of teaching. New Delhi: Sterling publishers Pvt.Ltd.

### **Text Book**

1. Greyson Daughtrey. (1969). Methods in Physical Education and Health for Secondary Schools. London: W. B. Saunders Company.
  2. Hughes, L.W. and French, E. (1990) The Administration of Physical Education, Ronald Press Co.,
  3. Sharad Chandra Mishra. (2009). Methods of Physical Education. New Delhi: Sports Publication.
  4. Thirunarayanan, C. & Hariharan, S (1969) Methods in Physical Education Karaikudi: South India press,
  5. Thomas, J.P. (1969) Organisation and Administration of Physical Education, Chennai:
- Williams, C. and Velter, B. (1987) Administration of Health. W.B. Saunders & Co.

### **COURSE OUTCOME students are able to**

- CO-1** Perform and report on the exploratory analysis of data collected using Educational tool and technology
- CO-2** Analyze sporting data of various types via astute use of Educational tool packages.
- CO-3** Practice teaching and learning through information technology
- CO-4** Support a conclusion based upon quantitative prediction, performance and Analysis.
- CO-5** Offer Hands on Knowledge in Educational Technology

### **MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	2	1						3	1	3
2		2	3		1				1	3
3			1			2	3			2

## MAPPING'S OF CO'S AND PSO'S

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	1	3
2		
3	2	1



## **SEMESTER II**

### **PART – A: THEORY – CORE COURSE**

#### **BPCC 203: ORGANIZATION AND ADMINISTRATION**

##### **ESSENCE OF THE COURSE**

This course will enable students to understand the concept of organization and administration, essential skills of sports management, event management in physical education and sports, leadership, and sports programme management in School, College and Universities. This subject enables students to understand how to conduct a completion in school colleges and universities.

##### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the concept of organization and administration
- Describe the functions of planning.
- Realize qualities and competencies required for the sports manager.
- Understand organization and administration of sports programs.
- Design financial proposal for physical education & sports in schools/colleges/universities.
- Organize, design and evaluate sports events.

##### **COURSE CONTENTS**

###### **Unit-I: Organization and administration**

- ☐ Meaning and importance of organization and administration in physical education.
- ☐ Planning and their basic principles,
- ☐ Program planning: Meaning, Importance, Principles of program planning in physical education.
- ☐ Functions of Planning, Organizing, staffing, directing, communicating, co -ordination, controlling, evaluating and innovating.

###### **Unit-II: Office Management, Time- Table Management & Budget**

- ☐ Office Management: Meaning, definition, functions and kinds of office management.
- ☐ Records and Registers: Maintenance of attendance Register, stock Register, Cash Register, physical efficiency record, Medical examination Record.
- ☐ Time Table Management: Meaning, Need, Importance and factors affecting time table.
- ☐ Budget: Meaning, Importance of Budget making,
- ☐ Criteria of a good Budget, sources of Income, Expenditure, Preparation of Budget.

###### **Unit-III: Facilities, & Time-Table Management:**

- Facilities and equipment management: Types of facilities Infrastructure-indoor, out door.
- Care of school building, Gymnasium, swimming pool, Play fields, Play grounds
- Equipment: Need, importance, purchase, care and maintenance.
- Time Table Management: Meaning, Need, Importance and Factor affecting time table.

## Unit-IV: Competition Organization

- ☐ Importance of Tournament
- ☐ Types of Tournament and its organization structure- Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournaments and challenge Tournaments.
- ☐ Organization structure of Athletic Meet
- ☐ Sports Event Intramurals & extramural tournament planning.

## TEACHING LEARNING STRATEGIES

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

## MODE OF TRANSACTION

- Lecture/Project Work/Viva/Seminars/Term Papers/Presentations/Self- Learning Instructional Material etc.

## ASSESSMENT RUBRICS

**Marks: 100 (75+25)**

- |   |           |
|---|-----------|
| <input type="checkbox"/> End Semester Exam                          | Marks: 75 |
| <input type="checkbox"/> Classroom Test, Assignments, Presentations | Marks: 25 |
| o Classroom Tests: Best one out of two unit tests                   | Marks: 10 |
| o Tutorial with viva, discussions, Seminar Presentations            | Marks: 10 |
| o Assignments (Two Assignments) /Attendance                         | Marks: 05 |

## SUGGESTED READINGS

Broyles, F.J. & Rober, H.D.(1979). Administration of sports, Athletic programme: A Managerial Approach. New York: Prentice hall Inc.

Bucher, C.A. (1983). Administration of physical education and Athletic programme. St. Louis: The C.V Hosby Co.

Kozman, H.C. Cassidy, R. & Jackson, C.(1960).Methods in physical education. London: W.B.Saunders Co.

Pandy, L.K.(1977). Methods in physical Education. Delhi: Metropolitan Book Depo.

Sharma, V.M. & Tiwari, R.H.: (1979).Teaching methods in physical education. Amarvati: Shakti publication.

## COURSE OUTCOME students are able to

- |      |   |
|------|---|
| CO-1 | Understand the principles and process of Administration and Management                        |
| CO-2 | Administer physical education and sports programs in schools.                                 |
| CO-3 | Develop appropriate physical education curriculum, tools and budget to manage school programs |
| CO-4 | Appraise and manage physical education facilities and personnel in school                     |

**CO-5**    **Design tournament fixtures and structures to organize competitions**

**MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	1		3	1	1			3		2
2	2	3	1			1	2			
3	1		2				1		2	1

**MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1		
2	1	3
3	2	3

## **SEMESTER – II**

### **PART – A: THEORY - ELECTIVE COURSE**

#### **BPEC 201: CONTEMPORARY ISSUES IN PHYSICAL EDUCATION AND SPORTS**

##### **ESSENCE OF THE COURSE**

This course will enable students to understand the modern concept of physical fitness and wellness. It aims to develop understanding about the concept of physical education and fitness, principles of exercise program, safety education and fitness promotion, and modern lifestyle.

**COURSE LEARNING OUTCOMES** After completing this course, the students will be able to

- Understand the modern concept of physical fitness and wellness.
- Orient students toward the approach of positive life style.
- Develop competencies for profile development, exercise guidelines adherence.
- Apply fitness and wellness techniques in their life styles.
- Understand contemporary health issues and its interventions.
- Design different fitness training program for different age group.

##### **COURSE CONTENTS**

##### **Unit-I: Concept of Physical Education and Fitness**

- ☐ Definition, Aims and Objectives of Physical Education, fitness and Wellness
- ☐ Importance and Scope of fitness
- ☐ Modern concept of Physical fitness Physical Education and its Relevance in Inter Disciplinary Context.

##### **Unit – II Fitness, Wellness and Lifestyle**

- Fitness–Types of Fitness and Components of Fitness
- Understanding of Wellness
- Modern Lifestyle and Hypokinetic Diseases–Prevention and Management
- Physical Activity and Health Benefits

##### **Unit-III: Principles of Exercise Program**

- ☐ Means of Fitness development – aerobic and anaerobic exercises
- ☐ Exercises and Heart rate Zones for various aerobic exercise intensities
- ☐ Concept of free weight Vs Machine, Sets and Repetition etc
- ☐ Concept of designing different fitness training program for different age group.

##### **Unit – IV Safety Education and Fitness Promotion**

- Health and Safety in Daily Life
- First Aid and Emergency Care
- Common Injuries and their Management
- Modern Life Style and Hypokinetic Disease–Prevention and Management

##### **TEACHING LEARNING STRATEGIES**

- ☐ The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.
- ☐ The teacher will cover the ways to think innovatively liberally using thinking techniques.

## SUGGESTED MODE OF TRANSECTION

- ☐ Lectures/ Tutorials/Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-study etc.

## ASSESSMENT RUBRICS

**Marks: 100 (75+25)**

- ☐ End Semester Exam Marks: 75
- ☐ Classroom Test, Assignments, Presentations Marks: 25
  - o Classroom Tests: Best one out of two unit tests Marks: 10
  - o Tutorial with viva, discussions, Seminar Presentations Marks: 10
  - o Assignments (Two Assignments) /Attendance Marks: 05

## SUGGESTED READINGS

- Difiore, J. (1998). Complete guide to postnatal fitness. London: A& C Black.,
- Giam, C.K. (1994).sport medicine exercise and fitness. Singapore: P.G. Medical Book
- Mcglynn, G. (1993).Dynamics of fitness. Madison: W.C.B Brown,
- Sharkey B.J. (1990). Physiology of fitness, Human Kinetics Book

## COURSE OUTCOME students are able to

- CO-1 Discuss research from a multidisciplinary perspective relative to current issues in physical activity and health.
- CO-2 Apply qualitative research methods to explore and critically examine a variety of curricular topics.
- CO-3 Demonstrate application of relevant research and theory to a contemporary issue in physical activity and exercise science.

## MAPPING'S OF CO'S AND PO'S

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	3		2		1			2		2
2	1		2	1			2		3	1
3		2		1		1		1		3

## MAPPING'S OF CO'S AND PSO'S

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	1	3
2	3	2
3		



## **SEMESTER – II**

### **PART – A: THEORY - ELECTIVE COURSE**

#### **BPEC 202: SPORTS NUTRITION AND WEIGHT MANAGEMENT**

##### **ESSENCE OF THE COURSE**

This course will enable students to understand the modern concept of sports training. It aims to develop understanding about the aim and objective of sports training, principles of sports training, system of sports training, training components, training process and training programming and planning.

##### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the concept of sports Nutrition.
- Evaluate nutrition guidelines.
- Realize the importance of nutrients.
- Understand Health Risks factors Associated with Obesity.
- Design different diet plan for different age group.
- Prepare exercise schedule for weight management.

##### **COURSE CONTENTS**

###### **Unit-I: Introduction to Sports Nutrition**

- Meaning and Definition of Sports Nutrition
- Basic Nutrition guidelines
- Role of nutrition in sports
- Factor to consider for developing nutrition plan

###### **Unit-II: Nutrients: Ingestion to energy metabolism**

- Carbohydrates, Protein, Fat – Meaning, classification and its function, Role of carbohydrates, Fat and protein during exercise
- Vitamins, Minerals, Water – Meaning, classification and its function
- Role of hydration during exercise, water balance, Nutrition – daily caloric requirement and expenditure.

###### **Unit-III: Nutrition and Weight Management**

- Meaning of weight management Concept of weight management in modern era.
- Factor affecting weight management and values of weight management
- Concept of BMI (Body mass index), Obesity and its hazard, Myth of Spot reduction, Dieting versus exercise for weight control, Common Myths about Weight Loss
- Obesity – Definition, meaning and types of obesity,

- Health Risks Associated with Obesity, Obesity - Causes and Solutions for Overcoming Obesity

#### **Unit-IV: Steps of planning of Weight Management**

- ☐ Nutrition – Daily calorie intake and expenditure, Determination of desirable body weight
- ☐ Balanced diet for Indian School Children, Maintaining a Healthy Lifestyle
- ☐ Weight management program for sporty child, Role of diet and exercise in weight management.
- ☐ Design diet plan and exercise schedule for weight gain and loss

#### **TEACHING LEARNING STRATEGIES**

- ☐ The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentations method.

#### **SUGGESTED MODE OF TRANSECTION**

- ☐ Lectures/ Tutorials/ Field Work/ Outreach Activities/ Vocational Training/Viva/ Seminars/ Assignments/ Presentations/ Self-Study etc.

#### **ASSESSMENT RUBRICS**

**Marks: 100 (75+25)**

- |   |           |
|---|-----------|
| <input type="checkbox"/> End Semester Exam                          | Marks: 75 |
| <input type="checkbox"/> Classroom Test, Assignments, Presentations | Marks: 25 |
| o Classroom Tests: Best one out of two unit tests                   | Marks: 10 |
| o Tutorial with viva, discussions, Seminar Presentations            | Marks: 10 |
| o Assignments (Two Assignments) /Attendance                         | Marks: 05 |

#### **SUGGESTED READING**

Bessesen, D.H. (2008). Update on obesity Clin Endocrinal Metab. 93 (6), 2027-2034.

Butryn, M .L. Phelan, S., & Hill, J.O. (2007). Consistent self- monitoring of weight: a key component of successful weight loss maintenance. Obesity (Silver Spring). 15(12), 3091-3096.

DeMaria, E.J. (2007). Bariatric surgery for morbid obesity. N Engl J Med, 356 (21), 2176-2183. Dixon, J.B., O'Brien, P.E., Playfair, J. Adjustable gastric banding and conventional therapy for

type 2 diabetes: a randomized controlled trial. JAMA. 299(3), 316-323.

#### **COURSE OUTCOME students are able to**

- |             |   |
|-------------|---|
| <b>CO-1</b> | Restate the role of nutrients and caloric requirements                            |
| <b>CO-2</b> | Sketch the basic classification, functions and utilization of nutrients.          |
| <b>CO-3</b> | Point out diet for various competitions and nutrient supplements for performance. |



**CO-4** Evaluate the factors affects weight management and solutions for obesity and Design caloric requirements for various sports and age groups.

#### **MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	2	1	3			2		3	1	1
2	2			1				3	2	1
3		1	1		2			3		

#### **MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	1	3
2	3	2
3		

### Semester - III

Part A: Theoretical Course							
Course Code	Title of the Papers	Credit			Internal	External	Total
		L/T	P/I	Total	Marks	Marks	Marks
Core Course							
BPCC-301	Sports Training	4	-	4	25	75	100
BPCC-302	Computer Applications in Physical Education	3	1	4	25	75	100
BPCC-303	Sports Psychology and Sociology	4	-	4	25	75	100
Elective Course (Anyone)							
BPEC-301	Sports Medicine, Physiotherapy and Rehabilitation	3	1	4	25	75	100
BPEC-302	Curriculum Design	3	1	4	25	75	100
Part-B Practical Course							
BPPC-301	Track & Field- (Throwing Events)	01	03	4	25	75	100
BPPC-302	Combative Sports: Martial Art/ Karate/Judo/Fencing/Boxing/Taekwondo/ Wrestling (Any two out of these)	01	03	4	25	75	100
BPPC-303	Team Games: Baseball/Cricket/ Football/Hockey /Softball/Volleyball/Handball /Basketball /Netball (Any two of these)	01	03	4	25	75	100
Part- C Teaching Practice							
BPTP – 301	Teaching Practice: (Teaching Lesson Plans) Games from BPPC 301, 302 and 303 as mentioned under practical course of III Sem. (Out of 10 lessons 5 Internal and 5 External at practicing school)	01	03	4	25	75	100
Total					200	600	800

## **DETAILED SYLLABUS**

### **SEMESTER – III**

#### **PART – A: THEORY – CORE COURSE**

#### **BPCC 301: SPORTS TRAINING**

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the modern concept of sports training. It aims to develop understanding about the aim and objective of sports training, principles of sports training, system of sports training, training components, training process and training programming and planning.

**COURSE LEARNING OUTCOMES:** After completing this course, the students will be able to

- Understand the modern concept of sports training.
- Describe the principles of sports training.
- Evaluate and develop system of sports training – basic performance, intermediate performance and high performance training.
- Develop Plan for training sessions.
- Apply the Methods of technical and tactical training.
- Compose training programme for fitness components.
- Design phases of periodization.

#### **COURSE CONTENTS**

##### **Unit-I: Introduction to Sports Training**

- Meaning and Definition of Sports Training
- Aim and Objective of Sports Training
- Principles of Sports Training
- System of Sports Training – Basic Performance, Intermediate Performance and High Performance Training

##### **Unit – II Training Components**

- Strength–Mean and Methods of Strength Development.
- Speed–Mean and Methods of Speed Development
- Endurance - Mean and Methods of Endurance Development
- Coordination–Mean and Methods of coordination Development
- Flexibility–Mean and Methods of Flexibility Development

##### **Unit – III Training Process**

- Training Load- Definition and Types of Training Load
- Principles of Intensity and Volume of stimulus
- Technical Training–Meaning and Methods of Technique Training
- Tactical Training–Meaning and Methods of Tactical Training

##### **Unit – IV Training programming and planning**

- Periodization–Meaning and types of Periodization
- Aim and Content of Periods–Preparatory, Competition, Transitional etc.

- Planning–Training session
- Talent Identification and Development

## TEACHING LEARNING STRATEGIES

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

## MODE OF TRANSACTION

- Lecture/ Project Work/Viva/Seminars/Term Papers/Presentations/Self- Learning Instructional Material etc.

## ASSESSMENT RUBRICS

**Marks: 100 (75+25)**

<input type="checkbox"/> End Semester Exam	Marks: 75
<input type="checkbox"/> Classroom Test, Assignments, Presentations	Marks: 25
o Classroom Tests: Best one out of two unit tests	Marks: 10
o Tutorial with viva, discussions, Seminar Presentations	Marks: 10
o Assignments (Two Assignments) /Attendance	Marks: 05

## SUGGESTED READINGS

Dick, W. F. (1980). Sports training principles. London: Lepus Books.  
 Harre, D. (1982). Principles of sports training. Berlin: Sporulated.  
 Jensen, R. C. & Fisher, A. G. (1979). Scientific basis of athletic conditioning. Philadelphia: Lea and Fibiger, 2nd Edn.  
 Matvyew, L. P. (1981). Fundamental of sports training. Moscow: Progress Publishers.  
 Singh, H. (1984). Sports training, general theory and methods. Patials: NSNIS.  
 Uppal, A. K., (1999). Sports Training. New Delhi: Friends Publication.

### Text Book

1. Arnheim D., & William E Prentice. (1978). Athletic Training. St. Louis: Mosby Year Book.
2. Authors Guide (2014) IAAF Competition Rules 2014-2015, Monaco Cedex:IAAF Publishing .
3. Authors Guide (2002) Rules of Games and Sports, New Delhi : YMCA Publishing House
4. Authors Guide (2000) FIBA Official Basket Rules : Munich.
5. Bonder, J.B (1984). How to be a Successful Coach. New York: Prentice Hall, Inc.
6. Breshahan, Tuttle., & Cretzmeyer. (1997). Track and Field Athletics. New Jersey: Prentice Hall, Inc
7. Hardayal Singh. (2005). Sports Training - General Theory and Methods. Patiala: NSNIS.

**COURSE OUTCOME students are able to**

- CO-1 Understand training as performance based science
- CO-2 Explain different means and methods of various training
- CO-3 Prepare training schedule for various sports and games
- CO-4 Appraise types of periodization for performance development
- CO-5 Create various training facilities and plans for novice to advance performers

**MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	1	2	3				1	2	1	3
2		3	2	1	1	1				
3	1	3	3	2			2		1	3

**MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	2	3
2		
3	1	2

## **SEMESTER – III**

### **PART – A: THEORY - CORE COURSE**

#### **BPCC 302: COMPUTER APPLICATION IN PHYSICAL EDUCATION**

##### **ESSENCE OF THE COURSE**

This course will enable students to understand the importance of information and communication technology (ICT). It aims to develop understanding about the components of computer, application software used in Physical Education and sports, format and editing features of MS word, MS excel and MS power point.

##### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the application of computers in Physical Education.
- Identify importance of information and communication technology (ICT) in physical education and sports.
- Understand software used in Physical Education and sports.
- Create, format and edit features of MS word, MS excel and MS power point

##### **COURSE CONTENTS**

###### **Unit-I: Introduction to Computer**

- Meaning, need and importance of information and communication technology (ICT)
- Application of Computers in Physical Education
- Components of computer, input and output device
- Application software used in Physical Education and sports

###### **Unit-II: MS Word**

- Introduction to MS Word
- Creating, saving and opening a document
- Formatting Editing features Drawing table
- page setup, paragraph alignment, spelling and grammar check printing option, inserting page number, graph, footnote and notes

###### **Unit-III: MS Excel**

- Introduction to MS Excel
- Creating, saving and opening spreadsheet
- creating formulas
- Format and editing features adjusting columns width and row height understanding charts

###### **Unit-IV: MS Power Point**

- Introduction to MS Power Point
- Creating, saving and opening a ppt. file
- Format and editing features slide show , Design, Inserting slide number
- Picture, Graph & Table
- Preparation of Power point presentations

##### **TEACHING LEARNING STRATEGIES**

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

## MODE OF TRANSACTION

- Field Work/Project Work/Viva/Seminars/Term Papers/Presentations/Self - Learning Instructional Material etc.

## ASSESSMENT RUBRICS

**Marks: 100 (75+25)**

End Semester Exam	Marks: 75
Classroom Test, Assignments, Presentations	Marks: 25
Classroom Tests: Best one out of two unit tests	Marks: 10
Tutorial with viva, discussions, Seminar Presentations	Marks: 10
Assignments (Two Assignments) /Attendance	Marks: 05

## SUGGESTED READINGS

Ittegov, D. (2004) Operating system fundamentals. Firewall Media.  
 Marilyn, M. & Roberta, B. (n.d.). Computers in your future. 2nd edition, India: Prentice Hall.  
 Milke, M. (2007). Absolute beginner's guide to computer basics. Pearson Education Asia.  
 Sinha, P. K. & Sinha, P. (n.d.). Computer fundamentals. 4th edition, BPB Publication.

## COURSE OUTCOME students are able to

CO-1	Perform and report on the exploratory analysis of data collected using sports Technology
CO-2	Analyze sporting data of various types via astute use of statistical packages.
CO-3	Practice mathematics, statistics, information technology in sport technology related problems
CO-4	Support a conclusion based upon quantitative prediction, performance and analysis of a sporting team, code, or gaming environment
CO-5	Offer Hands on Knowledge in sports Technology

## MAPPING'S OF CO'S AND PO'S

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	2	1						3	1	3
2		2	3		1				1	3
3			1			2	3			2

## MAPPING'S OF CO'S AND PSO'S

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	1	3
2		
3	2	1



## **SEMESTER – III**

### **PART – A: THEORY – CORE COURSE**

#### **BPCC 303: SPORT PSYCHOLOGY AND SOCIOLOGY**

##### **ESSENCE OF THE COURSE**

This course will enable students to understand the psycho-sociological aspects of human behaviour in relation to physical education and sports. It aims to develop understanding about the general characteristics of various stages of growth and development, types and nature of individual differences, nature of learning, theories of learning, laws of learning, personality, orthodoxy, customs, tradition and socialization through physical education.

**COURSE LEARNING OUTCOMES:** After completing this course, the students will be able to

- Understand the role of sports psychology for their better performance.
- Apply psychological theories in the field of physical education and sports for enhanced participation and optimal performance of athletes.
- Classify general characteristics of various stages of growth and development.
- Compare the personality and its characteristics
- Develop programs and strategies to enhance athletic participation among school children.
- Understand the psycho-sociological aspects of human behavior in relation to physical education and sports
- Understand socialization through participation in Physical Education and sports activities
- Understand the culture and its effect on life style of people.

##### **COURSE CONTENTS**

###### **Unit-I: Introduction**

- Meaning, Importance and scope of Educational and Sports Psychology
- General characteristics of Various Stages of growth and development
- Types and nature of individual differences; Factors responsible -Heredity and environment
- Psycho-sociological aspects of Human behaviour in relation to physical education and sports

###### **Unit-II: Sports Psychology**

- Nature of learning, theories of learning, Laws of learning,
- Plateau in Learning; & transfer of training
- Meaning and definition of personality, characteristics of personality,
- Dimension of personality, Personality and Sports performance
- Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance.
- Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imaginary.
- Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety
- Meaning and nature of stress; Types of stress, Anxiety, Stress, Arousal and their effects on sports performance

### **Unit-III: Relation between Social Science and Physical Education.**

- Orthodoxy, customs, Tradition and Physical Education.
- Festivals and Physical Education.
- Socialization through Physical Education.
- Social Group life, Social conglomeration and Social group, Primary group and Remote group.

### **Unit- 4 Culture: Meaning and Importance.**

- Features of culture,
- Importance of culture.
- Effects of culture on people life style.

Different methods of studying Observation/ Inspection method, Questionnaire method, Interview method

### **TEACHING LEARNING STRATEGIES**

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

### **MODE OF TRANSACTION**

- Lecture/Project Work/Viva/Seminars/Term Papers/Presentations/Self- Learning Instructional Material etc.

### **ASSESSMENT RUBRICS**

**Marks: 100 (75+25)**

<input type="checkbox"/> End Semester Exam	Marks: 75
<input type="checkbox"/> Classroom Test, Assignments, Presentations	Marks: 25
<input type="radio"/> Classroom Tests: Best one out of two unit tests	Marks: 10
<input type="radio"/> Tutorial with viva, discussions, Seminar Presentations	Marks: 10
<input type="radio"/> Assignments (Two Assignments) /Attendance	Marks: 05

### **SUGGESTED READINGS**

- Ball, D. W. & Loy, J. W. (1975). Sport and social order; Contribution to the sociology of sport. London: Addison Wesley Publishing Co., Inc.
- Blair, J. & Simpson, R. (1962). Educational psychology, New York: McMillan Co.
- Cratty, B. J. (1968). Psychology and physical activity. Eaglewood Cliffs. Prentice Hall.
- Kamlesh, M. L. (1998). Psychology in physical education and sport. New Delhi: Metropolitan Book Co.
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). Sport and social system. London: Addison Wesley Publishing Company Inc.
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). Sports culture and society. Philadelphia: Lea & Febiger.
- Mathur, S.S., (1962). Educational psychology. Agra. Vinod Pustak Mandir.
- Skinner, C. E., (1984.). Education psychology. New Delhi: Prentice Hall of India.

### **COURSE OUTCOME students are able to**

CO-1	Explain group mechanisms and group psychology in a sports context
CO-2	Reflect upon motivational psychology as applied to sports activities
CO-3	Formulate relevant constructs of exercise psychology
CO-4	Demonstrate the ability to discuss sociological theories, concepts, and ideas in large and small groups and to express empirically as well as theoretically-based opinions.
CO-5	To apply core sociological theories to specific social problems in order to analyze social problems.

### **MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	1		3		1			2	1	2
2		2	1					1		3
3	1	3	1		1	1	2			2

### **MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	2	3
2		
3	1	3

## **SEMESTER – III**

### **PART – A: THEORY - ELECTIVE COURSE**

#### **BPEC 301: SPORTS MEDICINE, PHYSIOTHERAPY AND REHABILITATION**

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the modern concept of sports medicine. It aims to develop understanding about the aim and objectives of sports medicine, athletes care and rehabilitation, prevention of injuries in sports, guiding principles of therapeutic modalities.

## **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understand the objectives of sports medicine
- Analyze preventive and curative aspect of sports injuries.
- Apply Cardio-Pulmonary Resuscitation (CPR) technique
- Understand the concept of rehabilitation exercise in post injury care.
- Realize difference therapeutic exercises.

## **COURSE CONTENTS**

### Unit-I: - Sports Medicine:

- Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance.
- Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches.
- Need and Importance of the study of sports injuries in the field of Physical Education.
- Prevention of injuries in sports–Common sports injuries–Diagnosis–
- First Aid - Treatment - Laceration – Blisters – Contusion - Strain – Sprain – Fracture –Dislocation and Cramps – Bandages – Types of Bandages – trapping and supports.

### Unit-II: Physiotherapy

- Definition – Guiding principles of physiotherapy
- Importance of physiotherapy,
- Introduction and demonstration of treatments - Electrotherapy – infrared rays – Ultraviolet rays –short wave diathermy – ultrasonic rays.

### Unit-III: Hydrotherapy:

- Introduction and demonstration of treatments of Cry therapy, Thermo therapy, Contrast Bath, Whirlpool Bath – Steam Bath – Sauna Bath – Hot Water Fomentation – Massage: History of Massage – Classification of Manipulation (Swedish System) physiological Effect of Massage.

### Unit-IV: Therapeutic Exercise:

- Definition and Scope – Principles of Therapeutic Exercise – Classification, Effects and uses of Therapeutic exercise – passive Movements (Relaxed, Forced and passive - stretching) – active movements (concentric, Eccentric and static) application of the therapeutic exercise: Free Mobility Exercise – Shoulder, Elbow – Wrist and Finger Joints
- Hips, Knee, ankle and Foot joints – Trunk. Head and Neck exercises.

## **TEACHING LEARNING STRATEGIES**

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

## **MODE OF TRANSACTION**

- ☐ Lecture/ Laboratory Work/Project Work/Viva/Seminars/Term Papers/Presentations/Self-Learning Instructional Material etc.

## ASSESSMENT RUBRICS

**Marks: 100 (75+25)**

- |   |           |
|---|-----------|
| <input type="checkbox"/> End Semester Exam                          | Marks: 75 |
| <input type="checkbox"/> Classroom Test, Assignments, Presentations | Marks: 25 |
| o Classroom Tests: Best one out of two unit tests                   | Marks: 10 |
| o Tutorial with viva, discussions, Seminar Presentations            | Marks: 10 |
| o Assignments (Two Assignments) /Attendance                         | Marks: 05 |

## SUGGESTED READINGS

- Christine, M. D., (1999). Physiology of sports and exercise. USA: Human Kinetics.
- Conley, M. (2000). Bioenergetics of exercise training. In T.R. Baechle, & R.W. Earle, (Eds.), Essentials of Strength Training and Conditioning (pp. 73-90). Champaign, IL: Human Kinetics.
- David, R. M. (2005). Drugs in sports, (4th Ed). Routledge Taylor and Francis Group.
- Hunter, M. D. (1979). A dictionary for physical educators. In H. M. Borrow & R. McGee, (Eds.), A Practical approach to measurement in Physical Education (pp . 573-74). Philadelphia: Lea & Febiger.
- Jeyaprakash, C. S., Sports Medicine, J.P. Brothers Pub., New Delhi, 2003. Khanna, G. L., (1990). Exercise physiology & sports medicine. Delhi: Lucky Enterprises.
- Mathew, D. K. & Fox, E. L, (1971). Physiological basis of physical education and athletics. Philadelphia: W.B. Saunders Co.
- Pandey, P. K., (1987). Outline of sports medicine, New Delhi: J.P. Brothers Pub.
- Williams, J. G. P. (1962). Sports medicine. London: Edward Arnold Ltd.

## COURSE OUTCOME students are able to

- |             |   |
|-------------|---|
| <b>CO-1</b> | Understand the primary responsibilities the sports trainer has in preventing sports injuries and providing initial care for injured athletes. |
| <b>CO-2</b> | Demonstrate the basics of sport first aid during and after game situation.  |
| <b>CO-3</b> | Recognize and appropriately treat common sports injuries and conditions from onset through rehabilitation.                                    |
| <b>CO-4</b> | Identify and apply knowledge of anatomy to the design and execution of research studies.  |

**MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	3		1				1	3	2	
2	2	1		2			3	1		
3		2	3			1			2	3

**MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	2	1
2	1	3
3		

## **SEMESTER – III**

### **PART – A: THEORY - ELECTIVE COURSE**

#### **BPEC 302: CURRICULUM DESIGN**

##### **ESSENCE OF THE COURSE**

This course will enable students to understand the modern concept of curriculum. It aims to develop understanding about the Need and importance of curriculum development, Factors affecting curriculum, basic guide line for curriculum construction and mechanics of curriculum planning.

##### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- Understanding the concept of curriculum
- Identify need and importance of curriculum development
- Apply basic principles of curriculum construction
- Design different Curriculum

##### **COURSE CONTENTS**

###### **Unit-I: Modern Concept of the Curriculum**

- Need and importance of curriculum, Need and importance of curriculum development, the role of the teacher in curriculum development.
- Factors affecting curriculum - Social factors - Personnel qualifications - Climatic consideration - Equipment and facilities -Time suitability of hours.
- National and Professional policies, Research finding

###### **Unit-II: Basic Guide line for Curriculum Construction; Contest (selection and expansion)**

- Focalization
- Socialization
- Individualization
- Sequence and operation
- Steps in curriculum construction.

###### **Unit-III: Curriculum-Old and new concepts, Mechanics of curriculum planning**

- Basic principles of curriculum construction.
- Curriculum Design, Meaning, Importance and factors affecting curriculum design.
- Principles of Curriculum design according to the needs of the students and state and national level policies.
- Role of Teachers

###### **Unit-IV: Under-graduate preparation of professional preparation**

- Areas of Health education, Physical education and Recreation.
- Curriculum design-Experience of Education, Field and Laboratory.
- Teaching practice.

- Professional Competencies to be developed-Facilities and special resources for library, laboratory and other facilities.

## TEACHING LEARNING STRATEGIES

- The class will be taught by using lectures and demonstration, seminars, classroom discussion, videos, charts and presentation method.
- The teacher will cover the ways to think innovatively liberally using thinking techniques.

## SUGGESTED MODE OF TRANSACTION

- Lectures/ Tutorials/Laboratory Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-study etc.

## ASSESSMENT RUBRICS

**Marks: 100 (75+25)**

<input type="checkbox"/> End Semester Exam	Marks: 75
<input type="checkbox"/> Classroom Test, Assignments, Presentations	Marks: 25
o Classroom Tests: Best one out of two unit tests	Marks: 10
o Tutorial with viva, discussions, Seminar Presentations	Marks: 10
o Assignments (Two Assignments) /Attendance	Marks: 05

## SUGGESTED READINGS

- Barrow, H. M. (1983). Man and movement: principles of physical education. Philadelphia: Lea and Febiger.
- Bucher, C. A. (1986). Foundation of physical education: St. Louis: The C. V. Mosby & Company.
- Cassidy, R. (1986). Curriculum development in physical education. New York: Harper & Company.
- Cowell, C. C. & Hazelton, H. W. (1965). Curriculum designs in physical education. Englewood Cliffs: N.J. prentice Hall Inc.
- Larson, L. A. (n.d.). Curriculum foundation in physical education. Englewood Cliffs: N.J. Prentice Hall Inc.
- Underwood, G. L. (1983). The physical education curriculum in secondary school: planning and implementation. England: Taylor and Francis Ltd.
- Willgoose, C.E. (1979). Curriculum in physical education. 3rd Ed. Englewood Cliffs.: N.J. Prentice Hall, Inc.

## COURSE OUTCOME students are able to

- CO-1 Analyze and explain the mechanisms curriculum
- CO-2 Understand principles can be applied to the analysis curriculum development and improve the program outcomes
- CO-3 Know effectiveness of program, course, syllabus and course structure



### **MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	1		3		1	1	2		2	
2	2			2			1	3	1	
3		2	3	1				2	1	

### **MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	2	3
2		1
3	1	2

**Semester – IV**

Part A: Theoretical Course							
Course Code	Title of the Papers	Credit			Internal Marks	External Marks	Total Marks
		L/T	P/I	Total			
Core Course							
BPCC-401	Measurement and Evaluation in Physical Education	3	1	4	25	75	100
BPCC-402	Kinesiology and Biomechanics	4	-	4	25	75	100
BPCC-403	Research and Statistics in Physical Education	4	-	4	25	75	100
	Elective Course (Anyone)						
BPEC-401	Theory of Sports and Games	4	-	4	25	75	100
BPEC-402	Sports Management	4	-	4	25	75	100
	Part-B Practical Course						
BPPC-401	Track and Field / Swimming / Gymnastics (Any one out of three)	01	03	4	25	75	100
BPPC-402	Kabaddi & Kho-Kho/Baseball/ Cricket/Football/Hockey/ Softball/Volleyball/Handball/ Basketball/Netball/Badminton/ Table Tennis/Squash/Tennis (Any two out of these)	01	03	4	25	75	100
Part-C Teaching Practice							
BPTP-401	Sports Specialization (Individual Sports): Coaching lesson Plans: Track and Field/ Swimming /Gymnastics (Any of one out of these) (5 lessons)	01	03	4	25	75	100
BPTP-402	Game specialization (Team Games) Coaching lesson: Kabaddi & Kho- Kho/ Baseball/Volleyball/ Handball/Basketball/ Netball/Badminton/ Table Tennis/Squash/Tennis (Any of one out of these) (5 lessons)	01	03	4	25	75	100
Total					200	600	800

## **DETAILED SYLLABUS**

### **SEMESTER – IV**

#### **PART – A: THEORY – CORE COURSE**

#### **BPCC 401: MEASUREMENT AND EVALUATION IN PHYSICAL EDUCATION**

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the concept of test, measurement & evaluation in Physical Education, Criteria of selection, classification and administration of test, physical fitness tests and sports skill tests.

**COURSE LEARNING OUTCOMES:** After completing this course, the students will be able to

- Understand the need & importance of test, measurement and evaluation in physical education.
- Describe the criteria, classification and administration of test.
- Develop concepts related to test, measurement & evaluation.
- Construct evaluation techniques through the various test and measurements in physical education.
- Evaluate different physical fitness tests and sports skill tests.

#### **COURSE CONTENTS**

##### **Unit-I Introduction to Test & Measurement & Evaluation**

- Meaning of Test & Measurement & Evaluation in Physical Education
- Need & Importance of Test & Measurement & Evaluation in Physical Education
- Principles of Evaluation

##### **Unit- II Criteria; Classification and Administration of test**

- Criteria of good Test
- Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms)
- Type and classification of Test
- Administration of test, advance preparation–Duties during testing–Duties after testing.

##### **Unit- III Physical Fitness Tests**

- AAHPER youth fitness test
- National physical Fitness Test
- Indiana Motor Fitness Test
- JCR test
- U.S Army Physical Fitness Test

##### **Unit- IV Sports Skill Tests**

- Lockhart and McPherson badminton test
- Johnson basketball test
- McDonald soccer test
- Volleyball test
- Hockey test

## TEACHING LEARNING STRATEGIES

The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

## MODE OF TRANSACTION

Lecture/Project      Work/Viva/Seminars/Term      Papers/Presentations/Self-      Learning  
Instructional Material etc.

## ASSESSMENT RUBRICS

**Marks: 100 (75+25)**

<input type="checkbox"/> End Semester Exam	Marks: 75
<input type="checkbox"/> Classroom Test, Assignments, Presentations	Marks: 25
o Classroom Tests: Best one out of two unit tests	Marks: 10
o Tutorial with viva, discussions, Seminar Presentations	Marks: 10
o Assignments (Two Assignments) /Attendance	Marks: 05

## SUGGESTED READINGS

- Bangsbo, J. (1994). Fitness training in football: A scientific approach. Bagsvaerd, Denmark: Ho, Storm.
- Barron, H. M., & Mchee, R. (1997). A practical approach to measurement in physical education. Philadelphia: Lea and Febiger. Barron, H.M. & Mchee, R. (1997). A Practical approach to measurement in physical education. Philadelphia: Lea and Febiger.
- Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi: D.V.S. Publications.
- Mathews, D.K., (1973). Measurement in physical education, Philadelphia: W.B.SaundersCompany.
- Pheasant, S. (1996). Body space: anthropometry, ergonomics and design of work. Taylor & Francis, New York.
- Phillips, D. A., & Hornak, J. E. (1979). Measurement and evaluation in physical education. New York: John Willey and Sons.
- Sodhi, H.S., & Sidhu, L.S. (1984). Physique and selection of sports- a Kinanthropometry study. Patiala: Punjab Publishing House.

## COURSE OUTCOME students are able to

- |      |  |
|------|--|
| CO-1 | Understand the basics of Test, Measurement and Evaluation in physical education, Health and Fitness. |
| CO-2 | Know about the different types of test for different sports and games.                               |
| CO-3 | Apply the tests in minor research areas  |
| CO-4 | Analyze the performance and movements in the field of sports.  |
| CO-5 | Evaluate the battery test and others tests prescribed by the government Efficiently                  |

### MAPPING'S OF CO'S AND PO'S

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	3		1				1	3	2	
2	2	1		2			3	1		
3		2	3			1			2	3

### MAPPING'S OF CO'S AND PSO'S

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	2	1
2		
3	1	3

## SEMESTER – IV

### PART – A: THEORY – CORE COURSE

#### BPCC 402: KINESIOLOGY AND BIOMECHANICS

#### ESSENCE OF THE COURSE

Knowledge of Kinesiology and Biomechanics is important for understanding the human movement, including those involved in sports and games. This course begins with an overview of Kinesiology and Sports Biomechanics followed by fundamental concepts, mechanical concepts, kinematics and kinetics of human movement.

#### COURSE LEARNING OUTCOMES

**After completing this course, the students will be able to**

- Understand the mechanical concepts (force, lever, Newton's laws of motion and Projectile).
- Develop the knowledge of kinesiology applied in various sports activities.

- Understanding the basic functions of muscles and joints.
- Identify the goals of exercise and sports biomechanics.
- Analyze the methods used to achieve the goals of exercise and sports biomechanics.

#### Unit – I Introduction to Kinesiology and Sports Biomechanics

- Meaning and Definition of Kinesiology and Sports Biomechanics
- Importance of Kinesiology and Sports Biomechanics to Physical Education Teacher, Athletes and Sports Coaches.
- Terminology of Fundamental Movements
- Fundamental concepts of following terms – Axes and Planes, Centre of Gravity, Equilibrium, Line of Gravity

#### Unit – II Fundamental Concept of Anatomy and Physiology

- Classification of Joints and Muscles
- Types of Muscle Contractions
- Posture–Meaning, Types and Importance of good posture.
- Fundamental concepts of following terms- Angle of Pull, All or None Law, Reciprocal Innovation

#### Unit – III Mechanical Concepts

- Force - Meaning, definition, types and its application to sports activities
- Lever - Meaning, definition, types and its application to human body.
- Newton's Laws of Motion–Meaning, definition and its application to sports activities.
- Projectile–Factors influencing projectile trajectory.

#### Unit – IV Kinematics and Kinetics of Human Movement

- Linear Kinematics–Distance and Displacement, speed and velocity, Acceleration
- Angular kinematics – Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.
- Linear Kinetics–Inertia, Mass, Momentum, Friction.
- Angular Kinetics–Moment of inertia, Couple, Stability.

### **TEACHING LEARNING STRATEGIES**

The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, human skeleton/system model, charts and assignment method depending upon the resources and facilities available at the University/Institute/Department/Colleges.

### **MODE OF TRANSACTION**

Lecture/Project Work/Viva/Seminars/Term Papers/Presentations/Self- Learning Instructional Material etc.

### **ASSESSMENT RUBRICS**

☐ End Semester Exam

**Marks: 100 (75+25)**

Marks: 75

- |  |           |
|--|-----------|
| □ Classroom Test, Assignments, Presentations             | Marks: 25 |
| ○ Classroom Tests: Best one out of two unit tests        | Marks: 10 |
| ○ Tutorial with viva, discussions, Seminar Presentations | Marks: 10 |
| ○ Assignments (Two Assignments) /Attendance              | Marks: 05 |

### **SUGGESTED READINGS**

Bunn, J. W. (1972). Scientific principles of coaching. Englewood Cliffs, N.J.: Prentice Hall Inc.

Hay, J. G. & Reid, J. G. (1982). The anatomical and mechanical basis of human motion. Englewood Cliffs, N.J.: prentice Hall Inc.

Hay, J. G. & Reid, J. G. (1988). Anatomy, mechanics and human motion. Englewood Cliffs, N.J.: prentice

Hall Inc. Hay, J. G. (1970). The biomechanics of sports techniques. Englewood Cliffs, N.J.: Prentice Hall, Inc.

Simonian, C. (1911). Fundamentals of sport biomechanics. Englewood Cliffs, N.J.: Prentice Hall Inc.

### **COURSE OUTCOME students are able to**

**CO-1** Analyze and explain the mechanisms underlying biomechanical, physiological, and psychological changes that occur during after acute and chronic exercise.

**CO-2** Understand mechanical principles can be applied to the analysis of human movement to assess and improve performance and reduce risk of injury.

**CO-3** Know effectiveness of human movement using mechanical principles.

### **MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	1		3		1	1	2		2	
2	2			2			1	3	1	
3		2	3	1				2	1	

### **MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2

1	2	3
2		
3	1	3

## SEMESTER – IV

### PART – A: THEORY – CORE COURSE

#### BPCC 403: RESEARCH AND STATISTICS IN PHYSICAL EDUCATION

#### ESSENCE OF THE COURSE

This course will enable students to understand the modern concept of research and statistics in physical education and sports. It aims to develop understanding about the need and importance of research in physical education and sports, research problem, survey of related literature, basics of statistical analysis and statistical models in physical education and sports.

**COURSE LEARNING OUTCOMES:** After completing this course, the students will be able to

- Understand the basic of research in physical education.
- Classify the various statistical methods used in physical education.
- Describe the research methods in physical education.
- Identify various sources of information for literature review and data collection.
- Use and apply a wide variety of specific statistical methods.
- Formulate research problem.
- Construct tables and graphs.
- Search literature reviews.
- Understand statistical models used in physical education and sports.

#### COURSE CONTENTS

##### Unit-I: Introduction to Research

- Definition of Research
- Need and importance of Research in Physical Education and Sports.
- Scope of Research in Physical Education and Sports.
- Classification of Research
- Research Problem, Meaning of the term, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations.

##### Unit-II: Survey of Related Literature

- Need for surveying related literature, Literature Sources
- Research Proposal, Meaning and Significance of Research Proposal.
- Preparation of Research proposal / project.



- Research Report: A group project is to be undertaken by a small batch of students under the supervision of a teacher, wherein it is expected to survey school facilities of physical education, health assessment programme evaluation, fitness status of the students, staff and other stakeholders etc. and submit the report to the institution.

### **Unit-III: Basics of Statistical Analysis**

- Statistics: Meaning, Definition, Nature and Importance
- Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables
  - Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram

### **Unit- IV Statistical Models in Physical Education and Sports**

- Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition, Importance, Advantages, Disadvantages and Calculation from Group and Ungrouped data
- Measures of Variability: Meaning, importance, computing from group and ungroup data
- Percentiles and Quartiles: Meaning, importance, computing from group and ungroup data

### **TEACHING LEARNING STRATEGIES**

- The class will be taught by using lectures, seminars, classroom discussion, and videos, charts and presentations method.
- The teacher will cover the ways to think innovatively liberally using thinking techniques.

### **SUGGESTED MODE OF TRANSECTION**

- Lectures/ Tutorials/Field Work/ Outreach Activities/ Project Work/ Vocational Training/Viva/ Seminars/ Term Papers/Assignments/ Presentations/ Self-Study etc.

### **ASSESSMENT RUBRICS**

**Marks: 100 (75+25)**

<input type="checkbox"/> End Semester Exam	Marks: 75
<input type="checkbox"/> Classroom Test, Assignments, Presentations	Marks: 25
<input type="radio"/> Classroom Tests: Best one out of two unit tests	Marks: 10
<input type="radio"/> Tutorial with viva, discussions, Seminar Presentations	Marks: 10
<input type="radio"/> Assignments (Two Assignments) /Attendance	Marks: 05

### **SUGGESTED READINGS**

- Best, J.W. (1963). Research in education. U.S.A.: Prentice Hall.
- Bompa, T. O. & Haff, G. G. (2009). Periodization: theory and methodology of training, 5th ed. Champaign, IL: Human Kinetics.
- Brown, L. E., & Ferrigno, V. A. (2005). Training for speed, agility and quickness, 2nd ed. Champaign, IL: Human Kinetics.
- Brown, L.E. & Miller, J., (2005). How the training work. In: Training Speed, Agility, and Quickness. Brown, L.E. & Ferrigno, V.A & Ferrigno, V.A., eds. Champaign, IL: Human Kinetics.
- Carl, E. K., & Daniel, D. A. (1969). Modern principles of athletes training. St. Louis: St. Louis's Mosby Company.

- Clark, H. H., & Clark, D. H. (1975). Research process in physical education. Englewood cliffs, New Jersey: Prentice Hall, Inc.
- Garrett, H.E. (1981). Statistics in psychology and education. New York: Vakils Feffer and Simon Ltd.
- Oyster, C. K., Hanten, W. P., & Llorens, L. A. (1987). Introduction to research: A guide for the health science professional. Landon: J.B. Lippincott Company.
- Thomas, J.R., & Nelson J.K. (2005). Research method in physical activity. U.S.A: Champaign, IL: Human Kinetics Books.

#### **COURSE OUTCOME students are able to**

- CO-1 Identify the research problem in the field of physical Education and sports
- CO-2 Know to Summarize the various research literature
- CO-3 Understand and apply the basics of statistics in research.
- CO-4 Organize the samples and sampling techniques which is relevant to the Study
- CO-5 Appraise the effects during the training and practical sessions

#### **MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	1		2	1			2	3		
2	2		2		1	2		3		2
3	1	2			1				2	

#### **MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1	2	1
2	1	3
3		

## SEMESTER – IV

### PART – A: THEORY - ELECTIVE COURSE

#### BPEC 401: THEORY OF SPORTS AND GAMES

##### ESSENCE OF THE COURSE

This course will enable students to understand the concept officiating and coaching. It aims to develop the philosophy of coaching, qualities and qualifications of coach and official, general introduction of specialized games and sports.

**COURSE LEARNING OUTCOMES:** After completing this course, the students will be able to

- ☐ Understand the concept and mechanism of officiating and coaching.
- ☐ Describe the duties of coaches and officials.
- ☐ Realize ethics and philosophy of coaching and officiating.
- ☐ Understand concept of coaching and officiating.

##### COURSE CONTENTS

##### UNIT- INTRODUCTION

- ☐ General Introduction of specialized games and sports–
- ☐ Athletics,  
Badminton, Basketball, Cricket, Football, Gymnastic, Hockey, Handball, Kabaddi, Kho-Kho, Tennis, Volleyball and Yoga
- ☐ Each game or sports to be dealt under the following heads
  - History and development of the Game and Sports
- ☐ Ground preparation, dimensions and marking
- ☐ Standard equipment and their specifications
- ☐ Ethics of sports and sportsmanship

##### **UNIT-II Scientific Principles of coaching: (particular sports and game**

**specific)** Motion – Types of motion and Displacement, Speed, Velocity, Acceleration, Distance and Newton's Law of motions.

- ☐ Force–Friction, Centripetal and Centrifugal force, Principles of force.
- ☐ Equilibrium and its types
- ☐ Lever and its types
- ☐ Sports Training–Aims, Principles and characteristics.
- ☐ Training load–Components, Principles of load, Over Load (causes and symptoms).

##### UNIT-III Physical fitness components: (particular sports and game specific)

- ☐ Speed and its types
- ☐ Strength and its types
- ☐ Endurance and its types
- ☐ Flexibility and its types
- ☐ Coordinative ability and its types
- ☐ Training methods: - Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek /speed play and weight training)

##### UNIT-IV Conditioning exercises and warming up.

- ☐ Concept of Conditioning and warming up
- ☐ Role of weight training in games and sports.
- ☐ Teaching of fundamental skill & their mastery (technique, tactic and different phases of skill acquisition).
- ☐ Recreational and Lead up games
- ☐ Strategy–Offence and defense, Principles of offence and defense.

## TEACHING LEARNING STRATEGIES

- ☐ The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

## MODE OF TRANSACTION

- ☐ Organization of Intramural and Extramural competitions/Field Work/Referee Clinic/Workshop/ Viva/Term Papers/Presentations/Self- Learning Instructional Material etc.

## ASSESSMENT RUBRICS

**Marks: 100 (75+25)**

- |   |           |
|---|-----------|
| <input type="checkbox"/> End Semester Exam                          | Marks: 75 |
| <input type="checkbox"/> Classroom Test, Assignments, Presentations | Marks: 25 |
| o Classroom Tests: Best one out of two unit tests                   | Marks: 10 |
| o Tutorial with viva, discussions, Seminar Presentations            | Marks: 10 |
| o Assignments (Two Assignments) /Attendance                         | Marks: 05 |

## SUGGESTED READINGS

Bunn, J. W. (1968). The art of officiating sports. Englewood cliffs N.J. Prentice Hall.

Bunn, J. W. (1972). Scientific principles of coaching. Englewood cliffs N. J. Prentice Hall.

Dyson, G. H. (1963). The mechanics of athletics. London: University of London Press Ltd.

Lawther, J.D. (1965). Psychology of coaching. New York: Pre. Hall.

Singer, R. N. (1972). Coaching, athletic & psychology. New York: M.C. Graw Hill.

## COURSE OUTCOME students are able to

- |      |  |
|------|--|
| CO-1 | Know the fundamental of all the games and sports               |
| CO-2 | Understand the rules of all the games and sports               |
| CO-3 | Preparing the students for the competition                     |
| CO-4 | Classify the students accordingly for various games and sports |
| CO-5 | Design and practice the new methods of technique and training. |

### MAPPING'S OF CO'S AND PO'S

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	1		3		1			2	1	2
2		2	1					1		3
3	1	3	1		1	1	2			2

### MAPPING'S OF CO'S AND PSO'S

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1		
2	1	3
3	2	3

## **SEMESTER – IV**

### **PART – A: THEORY - ELECTIVE COURSE**

#### **BPEC 402: SPORTS MANAGEMENT**

#### **ESSENCE OF THE COURSE**

This course will enable students to understand the concept of Sports Management, essential skills of sports management, event management in physical education

#### **COURSE LEARNING OUTCOMES**

**After completing this course, the students will be able to**

- ☐ Understand the concept of sports management.
- ☐ Describe the essential skills of sports management.
- ☐ Describe the qualities and competencies required for the sports manager.
- ☐ Realize the basic concept of planning.
- ☐ Understand the concept of leadership and its forms.
- ☐ Describe organization and administration of sports programs.
- ☐ Prepare the financial proposal for physical education & sports in schools/ Colleges/universities.

#### **COURSE CONTENTS**

##### **Unit-I:**

- ☐ Nature and Concept of Sports Management.
- ☐ Progressive concept of Sports management.
- ☐ The purpose and scope of Sports Management.
- ☐ Essential skills of Sports Management.
- ☐ Qualities and competencies required for the Sports Manager.
- ☐ Event Management in physical education and sports.

##### **Unit-II**

- ☐ Meaning and Definition of leadership
- ☐ Leadership style and method.
- ☐ Elements of leadership.
- ☐ Forms of Leadership.
- ☐ Autocratic
- ☐ Laissez-faire
- ☐ Democratic
- ☐ Benevolent Dictator
- ☐ Qualities of administrative leader.
- ☐ Preparation of administrative leader.
- ☐ Leadership and Organizational performance.

##### **Unit-III**

- ☐ Sports Management in Schools, colleges and Universities.
- ☐ Factors affecting planning

- ☐ Planning a school or college sports programme.
- ☐ Directing of school or college sports programme.
- ☐ Controlling a school, college and university sports programme.
- ☐ Developing performance standard
- ☐ Establishing a reporting system
- ☐ Evaluation
- ☐ The reward/punishment system

#### Unit-IV

- ☐ Financial Management in Physical Education & sports in schools, Colleges and Universities.
- ☐ Budget–Importance, Criteria of good budget,
- ☐ Steps of Budget making
- ☐ Principles of budgeting

### **TEACHING LEARNING STRATEGIES**

The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos, charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

### **MODE OF TRANSACTION**

Lecture/Project Work/Viva/Seminars/Term Papers/Presentations/Self-Learning Instructional Material etc.

### **ASSESSMENT RUBRICS**

**Marks: 100 (75+25)**

- |   |           |
|---|-----------|
| <input type="checkbox"/> End Semester Exam                          | Marks: 75 |
| <input type="checkbox"/> Classroom Test, Assignments, Presentations | Marks: 25 |
| o Classroom Tests: Best one out of two unit tests                   | Marks: 10 |
| o Tutorial with viva, discussions, Seminar Presentations            | Marks: 10 |
| o Assignments (Two Assignments) /Attendance                         | Marks: 05 |

### **SUGGESTED READINGS**

Ashton, D. (1968). Administration of physical education for women. New York: The Ronal Press Cl.

Bucher, C.A. Administration of physical education and athletic programme. 7th Edition, St. Louis: The C.V. Mosby Co.

Daughtrey, G. & Woods, J. B. (1976). Physical education and intramural programmers, organization and administration. Philadelphia U.S.A. : W.B. Saunders Cp.

Earl, F. Z, & Gary, W. B. (1963). Management competency development in sports and physical education. Philadelphia: W. Lea and Febiger.

**COURSE OUTCOME students are able to**

- CO-1 Know sports management and employ principles of strategic planning, and financial and human resource management.
- CO-2 Assess marketing needs and formulate short term and long term solutions.
- CO-3 Develop critical thinking in analysing sport management issues and in managerial planning and decision making.
- CO-4 Able to organize recreational camp and activities

**MAPPING'S OF CO'S AND PO'S**

Course Outcomes	Programme Outcome									
	1	2	3	4	5	6	7	8	9	10
1	2		3		1	1	2		2	
2	3			2			1	3	1	
3		2	3	1				2	1	

**MAPPING'S OF CO'S AND PSO'S**

COURSE OUTCOMES (CO)	PROGRAM SPECIFIC OUTCOMES (PSO)	
	1	2
1		
2	2	1
3	1	3