



Avinashilingam Institute for Home Science and Higher Education for Women
(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
Re-accredited with 'A++' Grade by NAAC. Recognised by UGC Under Section 12B
Coimbatore - 641 043, Tamil Nadu, India

B.P.Ed (Two Years)

Programme Outcomes (PO)

- PO1:** Formulate concept, theories and comprehensive pedagogical content knowledge in physical education through evidence and practice based inquiry in teaching and learning.
- PO2:** Design and construct standardized playfield/ equipments/ training plan considering safety, economy, health, fitness, performance, environment in school and non school setting.
- PO3:** Apply historical, physiological, psychological and scientific principles of various sports sciences in school and non school setting.
- PO4:** Gain skills in organising, administering and managing physical activities towards performance-oriented sports.
- PO5:** Equip adequate pedagogical skills for employability and entrepreneurial competencies in sports related fields - Yoga, Fitness centre, Schools, Institutions.
- PO6:** Acquire higher education, competitive exams possibilities and analyze various research /application projects and scientific problems in physical education.
- PO7:** Value the use of information, media and technology to develop digital literacy in physical education.
- PO8:** Practice professional and ethical teaching standards specific to local, national and global realities.
- PO9:** Articulate variety of thinking skills in planning, monitoring, assessing and reporting learning progress and outcomes to become a skilled communicator.
- PO10:** Respect diversity and apply leadership and comradeship skills to implement physical activity/program in schools and the community
- PO11:** Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities

Programme Specific Outcomes (PSO)

- PSO1:** Demonstrate basic knowledge of physical education content and disciplinary concepts related to the development of physical, physiological, psychological, sociological, nutritional, technological and scientific contribution for better health, performance and wellbeing.
- PSO2:** Identify, apply, analyze, demonstrate and execute the motor skill, professional and life skills, rules and insights related to indigenous, traditional and combative activities, sports and games to encourage through comradeship and leadership in multidisciplinary setting to gratify the demands of the community.
- PSO3:** Application of theoretical and practical studies into real time application based approaches through economic, environment and societal considerations to enhance, extend, inform and critique the deliberate use of exercise, play, sport and other forms of physical activity with effective communication contexts.

Level of Indicators in CO – PO Mapping

High	3
Medium	2
Low	1

Scheme of Instruction and Examination
(for students admitted from 2021-2022 & onwards)

Part	Subject Code	Name of Paper/Component	Hours of Instruction/week		Scheme of Examination				
			Theory	Practical	Duration of Exam	CIA	CE	Total	Credit
		First Semester							
I		Core Course – Theory							
	21BPDC01	History, Principles and Foundation of Physical Education	4	-	3	30	70	100	4
	21BPDC02	Anatomy and Physiology and Exercise Physiology	4	-	3	30	70	100	4
	21BPDC03	Educational Technology and Methods of Teaching in Physical Education	4	-	3	30	70	100	4
		Discipline Specific Elective Course							
	21BPDE1A/1B	DSE I - Olympic Movement/ Health Education, Safety Education and First Aid(Physical Education)	4	-	3	30	70	100	4
II		Core Course – Practicum							
	21BPDC04	Track and Field (Running Events)	-	6	3	100	-	100	4
	21BPDC05	Project Meet, Intramurals and Field Work		6	-	100	-	100	4
	21BPDC06	Indigenous Games (Kho-Kho, Kabaddi and Throw ball)	-	6	3	100	-	100	4
	21BPDC07	Mass Demonstration Activities (Malkhambh, Lezium, March past, Dumbbells, Wands and Hoops)	-	6	3	100	-	100	4
			16	24					32
			40 hrs						
		Second Semester							
I		Core Course – Theory							
	21BPDC08	Yoga Education	4	-	3	30	70	100	4
	21BPDC09	Organization and Administration in Physical Education	4	-	3	30	70	100	4
	21BPDC10	Computer Applications in Physical Education	4	-	3	30	70	100	4

[illegible]

	21BPDC21	Combative Sports (Martial Arts, Karate, Silambam, Fencing and Taekwondo)	-	6	3	100	-	100	3
	21BPDC22	Team Games (Football, Netball, Handball, Baseball and Cricket)	-	6	3	100	-	100	3
III		Internship							
	21BPDC23	Teaching Practice – II	-	6	3	30	70	100	4
	21BPDC24	Sports Entrepreneur Skill Development***				100	-	100	2
			19	24					39
			43 hrs						
		Fourth Semester							
I		Core Course – Theory							
	21BPDC25	Kinesiology and Biomechanics	4	-	3	30	70	100	4
	21BPDC26	Officiating and Coaching	4	-	3	30	70	100	4
	21BPDC27	Theory of Sports and Games	4	-	3	30	70	100	4
		Discipline Specific Elective Course							
	21BPDE4A/4B	DSE IV – Research and Statistics in Physical Education/ Sports Marketing (Physical Education)	4	-	3	30	70	100	4
II		Core Course – Practicum							
	21BPDC28	Track and Field Events (Combined Events, Cross Country, Marathon and Road Races)		6	3	100	-	100	4
	21BPDC29	Team Games (Basketball, Volleyball, Softball & Hockey)		6	3	100	-	100	4
III		Internship							
	21BPDC30	Teaching Practice – III	-	6	3	30	70	100	4
	21BPDC31	Teaching Practice – IV	-	6	3	30	70	100	4
			16	24					32
		Total	40 hrs						135

I Semester	*Project Sports Meet <ul style="list-style-type: none"> • Three day Sports Meet (One day–Pre-meet work, Two days – Meet) • Organized by the students for the students to get experience and meet the need of stakeholders • It is evaluated by internal examiner
	** Leadership Training Camp <ul style="list-style-type: none"> • It is conducted for the students to develop team building, co-ordination, cohesion, group living, courage, self- confidence and team bonding to get success in their life and work. • This was evaluated for seven days in various aspects and finalized on the last day by the internal examiner
III Semester	***Sports Entrepreneur Skill Development <ul style="list-style-type: none"> • It is a 15 day Internship training programme in Fitness centers, Yoga centers, Hotels, Shooting range, Golf course, Swimming pool, Industry (shoe, sports goods, ground surface, ground construction and maintenance), Sports kit (designing and stitching) It helps to provide - basic knowledge in his own area of interest, in depth knowledge, hands on experience, job avenue and confidence

Part IV Components

Sem	Subject code	Course/Components	Hours of Instruction week/course	Number of courses	Credit/course	Total credits
Part IV						
A. Ability Enhancement Courses						
I. Ability Enhancement Compulsory Courses (AECC)						
1	21BAES01	Environmental Studies	2	-	Remarks	4
1	21BDCS01	Communication Skill	3	-	Remarks	2
2	21BAFU01	Fundamentals of Research	2	-	2	2
2	21BDSS01	Soft Skill	3	-	Remarks	2
II. Skill Enhancement Courses						
3		a. Value Added Course(40 hrs. duration)	40 Hrs	-	Remarks	2
4		b. Co-curricular Course Certificate Course on Gandhian Studies/ Women Studies/ Ambedkar Studies	Varied Duration		Remarks	2
B. Extra – Curricular Course						
1	21BPDPE1	Leadership Training Camp	7 Days		Remarks	2
1&2	21BDXCS1	Community and Social Service (CSS)	1		1	Remarks
Total Credits (Part IV)						15

Total Minimum Credits to earn the degree	
Components	Credits
Part I, II, III	135
Part IV	15
Total Minimum Credits	150
MOOC Programme	2 – 4 Credits

Other Courses offered by the Department:

Generic Elective Course:

21BPDO01 - Exercise and Weight Management for Teens

21BPDO02 – Yoga and Stress Management

Value Added Course:

21BPEV01 - Youth Fitness

21BPEV02 – Indoor Games (Badminton, Table Tennis and Board Games)

History, Principles and Foundation of Physical Education

Semester: I
21BPDC01

Hrs. of Instruction/Week : 4
No. of Credits: 4

Objectives

- To understand the origin and development of Physical Education
- Help to set moral code of life and high performance
- Inculcate wholesome development in the field of sports

Unit I Introduction to Physical Education

Meaning, definition and Scope of Physical Education, Aims and objectives of physical education, Importance of physical education in present era, Related subjects, Education, Definition, relationship of physical education with general education, Difference between physical culture, Physical training and physical education, Misconception about physical education, Physical education as an art and science

10

Unit II 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). Board of Physical Education and Recreation. The All India Council of Sports, SGFI, NSNIS, SAI. Physical Education in India (After, 1947). Contribution of Akhadas and Vijayamshals Y.M.C.A. and its contributions developments – Recent Central Advisory

15

Unit III History of Physical Education in Greece

Historical Development of Physical Education in Greece, Physical Education in Sparta, Athens, Pan Hellenic festivals, Olympics, Ancient and Modern Olympics, contribution of Olympic movement towards International understanding, Role of International Olympic Committee ,and Indian Olympic Association.

10

Unit IV Foundation of Physical Education

Philosophical foundation: Aspects of Philosophy, Need for Philosophy in Physical Education, Different philosophies: Idealism, Naturalism, Realism, Pragmatism, Existentialism, Humanism and Indian Philosophy and culture. Fitness and wellness movement in the contemporary perspective, Sports for all and its role in the maintenance and promotion of fitness.

10

Unit V Principles of Physical Education

Principles of Physical Education: Nature, Significance of Principles in Physical Education, Biological, Growth and development, Age and gender characteristics, Body types, Anthropometric differences. Psychological: Psychology, Reflex action, learning: Types, Learning curve, Laws and principles of learning attitude, inherent, cognition, emotions and sentiments. Sociological: Society and culture, social acceptance and recognition, leadership, social integration, and cohesiveness.

15

Total Hours:

60

Course Outcomes:

1. Know the origin and development of physical education
2. Apply the knowledge of Olympics in organizing various sport activities.
3. Distinguish the functional operations on national and international federations.
4. Analyze the concepts and issues pertaining to physical education.
5. Formulate the principles, philosophy and concepts about physical education

Textbooks:

1. Despande, S.H. (2014). Physical Education in Ancient India: Degree College of Physical Education.
2. M Metzler (2017) Instructional models in physical education, Taylor & Francis
3. Evans (2017) Equality, education, and physical education, Taylor & Francis

Reference Books:

1. L Almond (2014) Physical Education in Schools, Taylor & Francis
2. L Follari (2015) Foundations and best practices in early childhood education: History, theories, and approach to learning, Pearson Publication

Web links:

1. <https://www.scribd.com/doc/.../Historical-Foundation-of-Physical-Education-and- Sports>
2. www.excite.com/education/subject/brief-history-of-physical-education
3. <https://www.mheducation.com/.../foundations-physical-education.../M0073521775.ht>

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	L	H	M	M	M	M	M	M	M	M	H	M	M
CO 2	H	H	H	H	M	M	H	M	H	H	H	M	H	H
CO 3	M	M	M	H	H	H	M	M	H	H	H	M	H	H
CO 4	H	H	M	H	M	M	M	H	M	M	H	M	H	H
CO 5	H	M	H	M	M	H	M	H	M	H	H	H	M	H

Anatomy and Physiology and Exercise Physiology

Semester I
21BPDC02

Hours of Instruction/week: 4
No. of Credits: 4

Objectives

- Understand the basics of Anatomy and Physiology of Human body
- Implement the knowledge in the field of physical Education
- Demonstrate practical knowledge of basic scientific facts and principles underlying normal body structure and function

Unit I Introduction and Skeleton system

Introduction: Brief Introduction of Anatomy and Physiology in the field of Physical Education introduction Cell and Tissue. 12

Skeleton system: The arrangement of the skeleton, Function of the skeleton, Ribs and 12 Vertebral column, extremities joints of the body and their types, Gender differences in the skeleton, Types of muscles.

Unit II Blood and Circulatory System, The Respiratory system and The Excretory system

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. 12

The Respiratory system: The Respiratory passage, lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung volumes.

The Excretory system: Structure and functions of the kidneys and the skin.

Unit III Endocrine glands, Nervous system, Sense organs and Digestive system

Endocrine glands: Functions of glands pituitary, Thyroid, Parathyroid Adrenal, Pancreatic and the sex glands.

Nervous system: Central nervous system, Peripheral nervous system, Reflex Action, Function of the Autonomic nervous system 12

Sense organs: Structure and functions of the Eye and Ear.

Digestive system: Structure and functions of the digestive system, Digestive organs, Metabolism of digestion

Unit IV Introduction to Exercise Physiology

Definition of Exercise Physiology and its importance in the field of Physical Education and Sport. Structure, Composition, Properties and functions of skeletal muscles, control of muscular activity, Neuromuscular function, Transmission of nerve impulse, Fuel for muscular activity Role of oxygen, physical training, oxygen debt, second wind, vital capacity. 12

Unit V Effect of Exercises on Various Systems

Effect of exercise and training on cardiovascular system. Respiratory system, and muscular system, Physiological concept of physical fitness, warming up, conditioning and fatigue. Basic concept of balanced diet – Diet before, during and after competition. 12

Total Hours

60

Course Outcomes:

1. Understand the basic principles of anatomy, physiology and exercise physiology
2. Apply the knowledge in the field of physical education and movement activity.
3. Analyze the practical knowledge of anatomy physiology and exercise physiology in the practical situation.
4. Remember and recall the structure and functions to correlate with exercise physiology
5. Appraise the effects exercises during training and practical sessions

Text Books:

1. Shier, D. N., Butler, J., & Lewis, R. (2017). Hole's Essentials of Human Anatomy & Physiology. McGraw-Hill Education.
2. Rizzo, D. C. (2015). Fundamentals of anatomy and physiology. Cengage Learning.
3. Patton, K. T. (2015). Anatomy and Physiology-E-Book. Elsevier Health Sciences

Reference Books:

1. Kenney, W. L., Wilmore, J., & Costill, D. (2015). Physiology of Sport and exercise 6th Ed. Humankinetics.
2. Sherwood, L. (2015). Human Physiology: from Cells to Systems. Cengage learning.
3. Denbow, D. M. (2015). Gastrointestinal Anatomy and Physiology. In Sturkie's Avian Physiology (6th Ed)

Web Links:

1. <https://www.cliffsnotes.com/>.
2. oli.cmu.edu/courses/all-oli-courses/anatomy-physiology/
3. <https://opentextbc.ca/anatomyandphysiology/www.informationvine.com/Answers>

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	H	L	M	H	L	L	L	M	M	H	H	M
CO 2	H	L	H	L	H	H	M	L	H	L	H	H	H	H
CO 3	H	M	M	L	M	H	L	M	H	M	M	H	H	H
CO 4	H	L	M	M	H	H	L	L	H	M	L	H	H	H
CO 5	H	H	H	M	M	M	M	L	M	H	M	M	H	H

Educational Technology and Methods of Teaching in Physical Education

Semester I
21BPDC03

Hours of Instruction/week: 4
No. of Credits: 4

Objectives

- Understand the procedure of selection and use of various educational technologies.
- Learn the methods of effective teaching and class control
- Help to improve the commands of the student teacher

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. **12**

Unit II Technology in Physical Education

Uses of Technology in Learning Physical Education: Computer, Internet, Chat through the Internet, Video conferencing. Promoting Physical Activity Using Technology: electronic gauges/devices, Pedometer, Accelerometer, Heart Rate Monitor, Photo finishing, Foul indicator, Electronic score board, Wind gauge, Starting block, Interactive Video Games, telephone, mass media. New and Emerging Technology and Applications **12**

Unit III Teaching Techniques

Teaching Techniques: 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 **12**

Unit IV Teaching Aids

Meaning, Importance and 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. **12**

Unit V Lesson Planning and Teaching Innovations

Meaning, Principles of lesson plan and types: General and specific lesson plan, Micro Teaching: Meaning, types and steps of micro teaching, Simulation Teaching: Meaning, types and steps of simulation teaching. **12**

Total Hours: 60

Course Outcomes:

1. Identify, describe, and apply emerging technologies in teaching and learning environments
2. Demonstrate knowledge, attitudes, and skills of digital age work and learning
3. Plan, design, and assess effective learning environments and experiences
4. Create new teaching learning process through technology.
5. Assess the learning experiences were in promoting and enhancing learning methods

Text books:

1. Dell, Amy G., Deborah A. Newton, and Jerry G. Petroff. Assistive technology in the classroom: Enhancing the school experiences of students with disabilities. Pearson, 2016.
2. B. F. Skinner Foundation, 26-Apr-2016 The Technology of Teaching
3. Metzler, Michael. Instructional models in physical education. Taylor & Francis, 2017.

References:

1. Bradshaw, Martha, and Beth L. Hultquist. Innovative Teaching Strategies in nursing and related health professions. Jones & Bartlett Publishers, 2016.
2. Mayer, Richard E., and Patricia A. Alexander, eds. Handbook of Research on learning and instruction. Taylor & Francis, 2016.
3. Technology and Digital Media in the Early Years by Chip Donohue (Editor)

Web Links:

1. <https://sparkpe.org/blog/using-technology-in-physical-education/>
2. <https://www.tandfonline.com/doi/full/10.1080/08924562.2013.839521>
3. www.thetechedvocate.org › Home › Early Childhood & K-12 EdTech

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO 3
CO 1	H	M	L	L	H	M	H	M	M	M	H	M	L	L
CO 2	M	M	L	H	L	M	H	L	L	L	M	H	M	L
CO 3	M	H	L	L	M	M	H	M	M	L	L	L	L	L
CO 4	M	M	H	L	H	H	M	H	M	L	M	L	L	M
CO 5	M	M	H	H	M	L	M	H	M	L	M	M	M	M

DSE I - Olympic Movement

Semester I
21BPDE1A

Hours of Instruction/week: 4
No. of Credits: 4

Objectives

- Know the origin and development of Olympic movement
- Understand the Olympic symbols, ideals, objectives and values
- Provides the knowledge on different Olympic games

Unit I Origin of Olympic Movement

Philosophy of Olympic Movement, Early History of the Olympic Movement, Significant Stages in the Development of the Modern Olympic movement, Educational and Cultural Values of Olympic Movement. 15

Unit II Modern Olympic Games

Significance of Olympic Ideals, Olympic Rings, Olympic Flag, Olympic Torch, Olympic Protocol for member countries, Olympic Code of Ethics, Olympism in action, Sports for All. 15

Unit III Olympic Ceremonies

Introduction, Elements of Opening Ceremony, 16 Day Schedule, Elements of Closing Ceremony. Olympic Stadium and Olympic Village. 10

Unit IV Different Olympic Games

Para Olympic Games, Special Olympic Games, Deaflympic, Summer Olympics, Winter Olympics, Youth Olympic Games. 10

Unit V Committees of Olympic Games

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. 10

Total Hours 60

Course Outcomes:

1. Know historical background of Olympic games and cultural practices and its development over time
2. Demonstrate understanding and affirmation of Olympics ideals and logos, ceremonies and different Olympic games
3. Know the different working organizations and federations of the various sports and games and gain knowledge about Special Olympics
4. Explore the committees of India and abroad for Olympic games and its operations
5. Appraise, adapt, and use physical activities to ensure that specific social and cultural needs are met

Text Book:

1. Burleson C, Spaaij R, (2016) The Olympic movement and the sport of peace making Taylor & Francis
2. Hassan D, Mitra S (2016) The Olympic Games: Meeting New Global Challenges, Taylor & Francis
3. Grasso J, Mallon B, Heijmans J (2015) Historical dictionary of the Olympic movement, Rowman & Littlefield.

Reference Book:

1. Bloyce D, Smith A (2016) The' Olympic and Paralympic' Effect on Public Policy, Taylor& Francis
2. Binder D, Rychtecky A, Culpan I (2017)Olympic Education: An International Review R Naul,Taylor &Francis

Web Links:

1. <https://www.olympic.org/the-ioc/leading-the-olympic-movement>
2. <https://www.olympic.org/the-ioc/promote-olympism>
3. https://stillmed.olympic.org/Documents/Reference.../The_Olympic_Movement.pdf

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	M	M	L	L	L	L	M	M	M	M	M	M	M
CO 2	M	L	M	L	L	M	L	M	M	M	H	H	M	H
CO 3	M	L	M	-	L	M	L	M	M	H	H	M	H	H
CO 4	H	L	H	-	L	H	L	H	M	L	M	M	H	H
CO 5	H	M	H	M	L	M	L	H	M	M	H	H	H	H

DSE I – Health Education, Safety Education and First Aid

Semester I
21BPDE1B

Hours of Instruction/week: 4
No. of Credits: 4

Objectives

- Promote the knowledge of health and healthy living.
- Create health awareness among youth on various health problems and its impacts.
- Understand the importance of environment and to create a good environment for good health and wellbeing.

Unit I Health Education

Introduction, meaning, definitions, characteristics of health education- importance- aims, objectives, goals and principles of health education, classification of health- Inter relationship of various aspects of health. Definition of Health, Health Education, Health Instruction, Health Supervision, Aim, objective and Principles of Health Education

10

Unit II Health Issues and Services

Communicable and non-communicable diseases, immunization, community participation in health programmes, contemporary health problems of youth, use of drugs and their harmful effect, sexually transmitted diseases.

School health services, need and importance, Role of health education in schools, Personal and Environmental Hygiene for schools, Health appraisal, Health record, Healthful school environment Role of school in environmental conservation and sustainable development.

15

Unit III Health Organization

Introduction, health Organization at different levels, districts, state, national, international and their operations, Environmental health- causes affecting physical and mental health. health education programs, World Health Organization (WHO), Current health status of the pupil and current health statistics in India,

10

Unit IV Safety Education

Introduction, meaning and definition, need and importance of safety education- safety education for teachers of physical education, safety in physical education with respect of building, play fields, equipment's, dresses etc. and safety in organization and demonstration of competitions.

15

Unit V First Aid

Meaning, scope, aim and objectives of first aid, Importance of first aid in physical education and sports, Types of First Aid, First aid box and its articles, Principles of First Aid, Qualities and functions of First Aider, First Aid and emergency treatment of various cases-drowning, , burns, electric shock, snake bite& poison, hemorrhage, fracture, dislocation, - Sling, Splint and Bandages. Artificial Respiration.

10

Total Hours:

60

Course Outcomes:

1. Explain the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.
2. Identify the methods, and tools of public health data collection, use, and analysis
3. Relate the underlying science of human health and disease to opportunities for promoting and protecting health across the life course.
4. Identify the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
5. Apply the principles of project implementation, including planning, assessment, and evaluation in organizational and community initiatives.

Textbooks :

1. Nelson, Ramona, and Nancy Staggers. Health Informatics-E-Book: An Inter professional Approach. Elsevier Health Sciences, 2016.
2. Telljohann, Susan, et al. Health education: Elementary and middle school applications. McGraw-Hill Humanities/Social Sciences/Languages, 2015.
3. Edelman, Carole Lium, Carol Lynn Mandle, and Elizabeth C. Kudzma. Health Promotion Throughout the Life Span-E-Book. Elsevier Health Sciences, 2017.

References:

1. Rajagopalan, Raghavachari. Environmental studies: from crisis to cure. No. Ed. 3. Oxford University Press, 2015.
2. Crate, Susan A., and Mark Nuttall, eds. Anthropology and climate change: from encounters to actions. Routledge, 2016.
3. Nieuwenhuijsen, Mark J., ed. Exposure assessment in environmental epidemiology. Oxford University Press, USA, 2015.

Web links:

1. www.who.int/topics/health_education/en/
2. https://www.education.nh.gov/instruction/school_health/health_coord_education.htm
3. https://en.wikipedia.org/wiki/Health_education

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	M	L	M	M	H	M	M	M	L	M	M	M	H
CO 2	M	M	M	M	L	L	M	M	H	H	M	M	L	L
CO 3	M	H	H	M	M	L	H	M	M	M	H	H	H	L
CO 4	H	M	L	H	H	M	L	L	M	L	M	H	L	H
CO 5	H	L	H	H	H	M	H	H	H	M	H	M	M	H

Track and Field (Running Events)

Semester I

21BPDC04

Hours of Instruction/week : 6

No. of Credits: 4

Objectives

- To understand and apply various techniques and skills of track.
- To promote knowledge and awareness of rules and regulation.
- To familiarize the running events and to prepare them as technically qualified officials

Unit I Running Events : 100,200,400,800,1500, 5000 and 10000 (W&M), Race walk, Cross country, Marathon

Starting techniques: Standing start, Crouch start and its variations, Proper use of blocks. Finishing Techniques: Run through, Forward launching, Shoulder Shrug. Acceleration phase and deceleration, Maintenance phase, Curve running, Pace running

20

Unit II Hurdles : 100(W), 110(M) and 400mts (W&M)

Fundamental Skills- Starting, Clearance and running between hurdles and Running

20

Unit III Relays : 4x100, 4x200 and 4x400mts (W&M)

Fundamentals skills, Various patterns of Baton Exchange, Understanding of Relay Zones, Fixing relayrunners for zones.

20

Unit IV Rules, Officiating and Interpretation

General competition rules for track governed by World Athletics, Official Signals and Marking of Score sheets for track events. Interpretation of track rules.

20

Unit V Track Marking and General Aspects of Planning

Competition Area for Track Events, Layout, Gradients, Drainage, safety, marking, official acceptance of 400mts standard track,

10

Total Hours:

90

Course Outcomes:

1. Develop basic skills and techniques to improve running techniques and styles
2. Display competencies in executing basic techniques and skills associated with hurdle
3. Categorize techniques and skills associated with relay runners, exchanges and zones
4. Appreciate track events by applying sports science rules and knowledge in execute conduct of events.
5. Plan to organize and construct competition and competitions arena.

Text Book:

1. Prabha R Saravana (2016). Fundamentals of track and field – A guide for students.
2. Feather, L. (2017). THE BOOK OF JAZZ-A Guide to the Entire Field. Edizioni Sav
3. Cedric R. C. (2016). International Association for Ultra Multi events
4. Rosenbaum, Mike. (2010). Track and field & greatest events and top competitor and field.

Reference Books:

1. Gerry A Carr.(2017). Fundamentals of Track and Field. West Center. Bombay
2. David Levinson (2016). EncyCOpedia of World Games, (3 ed.) Berkshire publishe
3. Doherty.K.(2014). Track and field. Omnibook.(8 th ed). Los Altos.CA Tapnews

Web Links:

1. www.oxfordreference.com/view/10.1093
2. www.virtualreferencelibrary.ca/search.jsp
3. https://en.wikipedia.org/wiki/Combined_track_and_field_events
4. https://en.wikipedia.org/wiki/Combined_track_and_field_events

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	L	L	L	L	M	M	L	M	M	M	L	L	M
CO 2	M	L	L	H	M	M	M	M	L	L	L	M	L	L
CO 3	M	M	L	H	M	M	M	H	M	L	H	L	L	M
CO 4	M	L	L	M	L	L	L	L	H	L	L	M	L	M
CO 5	M	L	L	M	M	L	L	M	M	L	H	M	M	M

Project Meet, Intramurals and Field Work

Semester I
21BPDC05

Hours of Instruction/week : 6
No. of Credits: 4

Objectives

- 1.To develop an understanding of the importance of sport in the pursuit of a healthy and active lifestyle
- 2.To provide the opportunity to be inventive and creative in sporting activities.
- 3.To develop an ability to observe, analyse and judge the performance of self and peers in sporting situations.

Total Hours:

90

Course Outcomes:

1. Know the different types of sports events and their purpose.
2. Identify the roles and responsibilities involved in the planning of sports events.
3. Design the plan and promote a sports event
4. Demonstration of participation in the delivery of a sports event
5. Review the planning and delivery of a sports event

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	M	L	H	M	M	M	H	M	L	H	L	L	M
CO 2	M	L	L	M	L	L	L	L	H	L	L	M	L	M
CO 3	M	L	L	M	M	L	L	M	M	L	H	M	M	M
CO 4	H	M	L	H	L	L	M	M	L	L	L	L	M	M
CO 5	L	H	L	L	M	L	M	L	L	L	M	L	M	M

Indigenous Games (Kho-Kho, Kabaddi and Throw ball)

Semester I
21BPDC06

Hours of Instruction/week : 6
No. of Credits: 4

Objectives

- To understand and apply various skills.
- To promote knowledge and awareness of rules and regulation.
- Make them to expertise in technical, tactical and officiating skills.

Unit I Basics of the Game

Lay out and measurements of playfields, Specific conditioning and training for the game (Kho-Kho, Kabaddi and Throw ball) 10

Unit II Fundamentals skills of the games

Offensive and defensive skills, drills and lead up activities (Kho-Kho, Kabaddi and Throw ball) 20

Unit III Rules of games

Application of rules of game and matches (Kho-Kho, Kabaddi and Throw ball) 25

Unit IV Various Techniques & Lead ups

Techniques & tactics of the game (Kho – Kho, Kabaddi and Throw ball) 20

Unit V Officiating 15

Mechanism of officiating, official signals and marking of score sheet (Kho – Kho, Kabaddi and Throwball.) 15

Total Hours: 90

Course Outcomes:

1. Establish effective arrangements for the participation of indigenous games among students and decisions regarding the planning, delivery and evaluation of education services for society.
2. Creativity is usually at a high while engaged in imaginative play through Indigenous games, as it does not have boundaries.
3. Helping the students in developing professional and personal skills.
4. To understand the cultural heritage of our country
5. To enable students to Organize and develop new games.

Text Books:

1. Sen, R. (2015). Nation at play: A history of sport in India. Columbia University Press.
2. Watt, G. (2014). A dictionary of the economic products of India. Cambridge University Press.
3. Sen, R. (2015). Nation at play: A history of sport in India. Columbia University Press.

Reference Books:

1. Grant, S. (2016). Talking to my country. Scribe Publications.
2. Dashper, K., Fletcher, T., & McCullough, N. (Eds.). (2014). Sports events, society and culture. Routledge.
3. Sigmund, K. (2017). Games of life: exPOrations in ecology, evolution and behavior. Courier Dover Publications.

Weblinks:

- 1 <https://en.wikipedia.org/wiki/Throwball>
- 2 https://en.wikipedia.org/wiki/Kho_kho
- 3 <https://gameslords.com/games/2014-kabddi?page=CGAQAA>

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	L	L	M	L	L	L	L	H	L	L	M	L	M
CO 2	M	L	L	M	M	L	L	M	M	L	H	M	M	M
CO 3	M	L	H	M	M	M	H	M	M	L	L	M	M	L
CO 4	M	L	L	L	M	L	L	L	M	M	L	H	H	M
CO 5	H	M	L	H	L	L	M	M	L	L	L	L	M	M

Mass Demonstration Activities (Malkhambh, Lezium, March past, Dumbbells, Wands and Hoops)

Semester I
21BPDC07

Hours of Instruction/week : 6
No. of Credits: 4

Objectives

- To understand and apply various skills, techniques and tactics
- To promote knowledge and awareness of marching and light apparatus
- To promote quality in demonstrating mass activities

Unit I **Malkhambh**

Hold, Grip, balance, stance Padmasana, T.Balance, Landing techniques, flexibility exercises, Rope **15**
Malkhamb various asanas in rope, climbing and Landing techniques

Unit II **Lezium**

Ghati Lezuim- AathAawaaz, Bethakawaaz, AagePaon, Aagekadam, Dopherawaaz, **20**
Chapherawaaz, Kadamtaal, Pavitra, Uchhakpavitra, Kadampavitra Hindustani Lezuim- Char
Awaaz, EkJagah, AantiLagaav, Pavitra, Do Rukh, ChauRukh, Chaurukhbethak, Momiya.

Unit III **March past**

Demonstration and explanation, Fundamental comments, Mark Time March, Different Formation, **20**
Advanced movement in marching types, Counter marching and Figure marching

Unit IV **Light Apparatus**

Dumbbells, wands, hoops; Grip, Attention, Stand – at – ease with apparatus/ light apparatus, **20**
Exercisewith verbal command, drum, whistle and music – Two count, Four count, Eight count and
Sixteen count.

Unit IV **Variations**

Standing Exercise, Jumping Exercise, Moving Exercise, Turning Exercises, Bending Exercises, **15**
Launching Exercises, Rhythmic Exercises, Combination of above all

Total Hours:

90

Course Outcomes:

1. Introduce the Preparation and Concept of mass Demonstration
2. Describe the Commands of Mass Demonstration and exercise of mass demonstration with and without apparatus
3. Provide the Knowledge of various Apparatus
4. Develop skilful, creative mastery of the body in a demonstration context.
5. Enhance knowledge and understanding of demonstrations an aesthetic experience

Text Books:

1. Bairner, Alan. "Book Review: Embodied Nation: Sport, Masculinity and the Making of Modern Laos." (2016).
2. Roy, Ashim. "Games & Sports in ancient India." International Education and Research Journal 3.5 (2017).
3. Flaherty, Ruth. "Book Review: Redskins: Insult and Brand." (2017): 387-388.

Reference Books:

1. Zavadska, Galina, and JelenaDavidova. "Teaching strategies for the development of 6-8-year old children's articulatory apparatus during singing." Problems in Music Pedagogy 16.1 (2017): 95.
2. Kroll, Walter P. Perspectives in physical education. Academic Press, 2016.
3. Waller, Philip. "Sport and Ireland: A History, by Paul Rouse." (2017): 1019-1020.

Web Links:

1. <https://www.cliffsnotes.com/>.
2. oli.cmu.edu/courses/all-oli-courses/anatomy-physiology/
3. <https://opentextbc.ca/anatomyandphysiology/>
4. www.informationvine.com/Answers

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	L	L	L	L	M	M	L	M	M	M	L	L	M
CO 2	M	L	L	M	M	L	L	M	L	L	M	M	M	M
CO 3	M	L	L	H	M	M	M	M	L	L	L	M	L	L
CO 4	M	M	L	H	M	M	M	H	M	L	H	L	L	M
CO 5	M	L	L	M	L	L	L	L	H	L	L	M	L	M

Yoga Education

Semester II
21BPDC08

Hours of Instruction / Week - 4
No. of Credits:4

Objectives

- Understand and apply the underlying concepts of Yoga
- Promote the knowledge and awareness of skeletal alignment and body mechanics, emphasizing a safe and intelligent use of the body
- Cultivate breath control, relaxation techniques and kinesthetic awareness

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 10

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, Classification and benefits of Asanas 10

Unit III Pranayama

Pranayama: Concept of Pranayama, Nadis, Ida Nadi, Pingala Nadi, Sushumna Nadi, Components of Pranayama, Puraka, Kumbhaka, Rechaka. Varieties of Pranayama and their Benefits, Mudhras, Bhandas. 15

Unit IV Techniques in Yoga

Meaning, definition and classification of Relaxation and meditation, Relaxative and meditative techniques, Influences of relaxative, meditative posture on various system of the body, difference between yoga and physical exercise 10

Unit V Yogic diet & Kriyas

Yogic diet (Rajasic, Tamasic and Sathvic), Yoga therapy, Kriyas (Trataka, Netis, Dhouthi, Nauli), Benefits and limitations of asanas, influence of yoga on health. 15

Total Hours

60

Course Outcomes:

1. Understand the basic concepts, principles and practice skills of Yoga.
2. Implement yogic techniques and practice to bring out healthy change.
3. Analyze the various tools and techniques used in teaching and learning yoga.
4. Evaluate the knowledge through practice, participation and organizing various levels of yoga competitions.
5. Create a new package of yogic techniques for the societal needs.

Text Books:

1. Balizet, A. M., Ballard, J., Blaine, D. Y., Bunn, M., Catlett, B. S., Dark, K., & Horton, C. (2016). Yoga, the Body, and Embodied Social Change: An Intersectional Feminist Analysis. Lexington Books.
2. Wenger, C. I. (2015). Yoga minds, writing bodies: Contemplative writing pedagogy. WAC Clearinghouse.
3. Shiraishi, J. C., & Bezerra, L. M. A. (2016). Effects of Yoga Practice on Muscular Endurance in young Women.

Reference Books:

1. Ranganathan, S. (2016). Review of The Yoga Sutra of Patanjali: A Biography, by David Gordon White.
2. Couch, J. (2016). The runner's yoga book: A Balanced Approach to Fitness. Shambhala Publications. Clennell, B. (2016).
3. The Woman's Yoga Book: Asana and Pranayama for All Phases of the Menstrual Cycle. Shambhala Publications.

Web Links:

1. <https://en.wikipedia.org/wiki/Yoga>
2. <https://www.artofliving.org/yoga/yoga-for-beginners/science-behind-yoga>
3. https://en.wikipedia.org/wiki/Yoga_Sutras_of_Patanjali
4. <https://www.artofliving.org/in-en/yoga>
5. <https://www.webmd.com/fitness-exercise/tc/yoga-topic-overview>

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	M	H	L	L	L	M	M	L	M	M	M	M	M
CO 2	M	M	H	M	M	M	M	M	M	H	M	M	M	H
CO 3	M	H	H	M	M	H	H	M	M	M	H	H	H	H
CO 4	M	H	M	H	H	M	M	M	H	H	H	M	H	H
CO 5	H	H	M	H	H	H	M	H	H	H	H	H	H	H

Organization and Administration in Physical Education

Semester II
21BPDC09

Hours of Instruction/week: 4
No. of Credits: 4

Objectives

- Innovative approach to leadership preparation with special consideration to ethical and social responsible teachers
- Advanced understanding and demonstration of teacher professionalism and ethical behaviors in sport pedagogy
- Understanding of schools as learning organization and increased working relationship with physical education teachers

Unit I Organization and Administration

Meaning and Importance of Organization and Administration in physical education, Qualification and Responsibilities of Physical Education teacher and pupil leader, Procedures of organization and administration, Guiding principles of organization and administration. 10

Unit II Programme Planning

Introduction, Definition, Importance of programme planning, Principles of programme planning, Functions of programme planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating. Leadership Qualities: Need and importance of leadership qualities. Teacher pupil ratio. 15

Unit III Office Management, Record, Register & 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, Budget: Meaning, Importance of Budget making, Criteria of a good Budget, Sources of Income, Expenditure, Preparation of Budget. 15

Unit IV Facilities, & Time-Table Management

Facilities and equipment management: Types of facilities Infrastructure-indoor, outdoor, Care of school building, Gymnasium, swimming pool, Play fields, Playgrounds. Equipment: Need, importance, purchase, care and maintenance, Timetable. Management: Meaning, Need, Importance and Factor affecting timetable. 10

Unit V Competition Organization

Importance of Tournament, Types of Tournaments and its organization structure - Knock-out Tournaments, League or Round Robin Tournaments, Combination Tournament and challenge Tournament, Organization structure of Athletic Meet. Sports Event – Intramurals & Extramural Tournament planning. 10

Total Hours

60

Course Outcomes:

1. Understand the principles and process of organization and Administration
2. Administer physical education and sports programs in schools.
3. Develop appropriate physical education curriculum, tools and budget to manage school programs
4. Appraise and manage physical education facilities and personnel in school
5. Design tournament fixtures and structures to organize competitions

Text Books:

1. Veena Verma(2012): Organization and Administration in Physical Education. Lokesh Thani Sports.New Delhi.
2. Sushil Gosain.(2014): Sports Management. Friends Publications, New Delhi.
3. Metzler, M. (2017). Instructional models in physical education.
4. Chelladurai, P. (2014). Managing Organizations for Sport and Physical Activity: Systems Perspective. Taylor & Francis

Reference Books:

1. Voltmer & Esslinger(2015) Organization and Administration of Physical Education.Appleton Century Crafts.
2. Williams & Brownen(2016) Administration of Health and Physical Education. W.B.Sanders Co.,London.
3. Pedersen, P. M., &Thibault, L. (Eds.). (2014). Contemporary Sport Management, E.Human Kinetics.
4. Manning, K. (2017). Organizational theory in Higher Education. Routledge.

Web Links:

1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1528427>
2. <https://archive.org/details/organizationadmi00willrich>
3. <https://usao.edu/course/organization-and-administration-physical-education>
4. www.vedamsbooks.com/.. /administration-organization-physical-education-sports-j-kr

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	M	M	M	L	M	M	M	H	M	M	H	M	M
CO 2	M	M	H	H	M	M	M	M	M	M	M	M	M	M
CO 3	M	M	M	M	M	M	M	H	M	M	H	M	H	H
CO 4	H	H	H	M	H	M	M	H	M	H	H	M	H	M
CO 5	H	H	M	M	H	M	M	H	M	H	H	M	H	H

Computer Applications in Physical Education

Semester II

Hours of Instruction/week: 4

21BPDC10

No. of Credits: 4

Objectives

- Know the necessity of computers in sports
- Helps to improve the computer assisted works in sports
- Able use the applications of computer in sports

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. 10

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, Letter and Bio data Typing. 15

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 10

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. 15

Unit V MS Publisher

Introduction to MS-publisher 2010, Designing invitations, Broacher and Certificates 10

Total Hours 60

Course Outcomes:

1. Explain the fundamental knowledge about computers in physical education
2. Discuss about the usage of various computer applications
3. Analyze mathematics, statistics, and information technology in sport technology related problems.
4. Offer Hands on technology Knowledge in Physical Education
5. Fostering Creative abilities through technology for boosting cognitive functions

Text Books:

1. Norton and Peter (2006). Introduction to Computers. New Delhi. Tata Mc-Graw Hill Publishing Company Pvt. Ltd.,
2. Kumar, K L (1997). Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers. New Delhi, New Age International.
3. Monahan, Torin (2005). Globalization, Technological Change. Public Education, New York.

Reference Books:

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

Web Links:

1. <http://www.indiaclass.com/computer-reference-books/>
2. <http://www.bms.co.in/computer-applications-in-business-syllabus-and-reference-books/>

CO PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	L	M	M	L	M	L	M	M	M	M	H	M
CO 2	H	M	M	M	M	M	H	M	M	M	M	M	M	M
CO 3	M	M	L	M	M	M	M	M	M	L	M	H	M	M
CO 4	H	M	L	M	M	M	H	M	L	M	H	H	H	L
CO 5	M	H	M	H	H	M	H	M	M	M	H	M	M	M

DSE II - Contemporary Issues in Physical Education, Fitness and Wellness

Semester II

Hours of Instruction/week: 4

21BPDE2A

No. of Credits: 4

Objectives

- Understand physical education as more diversified and systematized process
- Develop competencies, skills and knowledge required for the fitness management
- To understand the relationship between fitness and wellness

Unit I Contemporary Issues in Physical Education

Introduction, Global issues in the situation of physical education in schools, transition from traditional to modern approaches to teaching physical education, Physical education for multicultural needs of modern schools. **10**

Unit II Fitness and Wellness

Key terms, Introduction, Definition, Terms related to fitness, Components of fitness, Factors influencing fitness, Benefits of fitness, Physical fitness - Components of physical fitness (health related and motor related physical fitness), Physical activity pyramid, Wellness, Introduction, Definition, Terms, Dimensions of wellness and its management techniques. **15**

Unit III Planning an Exercise Program

Key terms, Introduction, Medical evaluation, Principles of training, FITT formula, Three segmental workouts, Program design, Exercise guidelines - Exercises and Heart rate Zones for various aerobic and anaerobic exercise intensities, Basic conditioning exercises - warm up and warm down routines, walking, swimming, cycling, aerobics. Concept of designing different fitness training program for different age groups **15**

Unit IV Various Training and Evaluating Fitness Components

Introduction, Evaluating process and procedures, Endurance training – Continuous method, Repetition method, Fartlek training. Interval training – Strength and endurance, Circuit training – strength endurance, Flexibility training – Static training, PNF training, Weight training - Complex training – Speed, Power, Plyometric training, Core training, Resistance band exercises, Swiss ball exercises **10**

Unit V Safety Education and Fitness Promotion

Safety Education - Key terms, Introduction, Definition, Importance of safety education for physical education, Safety management techniques, Health and safety in daily life, Common Injuries and their Management, Modern Life Style and Hypo-kinetic Disease, Prevention and Management. **10**

Total Hours

60

Course Outcomes:

1. Identify professional ethics to promote Health and safety lifestyle
2. Understanding the application of relevant theory to a contemporary issue in physical Education, Fitness and wellness
3. Apply qualitative research methods to explore and examine a variety of curricular topics in the field Physical Education
4. Analyze the current issues and to fix pertaining to the physical activity and health field.
5. Fostering the multidisciplinary perspective in physical activity and health

Text Book:

1. Hodge, Lieberman & Murata N (2017) Essentials of Teaching Adapted Physical Education: Diversity, culture, and inclusion
2. Evans (2017) Physical education, sport and schooling: Studies in the sociology of physical education, Taylor & Francis
3. AC Lacy, SM Williams (2018) Measurement and evaluation in physical education and exercise science, Taylor & Francis

Reference Book:

1. M Metzler (2017) Instructional Models In Physical Education, Taylor & Francis
2. LS Liben, RS Bigler (2014) The Role Of Gender In Educational Contexts And Outcomes, Elseiver

Web Links:

1. <https://books.google.com> > Sports & Recreation > General
2. <https://books.google.com> > Health & Fitness > Exercise
3. <https://academic.oup.com/ije/article/30/.../Physical-activity-and-health-current-issues>

CO PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	L	M	M	M	M	L	M	L	L	H	M	H	M	H
CO 2	M	M	M	M	M	M	H	L	H	H	M	M	M	H
CO 3	H	M	H	H	M	M	M	M	M	H	M	H	H	M
CO 4	M	M	M	M	H	M	M	M	H	M	L	H	H	H
CO 5	M	H	H	H	M	H	L	L	M	H	M	M	M	H

DSE II - Sports Nutrition and Weight Management

Semester II
21BPDE2B

Hours of Instruction/week: 4
No. of Credits: 4

Objectives

- Identify proper hydration principles and discuss the importance of hydration for physical performance
- Demonstrate knowledge of a healthy diet for physical performance and demonstrate an ability to utilize this knowledge to complete a self-diet critique.
- Demonstrate an understanding of obesity, overweight and its ill-effects and to develop determination and values of desirable body weight.

Unit I Introduction to Sports Nutrition

Meaning and definition, Role of nutrition in sports, Basic nutrients, Nutritional guidelines, Factors to consider for developing nutrition plan, Daily caloric requirement and expenditure.

10

Unit II Energy Yielding and Essential Nutrients (Carbohydrates, Proteins, Fats, Vitamins, Minerals and Water)

10

Introduction, Key terms associated with Nutrients, Classifications of nutrients, Functions of nutrients, Sources of nutrients, Utilization during exercises. Heat stroke - Causes for heat stroke.

Unit III Choosing a Performance Diet

10

Balanced diet: Introduction and definition, Pre-game meal, General recommendations for pre-game meal, Diet before, during and after training and competitions, Carbo-loading. Supplements: role of protein, vitamins and minerals supplements for performance.

Unit IV Weight Management

15

Meaning of weight management, Concept of weight management in modern era, Factor affecting weight management, 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, Causes and Solutions for overcoming obesity.

Unit V Steps in planning for Weight Management

15

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.

Total Hours

60

Course Outcomes:

1. Categorize the role of each micro and macro nutrients have on physical activity and athletic Performance
2. Understand the basic classification, functions and utilization of nutrients
3. Plan diet requirement for competitions and nutrient supplements for performance
4. Evaluate the factors affects weight management and solutions related to common co-morbidities
5. Identify and discuss specific nutritional issues associated with various sports in different age groups

Text Books:

1. Driskell, J. A., & Wolinsky, I. (Eds.). (2016). Nutritional Assessment of Athletes .CRC press.
2. Dr Prabha R Saravana. (2015). Sports Nutrition – BPED Guide
3. Frances Sizer (2014) Nutrition Concepts And Controversies, Eighth Edition, Australia, Wards worth Thomson Learning. 4th Ed
4. Nancy Clarks (2016). Nutrition for Sport Success, The Nutrition Foundation Inc.
5. Butryn, M.L., and Phelan, S.J. O.(2014). Consistent Self-monitoring of Weight: A Key Component of Successful Weight Loss Maintenance. Silver Spring. 15(12), 3091- 3096

Reference Books:

1. Mann, J., & Truswell, S. (Eds.). (2017). Essentials of Human Nutrition. Oxford University Press.
2. Wildman, R. E. (Ed.). (2016). Handbook of Nutraceuticals and functional foods. CRC press.
3. Greenwood, M., Cooke, M. B., Ziegenfuss, T., Kalman, D. S., & Antonio, J. (Eds.). (2015). Nutritional Supplements in Sports and Exercise. Humana Press.

Web Links:

1. onlinelibrary.wiley.com > ... > Nutrition > Nutrition for Sport and Exercise
2. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3805623/>
3. www.precisionnutrition.com/best-diet
4. <https://www.elsevier.com/books/nutrition...sports-performance>.

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	M	L	M	M	M	L	M	H	L	M	M	M	M
CO 2	M	M	M	M	M	M	M	L	M	L	M	M	M	M
CO 3	M	M	M	M	M	H	M	M	H	H	M	H	M	H
CO 4	M	H	H	H	H	M	H	M	H	H	H	M	H	H
CO 5	H	H	H	H	H	H	H	M	M	M	H	H	H	H

Track and Field (Jumping Events) and Project Meet

Semester II
21BPDC11

Hours of Instruction/week : 6
No. of Credits: 4

Objectives

- To understand and apply various techniques and skills of jumps.
- To promote knowledge and awareness of rules and regulation.
- To familiarize the jumping events and to prepare them as technically qualified officials.

Unit I Long Jump (W&M)

Long jump techniques : Approach, Run, Takeoff, Layout, Landing. Setting stride plans for speed and bounce jumpers, specific conditioning drills. Practices for tactics 20

Unit II Triple Jump (W&M)

Triple jump techniques : Approach run, Takeoff, Layout, Landing. Setting stride plans for speed and bounce jumpers, specific conditioning drills. Practices for tactics 20

Unit III Relays : High Jump and Pole Vault (W&M)

High jump and pole vault techniques : Approach, Run, Takeoff, clearing the bar, Landing. Setting stride plans for jumpers, specific conditioning drills. Practices for tactics 20

Unit IV Rules, Officiating and Interpretation

General competition rules for jumps governed by World Athletics, Official Signals and Marking of Score sheets for jumps events. Interpretation of jumps rules. 15

Unit V Markings and General aspects of Planning

Competition Area for jumps Events, Layout, Runway, Take off Board, Landing area, uprights, Gradients, Drainage, safety, marking, official acceptance. 15

Total Hours: 90

Course Outcomes:

1. Know the basic techniques and skills associated Jumping events.
2. Develop basic skills and techniques to improve one's running posture and take-off position for different jumps.
3. Apply basic principles of training and five bio-motor abilities to design his/her training program.
4. Analyze sports science knowledge to explain the execution of the events
5. Design personal challenges and compare performance to previous personal attempts

Text Book:

1. L Feather (2017) THE BOOK OF JAZZ-A Guide to the Entire Field, Horizon Press
2. J Lederach (2015) Little book of conflict transformation: Clear articulation of the guiding principles by a pioneer in the field, Skyhorse Publications
3. J Schell (2014) The Art of Game Design: A book of lenses, CRC Press

Reference Book:

1. J Radcliffe, R Farentinos (2015) High-Powered Plyometrics, 2E, Human Kinetics
2. I Jeffreys, J Moody (2016) Strength and Conditioning for Sports Performance, Taylor & Francis

Web Links:

1. <https://www.theguardian.com/sport/athletics>
2. <https://www.iaaf.org/disciplines/jumps/long-jump>
3. <https://www.iaaf.org/disciplines/jumps/high-jump>

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO 1	M	L	L	L	M	L	L	L	M	M	L	H	H	M
CO 2	H	M	L	H	L	L	M	M	L	L	L	L	M	M
CO 3	L	H	L	L	M	L	M	L	L	L	M	L	M	M
CO 4	M	L	L	L	L	M	M	L	M	M	M	L	L	M
CO 5	M	L	L	M	M	L	L	M	L	L	M	M	M	M

Yoga, Aerobics , Gymnastics and Field Work

Semester II
21BPDC12

Hours of Instruction/week:6
No. of Credits:4

Objectives

- To understand and apply various skills.
- To promote knowledge and awareness of rules and regulation.
- To prepare themselves for Employment in Yoga, Aerobics and Gymnastics

Unit I Introduction to Gymnastics

Introduction, Floor Exercise: Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, 15
Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap, scissors leap.

Unit II Parallel, Horizontal and Uneven Bar

Parallel Bar - Mount from one bar, Straddle walking on parallel bars, Single and double step walk, 20
Perfect swing, Shoulder stand on one bar and roll forward, Roll side, Shoulder stand, Front on back
vault to the side (dismount), Horizontal /Single Bar – Grip, Swings, Fundamental Elements, Dismount.
Uneven Parallel Bar- Grip, Swings, Fundamental Elements, Dismount.

Unit III Introduction to Yoga

Surya Namaskara, Asanas: Sitting posture, Standing posture, Lying Prone Position, Lying Spine 15
Position

Unit IV Pranayama

Breathing – Sectional breathing, Dog, Rabbit and tiger breathing, Varieties of Pranayama, 15
Mudhras, Bhanda and kriyas

Unit V Aerobics

Introduction of Aerobics, Rhythmic Aerobics - dance, Low impact aerobics, High impact aerobics, 25
Aerobics kick boxing, Postures: Warm up and cool down, THR Zone: Being successful in exercise
and adaptation to aerobic workout

Total Hours 90

Course Outcomes:

1. Define and identify the various skills with proper body alignment, postures and movement.
2. Demonstrate the means and methods of appropriate activities to develop movement competence.
3. Explain the effective methods by applying the values/benefits as an integrative health practice.
4. Evaluate the specific skills and scientific literacy to the global evolution.
5. Organize the competitions and increase professional relationship.

Text Book:

1. KA Jacobsen (2015) Routledge handbook of contemporary India, Taylor & Francis
2. S Pavitrananda (2016) Common sense about Yoga, Adyaksha Advaita Ashrama
3. Y Meiners, N Johnson (2018) Hands Free Flow Yoga for Persons with Upper Extremity Injuries and Weight Bearing Precautions, Journal of Hand Therapy, - Elsevier

Reference Book:

1. G Shankar (2016) Yoga Psychotherapy around the world Allied Publishers Ltd
2. CI Wenger (2015) Yoga minds, writing bodies: Contemplative writing pedagogy, Parlor press

Web Links:

1. <https://www.artofliving.org/in-en/yoga>
2. <https://www.adiaryoga.com/>
3. <https://www.webmd.com/fitness-exercise/tc/yoga-topic-overview>

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	L	L	H	M	M	M	M	L	L	L	M	L	L
CO 2	M	M	L	H	M	M	M	H	M	L	H	L	L	M
CO 3	M	L	L	M	L	L	L	L	H	L	L	M	L	M
CO 4	M	L	L	M	M	L	L	M	M	L	H	M	M	M
CO 5	M	L	H	M	M	M	H	M	M	L	L	M	M	L

Racket Sports (Badminton, Ball Badminton, Table Tennis and Tennis) and Intramurals

Semester II
21BPDC13

Hours of Instruction/week : 6
No. of Credits: 4

Objectives

- To understand and apply various skills
- To promote knowledge and awareness of rules and regulation
- Make them to expertise in technical, tactical and officiating skills

Unit I Basics of the Game

Lay out and measurements of playfields, Specific conditioning and training for the game (Badminton, Ball Badminton, Table Tennis & Tennis) **15**

Unit II Fundamentals skills of the games

Grip, Stance, footwork, basic and advanced service & stroke, drills and lead up activities (Badminton, Ball Badminton, Table Tennis & Tennis) **20**

Unit III Rules of games

Application of rules of game and matches (Badminton, Ball Badminton, Table Tennis & Tennis) **20**

Unit IV Various techniques & Lead ups

Techniques & tactics of the game (Badminton, Ball Badminton, Table Tennis & Tennis) **20**

Unit V Officiating

Mechanism of officiating, official duties, official signals and marking of score sheet (Badminton, Ball Badminton, Table Tennis & Tennis) **15**

Total Hours: 90

Course Outcomes:

1. Utilize and apply the knowledge of racquet sport rules, terminology, and scoring procedures.
2. Demonstrate proper court etiquette and good sportsmanship
3. Demonstrate an understanding of health-related fitness components: cardio respiratory endurance, muscular strength, muscular endurance, flexibility, body composition, and stress management.
4. Identify the major muscle groups and their application to racquet sports.
5. Improve personal fitness through participation in aerobic, muscular strength, muscular endurance, and flexibility activities

Textbooks:

1. Madsen, Christian M., Anders Karlsen, and Lars Nybo. "Novel speed test for evaluation of badminton-specific movements." *The Journal of Strength & Conditioning Research* 29.5 (2015):1203-1210.
2. Kondrič, Miran. "The fastest ball games from the viewpoint of science." *Journal of humankinetics* 55.1 (2017): 5-5.
3. Hoskins-Burney, Tina, and Lex Carrington. *The Tennis Drill Book*, 2E. Human Kinetics, 2014.

References:

1. Jacob, Alvin, Wan Nurshazwani Wan Zakaria, and MohdRazali Bin MdTomari. & Quantitative Analysis of Hand Movement in Badminton.& advanced computer and Communication Engineering Technology. Springer, Cham, 2016. 439-448.
2. Hoskins-Burney, Tina, and Lex Carrington. *The Tennis Drill Book*, 2E. Human Kinetics, 2014.
3. Pill, Shane, and Mitchell Hewitt. & Tennis Coaching: Applying the Game Sense Approach.& Strategies30.2 (2017): 10-16.

Web links:

1. <https://web.mst.edu/~ima/rules/Badmintonrules.html>
2. ballbadmintonindia.com/rules_regulation.php
3. www.rulesofsport.com/sports/tennis.html

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	L	L	M	M	L	L	M	L	L	M	M	M	M
CO 2	H	M	L	H	L	L	M	M	L	L	L	L	M	M
CO 3	L	H	L	L	M	L	M	L	L	L	M	L	M	M
CO 4	M	L	L	M	L	L	L	M	L	L	H	M	M	M
CO 5	M	L	L	M	M	L	L	M	M	L	H	M	M	M

Teaching Practice – I

Semester: II
21BPDC14

Hours of Teaching – 6
No. of Credits: 4 per semester

Objectives

- Develop awareness, understanding and capacity in the specific roles and responsibilities of a teacher
- Provide sustained field work with learners and the school
- Able to assess and report on student achievement

The B.P.Ed programme provides for sustained field work with learners and the school, thereby creating congenial atmosphere. The programme includes teaching basic skills in sports and games and indigenous activities giving exposure to teachers in the teaching learning process. A minimum of 30 lessons out of which 20 shall be in schools and 10 lessons shall be coaching lessons in the college /institution/department itself.

Teaching Practices - General

10 Teaching practice lessons out of which 5 lessons in class-room situation and 5 lessons for outdoor activities within premises on the students of B.P.Ed course

Course outcomes:

1. Understand through an intensive experience the nature of schools as workplaces and their associated values, routines and cultures
2. Develop and refine their skills and professional capacity for classroom teaching in their subject specialization
3. Demonstrate the ability to plan, implement, and evaluate effective teaching and learning strategies well grounded in education research and state and system policy frameworks
4. Demonstrate the ability to assess and report on student achievement
5. Demonstrate an understanding of professional and ethical practice

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	L	M	M	M	L	M	H	M	L	M	L	L
CO 2	L	L	H	M	M	M	L	H	M	M	M	M	H	L
CO 3	M	M	M	L	L	L	H	M	M	M	H	L	L	M
CO 4	L	H	M	M	L	M	M	M	L	M	M	L	M	M
CO 5	M	L	L	M	M	L	L	H	M	M	M	M	L	M

Sports Training

Semester III
21BPDC15

Hours of Instruction/week: 4
No . of Credits : 4

Objectives

- Understand the fundamental concepts of sports training.
- Fix and adopt the training load
- Prepare the sports person for the competition

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, Good Performance and High Performance Training. **10**

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. **15**

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. **15**

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 **10**

Unit V Facilities and Training Plan

Facilities for instruction and training equipment for practice, special equipment, Mechanical devices improvised apparatus. Training Plan: Model training plan in games and sports **10**

Total Hours: 60

Course Outcomes:

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

Text Books:

1. Singh Hardayal(2011). Sports Training: General Theory and methods. National Institute of Sports, 7th ed., Patiala
2. Wilmore J.H(2012). Athletic Training and Physical Fitness. Allyn and Bacon Inc, 9th ed. n Sydney.
3. Bompa, T., & Buzzichelli, C. (2015).
4. Periodization Training for Sports, 3E. Human kinetics.. Viru, A. (2017). Adaptation in Sports Training. Routledge.

Reference Book:

1. Dick, W. F. (2016). Sports training principles. London: Lepus
2. Books. Boyle, M. (2016). New functional training for sports.
3. Human Kinetics. Harris, S. S., Anderson, (2018). Care of the young athlete.
4. Matvyew, L. P. (2016). Fundamental of sports training. Moscow: Progress Publishers.

Web Links:

1. <https://www.pdhpe.net/factors...training.../types-of-training-and-training-methods/>
2. <https://www.sports-training-adviser.com/sportstrainingprinciples.html>
3. www.sportireland.ie/Coaching-Ireland/Publications-/Planning-For-Performance.pdf
4. www.humankinetics.com/products/all.../periodization-training-for-sports-3rd-edition

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	L	L	M	L	L	L	M	L	L	H	M	M	M
CO 2	M	L	L	M	M	L	L	M	M	L	H	M	M	M
CO 3	M	L	L	M	M	L	L	M	L	L	M	M	M	M
CO 4	H	M	L	H	L	L	M	M	L	L	L	L	M	M
CO 5	L	H	L	L	M	L	M	L	L	L	M	L	M	M

Measurement and Evaluation in Physical Education

Semester III
21BPDC16

Hours of Instruction/week: 4
No. of Credits: 4

Objectives

- Administer a variety of tests as they apply to physical education, health and fitness
- Analyze and evaluate various fitness movements
- Create interest in research through test and measurement

Unit I Introduction to Test, Measurement & Evaluation

Meaning of Test & Measurement & Evaluation in Physical Education, Need and Importance of Test, Measurement & Evaluation in Physical Education, Principles of Evaluation **10**

Unit II Criteria, Classification and Administration of test

Criteria of Tests, Scientific Authenticity (Reliability, Objectivity, Validity and Availability of norms), Type and Classification of Test, Test Construction Procedure, Administration of Test - Advance Preparation – Duties During Testing – Duties After Testing. **10**

Unit III Physical Fitness Tests

Physical Fitness - AAHPER youth fitness test, National physical Fitness Test, Indiana Motor Fitness Test, JCR test, U.S Army Physical Fitness Test – Coopers test, Johnson Motor Educability Test **10**

Unit IV Skill Tests for Racket sports

Badminton tests: Lockhart and McPherson badminton test, Miller wall volley test, French short service test, Tennis: Broer- Miller Forehand, backhand drive test, Dyer tennis test, Hockey: Henry Friedel HockeyTest, S.A.I Hockey test. **15**

Unit V Skill Tests for ball games

Basketball: Johnson basketball test, Knox Basketball test, Leilich Basketball Test, Soccer: McDonald soccer test, Volleyball: Russell Lange volleyball test, Brady volleyball test, S.A.I volleyball test **15**

Total Hours: 60

Course Outcomes:

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

Text Books:

1. Lacy, A. C., & Williams, S. M. (2018). Measurement and evaluation in physical education and exercise science. Routledge.
2. Bishop, P. A. (2017). Measurement and Evaluation in Physical Activity Applications: Exercise Science, Physical Education, Coaching, Athletic Training & Health. Routledge.
3. Morrow Jr, J. R., Mood, D., Disch, J., & Kang, M. (2015). Measurement and Evaluation in Human Performance, 5E. Human Kinetics.

Reference Books:

1. Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). Introduction to research in education. Cengage Learning.
2. Oermann, M. H., & Gaberson, K. B. (2016). Evaluation and testing in nursing education. Springer Publishing Company.
3. Bond, T., & Fox, C. M. (2015). Applying the Rasch model: Fundamental measurement in the human sciences. Routledge.

Web Links:

1. <https://www.researchgate.net/>
2. <https://www.missouriwestern.edu/hper/wp-content/>
3. <https://edurev.in/>

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	M	M	M	L	H	M	H	H	M	-	L
CO 2	H	H	H	H	H	L	L	M	H	H	H	H	-	M
CO 3	M	L	L	H	H	H	M	H	H	H	H	M	M	H
CO 4	H	M	M	M	L	H	H	M	M	M	M	H	H	H
CO 5	H	H	H	H	M	H	M	H	H	M	H	H	H	M

Sports Psychology and Sociology

Semester III
21BPDC17

Hours of Instruction/week: 4
No. of Credits: 4

Objectives

- To know and to understand the sports man behavior.
- To know the various psychological factors affecting sport performance.
- To know the relationship of the sports person with society in various sports settings.

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 behavior in relation to physical education and sports.

10

Unit II Learning and Personality

Nature of learning, theories of learning, Laws of learning, Plateau in Learning; & transfer of learning, Meaning and definition of personality, characteristics of personality, Dimension of personality, Personality and Sports performance

10

Unit III Motivation and Techniques

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.

15

Unit IV Relation between Social Science and Physical Education.

Introduction, Meaning of Sociology and Sports Sociology, 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.

15

Unit V 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.

10

Total Hours:

60

Course Outcomes:

1. Explain group mechanisms and group psychology in a sports context
2. Reflect upon motivational psychology as applied to sports activities
3. Formulate relevant constructs of exercise psychology
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.
5. To apply core sociological theories to specific social problems in order to analyze social problems.

Textbooks:

1. Gill, Diane, Lavon Williams, and Erin Reifsteck. Psychological dynamics of sport and exercise. HumanKinetics, 2017.
2. Wagstaff, Chris. "Organizational psychology in sport: An introduction." The organizational psychology of sport: Key issues and practical applications. Routledge, 2017.
3. Wise, Nicholas, and John Harris, eds. Sport, Events, Tourism and Regeneration. Vol. 65. Taylor and Francis, 2017.

References:

1. Goodfellow, Ian, Yoshua Bengio, and Aaron Courville. "Deep Learning Book." (2016): 800.
2. Evans, John, ed. Physical Education, Sport and Schooling: Studies in the Sociology of Physical Education. Vol. 20. Routledge, 2017.
3. Pereira, Vijay, and Ashish Malik. Investigating Cultural Aspects in Indian Organizations. Springer, 2015.

Web links:

1. <https://www.myactivesg.com/sports/tennis/how-to.../tennis-rules/basic-rules-of-tennis>
2. www.rulesofsport.com/sports/badminton.html
3. [www.ttfi.org/app/webroot/.../L9q_TEST_EVENT_HANDBOOK%20\(1\).docx](http://www.ttfi.org/app/webroot/.../L9q_TEST_EVENT_HANDBOOK%20(1).docx)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	S	S	S	S	S	S	S	S	S	S	L	M	L	M
CO 2	S	M	S	M	L	M	L	M	S	S	S	M	L	M
CO 3	M	S	L	S	M	S	L	M	S	L	M	S	L	S
CO 4	S	M	M	M	M	M	L	S	M	L	M	M	L	M
CO 5	L	M	L	M	S	M	L	M	M	L	M	M	L	M

Sports Management (Self Study)

Semester III
21BPDC18

Hours of Instruction/week: 1
No.ofCredits:4

Objectives

- To identify the basic principles of Sports Management
- To know about organizational management and leadership
- To identify important issues and future trends in the field of sports management

Unit I Nature and Scope

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.

3

Unit II Leadership style and method

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.

3

Unit III Planning Sports Programme

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.

3

Unit IV Trending Sports Management

Sports agencies, career opportunities, facility management-Stadiums, Tents, Recreation area. Media relations, sports broadcasting, sport finance, sport engineering, sports law, sports business, spectator management.

3

Unit V Financial management and Budgeting

Establishing a reporting system Evaluation, The reward/punishment system, financial management in Physical Education & sports in schools, Colleges and Universities, Budget Importance, Criteria of good budget, Steps of Budget making, Principles of budgeting.

3

Total Hours:

15

Course Outcomes:

1. Know sports management and employ principles of strategic planning, and financial and human resource management.
2. Assess marketing needs and formulate short term and long term solutions.
3. Develop critical thinking in analyzing sport management issues and in managerial planning and decision making.
4. Demonstrate information literacy and communication skills.
5. Conceive, plan, execute, and evaluate a sports event.

Text Book:

1. Pedersen, P. M., and Thibault, L. (Eds.). (2014). Contemporary sport management, 5E. Human Kinetics
2. Hoye, R., Smith, A. C., Nicholson, M., & Stewart, B. (2015). Sport management: principles and applications. Routledge.
3. Chelladurai, P., & Kerwin, S. (2017). Human resource management in sport and recreation. Human Kinetics.

Reference Book:

1. Taylor, T., Doherty, A., & McGraw, P. (2015). Managing people in sport organizations: A strategic human resource management perspective. Routledge.
2. Houlihan, B., & Malcolm, D. (Eds.). (2015). Sport and society: a student introduction. Sage.
3. Matthew, B. T. (2017). Financial management in the sport industry. Taylor & Francis.

Web Links:

1. us.sagepub.com/en-us/nam/encyclopedia-of-sports-management-and.../book230738
2. www.humankinetics.com > Stores > Sport Management and Marketing
3. <https://www.elsevier.com/journals/sport-management-review/1441.../guide-for-author..>

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	S	S	S	M	S	L	M	M	M	M	M	S	M	S
CO 2	L	M	M	M	M	M	L	M	M	M	M	M	S	L
CO 3	M	S	L	S	M	S	L	S	M	S	M	S	S	S
CO 4	S	M	M	M	M	M	L	L	M	S	L	M	M	M
CO 5	S	M	M	L	M	M	L	M	S	M	S	M	M	M

Physical Education (Computer Based Test)

Semester III
21BPDC19

No. of Credits: 2

Objectives

- To acquire the basic computer knowledge.
- To implement the application of computer in Physical Education
- To review the knowledge gained to execute for the future career.

Computer based test can be substitute traditional tests in the future due to their benefits for the students, parents and educational process. It assist the teachers in grading objective tests for the due of course. Due to the interactive testing environments and the data-processing capacities offered by the computer, these potential advantages and added values cover a range of new possibilities that might extend from standardized and automatized administration and scoring procedures and review the knowledge gained to execute for the future career.

Course Outcomes:

1. Know the basic computer knowledge.
2. Apply Computer Applications through innovative teaching and learning processes.
3. Recognize professionally competent and face the challenges in the industry.
4. Implement the operating systems and networks in the field of Physical Education
5. Evaluate the attributes requires both appropriate learning activities and 'fit- for-purpose' assessment.

Text Books:

1. Norton and Peter (2006). Introduction to Computers. Tata Mc-Graw Hill Publishing Company Pvt. Ltd., New Delhi.
2. Kumar, K L (1997). Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers. New Age International, New Delhi.
3. Monahan, Torin (2005). Globalization, Technological Change. Public Education, New York.

Reference Book:

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

Web Links:

1. <http://www.indiaclass.com/computer-reference-books/>
2. <http://www.bms.co.in/computer-applications-in-business-syllabus-and-reference-books/>

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	S	S	S	M	S	L	M	M	M	M	M	S	M	S
CO 2	L	M	M	M	M	M	L	S	M	M	M	M	S	L
CO 3	M	S	L	S	M	M	M	S	M	S	M	S	S	S
CO 4	S	M	M	M	M	M	L	L	M	S	L	M	M	M
CO 5	S	M	M	L	M	M	L	M	S	M	S	M	M	M

DSE III - Sports Medicine, Physiotherapy and Rehabilitation

Semester III
21BPDE3A

Hours of Instruction/week: 4
No. of Credits: 4

Objectives:

- Apply various therapeutic modalities for sports injuries
- Understand the underlying concepts of sports medicine
- Recognize various rehabilitative procedures

Unit I Sports Medicine

Meaning, definition, aims, objectives, modern concepts and importance, Athletic 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, Fractures, dislocation and cramps, Bandages: Types of bandages, Trapping and supports **15**

Unit II Physiotherapy

Definition, Guiding principles of Physiotherapy, Importance of physiotherapy, introduction and demonstration of treatments, Electrotherapy: infrared rays, ultraviolet rays, shortwave diathermy, ultrasonic rays **15**

Unit III Hydrotherapy

Introduction and demonstration of treatments of cryotherapy, thermotherapy, contrast bath, whirlpoolbath, steam bath, sun bath, hot water fomentation **10**

Unit IV Massage

Massage: History of massage, Classification of manipulation (Swedish system), Physiological effects of massage **10**

Unit V Therapeutic Exercise

Definition and scope, Principles of therapeutic exercise, classification, effects and uses of therapeutic exercise, passive movements (Relaxed, forced and possible stretching), active movements (concentric, eccentric and static), application of the therapeutic exercise, free mobility exercise: Shoulder, elbow, Waist and finger joints, Hips, knee, ankle and foot joints, Trunk head and necks exercises **10**

Total Hours: 60

Course Outcomes:

1. Understand the primary responsibilities the sports trainer has in preventing sports injuries and providing initial care for injured athletes.
2. Demonstrate the basics of sport first aid during and after game situation.
3. Recognize and appropriately treat common sports injuries and conditions from onset through rehabilitation.
4. Identify and apply knowledge of anatomy to the design and execution of research studies.
5. Analyze data in a motor learning, exercise physiology, or other sports medicine lab settings.

Text Books:

1. David, R.M. (2005). Drugs in sports, 4th Edition, Routledge Taylor and Francis group.
2. Chandrasekar, K.C. (2003). Sports Physiotherapy KhelSahitya Kendra, New Delhi.
3. Jain, R. (2002). Sports Medicine, KhelSahitya Kendra, New Delhi.
4. Kendall, F. P., McCreary, E. K., Provance, P. G., Rodgers, M. M., & Romani, W. A. (2005). Muscles, Testing and Function with Posture and Pain (5th ed.). Philadelphia: Lippincott Williams & Wilkins.
5. Kisner, C., & Colby, L. A. (2012). Therapeutic Exercise: Foundations and Techniques (6th ed.). Philadelphia: F. A. Davis Company.
6. Liebenson, C. (Ed.) (2007). Rehabilitation of the Spine: A Practitioner's Manual (2nd ed.). Philadelphia: Lippincott, Williams & Wilkins.

Reference Books:

1. Freddie, H. and David, A. (2004). Sports injuries mechanism prevention treatment: Williams and Wilkins, London.
2. Johnson (2004). Science and Medicine of exercise and sport. Harper row and Brothers, New York.
3. Dolan (2010). Treatments and prevention of athletic injury. The interstate Panvillee, Illinois
4. Belanger, A. (2015). Therapeutic Electro physical Agents: Evidence Behind Practice (3rd ed.). Philadelphia: Lippincott Williams & Wilkins.
5. Brotzman, S. B., & Manske, R. C. (Eds.). (2011). Clinical Orthopedic Rehabilitation: An Evidence-based Approach (3rd ed.). Philadelphia: Mosby, Inc.
6. Hammer, W. (2007). Functional Soft-Tissue Examination and Treatment by Manual Methods (3rd ed.). Sudbury, MA: Jones and Bartlett Publishers.
7. Hecox, B., Mehreteab, T. A., Weisberg, J., & Sanko, J. (2006). Integrating Physical Agents in Rehabilitation (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Web Links:

1. <https://www.sportsmedicine.on.ca/>
2. www.ssmc.sg/services/sports-physiotherapy-and-rehabilitation.html
3. <https://www.focusphysiotherapy.com/physiotherapy-role-physiotherapist-sports-medic>

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	L	M	M	H	H	M	M	H	H	H	H	H
CO 2	H	H	L	H	M	H	H	M	M	H	H	H	H	H
CO 3	H	H	L	H	H	H	H	M	H	H	H	H	H	H
CO 4	H	H	L	H	H	H	H	M	H	H	H	H	H	H
CO 5	H	H	L	M	M	H	H	H	M	H	H	H	H	H

DSE III - Curriculum Design

Semester III
21BPDE3B

Hours of Instruction/week: 4
No. of Credits: 4

Objectives

- Understand curriculum according to the needs of the students
- Construct the curriculum for various levels
- Update the present need which is mandatory

Unit I Modern Concept of Curriculum

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

15

Unit II Basic Guidelines for Curriculum Construction

contest (selection and expansion).Focalization, Socialization, Individualization, Sequence andoperation, Steps in curriculum construction.

15

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

10

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, Facilitiesand special resources for library, laboratory and other facilities.

10

Unit V Curriculum for Inclusive Setup

Introduction, Need for Integrating Physical Education towards Disability, Types of Disability, Kinder garden to 2nd standard (preprimary), 3rd standard to 5th standard (primary), 6th standard to 8th standard (Upper primary), 9th standard to 10th standard (High school), 11th standard to 12th standard (Higher secondary),

10

Total Hours:

60

Course Outcomes:

1. Introduce the teaching curriculum objectives and course module design
2. Identify the most important learning requirements
3. Analyze the planning strategies, teaching, learning and assessment
4. Develop strategies to promote quality learning, practice marking and consider methods of course and self-evaluation
5. Evaluating learning intentions and the process that is guided through explicit and manageable

Text Books:

1. M Adams, LA Bell - 2016 teaching for diversity and social justice, Taylor & Francis Group
2. AB Demarest - 2014 Place-based curriculum design: Exceeding standards through local investigations Taylor & Francis Group
3. SE Burgstahler - 2015 Universal design in higher education: From principles to practice, ERIC

Reference Books:

1. C Koh (2016) Motivation, Leadership and Curriculum Design, Springer
2. L Cammarata (2016) Content-based foreign language teaching: Curriculum and pedagogy for developing advanced thinking and literacy skills, Taylor & Francis Group

Web Links:

1. <https://www.nprinc.com/categories/standards-curriculum/curriculum-design.html>
2. <https://www.goodreads.com/shelf/show/curriculum-design>
3. <https://www.goodreads.com/shelf/show/curriculum-development>

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	H	M	M	M	M	M	M	M	M	M	H	M	M
CO	M	M	L	M	M	M	L	H	M	L	H	L	M	H
CO 3	M	M	H	H	M	H	L	M	M	L	H	M	H	H
CO 4	M	M	L	L	M	H	M	M	M	H	M	L	H	H
CO 5	M	M	L	L	M	H	M	H	M	M	H	M	M	H

Track and Field (Throwing Events)

Semester III
21BPDC20

Hours of Instruction/week: 6
No. of Credits : 3

Objectives

- To understand and apply various Technique and skills of track.
- To promote knowledge and awareness of rules and regulation.
- To familiarize the throwing events and to prepare them as technically qualified officials

Unit I Shot Put and Discus Throw (W/M)

Shot Put and Discus Throw techniques : Basic Skills and techniques Grip, Stance, gliding, rotation, Release, Reserve/ (Follow through action), Specific conditioning drills. Practices for tactics **18**

Unit II Hammer Throw (W/M)

Hammer Throw techniques: Basic Skills and techniques Grip, Stance, turns, Release, Reserve/(Follow through action), Specific conditioning drills. Practices for tactics **18**

Unit III Javelin Throw (W/M)

Javelin Throw techniques: Basic Skills and techniques Grip, Stance, approach, withdrawal phase, cross knee, Release, Reserve/ (Follow through action), Specific conditioning drills. Practices for tactics **18**

Unit IV Rules, Officiating and Interpretation

General competition rules for throws governed by IAAF, Official Signals and Marking of Score sheets for throws event. Interpretation of throws rules. **18**

Unit V Markings and General aspects of Planning

Competition Area for throws Events, Layout, Runway, Throwing arc, Landing area, uprights, Gradients, Drainage, Safety, marking, official acceptance. **18**

Total Hours: 90

Course Outcomes:

- 1.Display competencies in executing basic techniques and skills associated with throwing events
- 2.Develop basic skills and techniques to improve one are the throwing positions for different throws.
- 3.Appreciate throwing events by applying sports science knowledge to explain the execution of the events.
- 4.Apply basic principles of training and five bio-motor abilities to design her training program
- 5.Analysis of a partner's technique and give positive corrective feedback to improve their ability in each event.

Text Books:

1. Feather, L. (2017). THE BOOK OF JAZZ-A Guide to the Entire Field, Edizioni Savine.
2. Cedric R. C. (2016). International Association for Ultra Multi events”.
3. Rosenbaum, Mike. (2010). Track and fields greatest events and top competition. Track and field.

Reference Book:

1. Gerry A Carr. (2017). Fundamentals of Track and Field. West Center. Bombay
2. David Levinson (2016). Encyclopedia of World Games, (3 ed.) Berkshire publisher group.
3. Doherty. K. (2014). Track and field. Omni book. (8th ed). Los Altos. CA Tapnews

Web Links:

1. www.oxfordreference.com/view/10.1093
2. www.virtualreferencelibrary.ca/search.jsp
3. [https://www.bacathletic.org/.../1601018%20BC%20Athletics%20%20Terms%20of%](https://www.bacathletic.org/.../1601018%20BC%20Athletics%20%20Terms%20of%20)
4. https://en.wikipedia.org/wiki/combined_track_and_field-events

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	L	L	M	L	L	L	M	L	L	H	M	M	M
CO 2	M	L	L	M	M	L	L	M	M	L	H	M	M	M
CO 3	M	L	L	M	M	L	L	M	L	L	M	M	M	M
CO 4	H	M	L	H	L	L	M	M	L	L	L	L	M	M
CO 5	L	H	L	L	M	L	M	L	L	L	M	L	M	M

Combative Sports (Martial Arts, Karate, Silambam, Fencing and Taekwondo)

Semester III

Hours of Instruction/week : 6

21BPDC21

No. of Credits: 3

Objectives

- To understand about various martial arts
- To promote knowledge and awareness of rules and regulation
- Understand and able to teach the basics of combative sports

Unit I Karate

Player Stances: walking, hand positions, front-leaning, side-fighting. Hand Techniques: Punches (form of a punch, straight punch, and reverse punch), Blocks (eight basic). Leg Techniques: Snap kicks, stretching straight leg, thrust kicks, sidekicks, Katas

18

Unit II Fighting techniques (Karate)

Self Defense: against punches, grabs and strikes, against basic weapons, Sparring: One step for middle punch, high punch and groin punch.(Defended by appropriate block from eight basic blocks).Rules and their interpretations and duties of officials

18

Unit III Fencing

Basic Stance: on-guard position (feet and legs), Footwork: advance, retire, lunge, Step- lunge, Grip, hold a foil correctly, Etiquette, salute and handshake to coaches and partners Hit a target (glove,mask, person) at riposte distance Attack, Semi circular parries, successive parries, Lateral parry direct riposte.

18

Unit IV Taekwondo

Player Stances – walking, extending walking, L stance, cat stance, Fundamental Skills Punching Skill from sparring position, Foot Techniques(Balgisul),Poomsae (Forms),Sparring (Kyorugi),Board Breaking (Kyokpa).

18

Unit V Silambam

Basic stance, foot work, grip and hold, swings, fights, maan kombu, spring sword, sword fight,velkam bu veechu, Point games.

18

Total Hours:

90

Course Outcomes:

1. Understand the basic techniques and have the ability teach the fundamentals
2. Implement the fighting and officiating techniques in Karate
3. Create Interest to deliver the basic stance in fencing.
4. Apply the fundamentals of taekwondo and silambam in practical situation and Practices.
5. Create interest to start the School of defensive arts / Martial arts

Text Books:

1. Clarke, M. (2015). The art of hojo undo: power training for traditional karate. YMAA Publication Center, Inc.,
2. Bowman, P. (2015). Martial arts studies: Disrupting disciplinary boundaries. Rowman and Littlefield International.
3. Choi, C.C. (2017). Position Before Submission: Grappling with Gender and Hyper masculinity in Mixed Martial Arts.

Reference Books:

1. Ingold, T. (2016). Thinking through Movement: Practicing Martial Arts and Writing Ethnography. In Redrawing Anthropology (pp. 80-91). Routledge.
2. Chin, J. W., & Andrews, D. L. (2016). Mixed martial arts, caged orientalism, and female Asian American bodies. Asian American sporting cultures.
3. Ingold, T. (2016). Thinking through Movement: Practicing Martial Arts and Writing Ethnography. In Redrawing Anthropology (pp. 80-91). Routledge.

Web Links:

1. https://en.wikipedia.org/wiki/List_of_martial_arts
2. <https://en.wikipedia.org/wiki/Silambam>
3. www.blackbeltwiki.com/weapon-based-martial-arts
4. <https://www.sandiegounified.org/>

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	M	M	M	H	H	M	M	H	M	H	H	H
CO 2	H	H	H	H	M	L	H	M	M	H	M	H	H	H
CO 3	H	H	H	H	H	L	H	M	H	H	M	H	H	H
CO 4	H	H	M	H	H	L	H	M	H	H	M	H	H	H
CO 5	H	H	M	M	M	L	H	H	M	H	H	H	H	H

Team Games (Football, Netball, Handball, Baseball, and Cricket)

Semester III
21BPDC22

Hours of Instruction/week:6
No. of Credits:3

Objectives

- To understand and apply various skills
- To promote knowledge and awareness of rules and regulation
- Able to teach the technical and tactical skills

Unit I Football

History – Terms and Terminologies, Kicks-Inside kick, Instep kick, Outer instep kick and lofted kick, Trapping: trapping rolling the ball and trapping bouncing ball with sole, Dribbling: With instep, inside and outer instep of the foot. Heading: From standing, running and jumping, Throw in, Feinting: with the lower limb and upper part of the body. Tackling: Simple tackling, Slide tackling. Goal Keeping: Collection of balls, Ball clearance-kicking, throwing and deflecting. Ground Marking, Rules and their interpretations, duties of officials, official signals and score sheet, Governing Bodies. 18

Unit II Netball

History – Terms and Terminologies, Catching – One handed, with feet grounded, in flight. Throwing – One hand pass, Two hand pass, running pass, Shooting – One hand, two hand, forward step shot, backward step shot, Defensive techniques and Blocking, Intercepting – Pass, Shot, Toss up, Ground Marking, Rules and their interpretations, duties of officials, official signals and score sheet, Governing Bodies. 18

Unit III Handball

History – Terms and Terminologies, Fundamental Skills –Catching, Throwing, Ball control, Goal Throws – Jump Shot, Centre Shot, Dive Shot, Reverse Shot, Dribbling- High and Low, Attack and Counter Attack, Simple Counter Attack, Attack from two wings and centre, Blocking, Goal keeping, Defense, Ground Marking, Rules and their interpretations, duties of officials, official signals and score sheet, Governing Bodies. 18

Unit IV Baseball

History – Terms and Terminologies, Player Stances, walking, extending walking, L stance, cat stance. Grip: standard grip, choke grip, Batting, swing and bunt. Pitching , Baseball: slider, fast pitch, curve ball, drop ball, rise ball, change up, knuckle ball, screw ball, Fielding , Catching: basics to catch fly hits, rolling hits, Throwing: over arm, side arm. Base running: single, double, triple, home run, Sliding: bent leg slide, hook slide, head first slide. Ground Marking, Rules and their interpretations, duties of officials, official signals and score sheet, Governing Bodies. 18

Unit V Cricket

History – Terms and Terminologies, Batting: Forward and backward defensive stroke, Bowling: Simple bowling techniques, Fielding: Defensive and offensive fielding, Catching: High catching and Slip catching, Stopping and throwing techniques, Wicket keeping techniques, Types of outs. Ground Marking, Rules and their interpretations, duties of officials, official signals and score sheet, Governing Bodies. 18

Total Hours:

90

Course Outcomes:

1. Understand the issues and processes that relate to team formation and development in a virtual context
2. Identify barriers to effective team work in a virtual environment and propose solutions
3. Review and comment on team activities in a virtual environment and develop insights to make informed judgments and recommendations for future good practice
4. Develop theory and practical experience to make recommendations for good practice in new team environments.
5. Assess each team game in terms of fitness value.

Text Books:

1. Wulf L (2016) Encyclopedia of Women and Baseball, Mc Farland & Company
2. Bateman A (2016) Cricket, Literature and Culture: Symbolizing the Nation, Destabilizing Empire, Taylor & Francis
3. Fontes P, Fontes PRR, BBB de Hollanda (2014) The Country of Football: Politics, Culture & the Beautiful Game in Brazil, Hurst & Company, London

Web links:

1. www.skysports.com/football
2. <https://www.nytimes.com/section/sports/baseball>
3. <https://www.sportskeeda.com/cricket>

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	L	H	M	L	M	M	M	L	M	M	M	M
CO 2	H	H	H	M	M	M	M	M	L	L	L	L	M	M
CO 3	M	H	M	L	L	M	M	L	M	L	M	H	H	M
CO 4	H	L	L	M	M	M	H	H	M	M	M	M	M	L
CO 5	L	L	M	L	H	M	L	H	L	M	-	M	M	L

Teaching Practice – II

Semester: III
21BPDC23

Hours of Teaching – 6
No. of Credits: 4

Objectives

- Develop awareness, understanding and capacity in the specific roles and responsibilities of a teacher
- Provide sustained field work with learners and the school
- Able to assess and report on student achievement

The B.P.Ed programme provides for sustained field work with learners and the school, thereby creating congenial atmosphere. The programme includes teaching basic skills in sports and games and indigenous activities giving exposure to teachers in the teaching learning process. A minimum of 30 lessons out of which 20 shall be in schools and 10 lessons shall be coaching lessons in the college /institution/department itself.

Teaching Practices – Particular

10 Teaching lesson plans for racket sports/team games/indigenous sports out of which 5 lessons internal and 5 lessons external at school.

Course outcomes:

1. Understand through an intensive experience the nature of schools as workplaces and their associated values, routines and cultures
2. Develop and refine their skills and professional capacity for classroom teaching in their subject specialization
3. Demonstrate the ability to plan, implement, and evaluate effective teaching and learning strategies well grounded in education research and state and system policy frameworks
4. Demonstrate the ability to assess and report on student achievement
5. Demonstrate an understanding of professional and ethical practice

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	L	M	M	M	L	M	H	M	L	M	L	L
CO 2	L	L	H	M	M	M	L	H	M	M	M	M	H	L
CO 3	M	M	M	L	L	L	H	M	M	M	H	L	L	M
CO 4	L	H	M	M	L	M	M	M	L	M	M	L	M	M
CO 5	M	L	L	M	M	L	L	H	M	M	M	M	L	M

Sports Entrepreneur Skill Development

Semester: III
21BPDC24

No. of Credits - 2

Objectives

- To enact ideas, information and practices for the purpose of engaging in a business venture.
- To develop program to fulfill the needs of the Community.
- To bridge the gap between sport and social entrepreneurship and social innovation

It is a 15 day Internship training program in Fitness centers, Yoga centers, Hotels, Shooting range, Golf course, swimming pool, Industry (shoe, sports goods, surface, ground construction and maintenance), Sports kit (designing and stitching). It helps to provides – basic knowledge in his own area of interest, in depth knowledge, hands on experience, job avenue and confidence.

Course Outcomes:

1. Define and analyze the entrepreneurial experience and the entrepreneurial mind
2. Identify legal issues for the sport entrepreneur and the different types of corporations.
3. Examine new online technological portals to access current issues in Sports Entrepreneurship
4. Demonstrate creativity and the business idea in sport entrepreneurs
5. Analyze the sport entrepreneurial strategy, analyze strategies for growth and managing the implications of growth, and examine the sources of a capital and venture capital.

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	H	M	H	S	H	H	H	M	L	H	M	L
CO 2	H	H	H	H	H	H	H	H	H	H	M	L	M	M
CO 3	M	H	H	S	M	L	M	H	H	H	H	H	H	H
CO 4	H	S	H	S	H	L	H	H	H	M	M	H	H	H
CO 5	S	S	H	M	H	S	H	H	H	H	H	H	H	H

Kinesiology and Biomechanics

Semester IV
21BPDC25

Hours of Instruction/week: 4
No. of Credits: 4

Objectives

- Analyze human movement anatomically and mechanically.
- Understand the different types of skeletal muscle contractions and how they affect joint motion.
- Comprehend the importance of following the laws of physics when improving athletic skills

Unit I Introduction 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. 10

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 Innervations 15

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. 15

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. 10

Unit V Mechanical Principles

Mechanical principles involved in fundamental movements Locomotors non-locomotors and manipulative skills. 10

Total Hours 60

Course Outcomes

1. Demonstrate and apply basic mechanical and physics principles to human movements and implements used in various sports.
2. Identify the relationship between anatomical structure, physiological function, and mechanical principles as they relate to the performance of basic and complex motor skills.
3. Explain the knowledge and appreciation of the importance of the study of kinesiology as a foundation for further studies in biomechanics and performance analysis
4. Analyze sport movements and design movement-oriented exercise prescriptions and view the performance of physical activity skills critically and evaluate performance in terms of principles of efficient movement.
5. Describe the methods used to achieve the goals of exercise and sports Biomechanics

Reference Books:

1. Sundararajan (2006) „Biomechanics of sports and games, Roshan Publications, New Delhi.
2. David L .Kelly(2009) .Kinesiology and fundamentals of Motion description , N.J. Prentice Hall, USA
3. Starkey ,C.(2013).Therapeutic Modalities (4thed.).Philadelphia F. A. Davis Company.
4. Turchin, C.(2011).Light and Laser Therapy: Clinical Procedures.(5thed .Redwood City, CA C. Turchin.

Text Books:

1. McArdle,W.D.,Katch,F.I.,&Katch,V.L.(2015).Exercise Physiology: Nutrition, Energy, and Human Performance (8th ed.). Philadelphia: Lippincott Williams &Wilkins.
2. Michaud, T.C.(2011). Human Locomotion: Conservative Management of Gait Related Disorders. Newton, MA: Newton Biomechanics
3. Michlovitz,S.L.,Bellew,J.W.,&Nolan,T.P.,Jr.(Eds.).(2012).Modalities for Therapeutic Intervention (5th ed.) Philadelphia: F. A. Davis Company.
4. National Strength and Conditioning Association.(2008).Essentials of Strength Training andConditioning (3rd ed.). Champaign ,IL: Human Kinetic

Web Links:

- 1.<https://study.com/.../principles-of-biomechanics-kinesiology-related-to-motor-skills>
- 2.https://www.researchgate.net/.../16691330_Kinesiology_versus_Biomechanics_APerspectives
- 3.<https://www.topendsports.com/biomechanics/index.html>

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	S	S	M	S	S	S	M	S	S	M	S	M	S	S
CO 2	M	S	S	M	S	M	M	S	S	M	S	S	M	S
CO 3	L	M	S	S	M	S	S	M	S	S	M	L	M	S
CO 4	M	S	M	S	S	S	S	M	S	S	M	M	S	S
CO 5	M	S	S	S	S	S	S	M	S	S	S	S	S	S

Officiating and Coaching

Semester IV
21BPDC26

Hours of Instruction/week:4
No. of Credits:4

Objectives

- To introduce students to rudiments of coaching and officiating.
- To practice Officiating in games and Sports.
- To highlight the importance of coaching and officiating.

Unit I Introduction of officiating and coaching

Meaning of Officiating and Coaching, Concept of officiating and coaching, Importance of officiating, Relation of official and coach with organization committee, players and spectators, Measures of improving the standards of officiating and coaching.

15

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, Responsibilities of a coach on and off the field, Psychology of competition and coaching.

10

Unit III Duties of Official

Duties of official in general, pre, during and post game, Philosophy of officiating, Mechanics of officiating position, singles and movement etc, Ethics of officiating.

10

Unit IV Qualities and Qualifications of Coach and Official

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

10

Unit V Scientific principles of officiating and coaching

Principles of officiating and coaching, Recreational and Lead up games, Strategy of offence and defense, Principles of offence and defense, Concepts of conditioning, warming up and its types, cool down

15

Total Hours:

60

Course Outcomes:

1. Understand the concept and mechanism of officiating and coaching.
2. Describe the duties of coaches and officials.
3. Identify and implement risk management strategies for the well-being of athletes, spectators and officials.
4. Apply the concept of coaching and officiating
5. Analyze training requirements for different sporting populations

Text Book:

1. J Baker, D Farrow (2015) Routledge handbook of sport expertise , Taylor & Francis
2. GZ Kohe, DM Peters (2016) High Performance Disability Sport Coaching, Taylor & Francis
3. PA Bishop (2017) Measurement and Evaluation in Physical Activity Applications: Exercise Science, Physical Education, Coaching, Athletic Training & Health, Taylor & Francis

Reference Books:

1. WD Popkin (2017) Judgment: What Law Judges can Learn From Sports Officiating and Art Criticism, Indiana University Maurer School of Law
2. J Knight (2018) Coaching: Approaches and perspectives, Carwin Press

Web Links:

1. <https://www.repository.law.indiana.edu/facbooks/165>
2. <https://www.kristin.school.nz/life-at-kristin/sport/coaching-officiating>
3. https://www.thetfordacademy.org/course_guide/principles-coaching-officiating/

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	M	M	L	M	L	M	M	L	M	M	M	M
CO 2	M	M	M	M	M	M	L	M	H	H	H	M	M	M
CO 3	M	H	H	H	H	L	H	H	H	M	H	M	H	H
CO 4	H	M	L	M	H	H	M	H	M	H	H	M	H	H
CO 5	M	H	M	M	H	L	M	H	M	M	H	M	H	H

Theory of Sports and Games

Semester IV
21BPDC27

Hours of Instruction/week:4
No. of Credits:4

Objectives

- To understand and apply various skills.
- To promote knowledge and awareness of rules and regulation.
- To know about the various games in detail

Unit I Athletics, Badminton, Softball

History and development, ground preparation, dimensions and marking, Standard equipment and their specifications, Ethics of sports and sportsmanship Rules and regulations, skills and techniques, Preparation and handling of score sheet. 15

Unit II Basketball, Cricket and Ball Badminton

History and development, ground preparation, dimensions and marking, Standard equipment and their specifications, Ethics of sports and sportsmanship Rules and regulations, skills and techniques, Preparation and handling of score sheet. 10

Unit III Hockey, Handball, Tennikoit

History and development, ground preparation, dimensions and marking, Standard equipment and their specifications, Ethics of sports and sportsmanship Rules and regulations, skills and techniques, Preparation and handling of score sheet. 10

Unit IV Kabaddi, Kho-Kho and Volleyball

History and development, ground preparation, dimensions and marking, Standard equipment and their specifications, Ethics of sports and sportsmanship Rules and regulations, skills and techniques, Preparation and handling of score sheet. 10

Unit V Football, Throw ball, Tennis

History and development, ground preparation, dimensions and marking, Standard equipments and their specifications, Ethics of sports and sportsmanship Rules and regulations, skills and techniques, Preparation and handling of score sheet. 15

Total Hours: 60

Course Outcomes:

1. Know the fundamental of all the games and sports understand the rules of all the games and sports Preparing the students for the competition
2. Classify the students accordingly for various games and sports.
3. Design and practice the new methods of technique and training

Text Books:

1. Bale, J. (2016). Running for Black Gold: Fifty Years of African Athletics/Black Meteors: The Caribbean in International Track and field.
2. Robertson, B., Owen, M., Bell-Irving, K., Guthrie, A. T., Savage, M., Foster, S., & Benston, M. (2016). Women In Athletics.
3. Salimin, N., Jani, J., Shahril, M. I., & Elumalai, G. (2015). Validity and reliability of comprehensive assessment instruments for handball and badminton games in physical education. Asian Social Science.

Reference Books:

1. Chang, Y. K., Ho, L. A., Lu, F. J. H., Ou, C. C., Song, T. F., & Gill, D. L. (2014). Self-talk and softball performance: The role of self-talk nature, motor task characteristics, and self-efficacy in novices softball players. Psychology of Sport and Exercise.
2. Siebert, C. H. (2016). Basketball. In Sportverletzungen-GOTS Manual (Dritte Ausgabe)
3. Mahesh, D. (2015). A comparative study of physical fitness among kho-kho and kabaddi male players. International Journal

Web links:

1. <https://www.livestrong.com> > Sports and Fitness
2. https://en.wikipedia.org/wiki/Sport_of_athletics
3. <https://en.wikipedia.org/wiki/Basketball>.
4. <https://khokhoskills.com/>
5. www.rulesofsport.com/sports/kabaddi.html
6. www.rulesofsport.com/sports/throwball.html

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	L	M	M	M	L	-	H	M	L	-	L	L
CO 2	L	L	H	M	M	M	L	H	-	M	M	M	H	L
CO 3	M	M	M	L	L	L	H	M	M	M	H	L	L	M
CO 4	L	H	M	M	L	M	M	M	L	M	M	L	M	M
CO 5	M	L	L	M	M	L	L	H	M	M	M	M	L	M

DSE IV - Research and Statistics in Physical Education

Semester IV
21BPDE4A

Hours of Instruction/week: 4
No. of Credits: 4

Objectives

- Gain knowledge about research and statistics
- To testing the existing theories/trainings and modifying
- To develop systematic and scientific approach
- Ability to interpret the data's

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 Sport, Classification of Research, Research Problem, Meaning of the term, Location and criteria of Selection of Problem, Formulation of a Research Problem, Limitations and Delimitations. **10**

Unit II Survey of Related Literature

Need for surveying related literature, Literature Sources, Library Reading, 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, where in 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. **10**

Unit III Basics of Statistical Analysis

Statistics- Meaning, Definition, Nature and Importance. Class Intervals- Raw Score, Continuous and Discrete Series, Class Distribution and Construction of Tables. Graphical Presentation of Class Distribution- Histogram, Frequency Polygon, Frequency Curve, Cumulative Frequency Polygon, Ogive, Pie Diagram **15**

Unit IV Research Design & Sampling

Research Design - Features of a good research design, Types and Uses of research design. Sampling - Characteristics of a good sample, Types of Sampling. **10**

Unit V 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 **15**

Total Hours: 60

Course Outcomes:

1. Identify the research problem in the field of physical Education and sports
2. Know to Summarize the various research literature
3. Understand and apply the basics of statistics in research.
4. Organize the samples and sampling techniques which is relevant to the study.
5. Apply the basics of statistics in minor research project for evaluation.

Text Books:

1. Best, J. W., & Kahn, J. V. (2016). Research in education. Pearson Education India.
2. Metzler, M. (2017). Instructional models in physical education. Taylor & Francis.
3. Thomas, G. (2017). How to Do Your Research Project: A Guide for Students. Sage.

Reference Books:

1. Carter, R., & sLubinsky, J. (2015). Rehabilitation Research-E-Book: Principles and Applications. ElsevierHealth Sciences.
2. Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). Introduction to research in education. Cengage Learning.
3. Hoy, W. K., & Adams, C. M. (2015). Quantitative research in education: A primer. Sage Publications.

Web Links:

1. <https://www.uia.no/en/studieplaner/topic/IDR202-1>
2. www.etk.ptt.hu/protected/OktatasiAnyagok/.../sport2/ResearchMethodology_eK.pdf
3. www.humankinetics.com/products/.../research-methods-in-physical-activity-7th-edition..
4. www.khelsahitya.com/research-statistics-in-physical-education-3508405.html

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	H	M	H	H	H	L	H	H	M	H	M	H	L
CO 2	H	M	L	L	H	H	M	H	M	L	H	M	M	L
CO 3	M	M	M	M	M	L	M	L	M	H	M	L	H	H
CO 4	H	H	H	H	M	M	H	M	H	H	L	L	H	M
CO 5	M	H	H	H	M	H	H	H	M	H	M	M	H	H

DSE IV - Sports Marketing

Semester IV
21BPDE4B

Hours of Instruction/week:4
No. of Credits:4

Objectives

- Describe principles of marketing research, data based marketing, marketing strategy, and market segmentation to sport.
- Analyze marketing concepts of product, price, place, and promotions to sports.
- Enable student to become competent and committed professionals in sport related business

Unit I Basic Marketing Concept

Definition, Nature, Scope and Importance of Marketing, Approaches to the study of Marketing, Market Segmentation: Basis, evaluation and selection, Sports Marketing: Concept and major elements, Sports Marketing Mix, Factors influencing the sports market segmentation, Role of event, sponsor and fan in sports marketing, Future of Sports Marketing. **12**

Unit II Promotion of Sports

Promotion: need and importance, Promotional Methods and its determinants, Sales Promotion: concept, types, objectives, tools & techniques, advantages & disadvantages, Promotion of sports: different measures and their importance **12**

Unit III Advertisement

Advertising: concept & objectives, Advertising copy: main steps in copy development, Evaluation of advertising effectiveness, Advertisement Cost, Advantages and limitations of major advertising media, Effect of media broadcasting on sports. **12**

Unit IV Sports Consumer Behavior

Consumer Behavior: meaning & importance, Consumer buying process and factors influencing this buying decision, Roles in a buying decision process, Sports consumer behavior, Factors influencing sports consumer decision making. **12**

Unit V Strategic Marketing Planning for Sports

Differentiating the market offering - tools for competitive differentiation, Positioning the market offering, developing a positioning strategy, Cost – effective marketing strategy, Strategic marketing planning process for sports. **12**

Total Hours: 60

Course Outcomes:

1. Understand the sports marketing environment and trends influencing marketers.
2. Understand the process and structure in sporting events
3. Analyzing and evaluating marketing strategies for internationalizing sport activity.
4. Converting ideas/business in the current market.
5. Using technological tools to capitalize on business resources through marketing

Text Books:

1. Fundamentals of Sport Marketing by Brenda G. Pitts and David K. Stotlar
2. Sports Marketing: A Strategic Perspective by Matthew D Shank
3. Sport Promotion and Sales Management by Richard L. Irwin

Reference Books

1. Mullin, B. J, (2007). Sport Marketing. Third Edition. Champaign Human Kinetics. Illinois.
2. Bhatia K L (2009). Marketing Management in Sports. Friends Publications, New Delhi.
3. Shank, M. D., &Lyberger, M. R. (2014). Sports Marketing: A Strategic Perspective. Routledge.
4. Chadwick, S., Chanavat, N., &Desbordes, M. (Eds.). (2015).
5. Routledge Handbook of Sports Marketing. Routledge.

Web links

- 1 https://Scholar.Google.Co.In/Scholar?As_Ylo=2014&Q=Sports+Marketing+Books&Hl=En&As
- 2 <https://Www.Xavier.Edu/Assessment/Sport-Marketing,-BS-Learning-Outcomes>.
- 3 https://Www.Uindy.Edu/Documents/Sports_Marketing_ACBSP_Standards.Pdf
- 4 Www.Humankinetics.Com/Products/.../Sport-Marketing-4th-Edition-With-Web-Study-Guide

CO PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	H	H	L	L	M	L	H	M	M	M	M	M	L
CO 2	M	M	M	L	L	H	M	M	M	M	M	M	M	M
CO 3	M	L	L	M	M	H	H	M	M	M	M	M	L	L
CO 4	M	M	H	H	H	M	M	M	L	H	L	M	H	L
CO 5	H	M	M	M	M	L	L	M	H	M	M	M	L	L

Track and Field Events (Combined Events, Cross Country, Marathon and Road Races)

Semester IV
21BPDC28

Hours of Instruction/week: 6
No. of Credits : 4

Objectives

- To understand and apply various skills.
- To promote knowledge and awareness of rules and regulation.
- To know about the various games in detail

Unit I Combined Events

Pentathlon, Heptathlon, Octathlon, Decathlon. Events and order of conduct of the events, Warming up and Limbering down, specific conditioning drills. Planning the training schedule for combined events 18

Unit II Marathon

Introduction, mini marathon, half marathon, full marathon- Training methods in marathon 18

Unit III Cross Country

Introduction, Technique, Team composition, training method in cross country. 18

Unit IV Road Races

Introduction, Technique, training methods in Road races 18

Unit V Rules, Officiating and Interpretations

Rules and Officiating – IAAF Rules, Regulation and interpretations to combined events, marathon cross country and road races, marking of score sheets. 18

Total Hours 90

Course Outcomes:

1. Demonstrate the concepts to throw further, run faster, and jump higher and longer.
2. Demonstrate proper form and technique while performing each event.
3. Explain the correct methodology for performing these events.
4. Verbalize the rules, regulations and interpretation of combined event.
5. Understand and follow safety guidelines for each event.

Text Books:

- 1 Feather, L. (2017). THE BOOK OF JAZZ-A Guide to the Entire Field, Edizioni Savine.
- 2 Cedric R. C. (2016). International Association for Ultra Multi events”.
- 3 Rosenbaum, Mike. (2010). Track and fields greatest events and top competition. Track and field.

Reference Book:

1. Gerry A Carr. (2017). Fundamentals of Track and Field. West Center. Bombay
2. David Levinson (2016). Encyclopedia of World Games, (3 ed.) Berkshire publisher group.
3. Doherty. K. (2014). Track and field. Omnibook. (8th ed). Los Altos. CA Tapnews

WebLinks:

1. www.oxfordreference.com/view/10.1093
2. www.virtualreferencelibrary.ca/search.jsp
3. [https://www.bacathletic.org/.../16-01018%20BC%20Athletics%20Terms%20of%](https://www.bacathletic.org/.../16-01018%20BC%20Athletics%20Terms%20of%20)
4. https://en.wikipedia.org/wiki/combined_track_and_field-events

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	L	L	M	L	L	L	M	L	L	H	M	M	M
CO 2	M	L	L	M	M	L	L	M	M	L	H	M	M	M
CO 3	M	L	L	M	M	L	L	M	L	L	M	M	M	M
CO 4	H	M	L	H	L	L	M	M	L	L	L	L	M	M
CO 5	L	H	L	L	M	L	M	L	L	L	M	L	M	M

Team Games (Basketball, Volleyball, Softball & Hockey)

Semester IV
21BPDC29

Hours of Instruction/week: 6
No. of Credits: 4

Objectives

- To understand and apply various techniques and skills
- To promote knowledge and awareness of rules and regulation.
- To familiarize the basics, techniques and tactics of the game

Unit I Basketball

Origin and development of Volleyball, specific conditioning drills, Equipment, Field measurements, Skill and techniques of Volleyball, Federations – National and International. **20**

Unit II Volleyball

Origin and development of Volleyball, specific conditioning drills, Equipment, Field measurements, Skill and techniques of Volleyball, Federations – National and International. **15**

Unit III Softball

Origin and development of Softball, specific conditioning drills, Equipment, Field measurements, Skill and techniques of softball, Federations – National and International **15**

Unit IV Hockey

Origin and development of Hockey, specific conditioning drills, Equipment, Field measurements, Skill and techniques of Hockey, Federations – National and International. **20**

Unit V Rules of the Game (Basketball, Volleyball, Softball and Hockey)

Ground Marking, Rules and their interpretations, duties of officials, official signals and score sheets **20**

Total Hours: 90

Course Outcomes:

1. Equip the students with the fundamental skills and knowledge to design his/ her own training program.
2. Aims to provide students with the basic sports science knowledge and skills of running, jumping and throwing
3. Appreciate track and field events by applying sports science knowledge to explain the execution of the events.
4. Obtaining knowledge of the basic techniques, rules and regulations of the various events.
5. Verbalize the rules and regulations of each event.

Text Books:

1. Bunn, J. W. (2010). The Art of Officiating Sports. Englewood cliffs N.J. Prentice Hall.
2. Bunn, J. W. (2012). Scientific principles of coaching. Englewood cliffs N. J. Prentice Hall. 9 th edition
3. Grundy, P., & Shackelford, S. (2017). Shattering the Glass: The Remarkable History of Women's Basketball. UNC Press Books.

Reference Books:

1. Dutra, T., & Razzante, M. (2017). Baseball and Softball. In Athletic Footwear and Orthoses in Sports Medicine (pp. 415-419). Springer, Cham.
2. Chambers, D. (2016). The Hockey Drill Book, 2E. Human Kinetics
3. Pellett, T. L. (2017). Skills, Drills & Strategies for Volleyball. Taylor & Francis.

Web Links:

1. <https://en.wikipedia.org/wiki/Basketball>
2. www.fih.ch/hockey-basics/history/
3. <https://www.strength-and-power-for-volleyball.com> › Basic Volleyball Rules.
4. www.rulesofsport.com/sports/softball.html

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	M	H	H	M	M	H	H	M	H	H	M	H	H
CO 2	H	M	M	H	M	L	M	M	H	M	H	M	M	H
CO 3	L	M	M	H	M	L	M	H	H	M	H	H	M	H
CO 4	H	L	M	H	M	L	M	M	M	M	H	L	M	H
CO 5	M	L	L	M	M	L	M	H	H	H	H	M	M	H

Teaching Practice - III

Semester: IV
21BPDC30

Hours of Teaching – 10 teaching lesson
No. of Credits: 4

Objectives

- Develop awareness, understanding and capacity in the specific roles and responsibilities of a teacher
- Provide sustained field work with learners and the school
- Able to assess and report on student achievement

The B.P.Ed programme provides for sustained field work with learners and the school, thereby creating congenial atmosphere. The programme includes teaching basic skills in sports and games and indigenous activities giving exposure to teachers in the teaching learning process. A minimum of 30 lessons out of which 20 shall be in schools and 10 lessons shall be coaching lessons in the college /institution/department itself.

Teaching Practices – Sports Specialization

Track and field/Gymnastics/ Swimming – 4 internal lesson at practicing school and 1 final external lesson on the students of practicing school as a sports specialization of any discipline mentioned above.

Course outcomes:

1. Understand through an intensive experience the nature of schools as workplaces and their associated values, routines and cultures
2. Develop and refine their skills and professional capacity for classroom teaching in their subject specialization
3. Demonstrate the ability to plan, implement, and evaluate effective teaching and learning strategies well grounded in education research and state and system policy frameworks
4. Demonstrate the ability to assess and report on student achievement
5. Demonstrate an understanding of professional and ethical practice

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	L	M	M	M	L	M	H	M	L	M	L	L
CO 2	L	L	H	M	M	M	L	H	M	M	M	M	H	L
CO 3	M	M	M	L	L	L	H	M	M	M	H	L	L	M
CO 4	L	H	M	M	L	M	M	M	L	M	M	L	M	M
CO 5	M	L	L	M	M	L	L	H	M	M	M	M	L	M

Teaching Practice - IV

Semester: IV
21BPDC31

Hours of Teaching – 10 teaching lesson
No. of Credits: 4

Objectives

- Develop awareness, understanding and capacity in the specific roles and responsibilities of a teacher
- Provide sustained field work with learners and the school
- Able to assess and report on student achievement

The B.P.Ed programme provides for sustained field work with learners and the school, thereby creating congenial atmosphere. The programme includes teaching basic skills in sports and games and indigenous activities giving exposure to teachers in the teaching learning process. A minimum of 30 lessons out of which 20 shall be in schools and 10 lessons shall be coaching lessons in the college /institution/department itself.

Teaching Practices – Games Specialization

Kabaddi, Kho-Kho, Baseball, Cricket, football, Hockey, Softball, Volleyball, Handball, Basketball, Table Tennis, Squash, Tennis.

4 internal lesson at practicing school and 1 final external lesson on the students of practicing school as a games specialization of any discipline mentioned above.

Course outcomes:

1. Understand through an intensive experience the nature of schools as workplaces and their associated values, routines and cultures
2. Develop and refine their skills and professional capacity for classroom teaching in their subject specialization
3. Demonstrate the ability to plan, implement, and evaluate effective teaching and learning strategies well grounded in education research and state and system policy frameworks
4. Demonstrate the ability to assess and report on student achievement
5. Demonstrate an understanding of professional and ethical practice

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	L	M	M	M	L	M	H	M	L	M	L	L
CO 2	L	L	H	M	M	M	L	H	M	M	M	M	H	L
CO 3	M	M	M	L	L	L	H	M	M	M	H	L	L	M
CO 4	L	H	M	M	L	M	M	M	L	M	M	L	M	M
CO 5	M	L	L	M	M	L	L	H	M	M	M	M	L	M