

# **Y.M.C.A. College of Physical Education**

**Nandanam, Chennai - 600035.**

(A project of The National Council of YMCAs of India)

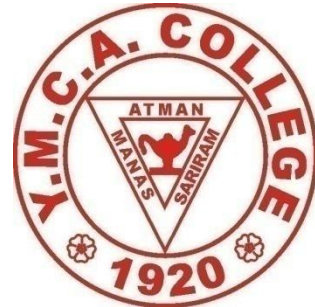
A Christian Minority Institution

An Autonomous College Registered under UGC Act, 1956

Reaccredited with Grade 'A' by NAAC

Affiliated to Tamil Nadu Physical Education & Sports University

Recognized by Government of Tamil Nadu and National Council for Teachers Education



**BACHELOR OF PHYSICAL EDUCATION**

**(B.P.Ed.)**

**(Two Years)**

**Choice Based Credit System**

**&**

**Outcome Based Education**

**2023-2025**

## **VISION**

To prepare physical education leaders of high academic caliber, with a holistic development of body, mind and spirit nurtured with a strong commitment to serve humanity reflecting Christian values.

## **MISSION**

- Striving for excellence in physical education and allied sciences through dynamic programmes and activities to empower youth with increased responsibility of serving the community.
- To pursue global standard of excellence in teaching, learning, research and consultancy by self evaluation and continuous improvement.
- To provide “knowledge – based service” to the sports industry and to satisfy the needs of the Nation.

## **MOTTO**

The motto of the institution “the Abundant Life” distinctively shows that the institution is one of its kinds that deal not only with a professional domain but also provides training to serve the Nation through Sports and Physical Education.

## **OBJECTIVES**

1. To work for the sustainable development of the physical education professionals through innovative programs.
2. To provide vocational guidance and placement services to the students who are interested in this field and to equip them with futuristic approach.
3. To promote social cohesion in physical education by developing responsible leaders through inclusive and adapted physical education program.
4. To develop programs of physical education, this can teach the community with the methods of balancing ‘work and play’.
5. To serve as the centre of excellence in physical education and to undertake, promote and disseminate research oriented activities.
6. To connect people by organizing program and health awareness activities.
7. To put into practice the principles that build healthy spirit, mind and body through the programs of physical activities.

**Choice Based Credit System & Outcome Based Education**  
(For the Students admitted to B.P.Ed. Programme from the academic year 2023-2025 onwards)

**PREAMBLE:**

Bachelor of Physical Education (B.P.Ed.) two years (Four Semesters Credit System) programme is a professional programme meant for preparing teachers of physical education in classes VI to X and for conducting physical education and sports activities in classes XI and XII. B.P.Ed. programme shall be designed to integrate the study of childhood, social context of Physical Education, subject knowledge, pedagogical knowledge, aim of Physical Education and communication skills. The programme comprises of compulsory and optional theory as well as practical courses and compulsory school internship/ teaching practice.

**1. INTAKE, ELIGIBILITY AND ADMISSION PROCEDURE:**

The Intake, Eligibility and Admission Procedure are as per the NCTE, Tamil Nadu Government, and TNPESU norms and standards.

**2. DURATION:**

The B.P.Ed. programme is of a duration of two academic years, with four semesters that is two semester per year. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme.

**3. THE 'CBCS' AND 'OBE' SYSTEM:**

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core and elective and skill based courses. The courses will be evaluated following the grading system. This will benefit the students to move across institutions both within India and across countries. In order to bring the uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the formulated guidelines are herewith.

**LEARNING OUTCOME - BASED APPROACH**

Nature of the Outcome Based Education (OBE) Outcome-based education approaches the curriculum decision making based on the competencies students should demonstrate at the end of their educational program, thus the outcomes or competencies dictate the curriculum content and organization, the teaching methods and strategies, the course offered, the educational environment and the assessment strategies All curriculum and teaching decisions are made based on how best to facilitate the desired final outcome

**4. COURSE:**

The term course usually referred to, as 'papers' is a component of a programme. All courses Work/ Field Work/ Outreach Activities/ Project Work/ Vocational Training/ VIVA/ Seminars/ Term Papers/ Assignments/ Presentations/ Self-Study etc. or a combination of some of these need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise Lectures/ Tutorials/ Laboratory.

- i. **Core Course:** There may be a Core Course in every semester. This is the course which is compulsorily studied by a student as a core requirement to complete the requirement of a programme.

- ii. **Elective Course:** Elective course is a course which can be chosen from two of the papers.

## 5. EVALUATION:

First sessional test (A)	= 20 Marks
Second sessional test (B)	= 20 Marks
Third sessional test (C)	= 20 Marks
Average of the best two sessional tests (D)	= 20 Marks
Assignment & Attendance (E)	= 5 Marks
Pre-Semester converted to 25 Marks (F)	= 25 Marks
Internal (G)	= $(D+E+F) / 2$
External (I)	= 75 Marks

### 5.1. Internal (G)

#### 5.1.1. Written Examination (D) (20 Marks)

Each student will be graded by the subject teacher(s). Two sessional tests will be conducted for each paper. Each test carries a maximum of 20 marks, the third sessional test will be conducted in the following pattern and the average of best two tests will be considered. However, in the case of students who miss the tests for any valid reason with prior permission from the subject teacher(s) and the Principal, they may be granted special permission to write the session atleast before the commencement of semester examinations.

#### 5.1.2. Assignment and Attendance (E) (5 Marks)

The students will be given 5 marks for assignments and attendance. The assignment may be in the form of Seminars, Projects, Written Materials, Records, etc. A student should submit a minimum of two assignments for each course and they should attend all the classes regularly. The average of assignment and attendance marks will be taken. (10/2=5 Marks)

#### 5.1.3. Pre-Semester (F) (75 Marks)

The Pre Semester examinations will be held at the end of each semester before the final semester examinations, covering all portions and 75 marks are awarded for this examination. Each paper will be evaluated for 75 marks and this will be converted into 25 marks. All the examination will be conducted by the Controller of Examinations. The date and test portions will be intimated in advance by staff concerned. There are no Minimum marks of passing in both internal and external examinations. Internal and External of 50% is (50/100 marks) the required marks of passing.

### 5.2. External (I)

- The Answer scripts are evaluated by both internal and external examiners (Double Valuation).
- If there is 10% difference between two examiners, a third valuation is conducted, which will be the final.
- A student, who fails in any one or more papers in the semester examination, will be permitted to rewrite the paper or papers in the subsequent semester examinations.

Question papers for each examination will follow the regulation and syllabus in force at that time. The question paper pattern includes.

- i. A student getting 'RA' Re-Appeal in a subject must repeat the examination to obtain the degree. Such students are exempted from attendance.
- ii. A student shall not be permitted to repeat any course only for the purpose of improving the grade.

**Practical:** There are no minimum marks for passing in both internal and external examinations. However, the minimum for passing in each practical is 50% of total marks in the particular practical. A student, who fails in any one or more practical in the semester examination, will be permitted to redo the practical(s) in the subsequent semester examinations.

**Part II Practical:** Practical will be evaluated internally.

**Part III Teaching Practice: Semester I & II:** Teaching practice (General and Particular) will be evaluated internally

**Semester: III** Coaching lesson and Officiating will be evaluated internally.

**Semester IV:** Intensive Teaching practice.

**5.3.** Teaching practice (General and Particular) will be evaluated externally in semester II

**5.4. Arrear Examinations:**

Examination fees will be levied and collected normally according to the rules and regulations of the college. A special levy will be collected for supplementary paper.

**5.5. Passing of Results:**

Result will be approved by the Board of Examiners and will be submitted to the Academic Council of the college to recommend the eligible students for the award of the degree by Tamil Nadu Physical Education and Sports University.

**6. REGISTRATION:**

**6.1.** Every student must register for the courses he/ she intends to undergo in a semester. A registration form in triplicate can be obtained from the COE's office. A student should submit the duly filled in and signed registration form in triplicate with the class registrar and Principal's signature.

**6.2.** After admission to the programme, a code number will be assigned for each student, giving the year of admission and the student registration number.

**6.3.** The subject teacher shall advise the student about the academic programme and counsel him/ her on the choice of courses (elective only) to be registered.

**6.4.** The college shall prescribe the maximum number of students in each course taking in to account the physical facilities available.

**7. ATTENDANCE:**

**7.1.** A student must have 90% of attendance in theory and practical classes to write the

semester examinations. A student with less than 90% of attendance will be given the grade 'RA'. (Re-Appeal due to lack of attendance)

**7.2.** A student having below 90% and above 65% attendance will not be allowed to write the exam in the semester. A student having below 65% attendance should repeat the course.

**7.3.** The student's attendance progress report would be displayed on the notice board every month.

**7.4.** Condonation is acceptable only once for a student during his/ her course of study.

## **8. CREDITS:**

The term 'Credit' refers to a unit by which the programme is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or one and half/ two hours of practical work/ field work per week. The term 'Credit' refers to the weight given to a course, usually in relation to the instructional hours assigned to it.

Total credits in B.P.Ed., two year course

Semester	Credits in Theory Part I	Credits in Practical		Total
		Part II (Games and other activities)	Part III (Teaching/ Coaching/Internship)	
I	13	13	5	31
II	13	13	10	36
III	13	13	10	36
IV	13	8	10	31
<b>Total</b>	<b>52</b>	<b>47</b>	<b>35</b>	<b>134</b>

## **9. LETTER GRADES AND GRADE POINTS:**

10-point grading system with the following letter grades as given below:

O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

\* A student who obtained 'F' grade has to Re-Appeal (RA) for the particular Course.

## **10. GRADING:**

Once the marks of the CIA (Continues Internal Assessment) and SEA (Semester End Assessment) for each of the courses are available, both (CIA and SEA) will be added. The marks thus obtained for each of the courses will then be graded as per details

provided in sub heading letter grades and grade point from the first semester onwards the average performance within any semester from the first semester is indicated by Semester Grade Point Average (SGPA) while continuous performance (including the performance of the previous semesters also) starting from the first semester is indicated by Cumulative Grade Point Average (CGPA). These two are calculated by the following formula:

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

$$CGPA = \frac{\sum_{j=1}^N SGPA_j}{N}$$

Where  $C_i$  is the Credit earned for the course in any semester;  $G_i$  is the Grade point obtained by the student for the course and  $n$  number of courses obtained in that semester is SGPA of semester  $j$  and  $N$  number of semester. Thus CGPA is average of SGPA of all the semesters starting from the first semester to the current semester.

#### 10.1. Computation of SGPA and CGPA:

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.,

$$SGPA (S_i) = \sum(C_i \times G_i) / \sum C_i$$

where  $C_i$  is the number of credits of the  $i^{th}$  course and  $G_i$  is the grade point scored by the student in the  $i^{th}$  course.

- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.,

$$CGPA = \sum(C_i \times S_i) / \sum C_i$$

where  $S_i$  is the SGPA of the  $i^{th}$  semester and  $C_i$  is the total number of credits in that semester.

- iii. The SGPA and CGPA shall be rounded off to 2 decimal points.

**10.2. Illustration for Computation of SGPA and CGPA and Format for Transcripts:**  
Illustration for SGPA

Course	Credit	Letter Grade	Grade Point	(Credit x Grade Point)
Course 1	3	A	8	$3 \times 8 = 24$
Course 2	4	B+	7	$4 \times 7 = 28$
Course 3	3	B	6	$3 \times 6 = 18$
Course 4	3	O	10	$3 \times 10 = 30$
Course 5	3	C	5	$3 \times 5 = 15$
Course 6	4	B	6	$4 \times 6 = 24$
	20			139

**11. Classification of Final Results:**

For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Physical Education in the First Class/ Second Class/ Pass Class or First Class with Distinction, the marks and the corresponding CGPA earned by the candidate in courses will be the criterion. It is further provided that the candidate should have scored the First/ Second Class separately in both the grand total and end Semester (External) examinations.

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**BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.)**  
**2023-2025**  
**CHOICE BASED CREDIT SYSTEM & OUTCOME BASED EDUCATION**  
**I - IV SEMESTER CURRICULA & SYLLABI**

**1. PROGRAMME EDUCATIONAL OBJECTIVES (PEOs):**

PEO 1	To teach the elementary acquaintance of physical education, sport sciences and associated areas of studies.
PEO 2	To progress the student into knowledgeable and resourceful physical educationist.
PEO 3	To endow students by communication, specialised and life -skills.
PEO 4	To impart Information Communication Technologies (ICTs) skills, with digital and media literacy and abilities.
PEO 5	To imbibe the philosophy of teaching and coaching, discovery, entrepreneurship and development.
PEO 6	To train professional beliefs, values of national and international culture.
PEO 7	To prepare socially accountable teaching academicians, professionals with global visualization.

**2. PROGRAMME OUTCOMES (POs):**

- PO 1 **Disciplinary Knowledge:** Apply the gained knowledge appropriate to PE and Sports Sciences.
- PO 2 **Problem Solving and Critical Thinking:** Identify and formulate problems and define the requirements to form conclusions. It enhances unbiased solution or evaluation of factual evidence.
- PO 3 **Effective communication and digital literacy:** Inter and Intra Digital communication through social media with applicable knowledge skill in regional/ any Indian languages.
- PO 4 **Reasoning and scientific application:** Rationalize through process, figure out fact and apply systematic and procedure.
- PO 5 **Effective Citizenship, Social interaction and Teamwork:** demonstrate social and gender concern, equity centred national development and practice
- PO 6 **Self Directed and Lifelong learning:** Identify and analyze the needs of self and take them into account in organization in PE and sports throughout their life settings.
- PO 7 **Global Perspective:** Acknowledge the social, economic and cultural connections that bridge the universe nations and people.

**3. PEO/ PO MAPPING:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
PEO 1	✓		✓		✓		✓
PEO 2		✓			✓	✓	✓
PEO 3	✓	✓	✓	✓		✓	✓
PEO 4			✓	✓		✓	✓
PEO 5		✓			✓	✓	✓
PEO 6		✓			✓	✓	✓
PEO 7		✓	✓	✓			✓

Program Articulation Matrix (PAM) Weighted Percentage									
	Course Code	Course Title	PO1 Wt.	PO2 Wt.	PO3 Wt.	PO4 Wt.	PO5 Wt.	PO6 Wt.	PO7 Wt.
SEMESTER - I	BCC 101	Principles and Foundation of Physical Education, Educational Psychology and Guidance & Counseling.	15	12	9	30	12	27	21
			01.82	01.25	00.78	02.68	01.83	02.42	04.21
	BCC 102	Anatomy And Physiology	16	27	12	31	12	45	13
			01.94	02.81	01.04	02.77	01.83	04.04	02.61
	BCC 103	Yoga Education	14	18	27	28	15	45	15
			01.70	01.87	02.35	02.50	02.29	04.04	03.01
	BDSE 104	Educational Technology, Sports Journalism And Tourism	27	18	39	22	33	39	15
			03.28	01.87	03.39	01.96	05.05	03.50	03.01
	BDSE 105	Disabilities And Inclusive Education	27	18	39	22	33	39	15
			03.28	01.87	03.39	01.96	05.05	03.50	03.01
	BPC 106	Calisthenics, Minor Games, Drill & Marching and Aerobics.	39	24	45	6	33	45	9
			04.74	02.49	03.91	00.54	05.05	04.04	01.80
	BPC 107	Badminton, Ball badminton, Softball, Table Tennis, Chess, Carrom And Tennis.	21	30	45	39	15	31	7
			02.55	03.12	03.91	03.48	02.29	02.78	01.40
	BPC 108	Track Events	27	27	33	45	24	31	5
			03.28	02.81	02.87	04.02	03.67	02.78	01.00
	BTP 109	Teaching Practice (General Lesson)	33	39	39	45	27	17	45
			04.01	04.05	03.39	04.02	04.13	01.53	09.02
SEMESTER – II	BCC 201	History of physical Education, Recreation and Camping.	17	27	27	21	21	36	21
			02.07	02.81	02.35	01.88	03.21	03.23	04.21
	BCC 202	Organization, Administration And Methods of Teaching in Physical Education.	12	39	31	27	13	45	13
			01.46	04.05	02.70	02.41	01.99	04.04	02.61
	BCC 203	Principles And Techniques Of Officiating And Coaching (T&F) Part-I	16	25	39	27	6	24	5
			01.94	02.60	03.39	02.41	00.92	02.15	01.00

SEMESTER – III	BGEC 204	Computer Application In Physical Education	27	27	45	33	10	45	9
			03.28	02.81	03.91	02.95	01.53	04.04	01.80
	BGEC 205	Elementary Statistics	27	27	45	33	10	45	9
			03.28	02.81	03.91	02.95	01.53	04.04	01.80
	BPC 206	Dhands & Baithaks, Light Apparatus, Yoga And Silambam	27	27	33	45	24	31	5
			03.28	02.81	02.87	04.02	03.67	02.78	01.00
	BPC 207	Basketball, Volleyball, Football And Throwball,	21	30	45	39	15	31	7
			02.55	03.12	03.91	03.48	02.29	02.78	01.40
	BPC 208	Field Events (Jumps)	27	27	33	45	33	31	5
			03.28	02.81	02.87	04.02	05.05	02.78	01.00
	BTP 209	Teaching Practice(Particular Lesson)	33	39	39	45	27	17	45
			04.01	04.05	03.39	04.02	04.13	01.53	09.02
	BTP 210	External Teaching Practice (General& Particular)	33	39	39	45	27	17	45
			04.01	04.05	03.39	04.02	04.13	01.53	09.02
	BCC 301	Sports Training	27	30	25	39	15	45	15
			03.28	03.12	02.17	03.48	02.29	04.04	03.01
	BCC 302	Health Education And Environmental Studies	27	39	21	39	16	24	15
			03.28	04.05	01.83	03.48	02.45	02.15	03.01
	BCC 303	Principles And Techniques Of Officiating & Coaching Part –II (Badminton, Ball Badminton, Soft Ball, TT, Chess, Carrom, Tennis, BB, VB, FB and TB).	27	39	45	27	21	39	21
			03.28	04.05	03.91	02.41	03.21	03.50	04.21
	BSEC 304	Sports Management	21	30	39	24	21	39	15
			02.55	03.12	03.39	02.14	03.21	03.50	03.01
	BSEC 305	Fitness, Wellness and Sports Nutrition	21	30	39	24	21	39	15
			02.55	03.12	03.39	02.14	03.21	03.50	03.01
	BPC 306	Lezium, Kung Fu, Swissball, Core Board Training And Tennikoit.	39	24	45	6	24	45	9
			04.74	02.49	03.91	00.54	03.67	04.04	01.80
	BPC 307	Cricket, Archery, Hockey, Netball,	21	21	45	39	15	31	7
			02.55	02.18	03.91	03.48	02.29	02.78	01.40
	BPC 308	Throwing Events in Track & Field	27	27	33	45	33	31	5
			03.28	02.81	02.87	04.02	05.05	02.78	01.00
	BTP 309	Coaching Lesson And Officiating Track & Field - Internal	24	39	39	45	27	45	9
			02.92	04.05	03.39	04.02	04.13	04.04	01.80

SEMESTER - IV	BCC 401	Test And Measurement In Physical Education	25	24	27	39	15	24	11
			03.04	02.49	02.35	03.48	02.29	02.15	02.20
	BCC 402	Kinesiology And Biomechanics	21	33	25	45	2	33	5
			02.55	03.43	02.17	04.02	00.31	02.96	01.00
	BCC 403	Principles And Techniques Of Officiating And Coaching Part- III (Archery,Boxing, Cri, Gymnastics, HB, Hoc, Kabaddi, Kho-Kho,NB and Swimming)	16	25	39	27	6	24	5
			01.94	02.60	03.39	02.41	00.92	02.15	01.00
	BAEE 404	Sports Medicine, Physiotherapy & Rehabilitation	17	24	19	37	19	39	27
			02.07	02.49	01.65	03.30	02.91	03.50	05.41
	BAEE 405	Gender Studies and Personality Development.	17	24	19	37	19	39	27
			02.07	02.49	01.65	03.30	02.91	03.50	05.41
	BPC 406	Malkhamb, Pyramid, Thera band, Ladder Training, Boxing And Gymnastics	39	24	45	6	24	45	9
			04.74	02.49	03.91	00.54	03.67	04.04	01.80
	BPC 407	Kabbaddi, Handball , Kho- Kho And Swimming,	21	30	45	39	15	31	7
			02.55	03.12	03.91	03.48	02.29	02.78	01.40
	BTP 408	External Coaching Lesson And Officiating (Track & Field and Specialization)	33	39	39	45	27	45	9
			04.01	04.05	03.39	04.02	04.13	04.04	01.80
	BTP 409	Intensive Teaching Practice ( General & Particular)	33	39	39	45	27	17	45
			04.01	04.05	03.39	04.02	04.13	01.53	09.02
Sum Of All The Weightage And Percentage			823	962	1150	1120	654	1114	499
			100%	100%	100%	100%	100%	100%	100%

TOTAL MARKS IN B.P.Ed. TWO YEARS COURSE				
Semester	Marks in Theory Part I	Marks in Practical		Total
		Part II (Games and Other Activity)	Part III (Teaching/ Coaching) Internship	
I	400	300	100	800
II	400	300	300	1000
III	400	300	100	800
IV	400	200	200	800
<b>TOTAL</b>	<b>1600</b>	<b>1100</b>	<b>700</b>	<b>3400</b>

**SEMESTER - I**

Sl. No.	Course Code	Course Title	Period per week			CREDITS	Internal	External	Total
			L	T	P				
THEROY									
1	BCC101	Principles and Foundation of Physical Education, Educational Psychology and Guidance & Counseling.	4	0	0	4	25	75	100
2	BCC102	Anatomy and Physiology	3	0	0	3	25	75	100
3	BCC103	Yoga Education	3	0	0	3	25	75	100
ELECTIVE									
4	BDSE104	Educational Technology, Sports Journalism And Tourism	3	0	0	3	25	75	100
5	BDSE105	Disabilities and Inclusive Education							
PRACTICAL									
6	BPC106	Calisthenics, Minor Games, Drills and Marching Aerobics	0	2	4	4			100
7	BPC107	Badminton, Ball Badminton, Softball, Table Tennis, Chess,Carrom and Tennis.	0	2	4	4			100
8	BPC108	Track & Events	0	2	6	5			100
9	BTP109	Teaching Practice (General Lesson)	0	2	6	5			100
TOTAL			13	8	20	31			800

**SEMESTER - II**

Sl. No.	Course Code	Course Title	Period per week			CREDITS	Internal	External	Total
			L	T	P				
THEROY									
1	BCC201	History of Physical Education, Recreation, Camping	3	0	0	3	25	75	100
2	BCC202	Organization, Administration, and Methods of teaching Physical Education	4	0	0	4	25	75	100
3	BCC203	Principles and Techniques of Officiating and Coaching (T&F) Part-I	3	0	0	3	25	75	100
ELECTIVE									
4	BGEC204	Computer Application in Physical Education	3	0	0	3	25	75	100
5	BGEC205	Elementary Statistics							
PRACTICAL									
6	BPC206	Dhands and Baithaks Light Apparatus, Yoga, Silambam	0	2	4	4			100
7	BPC207	Basketball, Volleyball, Football and Throball,	0	2	6	4			100
8	BPC208	Field Events (Jumps)	0	1	6	5			100
9	BTP209	Teaching Practice (Particular Lesson)	0	1	6	5			100
10	BTP210	External Teaching Practice (General & Particular)	0	1	6	5			200
TOTAL			13	7	28	36			1000

**SEMESTER - III**

SEMESTER III									
Sl. No.	Course Code	Course Title	Period per week			CREDITS	Internal	External	Total
			L	T	P				
THEROY									
1	BCC301	Sports Training	4	0	0	4	25	75	100
2	BCC302	Health Education & Environmental Studies	3	0	0	3	25	75	100
3	BCC303	Principles And Techniques Of Officiating & Coaching Part –II (Badminton, Ball Badminton, Soft Ball, TT, Chess, Carrom, Tennis, BB, VB, FB and TB)	3	0	0	3	25	75	100
ELECTIVE									
4	BSEC304	Sports management	3	0	0	3	25	75	100
5	BSEC305	Fitness, Wellness & Sports Nutrition							
PRACTICAL									
6	BPC306	Lezium, Kung Fu, Swissball and Core Board Training Tennikoit	0	2	4	4			100
7	BPC307	Cricket, Archery, Hockey , Netball	0	2	4	4			100
8	BPC308	Throwing Events in Track & Field	0	2	6	5			100
9	BTP309	Coaching Lesson And Officiating Track & Field - Internal	0	2	6	5			100
TOTAL			13	8	40	36			800

**SEMESTER - IV**

Sl. No.	Course Code	Course Title	Period per week			CREDITS	Internal	External	Total
			L	T	P				
THEROY									
1	BCC401	Test and Measurement in Physical Education	4	0	0	4	25	75	100
2	BCC402	Kinesiology and Biomechanics	3	0	0	3	25	75	100
3	BCC403	Principles And Techniques Of Officiating And Coaching Part-III (Archery,Boxing, Cri, Gymnastics, HB, Hoc, Kabaddi, Kho-Kho,NB and Swimming)	3	0	0	3	25	75	100
ELECTIVE									
4	BAEE404	Sports Medicine, Physiotherapy and Rehabilitation	3	0	0	3	25	75	100
5	BAEE405	Gender Studies & Personality development							
PRACTICAL									
6	BPC406	Malkhamb and Pyramid, Boxing, Theraband Ladder Training and Gymnastics	0	2	4	4			100
7	BPC407	Kabbaddi, Handball, Kho-Kho and Swimming.	0	2	4	4			100
8	BTP408	External Coaching Lesson and Officiating (Track & Field) and Specialization.	0	2	6	5			100



9	BTP409	Intensive Teaching Practice (General & Particular)	0	2	6	5		100
<b>TOTAL</b>			13	6	14	26		<b>800</b>

**BCC101**      **PRINCIPLES OF PHYSICAL EDUCATION, PHYSIOLOGY, GUIDANCE & COUNSELING**      **L   T   P   C**  
**4   0   0   4**

**Objectives:** After studying this paper the student teachers will be able

- To Know about the importance of biological Principles
- To know about the importance of Psychological principles
- To know about the importance of Sociological principles
- To know about the importance of Educational Psychology
- To know about Guidance and Counseling

#### **Unit I: Introduction and and Physical Education**

- Meaning, Definition and Scope of Education and Physical Education
- Education Commissions and Policies in India- Radhakrishnan-Mudaliar-Kothari-NPE-NEP
- Aims and Objective of Physical Education
- Importance of Physical Education in present era.
- Relationship of Physical Education with General Education.
- Physical Education as an Art and Science.
- Philosophical foundation - Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism

#### **Unit II: Principles of Physical Education**

- Biological Principles - General Characteristics & Various stages of Growth and Development - Age (calendar. anatomical & physical age) and gender characteristics - Body Types - Anthropometric differences - Heredity and environment
- Psychological Principles - Parts of mind- Conative, Cognitive & Affective - Attitude, Interest, Cognition, Emotions and Sentiments
- Sociological Principles - Social Integration and Cohesiveness
- Leadership

#### **Unit III: Education Psychology**

- Meaning and Importance and scope of psychology & educational psychology
- Various stages of growth and development
- Types and nature of individual differences
- Theories of learning
- Laws of Learning. Learning Curve, Types of Learning curve, Transfer of Learning

#### **Unit IV: Sports Psychology**

- Meaning and Importance and scope of Sports psychology
- Types and nature of individual differences in Sports
- Factors affecting the sports performance
- Heredity and environment
- Human behavior in relation to physical education and sports.

#### **Unit V: Guidance & Counseling**

- Meaning, Definition of Guidance and Counseling

- Relationship of Sports Psychology with other Sports Sciences.
- Factors affecting the sports performance – Motivation, Anxiety, Stress and Aggression – their impact on sports
- Psycho - Sociological aspects - Group dynamics in team games-Role of spectators in sports performance
  - Educational and Vocational Guidance
  - Guidance for gifted, slow learners, the disadvantaged, under achievers, exceptional, juvenile developments, differentially abled
  - Types of counseling-crisis, school, individual, peer and small group
  - Role of counselor and the teacher in counseling

#### References:

1. Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co.
2. Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.
3. Mohan, V. M. (1969). Principles of physical education. Delhi: Metropolitan Book Dep. Nixon, E. E. and Cozen, F.W. (1969). An introduction to physical education. Philadelphia: W.B. Saunders co.
4. Obertuffer, (1970). Delbert physical education. New York: Harper and Brothers Publisher.
5. Shannan, J. R. (1964). Introduction to physical education. New York: A.S. Barnes and Co.
6. William, J. F. (1964). The principles of physical education. Philadelphia: W.B. Saunders Co.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Understand Physical Education, Educational Physiology & Sociology

CO2: Explain the Principles of P.E

CO3: Discuss the theories, laws and effect of Educational Psychology

CO4: Apply effect of Physical Education various steps of growth and development

CO5: Determine the impact of P.E. on Psychological, Biological and Sociological aspects.

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	-	-	-	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	9	-	3	3
CO4	-	3	-	9	3	9	3
CO5	-	3	3	9	3	9	9
Weightage of the course	15	12	9	30	12	27	21
Weighted % of the course	01.82	01.25	00.78	02.68	01.83	02.42	04.21

**BCC102**

**ANATOMY AND PHYSIOLOGY**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Objectives:** After studying this paper the student teachers will be able

- To know about Anatomy of Human Body
- To Know about Circulatory and Respiratory System
- To know about Digestive and Excretory System
- To know about Endocrine glands and Nervous system

- To know about Human Physiology and Exercise on various systems

### **Unit I: Anatomy of the Human Body**

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

### **Unit II: Important Organs and System Part I**

- 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. Cardiac output.
- The Respiratory system: The Respiratory passage - the lungs and their structure and exchange of gases in the lungs, mechanism of respiration (internal and external respiration) lung capacity, tidal volume.
- The Digestive system: structure and functions of the digestive system, Digestive organs, Metabolism

### **Unit III: Important Organs and System Part II**

- The Excretory system: Structure and functions of the kidneys and the skin.
- The Endocrine glands: Functions of glands pituitary, Thyroid, Parathyroid. Adrenal, Pancreatic and the sex glands.
- Nervous systems: Function of the Autonomic nervous system and Central nervous system. Reflex Action.
- Sense organs: A brief account of the structure and functions of the Eye and Ear.

### **Unit IV: Human Physiology**

- Definition of physiology and its importance in the field of physical education and sports.
- Structure, Composition, Properties and functions of skeletal muscles.
- Nerve control of muscular activity:
- Neuromuscular junction
- Transmission of nerve impulse across it.
- Fuel for muscular activity
- Role of oxygen - physical training, oxygen debt, second wind, vital capacity.

### **Unit V: Exercise and Physiology**

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

### **References:**

1. Gupta, A. P. (2010). Anatomy and physiology. Agra: Sumit Prakashan.
2. Gupta, M. and Gupta, M. C. (1980). Body and anatomical science. Delhi: Swaran Printing Press.
3. Guyton, A.C. (1996). Text book of Medical Physiology, 9th edition. Philadelphia: W.B. Saunders.
4. Karpovich, P. V. (n.d.). Philosophy of muscular activity. London: W.B. Saunders Co.
5. Lamb, G. S. (1982). Essentials of exercise physiology. Delhi: Subjecet Publication.
6. Moorthy, A. M. (2014). Anatomy physiology and health education. Karaikudi: Madalayam

Publications.

7. Morehouse, L. E. and Miller, J. (1967). Physiology of exercise. St. Louis: The C.V. Mosby Co.
8. Pearce, E. C. (1962). Anatomy and physiology for nurses. London: Faber and Faber Ltd.
9. Sharma, R. D. (1979). Health and physical education, Gupta Prakashan. Singh, S. (1979). Anatomy of physiology and health education. Ropar: Jeet Publications.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

- CO1: Understand Anatomy, Physiology, and Joints. Muscles and various systems of our body.  
 CO2: Apply the importance of various organs and systems of our body.  
 CO3: Analyse the Physiology of various systems of our body.  
 CO4: Evaluate the effect of exercise on various systems of our body.  
 CO5: The importance of exercise to human body - formulate.

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	-	3	1	-	9	1
CO2	3	9	3	9	3	9	3
CO3	3	9	3	9	3	9	3
CO4	1	9	3	9	3	9	3
CO5	-	-	-	3	3	9	3
Weightage of the course	16	27	12	31	12	45	13
Weighted % of the course	01.94	02.81	01.04	02.77	01.83	04.04	02.61

**BCC103**

**YOGA EDUCATION**

**L T P C**  
**4 0 0 4**

**Objectives:** After studying this paper the student teachers will be able

- To aware about meaning, definition and need of Yoga
- To know about foundation Yoga
- To understand about various Asanas, Bandhas, Mudras and Kriyas
- To know about Yoga Education
- To know about Yoga for fitness

### Unit I: Introduction

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

### Unit II: Foundation of Yoga

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

### Unit III: Asanas

- Effect of Asanas and 'Pranayama on various system of the body

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

#### Unit IV: Yoga Education

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

#### Unit V: Yoga for Fitness

- Yoga for physical fitness
- Yoga for health and wellness
- Yoga for diseases
- Yogic practices for health living

#### References:

1. Brown, F. Y. (2000). How to use yoga. Delhi: Sports Publication.
2. Gharote, M'. L. and Ganguly, H. (1988). Teaching methods for yogic practices .Lonawala: Kaixydhmoe. ' J
3. Rajjan, S. M. (1985). Yoga strenthening of relaxation for sports man. New Delhi: Allied Publishers.
4. Shankar, G. (1998). Holistic approach of yoga. New Delhi: Aditya Publishers.
5. Shekar, K. C. (2003). Yoga for health. Delhi: Khel Sahitya Kendra.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Understand Yoga, history, need and importance of Yoga in Physical Education.

CO2: Apply the schools of Yoga

CO3: Analyse various asanas and their effects.

CO4: Evaluate the learnt yogic practices in Research

CO5: Develop yogic practices in healthy living.

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	3	-	3	9	3
CO2	3	9	9	1	3	9	3
CO3	1	3	3	9	3	9	3
CO4	1	3	3	9	3	9	3
CO5	-	-	9	9	3	9	3
Weightage of the course	14	18	27	28	15	45	15
Weighted % of the course	01.70	01.87	02.35	02.50	02.29	04.04	03.01

BDSE104	EDUCATIONAL TECHNOLOGY AND SPORTS JOURNALISM AND TOURISM	L	T	P	C
		1	0	0	1

**Objectives:** After studying this paper the student teachers will be able.

- To know about Education, Education Technology and types Education.
- To know about Fundamentals of Journalism
- To know about Sports Bulletins.
- To know about News reporting.
- To aware about sports Tourism in India.

### **Unit I: Introduction to technology**

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

### **Unit II: Fundamentals of Journalism**

- Ethics of journalism
- Cannon's of journalism
- Definition of journalism

### **Unit III: Sports Bulletins**

- Journalism and sports education
- Structure of sports bulletin
- Types of bulletin and compiling a bulletin

### **Unit IV: Reporting**

- Nature of sports reporting
- General news reporting
- Types of sports reporting
- Sports ethics and sportsmanship

### **Unit V: Sports Tourism in India**

- Need and scope of tourism
- Ethics of tourism
- Structure of tourism planning
- Analysis and field trip of sports in India
- Technological upgrading through field visits
- On the spot study and material collection of sport visits.

### **Reference:**

1. Bhardwaj, A. (2003). New media of educational planning. New Delhi: Sarup of Sons.
2. Ahiya, B.N. Theory and Practices of Journalism: Surjeet pilo
3. Ahiya and Choabra, Concise course in Reporting, Horward Publications
4. Verma, A.K. Advanced Journalism, Haranand Publications, Delhi

**COURSE OUTCOMES:** At the end of the course, the student will be able to

- CO1: Understand Education, Education Technology, Sports Journalism and Sports Tourism
- CO2: Apply the ethics and canons of Journalism
- CO3: Analyse the sports tourism in India
- CO4: Evaluate the importance of Journalism and tourism in sports
- CO5: Creating the knowledge in preparing the report and bulletin on sporting events

<b>Mapping Table CO's – PO's (Course Articulation Matrix)</b>							
<b>Course Outcomes</b>	<b>Performance Outcomes</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	9	-	9	1	3	3	3

CO2	3	3	9	3	9	9	3
CO3	3	3	3	9	9	9	3
CO4	3	3	9	9	9	9	3
CO5	9	9	9	9	3	9	3
Weightage of the course	27	18	39	22	33	39	15
Weighted % of the course	03.28	01.87	03.39	01.96	05.05	03.50	03.01

**BDSE105**

**DISABILITIES AND INCLUSIVE EDUCATION**

**L T P C**  
**1 0 0 1**

**Objectives:** After studying this paper the student teachers will be able.

- To know about Special Education
- To know about Adapted Physical Education
- To understand the development of a child
- To know the causes of disability
- To know the types of disability

### **Unit I: Education Systems**

Special Education - Inclusive education - Meaning, Definitions, Aims, Objectives - Strategies for including students - Step for modifying and adaptation of the physical education curriculum - Methods of playing inclusive games

### **Unit II: Introduction to Adapted Physical Education**

Meaning of the term adapted - Background information purpose and goals of adapted physical education - Movement Educational Concepts.

### **Unit III: Child Development**

Pre-natal development of the child and post-natal motor development of the child.

### **Unit IV: Causes of Disability**

Pre-natal, Natal and Post-natal causes of visually challenged, physically challenged, intellectual disability, Autism, Down syndrome and Cerebral palsy.

### **Unit V: Classification of Disability**

Disability / differently abled classification and sub-classification in each disability - Blind - Deaf and Dumb - Orthopedically - Mentally Retarded - Spastic -Autism - Cerebral Palsy etc.

### **Reference:**

1. Clauding and sherill, Adopted physical education and recreation C Publishers, IOWA
2. Paul A. Metzge, Elementary school physical education C. Brown company publishers
3. Barrow, Harold M., M., Gee Rosemary, A. Practical Approach to Measurement in Physical Education Philadelphia, Lea and Febigr, 1964.
4. Meyers, carlton R and Erwin,T. Measurement inPhysical Education, London G. Bell and Sons Ltd., 1967
5. Campell, W.R., and Tucker, N.M. An introduction in Physical Education, London G. Bell and Sone Ltd. 1987
6. Prof. S. Jaimitra, Physical Education for the Blind Grace Printer, Chennai-1990

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Understand special inclusive and adapted Physical Education

- CO2: Determine the pre and post natal development and motor movements  
 CO3: Differentiate the causes of disability  
 CO4: Infer the challenges and issues of the children with disabilities  
 CO5: Create the knowledge in designing adapted physical education programme

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	-	9	1	3	3	3
CO2	3	3	9	3	9	9	3
CO3	3	3	3	9	9	9	3
CO4	3	3	9	9	9	9	3
CO5	9	9	9	9	3	9	3
Weightage of the course	27	18	39	22	33	39	15
Weighted % of the course	03.28	01.87	03.39	01.96	05.05	03.50	03.01

**BPC106**      **CALISTHENICS, MINOR GAMES, DRILLS & MARCHING, AEROBICS**      **L T P C**  
**0 2 4 4**

#### Calisthenics:

Introduction - two, four, eight and sixteen count exercises Lunging - bending - turning - jumping - sitting - stepping - swinging exercises.

#### Minor Games:

Relay games - tag games - goal scoring games - point scoring games - miscellaneous games.

#### Drill and Marching:

Introduction - fundamental position, fall in, fall out, attention and stand at ease Dressing - right dress, eyes front

Turnings - mark time march - mark time with turns - quick march - right, left wheel - halting - saluting - fancy marching

#### Aerobics:

Introduction of Aerobics - Rhythmic Aerobics - dance

Low impact aerobics - High impact aerobics

Aerobics kick boxing

Postures Warm up and cool down

THR Zone - Being successful in exercise and adaptation to aerobic workout.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

- CO1: Understand rhythm and various series of calisthenics exercises  
 CO2: Apply various types of minor games  
 CO3: Analyse commands, marching and lessons  
 CO4: Prepare schedule of low medium and high impact aerobic dance  
 CO5: Create display of calisthenics, aerobics, figure marching and kick boxing

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	-	9	-	3	9	3



CO2	9	3	9	-	9	9	1
CO3	3	9	9	-	3	9	1
CO4	9	9	9	3	9	9	3
CO5	9	3	9	3	9	9	1
Weightage of the course	39	24	45	6	33	45	9
Weighted % of the course	04.74	02.49	03.91	00.54	05.05	04.04	01.80

**BPC107**

**BADMINTON, BALL BADMINTON, SOFTBALL, TABLE  
TENNIS, CHESS, CARROM AND TENNIS**

**L T P C  
0 2 4 4**

### **Badminton and Ball Badminton: Fundamental Skills**

- Racket parts, Racket grips, Shuttle Grips in badminton
- The basic stances.
- The basic strokes-Serves, Forehand-overhead and underarm, Backhand -overhead and underarm
- Drive shot - drop shot

### **Smashes**

- Drills and lead up games
- Types of games Singles, doubles,' including mixed doubles.
- Rules and their interpretations and duties of officials.

### **Softball Fundamental Skills**

- Catching: one handed, two handed, with feet grounded, in flight.
- Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, underarm, bounce, and lob); two handed passes (push, overhead, bounce).
- Footwork: landing on one foot; landing on two feet; pivot; running pass.
- Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.
- Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).
- Intercepting: pass; shot.
- The toss-up.
- Role of individual players
- Rules and their interpretations and duties of officials.

### **Table Tennis:**

- The Grip-The Tennis Grip, Pen Holder Grip.
- Service Forehand, Backhand, Side Spin, High Toss. .
- Strokes-Push, Chop, Drive, Half Volley, Smash, Drop-shot, Balloon, Flick Shot, Loop
- Drive.
- Stance and Ready position and foot work.
- Rules and their interpretations and duties of officials.

### **Chess**

The Board and Notation, Initial Position, Moves, Capture, Pawns, The king's Special, Features, Check, Checkmate, Castling, Stalemate, Other kinds of Draws, Comparative Value of the Pieces, Additional Rules for tournaments, Planning, Method & The Time factor, A recap of all the chess terms, Three stages of the game - Open Openings, Semi-Open Openings, Closed Openings - Endings with Bishops and Several Pawns, Endings with White and Black Bishops, King, Bishop and Rook pawn Versus King, Knight Endings, Intricate Endings Rules and regulations

## Carrom

- Introduction of carom board.
- Seating position. Striker grip. o Basic rules. Thumb shot.
- Double shot.
- Third shot.
- Front shot.
- Rebound. Centre shot.
- Straight shot, Normal Cut, Straight Cut, Negative Cut, Doubling, Punch, Press, Rebound, Coin to Coin Deflection, Striker's Deflection, Connection, Cut Return, Double Touch, Follow, Playing coin on the Baseline, Rolling of Striker.- Rules and regulations

## Tennis:

- Grips Eastern Forehand grip and Backhand grip, Western grip, Continental grip,
- Chopper grip.
- Stance and Footwork.
- Basic Ground strokes-Forehand drive, Backhand drive.
- Basic service.
- Basic Volley.
- Over-head Volley.
- Chop
- Tactics Defensive, attacking in game
- Rules and their interpretations and duties of officials.

### SPECIALIZATION SPORT/GAME & OFFICIATING

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Understand grip, Stands and strokes of racquet games

CO2: Identify the system of play

CO3: Analyse rules and interpretation

CO4: Suggest training schedule

CO5: Participate and Organize competitions and tournaments

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	-	9	9	3	9	1
CO2	3	9	9	9	3	3	1
CO3	3	9	9	9	3	1	1
CO4	3	9	9	9	3	9	3
CO5	3	3	9	3	3	9	1
Weightage of the course	21	30	45	39	15	31	7
Weighted % of the course	02.55	03.12	03.91	03.48	02.29	02.78	01.40

**BPC108**

**TRACK & EVENTS**

**L T P C**  
**0 2 6 5**

- Starting techniques: Sprint, Standing start, Crouch start and its Variations, Proper use of blocks.
- Finishing Techniques: Run, Through, Forward lunging, Shoulder Shrug
- Ground Marking, Rules and Officiating
- Hurdles, Middle, Long distance running

- Fundamental Skills - Starting, Clearance and Landing Techniques.
- Types of Hurdles - Ground Marking and Officiating.
- Various patterns of Baton Exchange - Understanding of Relay Zones
- Ground Marking - Middle and long distance
- Interpretation of Rules and Officiating.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Illustrate basic and advance techniques in track events

CO2: Execute the techniques

CO3: Differentiate the scientific basis of sprint, hurdle , events ,middle and long distance events

CO4: Infer error , reason and correction of techniques

CO5: Generate alternatives and interpretation of the rules and officiating

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	3	9	3	1	1
CO2	3	3	3	9	9	3	1
CO3	9	9	9	9	3	9	1
CO4	3	9	9	9	9	9	1
CO5	3	3	9	9	9	9	1
Weightage of the course	27	27	33	45	24	31	5
Weighted % of the course	03.28	02.81	02.87	04.02	03.67	02.78	01.00

**BTC109**

**TEACHING PRACTICE (GENERAL LESSON)**

**L T P C**  
**0 2 6 5**

B.P.Ed., students need to develop proficiency in taking General and Particular teaching 'practice lessons in indigenous activities and in other practical activities, sports and games learned in the B.P.Ed., course of study internally under school situation.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Explain the concept of general lesson

CO2: Determine varied methodology to execute the parts of the lesson plan and progressive lesson plan

CO3: Develop proficiency in class management

CO4: Create and inculcate ICT in teaching

CO5: Facilitate teaching under actual situation

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	9	9	9	9	9
CO2	3	9	3	9	9	1	9
CO3	3	9	9	9	3	1	9
CO4	9	9	9	9	3	3	9
CO5	9	9	9	9	3	3	9

Weightage of the course	33	39	39	45	27	17	45
Weighted % of the course	04.01	04.05	03.39	04.02	04.13	01.53	09.02

**BCC201**      **HISTORY OF PHYSICAL EDUCATION RECREATION AND CAMPING**      **L   T   P   C**  
**4   0   0   4**

**Objectives:** After studying this paper the student teachers will be able

- To know about the growth and development of Physical Education in India
- To know about the growth and development of Physical Education in Greece
- To know about origin and development of Olympics games
- To know about Recreation and Camping
- To know about the importance of Sociology

### **Unit I: Historical Development of Physical Education in India**

Indus Valley Civilization Period - Vedic Period - Epic Period - Historic Period - Nalandha Period - Rajput Period - Muslim Period - British Period - Post Independent Development - Contribution of Akhadas and Vyayamshals - YMCA and its contribution to Physical Education

### **Unit II: Awards and Association**

National and International tournament in various games, world cup in various games - Grand slam - Interuniversity sports board - National School Games Federation of India - Indian Olympic Association - National and state level associations - Civilian awards, Arjuna, Dhoranacharya and Rajiv Gandhi Khel Ratna Award.

### **Unit III: Olympic games, Asian Games, Commonwealth Games and SAF games Sports bodies, tournaments and national awards**

Origin and development of Olympic, Asian, commonwealth and SAF games

Ancient Olympics and Modern Olympics

Physical education in Greece, Ancient Rome and Germany

### **Unit IV: Recreation**

Meaning, Definition, aim, scope and significance of recreation

Essential characteristics of recreation Objectives of recreation

Philosophy, objectives and relationship of play, leisure and recreation

Historical development of recreation

Recreation primitive culture, Greek Period, Roman period and middle age

Recreation in U.S.A and India

Organization and Administration of recreation

Types of Recreation

Recreation providing Agencies

### **Unit V: Camping**

Meaning definition aim, objectives and types of camp

Selection, layout, scope and significance of camp

Organization and administration of camp

Types of camp activities

Indoor and outdoor games, art and crafts, drama, music, dance, nature study, aquatics, hiking, hobbies, stunt and contest.

Evaluation of camp work.

**References:**

1. Anderson JM (1955). Industrial Recreation, McGraw-Hill Book Company, Inc, London
2. Butler GD (1-949). Introduction of Company Recreation, McGraw-Hill Book Company, Inc, New York.
3. Danford HG (1953). Recreation in the American Community, Harper and Brothers Publishers, New York
4. Jensen CR (1977). Leisure and Recreation, Introduction and Overview, Lea and Febiger, Philadelphia.
5. Kamalesh ML (1991). Principles and History of Physical Education, Prakash Bros., Patiala
6. Nixon EJ and Lym VC (1968). The World Today in Health, Physical Education and Recreation, Englewood Cliffs, Prentice Hall, New Jersey.
7. Rayappa-DJ and Govindarajulu LK (1949). Camping and Education, Jupiter Press Private Ltd, Madras.
8. Torkildsen G (1986). Recreation Management, E & FN Spon Ltd., New York.
9. Vandalen D and Bernett BLA (1971). World History of Physical Education, Prentice Hall, Englewood Cliffs, Prentice Hall Inc., New Jersey.
10. Witt and Goodale (1985). Recreation and Leisure, Venture Publishing, Pennsylvania.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Understand the history of PE in India, Greece, Rome and Germany

CO2: Illustrate the various associations and various awards for PE and Sports

CO3: Analyze the various tournaments and competitions worldwide

CO4: Apply Recreation, camping, Guidance and Counseling

CO5: Evaluate the various recreational programmes, types of guidance and role of teacher as a counselor

<b>Mapping Table CO's – PO's (Course Articulation Matrix)</b>							
<b>Course Outcomes</b>	<b>Performance Outcomes</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	9	-	-	-	3	9	3
CO2	1	-	-	-	3	3	3
CO3	1	9	9	3	9	9	9
CO4	3	9	9	9	3	9	3
CO5	3	9	9	9	3	9	3
Weightage of the course	17	27	27	21	21	36	21
Weighted % of the course	02.07	02.81	02.35	01.88	03.21	03.23	04.21

<b>BCC202</b>	<b>ORGANIZATION, ADMINISTRATION, AND METHODS OF TEACHING IN PHYSICAL EDUCATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Objectives:** After studying this paper the student teachers will be able

- To know about structure of organization and administration
- To know about function of organization and administration
- To know about Competition organization
- To know about Teaching Technique and Teaching aids
- To know about Lesson plan and Teaching Innovations

### **Unit I: Structure of Organization and Administration**

- Meaning and importance of Organization and Administration in physical education
- Qualification and Responsibilities of Physical Education teacher and pupil leader Planning and their basic principles.
- Program planning: Meaning, Importance, Principles of program planning in physical education.

### **Unit II: Functions of Organization and Administration**

- Functions of Planning, organizing, staffing, directing, communicating, co-ordination, controlling, evaluating and innovating.
- Facilities and equipment management: Types of facilities Infrastructure-indoor, out door.
- Care of school building, Gymnasium, swimming pool, Play fields, Play grounds
- Equipment: Need, importance, purchase, care and maintenance.
- Time Table Management: Meaning, Need, Importance and Factor affecting time table.

### **Unit III: Competition Organization**

- Importance of Tournament, Types of Tournament 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 and Extramural Tournament planning

### **Unit IV: Teaching Technique, Teaching Aids**

- Teaching Technique Lecture method, Command method, Demonstration method, Imitation method, project method etc.
- Teaching Procedure Whole method, whole part whole method, part whole method.
- Class Management
- Presentation Technique Personal and technical preparation
- Command- Meaning, Types and its uses in different situations.
- Teaching Aids Meaning, Importance and its criteria for selecting teaching aids.
- Teaching aids Audio aids, Visual aids, Audio visual aids, Verbal, Chalk board, Charts, Model, Slide projector, Motion picture etc.
- Team Teaching Meaning, Principles and advantage of team teaching. Difference between Teaching Methods and Teaching Aid.

### **Unit V: Lesson Planning and Teaching Innovations**

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

### **Reference:**

1. Broyles, F. J. and Rober, H. D. (1979). Administration of sports, Athletic programme: A Managerial Approach. New York Prentice hall Inc.
2. Bucher, C. A. (1983). Administration of Physical Education and Athletic programme. St. Louis: The C.V. Mosby co;
3. Kozman, H.C. Cassidy, R. and Jackson, C. (1960). Methods in Physical Education. London: W.B. Saunders Co.
4. Pandey, L.K. (1977). Methods in Physical Education. Delhi: Metropolitan Book Depot.
5. Shanna, V.M. and Tiwari, R.H.; (1979). Teaching Methods in Physical Education. Amaravati: Shakti Publication.
6. Thomas, J. P.(1967). Organization and administration of Physical Education. Madras: Gyanodayal Press.
7. V Tirunarayanan, C. and Hariharan, S. (1969). Methods in Physical Education. Karaikudi:

South India Press.

8. Voltmer, E. F. and Esslinger, A. A. (1979). The organization and administration of Physical Education. New York: Prentice Hall Inc. .
9. Bhatia, and Bhatia, (1959). The principles and methods of teaching, New Delhi: Doaba House.
10. Kochar, S.K. (1982). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.
11. Sampath, K., Pannirselvam, A. and Santhanam, S. (1981). Introduction to educational technology. New Delhi: Sterling Publishers Pvt. Ltd.
12. Walia, J. S. (1999). Principles and methods of education. Jalandhar: Paul Publishers.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

- CO1: Understand the structure, and the Principles of functions
- CO2: Apply Infrastructure, Equipment and Timetable management
- CO3: Analyse the different types of tournaments, fixtures merits and demerits
- CO4: Evaluate various techniques and aids for teaching physical activities
- CO5: Apply the learnt techniques in preparing lesson plan and teaching innovations

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	1	3	1	9	3
CO2	1	9	3	3	3	9	1
CO3	-	9	9	3	3	9	3
CO4	1	9	9	9	3	9	3
CO5	1	9	9	9	3	9	3
Weightage of the course	12	39	31	27	13	45	13
Weighted % of the course	01.46	04.05	02.70	02.41	01.99	04.04	02.61

<b>BCC203</b>	<b>PRINCIPLES AND TECHNIQUES OF OFFICIATING &amp; COACHING (TRACK &amp; FIELD) PART - I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Objectives:** After studying this paper the student teachers will be able

- To know about Philosophy of officiating and mechanism of officiating
- To learn about dimensions and layout of playfield
- To know about Rules and Interpretation of Various games
- To know about Specification of equipments
- To know about Lead up games

#### **Unit I:**

Age and sex categories of athletes

Entries

Clothing, shoes and Athlete Bibs

Assistance to athletes

Protest and Appeals

Duties and powers of International Officials

Management Officials

Competition Officials

Additional Officials

**Unit II:**

Dimensions and layout of track events

Rules & Regulations

Track event measurements and specification of equipment

Track and field Layout of track, sprint, hurdle, middle, long distance events, relay and Jump events

**Unit III:**

Dimensions and layout of jump events.

Rules & Regulations

Track event measurements and specification of equipment

Track and field Layout of long jump, high jump and pole vault.

**Unit IV:**

Dimensions and layout of throw events

Rules & Regulations

Track event measurements and specification of equipment

Track and field Layout of shortput, discus, javelin, & hammer throw

**Unit V:**

Combined Events Competitions Race Walking Events - Cross country Races - Mountain races - Trail Races scoring

**Reference:**

1. Buck Rules of Sports and Games, Published by NCYIs, New Delhi
2. Jenson G. and Fisher A G, (1972). Scientific Basis of Athletic Conditioning, 2<sup>nd</sup> edition, Lea and Febiger, Philadelphia
3. Jones RJ and etal., (1982). Guide to Effective Principles and Practices, Allyn and Bacon, Inc
4. Lawther JD (1951). Psychology of Coaching, Prentice Hall, Inc, Englewood Cliffs, New Jersey  
Rules of Games, Published by International Association of Respective Sports and Games
5. Singh H (1984). Sports Training, General Theory and Physical Fitness, NIS, Patiala
6. Thomas J P(1971). Scientific Weight Training for Sports and Games, Gnanodaya Press, Madras
7. Gladly Kirubakar. S, (2009).Tennis Skills-A Teacher's Guide, SS Publication, Chennai
8. Gladly Kirubakar and Glory Kirubakar (2009). Play Ball Badminton, SS Publication, Chennai

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Understand duties and powers of officiating

CO2: Apply the rules and interpretation of track and field events

CO3: Analyse rules specific to track and field events

CO4: Evaluate the construction of track and field events arena

CO5: Explore combined events and race walking

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	3	3	1	3	1
CO2	3	9	9	3	1	3	1
CO3	1	3	9	9	3	9	1
CO4	-	1	9	9	-	9	1
CO5	3	9	9	3	1	9	1
Weightage of the course	16	25	39	27	6	24	5
Weighted	01.94	02.60	03.39	02.41	00.92	02.15	01.00



% of the course							
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**BGEC204**

**COMPUTER APPLICATION IN PHYSICAL EDUCATION**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Objectives:** After studying this paper the student teachers will be able

- To know about information and communication technology
- To understand and use MS word - Word processor
- To understand and MS Excel Spread sheet
- To understand and use MS Power point Presentation programme
- To access the internet

### **Unit I: MS Word**

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

### **Unit II: MS Excel**

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

### **Unit III: Introduction to Computer**

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

### **Unit IV: MS PowerPoint**

- Introduction to MS Power Point
- Creating, saving and opening ppt. file format and editing features slide show, design, inserting slide number picture, graph, table
- Preparation of Power point presentations

### **Unit V: Internet**

Internet browsing searching exam results print and save - copying a webpage searching image on web searching videos on internet - creating an email account attaching files - download a content from web sending SMS to mobile - sending e-greetings online recharge - online bill payment train ticket booking and checking availability online newspaper reading.

### **References:**

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

**COURSE OUTCOMES:** At the end of the course, the student will be able to

- CO1: Explain computer information communication technology and machine languages  
CO2: Estimate the need and importance of ICT in the field of physical education

CO3: The components and application of software in computer application

CO4: Infer the usage of internet in the field of Physical Education

CO5: Create ICT handouts

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	9	3	3	9	1
CO2	3	3	9	9	3	9	1
CO3	3	9	9	9	-	9	3
CO4	3	9	9	9	3	9	1
CO5	9	3	9	3	1	9	3
Weightage of the course	27	27	45	33	10	45	9
Weighted % of the course	03.28	02.81	03.91	02.95	01.53	04.04	01.80

**BGEC205**

**ELEMENTARY STATISTICS**

**L T P C**  
**1 0 0 1**

**Objectives:** After studying this paper the student teachers will be able

- To understand the basics of Statistics
- To know about frequency distribution
- To know the graphical representation of data
- To know the measures of central tendency
- To know the measures of variation/ dispersion

#### **Unit I: Basics of Statistical Analysis**

- Statistics: Meaning, Definition, Nature and Importance
- Types of Statistics

#### **Unit II: Frequency Distribution**

- Class Intervals: Raw Score, Continuous and Discrete Series, Class Distribution, Construction of Tables

#### **Unit III: Graphical Representation**

- Graphical Presentation of Class Distribution: Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, Pie Diagram

#### **Unit IV Measures of Central Tendency**

- Measures of Central Tendency: Mean, Median and Mode-Meaning, Definition,
- Importance, Advantages, Disadvantages and Calculation from Grouped and Ungrouped Data

#### **Unit V: Measures of Variation / Dispersion**

- Measures of Variability: Meaning, importance, computing from group and ungrouped data
- Percentiles and Quartiles: Meaning, importance, computing from group and ungrouped data

#### **References:**

1. Clark and Clark DH. (1967).Application of Measurement of Health and Physical Education, Prentice Hall., Inc.,

2. Gupta S.P. (1982). Advanced Practical Statistics, New Delhi S. Chand and Co. . .
3. Garrett, H.E. (1981). Statistics in psychology and education. New York: Vakils Feffer and Simon, Ltd.
4. Verma, J. P. (2000). A text book on sports statistics. Gwalior: Venus Publications
5. Larson LA and Yocom RD, (1951). Measurement and Evaluation in Physical Health and Recreation Education, St Louis, C.W. Mosby co.
6. Mathew DK (1973). Measurement in Physical Education, London W.B. Saunders co.
7. Wilks, SS (1984). Elementary Statistical Analysis, Oxford and IBH Publishing co, Calcutta.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

- CO1: Understand the meaning nature importance and types of statistics  
 CO2: Identity the various statistical techniques  
 CO3: Apply in calculation of grouped and ungrouped data  
 CO4: Infer the advantage disadvantage and calculation of grouped and ungrouped data  
 CO5: Create the knowledge in analysis and interpretations of the located problem

<b>Mapping Table CO's – PO's (Course Articulation Matrix)</b>							
<b>Course Outcomes</b>	<b>Performance Outcomes</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	9	3	9	3	3	9	1
CO2	3	3	9	9	3	9	1
CO3	3	9	9	9	-	9	3
CO4	3	9	9	9	3	9	1
CO5	9	3	9	3	1	9	3
Weightage of the course	27	27	45	33	10	45	9
Weighted % of the course	03.28	02.81	03.91	02.95	01.53	04.04	01.80

<b>BPC206</b>	<b>DHANDS &amp; BAITHAKS, LIGHT APPARATUS, YOGA SILAMBAM</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>0</b>	<b>2</b>	<b>4</b>	<b>4</b>

Introduction ordinary baithak, half and full, chair baithak, kneeling, namaskar, baithaks with jumps and turns, kundan, bajrang baithaks. Ordinary dhand, scorpion, circle, snake, leap, twist, leap with clap dhands

**Light Apparatus: Dumbells /Wands / Hoop / Indian Clubs: Fundamentals skills**

#### **Light apparatus Grip**

Attention with apparatus/ Light apparatus

Stand at ease with apparatus/ light apparatus

Exercise with verbal command, drum, whistle and music Two counts, Four counts, Eight counts and Sixteen counts.

Standing Exercise

Jumping Exercise

Moving Exercise

Combination of above all

**Yoga:**

Surya Namaskara,

Pranayams

Corrective Asanas

Kriyas

Asanas: Sitting, Standing, Laying Prone Position, Laying Spine Position.

**Silambam: Fundamental Skills**

Grip and stick work Hits- Cuts Chops - Thrusts Feint

Footwork without stick, with stick

Three and four circle moves.

One step and two step moves,

Fundamental laws of silambam fencing

**Shooting :**

Shooting position - Aiming - Pulling the trigger - Breathing

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Understand the essential ingredients for controlled and essential movement

CO2: Apply the command, count and rhythm

CO3: Analyse the stability in transforming throughout the balance and force in progression of movement

CO4: Prepare sequences designed to improve varieties in mass display

CO5: Create mass display of Dhands, Baithaks, Light apparatus, Yoga and Silambam inter music and rhythm

<b>Mapping Table CO's – PO's (Course Articulation Matrix)</b>							
<b>Course Outcomes</b>	<b>Performance Outcomes</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	9	3	3	9	3	1	1
CO2	3	3	3	9	9	3	1
CO3	9	9	9	9	3	9	1
CO4	3	9	9	9	9	9	1
CO5	3	3	9	9	9	9	1
Weightage of the course	27	27	33	45	24	31	5
Weighted % of the course	03.28	02.81	02.87	04.02	03.67	02.78	01.00

**BPC207****BASKETBALL, VOLLEYBALL, FOOTBALL THROWBALL**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>0</b>	<b>2</b>	<b>6</b>	<b>4</b>

**Basket ball: Fundamental Skills**

- Player stance and ball handling
- Passing – Two Hand chest pass, Two hand Bounce Pass, One Hand Base ball pass, Side Arm Pass, Over Head pass, Hook Pass.
- Receiving Two Hand receiving, One hand receiving,
- Receiving in stationary position, receiving while jumping, receiving while running.
- Dribbling How to start dribble, how to drop dribble, High dribble, Low dribble, Reverse dribble, rolling dribble.
- Shooting – Layup shot and its variations, one hand set shot, One hand jump shot, Hook

shot, and Free throw.

- Rebounding Defensive rebound, Offensive rebound, Knock out, Rebound Organization.
- Individual Defensive – Guarding the man with the ball and without the ball.
- Pivoting Rules and their interpretations and duties of the officials.

#### **Volley ball: Fundamental Skills**

- Players Stance – Receiving the ball and passing to the teammates, The Volley (Overhead pass), The Dig (Underhand pass).
- Service – Under Arm Service, Side Arm Service, Tennis Service, Round Arm Service.
- Rules and their interpretations and duties of officials.

#### **Foot ball: Fundamental Skills**

- Kicks – Inside kick, in step kick, Outer in step kick, lofted kick
- Trapping – trapping rolling the ball, trapping bouncing ball with "sole Dribbling-With in step, inside and outer in step 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.

#### **Throw ball: Fundamental skills**

- Introduction - Catching serving -Throwing Footwork.
- Role of individual players – rotation in throw ball.
- Rules and their interpretations and duties of officials in both games.
- **SPECIALIZATION SPORT / GAME AND OFFICIATING**

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Understand fundamental skills, techniques and tactics of various games

CO2: Identify the system of play

CO3: Analyse rules and interpretation

CO4: Suggest training schedule

CO5: Participate and Organize competitions and tournaments

<b>Mapping Table CO's – PO's (Course Articulation Matrix)</b>							
<b>Course Outcomes</b>	<b>Performance Outcomes</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	9	-	9	9	3	9	1
CO2	3	9	9	9	3	3	1
CO3	3	9	9	9	3	1	1
CO4	3	9	9	9	3	9	3
CO5	3	3	9	3	3	9	1
Weightage of the course	21	30	45	39	15	31	7
Weighted % of the course	02.55	03.12	03.91	03.48	02.29	02.78	01.40

**BPC208**

**FIELD EVENTS (JUMPS)**

**L T P C**  
**0 1 6 5**

- Fundamental techniques in High Jump, Long Jump, Triple Jump, Pole Vault.

- Specific warm up.
- Ground Marking.
- Interpretation of Rules and Officiating.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Illustrate basic and advance techniques in field events

CO2: Execute the techniques

CO3: Differentiate the scientific basis of jumps

CO4: Infer error, reason and correction of techniques

CO5: Generate alternatives and interpretation of the rules and officiating

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	3	9	3	1	1
CO2	3	3	3	9	9	3	1
CO3	9	9	9	9	3	9	1
CO4	3	9	9	9	9	9	1
CO5	3	3	9	9	9	9	1
Weightage of the course	27	27	33	45	33	31	5
Weighted % of the course	03.28	02.81	02.87	04.02	05.05	02.78	01.00

**BTP209**

**TEACHING PRACTICE (PARTICULAR LESSON)**

**L T P C**  
**0 1 6 5**

B.P.Ed., students need to develop proficiency in taking Particular teaching practice lessons in practical activities, sports and games learned in the B.P.Ed., course of study internally under school situation.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Explain the concept of particular lesson

CO2: Determine varied methodology to execute the parts of the lesson plan and progressive lesson plan

CO3: Develop proficiency in class management

CO4: Create and inculcate ICT in teaching

CO5: Facilitate teaching under actual situation

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	9	9	9	9	9
CO2	3	9	3	9	9	1	9
CO3	3	9	9	9	3	1	9
CO4	9	9	9	9	3	3	9
CO5	9	9	9	9	3	3	9
Weightage of the course	33	39	39	45	27	17	45

Weighted % of the course	04.01	04.05	03.39	04.02	04.13	01.53	09.02
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**BTP210** **EXTERNAL TEACHING PRACTICE (GENERAL & PARTICULAR)** **L T P C**  
**0 1 6 5**

B.P.Ed., students need to develop proficiency in taking General and Particular teaching practice lessons in indigenous activities and in other practical activities, sports and games learned in the B.P.Ed., course of study internally under school situation.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Understand the competency in teaching general and particular lesson

CO2: Identify and prepare methods of lesson plan

CO3: Presentation of innovative method of execution

CO4: Evaluate the impact teaching and learning

CO5: Create and predict teaching under most desirable teaching situation

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	9	9	9	9	9
CO2	3	9	3	9	9	1	9
CO3	3	9	9	9	3	1	9
CO4	9	9	9	9	3	3	9
CO5	9	9	9	9	3	3	9
Weightage of the course	33	39	39	45	27	17	45
Weighted % of the course	04.01	04.05	03.39	04.02	04.13	01.53	09.02

**BCC301** **SPORTS TRAINING** **L T P C**  
**4 0 0 4**

**Objectives:** After studying this paper the student teachers will be able

- To know the importance of sports training on performance
- To know the means and methods of developing the fitness components
- To know about the process of training
- To design a training schedule for specific sport
- To select a team for different levels of 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

#### **Unit II: Training Components**

- Strength Mean and Methods of Strength Development types

- Endurance – Mean and Methods of Endurance Development types

### Unit III: Mean

- Speed Mean and Methods of Speed Development - types
- Coordination Mean and Methods of coordination Development - types
- Flexibility Mean and Methods of Flexibility Development – types

### Unit IV: Training Process

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

### Unit V:

- 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

### Reference

1. Dick, W.F. (1980). Sports training principles. London: Lepus Books.
2. Harre, D. (1982) Principles of sports training. Berlin: Sporulated.
3. Jensen, R. C and Fisher, A.G. (1979). Scientific basis of athletic conditioning.
4. Matvyew, L.P. (1981) Fundamental of sports training. Moscow: Progress Publishers.
5. Singh, H. (1984) Sports training general theory and methods. Patials: NSNIS.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

- CO1: Understand Sports Training, motor components, Load and Periodization  
 CO2: Identity the means and methods of Training motor components  
 CO3: Infer the process technical and tactical training  
 CO4: Evaluate training programme and planning  
 CO5: Create coaching and training programme and talent in identification

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	-	1	3	3	9	3
CO2	3	3	3	9	3	9	3
CO3	3	9	9	9	3	9	3
CO4	3	9	3	9	3	9	3
CO5	9	9	9	9	3	9	3
Weightage of the course	27	30	25	39	15	45	15
Weighted % of the course	03.28	03.12	02.17	03.48	02.29	04.04	03.01

**BCC302**

**HEALTH EDUCATION AND ENVIRONMENTAL STUDIES**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Objectives:** After studying this paper the student teachers will be able



- To know about health and personal hygiene
- To know about the health problems and services in India
- To understand the connection between life and environment
- To know about the natural resources and sustenance
- To know about pollution and its control

### Unit I: Health Education

- Concept, Dimensions, Spectrum and Determinants of Health
- Definition of Health, Health Education, Health Instruction, Health Supervision
- Aim, objective and Principles of Health Education
- Health Service and guidance instruction in personal hygiene

### Unit II: Health Problems in India

- Communicable and Non Communicable Diseases, Diabetes and its prevention
- Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population, Personal and Environmental Hygiene for schools
- Objective of school health service, Role of health education in schools
- Health Services Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first- aid and emergency care etc.

### Unit III: Environmental Science

- Definition, Scope, Need and Importance of environmental studies.
- Concept of environmental education, Historical background of environmental education.
- Celebration of various days in relation with environment.
- Role of school in environmental conservation and sustainable development.

### Unit IV: Natural Resources

- Water resources, food resources and Land resources.
- Definition, effects and control measures

### Unit V: Pollution

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

### References:

1. Agrawal, K.C. (2001). Environmental biology. Bikaner: Nidhi publishers Ltd.
2. Frank, H. and Walter, H., (1976). Turners school health education. Saint Louis: The C.V. Mosby Company.
3. Nemir, A. (n.d.). The school health education. New York: Harber and Brothers.
4. Odum, E.P. (1971) Fundamental of ecology. U.S.A.: W.B. Saunders Co.

### COURSE OUTCOMES: At the end of the course, the student will be able to

- CO1: Understand Hygiene and Natural resources
- CO2: Identify the health problems and services in India
- CO3: Analyse the scope, importance and need of health and environmental studies
- CO4: Explore the environmental conversation and sustainable development
- CO5: Apply the knowledge in preserving the natural resources and controlling the pollution

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	3	3	-	9	3

CO2	3	9	9	9	3	3	3
CO3	3	9	3	9	3	3	3
CO4	9	9	3	9	1	9	3
CO5	9	9	3	9	9	9	3
Weightage of the course	27	39	21	39	16	24	15
Weighted % of the course	03.28	04.05	01.83	03.48	02.45	02.15	03.01

PRINCIPLES AND TECHNIQUES OF OFFICIATING & COACHING - PART – II					L	T	P	C
<b>BCC303</b>	(BADMINTON, BALL BADMINTON, SOFTBALL, TT, CHESS, CARROM, TENNIS, BASKETBALL, VOLLEYBALL, FOOTBALL, THROWBALL)				<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Objectives:** After studying this paper the student teachers will be able

- To lay out play fields of different sports
- To know the rules and their interpretation in different sports
- To know the equipment used in different sports and their specification
- To understand the mechanism of officiating in different sports
- To know the skills, techniques, drills and lead up games in different sports

#### **Unit I: Philosophy of officiating & mechanism of Officiating**

- Qualification and Qualities of an official
- Philosophy of Officiating
- General principles of officiating
- Pre-during and post-Duties of official
- Mechanism of officiating
- Official signals and powers
- System of officiating
- Position of officiating

#### **Unit II: Layout and Dimensions of play field**

- Dimensions and Layout of play field
- Measurement and specification of equipment

#### **Unit III: Rules and their Interpretations of following games**

- Rules of the games
- Score sheet of the games
- Interpretations of the laws and rules of Tennis, Chess, Carrom

#### **Unit IV: Rules and their Interpretations of honoring games**

- Dimension of play field
- Measurement and specification of equipment
- Interpretations of the laws and rules of Tennis, Chess, Carrom
- Interpretations of the laws and rules of Badminton, Ball Badminton, Soft Ball, Table Tennis, Basket Ball, Volley ball, Foot ball, Throw ball

#### **Unit V: Skills /Techniques and lead up games**

- Skills and technique

- Lead up games to develop the skill
- Drills

#### Reference:

1. Buck Rules of Sports and Games, Published by NCYL, New Delhi
2. Jenson G. and Fisher AG, (1972). Scientific Basis of Athletic Conditioning, 2nd edition, Lea and Febiger, Philadelphia
3. Jones RJ and et.al.,(1982) Guide to Effective Principles and Practices, Allyn and Bacn, INclawther
4. JD (1951). Psychology of Coaching, Prentice Hall, Inc, Englewood Cliffs, New Jersey
5. Rules of Games, Published by International Association of Respective Sports and Games
6. Singh H (1984), Sports Training, General Theory and Physical Fitness, NIS, Patiala

**COURSE OUTCOMES:** At the end of the course, the student will be able to

- CO1: Understand the Philosophy of Officiating  
 CO2: Apply dimensions, layout of play fields and specification of equipment.  
 CO3: Analyse rules and their interpretations  
 CO4: Evaluate skills and technique  
 CO5: Create drills, lead-up, coaching and the officiating.

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	9	3	3	3	3
CO2	9	9	9	3	3	9	3
CO3	3	9	9	9	3	9	9
CO4	3	9	9	3	9	9	3
CO5	3	9	9	9	3	9	3
Weightage of the course	27	39	45	27	21	39	21
Weighted % of the course	03.28	04.05	03.91	02.41	03.21	03.50	04.21

**BSEC304**

**SPORTS MANAGEMENT**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Objectives:** After studying this paper the student teachers will be able

- To know about the concept and purpose of sports management
- To know about Leadership
- To know about Sports management in School, College and University
- To know about maintaining records
- To know about financial management.

#### Unit I: Introduction

- 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.

- Sports Marketing

## **Unit II: Leadership**

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

## **Unit III: Sports programme at school, college, university**

- 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.

## **Unit IV: Maintenance of Records**

- Types of Registers and Records and its maintenance.
- Developing performance standard
- Establishing a reporting system
- Evaluation
- The reward/punishment system

## **Unit V: Financial Management**

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

## **References:**

1. Ashton, D. (1968). Administration of physical education for women. New York: The Ronald Press, Cl.
2. Bucher, C.A. Administration of physical education and athletic programme. 7th Edition, St. Louis: The C.V. Mosby Co.
3. Daughtrey, G. and Woods, JB. (1976). Physical education and intramural programmes, organisation and administration. Philadelphia U.S.A. : W.B. Saunders Cp.
4. Earl, F. Z, and Gary, W. B. (1963). Management competency development in sports and physical education. Philadelphia: W. Lea and Febiger.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

- CO1: Identify meaning Nature, Concept, scope and purpose of sports management
- CO2: Apply Leadership styles and their impact
- CO3: Analyse the sports programmes in schools, colleges and universities
- CO4: Develop various types of records registers and maintenance
- CO5: Implement the financial management in Physical Education and sports

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	-	3	-	3	3	3
CO2	3	9	9	9	3	9	3
CO3	3	9	9	9	3	9	3
CO4	3	3	9	3	3	9	3
CO5	3	9	9	3	9	9	3
Weightage of the course	21	30	39	24	21	39	15
Weighted % of the course	02.55	03.12	03.39	02.14	03.21	03.50	03.01

**BSEC305**

**FITNESS, WELLNESS & SPORTS NUTRITION**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

**Objectives:** After studying this paper the student teachers will be able

- To define fitness, wellness, and interdisciplinary concept.
- To understand metabolism and health benefits.
- To apply principles of exercise and design fitness performance.
- To apply the components of food and their role in performance.
- To analyse the acquired knowledge of nutrition in weight management and specific sports.

### **Unit I: Concept of Fitness and Wellness**

Definition, aims and objectives of Fitness and Wellness – Importance and scope of fitness and wellness – Modern concept of Physical fitness and wellness – Fitness and its relevance in Interdisciplinary context.

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

Understanding of wellness – Metabolic fitness, BP, Lipid Profile – Triglyceride, HDL, LDL, total cholesterol – Physical Activity and Health benefits, Health and wellness.

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

Means of Fitness Development aerobic and anaerobic exercises – Exercises and Heart rate zones for various aerobic exercise intensities – Concepts of free weight vs machine, sets and repetition, etc. – Designing different fitness training program for different age group.

### **Unit IV: Nutrition**

Meaning – Definition Malnutrition, Micro nutrients, Macro nutrients – Food pyramid – Components – Sources.

### **Unit V: Sports Nutrition**

Nutrients – Sports Nutrition – athletes diet – Diet chart for specific sports – comparison of food values and composition of the meals.

### **References:**

1. Difiore, J. (1998). Complete guide to postnatal fitness. London: A and C Black Publishers Ltd.
2. Giam, C.K and The, K.C. (1994). Sport medicine exercise and fitness. Singapore: P.G. Medical Book.
3. McGlynn, G., (1993). Dynamics of fitness. Madison: W.C.B

4. Brown.Sharkey, B. J.(1990). Physiology of fitness, Human Kinetics Book.
5. David K Miller and T. Earl allen, Fitness, A lifetime commitment, suijeet Publication Delhi 1989.
6. Elizabeth and Kenday, Sprots fitness for women, B T Batsford Ltd, London, 1986.
7. Emily R Foster Karynl-lartiger and Katherine A smith, Fitness Fun, Human Kinetics Publishers 2002.
8. Lawrence, Debbie, Exercise to Music. A and C Black Publishers Ltd., London 1999.
9. Robert Malt. 90 days fitness plan, D K publishing Inc Madison Avenue, NewYork 2001.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Understand fitness, wellness, and nutrition.

CO2: Apply fitness, wellness, and physical activities to Health and lifestyle

CO3: Analyse preventive measures of lifestyle management through exercise and diet.

CO4: Apply the components of food and their role in performance.

CO5: Analyse the acquired knowledge of nutrition in weight management.

<b>Mapping Table CO's – PO's (Course Articulation Matrix)</b>							
<b>Course Outcomes</b>	<b>Performance Outcomes</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	9	-	3	-	3	3	3
CO2	3	9	9	9	3	9	3
CO3	3	9	9	9	3	9	3
CO4	3	3	9	3	3	9	3
CO5	3	9	9	3	9	9	3
Weightage of the course	21	30	39	24	21	39	15
Weighted % of the course	02.55	03.12	03.39	02.14	03.21	03.50	03.01

<b>BPC306</b>	<b>LEZIUM, KUNG FU, SWISSBALL AND CORE BOARD</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
	<b>TRAINING AND TENNIKOITS</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>4</b>

### **Lezium**

Hindustani Lezuim – Char Awaaz, EkJagah, AantiLagaaV, Pavitra, Do Rukh, Chau Rukh, Chau rukhbethak, Momiya.

GhatiLezuim Aath Aawaaz, Bethakawaaz, AagePaon, Aagekadam, Do pherawaaz, Chau pherawaaz, Kadamtaal, Pavitra, Uchhakpavitra, Kadampavitra.

### **Kung fu: Fundamental Skills**

Player Stances walking, hand positions, front leaning, side - fighting.

Hand Techniques

Leg Techniques - Forms - Self Defense

Rules and their interpretations and duties of officials.

### **Swiss ball training**

Stretches warm ups

Exercises for beginners sub elite - elite

Core exercises and training loads

Chest exercises and training loads

Abdominal exercises and training loads

Arms exercises and training loads  
 Legs exercises and training loads  
 Total body workouts  
 Functional workouts

### **Core board training:**

Balance exercise Core stability drills  
 Drills on core board with dumbbells and medicine ball  
 Upper body exercises  
 Abs and crunches  
 Twisting knee raises and exercises for oblique  
 Exercises for hip lower back – thigh

**Battle Rope Training:** Basic Movement: Double Wave, Alternating Wave, Low Alternating Wave, Shoulder Circles, Snakes on the Floor and Shoulder Press

**Slamming Movements:** Power Slam, Side Slam, Alternate-Arm Power Slam, Plyo Knee – Tuck Slams and Plyo Knee – Tuck Push - Up Slams

**Explosive Movements:** Alternating Wave Lunge Jump, Alternating wave Jump Squat, Plyo Knee Tuck Into Push – Upto Alternating Wave Switch, 180 Degree Jumps and Star Jumps

### **Tennikoit: Fundamental Skills**

#### **Holding the koit**

Warm up with the koit  
 Receiving and releasing the koit  
 Service - Forehand and Backhand service

#### **Wrist work**

Understanding foul strokes - wobbling, baulking, squeezing, jumping, pushing carrying, etc., Rules and interpretation, scoring.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

- CO1: Understand various series of lezium with music
- CO2: Apply technique for self-protection through martial art- Kungfu
- CO3: Analyse warm up strengthening total body workout and functional workout
- CO4: Prepare balance, core stability, drills with dumbbells and medicines
- CO5: Create functional set skills for better social life

<b>Mapping Table CO's – PO's (Course Articulation Matrix)</b>							
<b>Course Outcomes</b>	<b>Performance Outcomes</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	9	-	9	-	3	9	3
CO2	9	3	9	-	9	9	1
CO3	3	9	9	-	3	9	1
CO4	9	9	9	3	9	9	3
CO5	9	3	9	3	9	9	1
Weightage of the course	39	24	45	6	24	45	9
Weighted % of the course	04.74	02.49	03.91	00.54	03.67	04.04	01.80



**Cricket: Fundamental Skills**

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

**Archery: Fundamental skills**

Fitting bow and arrow – choosing hand preference – determining eye dominance - determining draw length  
 Fitting the arm guard and finger tab  
 Nock locator setup  
 Shooting safely – attire – retrieving  
 T form stance – mimicking T form – bow hand position – wrist position low, high and straight  
 Sighting and aiming  
 Anchoring  
 Performance analysis horizontal, vertical and mixed pattern  
 Tuning and maintaining equipment  
 Rules and scoring

**Hockey: Fundamental Skills**

Player stance & Grip  
 Rolling the ball  
 Dribbling  
 Push  
 Stopping  
 Hit  
 Flick  
 Scoop  
 Passing Forward pass, square pass, triangular pass, diagonal pass, return pass,  
 Reverse hit  
 Dodging  
 Goal keeping Hand defence, foot defence  
 Positional play in attack and defense.  
 Rules and their interpretations and duties of officials.  
 Rules and their interpretations and duties of officials.  
 Ground Marking.

**Netball: Fundamental Skills**

Catching: one handed, two handed, with feet grounded, in flight.  
 Throwing (different passes and their uses): one handed passes (shoulder, high shoulder, under arm, bounce, lob); two handed passes (push, overhead, bounce).  
 Footwork: landing on one foot; landing on two feet; pivot; running pass.  
 Shooting: one hand; two hands; forward step shot; backward step shot.  
 Techniques of getting free: dodge and sprint; sudden sprint; sprint and stop; sprinting with change of speed.  
 Defending: marking the player; marking the ball; blocking; inside the circle; outside the circle (that is, defending the circle edge against the pass in).  
 Intercepting: pass; shot.



The toss-up.  
 Role of individual players  
 Serving, catching, throwing and rotation in throw ball.  
 Rules and their interpretations and duties of officials in both games

#### **SPECIALIZATION SPORT / GAME AND OFFICIATING**

**COURSE OUTCOMES:** At the end of the course, the student will be able to  
 CO1: Understand fundamental skills, techniques and tactics of various games  
 CO2: Identify the system of play  
 CO3: Analyse rules and interpretation  
 CO4: Suggest training schedule  
 CO5: Participate and Organize competitions and tournaments

<b>Mapping Table CO's – PO's (Course Articulation Matrix)</b>							
<b>Course Outcomes</b>	<b>Performance Outcomes</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	9	-	9	9	3	9	1
CO2	3	9	9	9	3	3	1
CO3	3	9	9	9	3	1	1
CO4	3	9	9	9	3	9	3
CO5	3	3	9	3	3	9	1
Weightage of the course	21	21	45	39	15	31	7
Weighted % of the course	02.55	02.18	03.91	03.48	02.29	02.78	01.40

**BPC308**

**FIELD EVENTS (THROWS)**

**L T P C**  
**0 2 6 5**

Basic Skills and techniques of the Throwing events  
 Ground Marking/ Sector Marking  
 Grip  
 Stance  
 Release  
 Reserve/ (Follow through action)  
 Rules and their interpretations and duties of officials

**COURSE OUTCOMES:** At the end of the course, the student will be able to  
 CO1: Illustrate basic and advance techniques in field events  
 CO2: Execute the techniques  
 CO3: Differentiate the scientific basis of throws  
 CO4: Infer error, reason and correction of techniques  
 CO5: Generate alternatives and interpretation of the rules and officiating

<b>Mapping Table CO's – PO's (Course Articulation Matrix)</b>							
<b>Course Outcomes</b>	<b>Performance Outcomes</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	9	3	3	9	3	1	1
CO2	3	3	3	9	9	3	1
CO3	9	9	9	9	3	9	1
CO4	3	9	9	9	9	9	1

CO5	3	3	9	9	9	9	1
Weightage of the course	27	27	33	45	33	31	5
Weighted % of the course	03.28	02.81	02.87	04.02	05.05	02.78	01.00

**BTP309**

**COACHING LESSON AND OFFICIATING**

**L T P C**  
**0 2 6 5**

B.P.Ed., students need to develop proficiency in taking coaching lessons in their specialized Sports & games and track & field learned in the B.P.Ed., course of study externally under school situation.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Understand components of coaching lesson in sports and games and track and field

CO2: Apply the concrete direction of planning and implementation

CO3: Analyze each step in creation deeper and detailed procedure of coaching and officiating

CO4: Accomplish goals within a learning environment on short and long term basis

CO5: Create the value of envisioning success in class room setting

<b>Mapping Table CO's – PO's (Course Articulation Matrix)</b>							
<b>Course Outcomes</b>	<b>Performance Outcomes</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	9	3	9	9	9	9	1
CO2	3	9	3	9	9	9	1
CO3	3	9	9	9	3	9	1
CO4	9	9	9	9	3	9	3
CO5	9	9	9	9	3	9	3
Weightage of the course	24	39	39	45	27	45	9
Weighted % of the course	02.92	04.05	03.39	04.02	04.13	04.04	01.80

**BCC401**

**TEST AND MEASUREMENT IN PHYSICAL EDUCATION**

**L T P C**  
**4 0 0 4**

**Objectives:** After studying this paper the student teachers will be able

- To know the importance of test and measurement in physical education
- To know the types of test and their administration
- To understand the different physical fitness tests
- To understand the health related physical fitness tests
- To know the skill tests of different sports

**Unit I: Introduction to Test and Measurement and Evaluation**

Meaning of Test and Measurement in Physical Education

Need and Importance of Test and Measurement in Physical Education

**Unit II: Criteria: Classification and Administration of test**

Criteria of good Test

Criteria of tests, scientific authenticity (reliability, objectivity, validity and availability of norms)

Type and classification of Test

Administration of test, advance preparation Duties during testing Duties after testing.

**Unit III: Physical Fitness Tests**

AAHPER youth fitness test

Barrow Motor Ability Test

Indiana Motor Fitness Test

JCR test

Johnson Test of Motor Educability

Cozen test of General Athletic ability

SDAT Battery Test

**Unit IV: Health related fitness tests**

Health related fitness tests

Cardio vascular endurance tests

Muscular endurance tests

Body fat analyzing test

**Unit V: Sports Skill Tests**

Lockhart and McPherson badminton test

Johnson basketball test

McDonald soccer test

S.A.I Volleyball test

S.A.I Hockey test

**References:**

1. Bangsbo, J. (1994). Fitness training in foot ball: A scientific approach. Bagsvaerd, Denmark: HoStorm.
2. Barron, H.M., and Mcchee, R. (1997). A practical approach to measurement in physical education.
3. Philadelphia: Lea and Febiger
4. Kansal, D.K. (1996). Test and measurement in sports and physical education. New Delhi: D. V.S. Publications.
5. Mathews, D.K., (1973). Measurement in physical Education, Philadelphia: W.B. Saunders Company.
6. Pheasant, S. (1996). Bodyspace: anthropometry, ergonomics and design of Work. Taylor and Francis, New York.
7. Phillips, D.A., and Hol-nak, J.E. (1979). Measurement and evaluation in physical education. New York: John Willey and Sons.
8. Sodhi, H.S., and Sidhu, L.S. (1984). Physique and selection of sports akinanthropometric study. Patiala: Punjab Publishing House.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

- CO1: Understand test measurement importance and principles
- CO2: Identify the criteria, classification and administration of test
- CO3: Discuss the skill and health related fitness tests
- CO4: Prepare the health and skill related fitness tests
- CO5: Apply the knowledge in conducting the tests

<b>Mapping Table CO's – PO's (Course Articulation Matrix)</b>							
<b>Course Outcomes</b>	<b>Performance Outcomes</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	9	3	3	3	3	9	3
CO2	3	9	9	9	3	3	3
CO3	1	3	9	9	3	3	1
CO4	9	9	3	9	3	9	3
CO5	3	9	3	9	3	9	1
Weightage of the course	25	24	27	39	15	24	11
Weighted % of the course	03.04	02.49	02.35	03.48	02.29	02.15	02.20

**BCC402**

**KINESIOLOGY AND BIOMECHANICS**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Objectives:** After studying this paper the student teachers will be able

- To know the basics of kinesiology & Biomechanics and their importance in Physical Education
- To understand the classification of joints and muscles
- To understand the mechanical concepts
- To know about the human movements
- To analyze the human movements mechanically

#### **Unit I: Introduction to Kinesiology and Sport Biomechanics**

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

#### **Unit II: Classification of Joints and muscles**

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

#### **Unit III: Mechanical Concepts**

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

#### **Unit IV: Kinematics and Kinetics of Human Movement**

- Linear Kinematics Distance and Displacement, speed and velocity, Acceleration Angular kinematics Angular Distance and Displacement, Angular Speed and velocity, Angular Acceleration.
- Linear Kinetics Inertia, Mass, Momentum, Friction.

- Angular Kinetics Moment of inertia, Couple, Stability.

### Unit V: Biomechanical Analysis

- Biomechanical analysis of walking jogging running jumping - throwing

### Reference:

1. Bunn, J. W. (1972).Scientific principles of coaching. Englewood Cliffs, N.J.: Prentice Hall Inc.
2. Hay, J. G. and Reid, J. G.(1982). The anatomical and mechanical basis of human motion Englewood Cliffs, N.J.: prentice Hall Inc.
3. Hay, J. G. and Reid, J. G.(1988).Anatomy, mechanics and human motion. Englewood Cliffs, N.J.: prentice Hall Inc.
4. Hay, J. G. (1970). The biomechanics of sports techniques. Englewood Cliffs, N.J.: Prentice Hall, Inc.
4. Simonian, C.(191 1).Fundamentals of sport biomechanics. Englewood Cliffs, N.J.: Prentice Hall Inc.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Understand the fundamentals of movements

CO2: Determine the causes and corrective measures of posture

CO3: Analyse the classification of joints and muscles and their contribution to movements in sports and games

CO4: Evaluate the kinetic and kinematic principles of human movement

CO5: Predict the knowledge in motor movements for better performance

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	3	3	9	1	3	1
CO2	3	9	1	9	-	9	1
CO3	3	9	3	9	-	9	1
CO4	3	9	9	9	1	9	1
CO5	3	3	9	9	-	3	1
Weightage of the course	21	33	25	45	2	33	5
Weighted % of the course	02.55	03.43	02.17	04.02	00.31	02.96	01.00

BCC403	PRINCIPLES AND TECHNIQUES OF OFFICIATING AND COACHING- Part III				L	T	P	C
	NETBALL, GYMNASTICS, CRICKET, ARCHERY, HOCKEY, BOXING, KABADDI, KHO-KHO, HANDBALL, SWIMMING				4	0	0	4

**Objectives:** After studying this paper the student teachers will be able

- To lay out play fields of different sports
- To know the rules and their interpretation in different sports
- To know the equipment used in different sports and their specification
- To understand the mechanism of officiating in different sports
- To know the skills, techniques, drills and lead up games in different sports

**Unit I: Philosophy of officiating Mechanism of officiating**

- Qualification and Qualities of an official
- Philosophy of Officiating
- General principles of officiating
- Pre-duties and post-duties of an official
- Mechanism of officiating
- Official Signals and powers
- System of officiating
- Position of officiating

**Unit II: Rules and Interpretations - I**

- Dimensions and lay out of the play field / throw events - Specifications of the equipments
- Rules & Regulations - Netball, Gymnastics

**Unit III: Rules and Interpretations - II**

- Dimensions and layout of the play field – Specifications of the equipments
- Rules & Regulations - Cricket, Archery, Hockey, Boxing

**Unit IV: Rules and Interpretations - III**

- Dimensions and layout of the play field – Specifications of the equipments
- Rules & Regulations - Kabaddi, Kho-Kho, Handball, Swimming

**Unit V: Skills and lead up games**

- Skills and techniques
- Lead up games to develop the skill/ technique
- Drill

**References :**

1. Buck Rules of Sports and Games, Published by NCYSI, New Delhi
2. Jenson G. and Fisher AG, (1972). Scientific Basis of Athletic Conditioning, 2<sup>nd</sup> edition, Lea and Febiger, Philadelphia \_
3. Jones R and et.al., (1982). Guide to Effective Principles and Practices, Allyn and Bacon, Inc
4. Lawther JD (1951). Psychology of Coaching, Prentice Hall, Inc,
5. Englewood Cliffs, New Jersey Rules of Games, Published by International Association of Respective Sports and Games
6. Singh H (1984). Sports Training, General Theory and Physical Fitness, NIS, Patiala
7. Thomas JP (1971). Scientific Weight Training for Sports and Games, Gnanodaya Press, Madras

**COURSE OUTCOMES:** At the end of the course, the student will be able to

- CO1: Understand the Philosophy of Officiating  
 CO2: Apply dimensions, layout of play fields and specification of equipment.  
 CO3: Analyse rules and their interpretations  
 CO4: Evaluate skills and technique  
 CO5: Create drills, lead-up, coaching and the officiating.

<b>Mapping Table CO's – PO's (Course Articulation Matrix)</b>							
<b>Course Outcomes</b>	<b>Performance Outcomes</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	9	3	3	3	1	3	1
CO2	3	9	9	3	1	3	1
CO3	1	3	9	9	3	9	1
CO4	-	1	9	9	-	9	1
CO5	3	9	9	3	1	9	1

Weightage of the course	16	25	39	27	6	24	5
Weighted % of the course	01.94	02.60	03.39	02.41	00.92	02.15	01.00

**BAEE404**

**SPORTS MEDICINE, PHYSIOTHERAPY AND  
REHABILITATION**

**L T P C**  
**1 0 0 1**

**Objectives:** After studying this paper the student teachers will be able

- To understand about need and importance of sports medicine
- To know about Prevention of injuries in sports and First Aid
- To know about the importance of Physiotherapy
- To know about Hydrotherapy
- To know about Therapeutic exercises

**Unit I: Sports Medicine**

Sports Medicine: Meaning, Definition, Aims, Objectives, Modern Concepts and Importance - Athletes Care and Rehabilitation: Contribution of Physical Education Teachers and Coaches - Need and Importance of the study of sports injuries in the field of Physical Education

**Unit II: Preventive Measures and First Aid**

Prevention of injuries in sports Common sports injuries Diagnosis - First Aid - Treatment - Laceration Blisters Contusion – Strain Sprain – Fracture Dislocation and Cramps Bandages Types of Bandages trapping and supports.

**Unit III: Physiotherapy**

Definition Guiding principles of physiotherapy - Importance of physiotherapy - Introduction and demonstration of treatments - Electrotherapy infra-red rays - Short wave diathermy ultrasonic rays.

**Unit IV: Hydrotherapy**

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

**Unit V: Therapeutic Exercise**

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

**References:**

1. Christine, M. D., (1999). Physiology of sports and exercise. USA: Human Kinetics.
2. Conley, M. (2000). Bioenergetics of exercise training. In T.R. Baechle, and R.W. Earle, (Eds), Essentials of Strength Training and Conditioning (pp. 73-90). Champaign, IL: Human Kinetics.
3. David, R. M. (2005). Drugs in sports, (4th'Ed). Routledge Taylor and Francis Group.
4. Hunter, M. D. (1979). A dictionary for physical educators. In H. M. Borrow and R. McGee,(Eds.), A Practical approach to measurement in Physical Education (pp. 573-74) Philadelphia: Lea and Febiger.
5. Jeyaprakash, C. S., Sports Medicine, J.P. Brothers Pub., New Delhi, 2003.



6. Khanna, G.L., (1990). Exercise physiology and sports -medicine. Delhi : Lucky Enterprises
7. Mathew, D.K. and Fox, E.L, (1971). Physiological basis of physical education and athletics. Philadelphia: W.B. Saunders Co.
8. Pandey, P.K., (1987). Outline of sports medicine, New Delhi: J.P. Brothers Pub. Williams, J. G;-P. (1962). Sports medicine. London: Edward Arnold Ltd.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Define Sports Nutrition, Nutrition guidelines , Role of Nutrition in sports, Nutrition Plan

CO2: Apply about the components of food and their role.

CO3: Analyse the acquired knowledge of Nutrition in weight management.

CO4: Evaluate the role of Nutrition on health

CO5: Explain the create preventive measures of lifestyle management

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	-	1	1	1	3	3
CO2	3	9	3	9	3	9	3
CO3	1	3	3	9	3	9	3
CO4	1	3	9	9	9	9	9
CO5	3	9	3	9	3	9	9
Weightage of the course	17	24	19	37	19	39	27
Weighted % of the course	02.07	02.49	01.65	03.30	02.91	03.50	05.41

**BAEE405**

**GENDER STUDIES & PERSONALITY DEVELOPMENT**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**Objectives:** After studying this paper the student teachers will be able

- To make men and women aware of each other's strengths and weakness.
- To develop sensitivity towards both genders in order to lead an ethically enriched life.
- To promote attitudinal change towards a gender balanced ambience and women empowerment.

### **Unit I: Concepts of Gender & Social Construction of Gender**

Gender – Biological Determinism – Patriarchy – Feminism – Gender Discrimination – Gender Division of labour – Gender Stereotyping – Gender Sensitivity – Gender Equity – Equality – Gender Mainstreaming - Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas); essentialized male and female identities and the introduction to third gender; discourse of LGBT

### **Unit II: Areas of Gender Discrimination & Women Development and Gender Empowerment**

Family – Sex Ratio – Literacy – Health – Governance – Religion Work vs Employment – Market – Media – Politics – Law – Domestic Violence –Sexual Harassment – State Policies and Planning - Internal Complaints Committee. Initiatives – International Women's Decade – International Women's Year – National Policy for Empowerment of Women

### **Unit III: Women's Movements and Safeguarding Mechanism**

In India National /State Commission for Women (NCW) – All Women Police Station – Family Court – Domestic Violence Act – Prevention of Sexual Harassment at Work Place Supreme Court Guidelines – Maternity Benefit Act – PNDT Act – Hindu Succession Act 2005 – Eve Teasing



#### **Unit IV: Personality Development & Concept of Attitude and Motivation**

The concept of Personality – self-esteem – Guidelines on Personality- Developing Good Personality- Psychological Position- Better human relations- Time management- Qualities of Leaders - Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude – Advantages –Negative attitude- Disadvantages - Concept of motivation - Significance – Internal and external motives - Importance of self- motivation- Factors leading to de-motivation - Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviors - Lateral thinking.

#### **Unit V: Concept of Etiquette and Psychometric Analysis**

Body language - Problem-solving - Conflict and Stress Management - Decision-making skills - Work ethics –Good manners and etiquette-Resume building- The art of participating in Group Discussion – Facing the Personal (HR & Technical) Interview -Frequently Asked Questions - Psychometric Analysis - Mock Interview Sessions.

#### **References:**

1. Bhasin Kamala, Understanding Gender: Gender Basics, New Delhi: Women Unlimited, 2004
2. Bhasin Kamala, Exploring Masculinity: Gender Basics, New Delhi: Women Unlimited, 2004
3. Bhasin Kamala, What is Patriarchy? : Gender Basics, New Delhi: Women Unlimited, 1993
4. Pernau Margrit, Ahmad Imtiaz, Reifeld Hermut(ed.,) Family and Gender: Changing Values in Germany and India, New Delhi: Sage Publications, 2003
5. Agarwal Bina, Humphries Jane and Robeyns Ingrid(ed.,) Capabilities, Freedom, and Equality: Amartya Sen's Work from a Gender Perspective, New Delhi : Oxford University Press, 2006
6. Rajadurai.S.V, Geetha.V, Themes in Caste Gender and Religion, Tiruchirappalli: Bharathidasan University, 2007
7. Misra Geetanjali, Chandiramani Radhika (ed.,) Sexuality, Gender and Rights: Exploring Theory and Practice in South and Southeast Asia, New Delhi: Sage Publication, 2005
8. Rao Anupama (ed.,) Gender & Caste: Issues in Contemporary Indian Feminism, New Delhi: Kali for Women, 2003
9. Saha Chandana, Gender Equity and Gender Equality: Study of Girl Child in Rajasthan, Jaipur: Rawat Publication, 2003.
10. Krishna Sumi, (ed.,), Livelihood and Gender: Equity in Community Resource Management, New Delhi: Sage Publication, 2004
11. Pludi A. Michele (ed.,) praeger, Guide to the Psychology of Gender, London: Praeger Publisher, 2004
12. Wharton S. Amy, The Sociology of Gender: An Introduction to Theory and Research, USA: Blackwell Publishing, 2005
13. Mohanty Manoranjan (ed.,) Class, Caste, Gender: Readings in Indian Government and Politics – 5, New Delhi: Sage Publications, 2004.
14. Arya Sadhna Women, Gender Equality and the State, New Delhi: Deep & Deep Publication, 2000.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

- CO1: Understand the gender sensitivity and socialization
- CO2: Evaluation of gender discrimination and empowerment
- CO3: Analyses women movement and safeguarding mechanism
- CO4: Apply fundamentals of careers rules and personality
- CO5: Execute the concept of attitude and motivation

Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	-	1	1	1	3	3
CO2	3	9	3	9	3	9	3
CO3	1	3	3	9	3	9	3
CO4	1	3	9	9	9	9	9
CO5	3	9	3	9	3	9	9
Weightage of the course	17	24	19	37	19	39	27
Weighted % of the course	02.07	02.49	01.65	03.30	02.91	03.50	05.41

**BPC406**

**MALKHAMB AND PYRAMID, THERABAND, LADDER  
TRAINING AND GYMNASTICS**

**L T P C  
0 2 4 4**

**Malkhamb and Pyramid**

- Malkhamb - Salaami, Hold, Saadiudi, Bagaludi, Dashrangudi, Bagliudi, Veludi, Soyodoro, Phirki, Padmasana, T. Balance, Pataka, Landing.
- Rope Malkhamb - Salaami, Padmasana Chadh, Katibandhl-2, Sadiadhi, Rikebpakkad, Rikebpagniadhi, Kamaradhi, Nakkikasadhi, Kamaradhi, Nakkikasadhi, Urubandhtedhi, Sadibagli, Do hatibagli, Kamarbandhb aglj, nakkikasbagli, Dashrang, Hanuman pakad, Gurupakkad, Various padmasana, Landing.
- Pyramid: two men formation, three men formation, etc., precautions and safety measures, moving pyramid, pillars and towers, etc.

**Boxing: Fundamental Skills**

- Player stance
- Stance Right hand stance, left hand stance.
- Foot work Attack, defense.
- Punches Jab, cross, hook, uppercut, combinations.
- Defense slips bob and weave, parry/block, cover up, clinch, counter attack Tactics. Toe to toe, counter attack, fighting in close, feinting
- Rules and their interpretations and duties of officials.

**Theraband training:**

- Theraband colour selection Handling the theraband
- Grip wrap - Palm wrap - Euro wrap
- Creating loops - Handling the tubing - Securing the band tubing
- Training for Postural development - Motor function - Muscle performance - Rehabilitation exercise
- Stretching exercises for muscle length - Balance training - Cardio training exercises Functional and sport-specific training

**Ladder training:**

- One foot in hole
- Two feet in hole
- Lateral in and out
- Linear in and out
- Cross over front and behind

- Shuffle - side steps - hops and run - cross over run side straddle hop
- Functional ladder drills

## Gymnastics:

### Floor Exercise

- Forward Roll, Backward Roll, Sideward Roll, different kinds of scales, Leg Split, Bridge, Dancing steps, Head stand, Jumps-leap, scissors leap, cart wheel, one arm cart wheel, rolls, Tumbling full twisting backward somersault - knees and shoulders spring – doubles forward roll - back flip toe pitch
- Vaulting Horse
- Approach Run, Take off from the beat board, Cat Vault, Squat Vault.
- Pommel Horse
- Front Vault - squat stand leap flank Vault stoop, straddle vault - hand spring.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Understand malkhamb, Rope makhamb and pyramid with precautions and safety measures

CO2: Apply fundamental skills rules, interpretation and officiating technique

CO3: Analyse for postural development and rehabilitation exercise using theraband

CO4: Execute variations in ladder training for fundamental and sports specific

CO5: Perform floor exercises, vaulting horse, pommel horse and other exercises gracefully and rhythmically

Mapping Table CO's – PO's (Course Articulation Matrix)							
Course Outcomes	Performance Outcomes						
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	-	9	-	3	9	3
CO2	9	3	9	-	9	9	1
CO3	3	9	9	-	3	9	1
CO4	9	9	9	3	9	9	3
CO5	9	3	9	3	9	9	1
Weightage of the course	39	24	45	6	24	45	9
Weighted % of the course	04.74	02.49	03.91	00.54	03.67	04.04	01.80

BPC407	KABBADDI, HANDBALL, KHO-KHO AND SWIMMING, SPECIALIZATION SPORT / GAME AND OFFICIATING	L	T	P	C
		0	2	4	4

### Kabaddi: Fundamental skills

- Skills in Raiding-Touching with hand, Various kicks, crossing of baulk line, Crossing of Bonus line, luring the opponent to catch, Pursuing.
- Skills of Holding the Raider – Various formations, catching from particular position, Different catches, luring the raider to take particular position so as to facilitate catching, catching formations and techniques.
- Additional skills in raiding - Bringing the antis into particular position, Escaping from various holds, Techniques of escaping from chain formation, Combined formations in offence and defense.
- Ground Marking, Rules and Officiating

**Hand Ball: Fundamental skills**

- 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, Counter Attack from two Wings and centre, Blocking, Goal keeping, Defense.
- Rules and their interpretations and duties of officials.

**Kho-Kho: Fundamental skills**

- General skills of the game - Running, chasing, Dodging, Faking, etc.
- Skills in chasing Correct Kho, Moving on the lanes, Pursuing the runner, Tapping the inactive runner, Tapping the runner on heels, Tapping on the pole, Diving, Judgment in giving Kho, Rectification of Foul.
- Skills in Running – Zig zag running, Single and double chain, Ring play, Rolling in the sides, Dodging while facing and on the back, fakes on the pole, fake legs, body arm etc, Combination of different skills.
- Ground Marking
- Rules and their interpretations and duties of officials.

**Swimming: Fundamental Skills**

- Entry into the pool.
- Developing water balance and confidence
- Water fear removing drills.
- Floating – Mushroom and Jellyfish, etc.
- Gliding with and without kick board.
- Body Position, Leg, Kick, Aim pull, Breathing and Coordination.
- Start and turns of the concerned strokes.
- Starts and turns of concerned strokes.
- Rules of Competitive swimming officials and their duties, pool specifications, seeding heats and finals, Rules of the races.
- Fundamental skills
- Swim with the ball
- **SPECIALIZATION SPORT / GAME AND OFFICIATING**

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Understand fundamental skills, techniques and tactics of various games

CO2: Identify the system of play

CO3: Analyse rules and interpretation

CO4: Suggest training schedule

CO5: Participate and Organize competitions and tournaments

<b>Mapping Table CO's – PO's (Course Articulation Matrix)</b>							
<b>Course Outcomes</b>	<b>Performance Outcomes</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	9	-	9	9	3	9	1
CO2	3	9	9	9	3	3	1
CO3	3	9	9	9	3	1	1
CO4	3	9	9	9	3	9	3
CO5	3	3	9	3	3	9	1
Weightage of the course	21	30	45	39	15	31	7
Weighted % of the	02.55	03.12	03.91	03.48	02.29	02.78	01.40

course							
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**BTP408**

**EXTERNAL COACHING LESSON AND OFFICIATING  
(TRACK & FIELD AND SPECIALIZATION)**

**L T P C  
0 2 6 5**

B.P.Ed. students need to develop proficiency in taking coaching lessons in their specialized Sports & games and track & field learned in the B.P.Ed., course of study externally under school situation.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Understand the basic concept

CO2: Apply the knowledge of rules and regulations and interpretation

CO3: Skills, Coaching and officiating procedure

CO4: Analyse the skills and technique

CO5: Develop proficiency in Coaching and officiating

<b>Mapping Table CO's – PO's (Course Articulation Matrix)</b>							
<b>Course Outcomes</b>	<b>Performance Outcomes</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	9	3	9	9	9	9	1
CO2	3	9	3	9	9	9	1
CO3	3	9	9	9	3	9	1
CO4	9	9	9	9	3	9	3
CO5	9	9	9	9	3	9	3
Weightage of the course	33	39	39	45	27	45	9
Weighted % of the course	04.01	04.05	03.39	04.02	04.13	04.04	01.80

**BTP409**

**INTENSIVE TEACHING PRACTICE  
(GENERAL & PARTICULAR)**

**L T P C  
0 0 20 5**

B.P.Ed., students need to develop proficiency in taking General and Particular teaching practice lessons in indigenous activities and in other practical activities, sports and games learned in the B.P.Ed., course of study in the practicing school.

**COURSE OUTCOMES:** At the end of the course, the student will be able to

CO1: Determine more effectively the lessons adhered during each class

CO2: Enhance meaningful concept in teaching

CO3: Develop essential components, resources, procedure and evaluation techniques

CO4: Provide right information related sports , games indigenous activities and minor games

CO5: Create structural learning outcomes

<b>Mapping Table CO's – PO's (Course Articulation Matrix)</b>							
<b>Course Outcomes</b>	<b>Performance Outcomes</b>						
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
CO1	9	3	9	9	9	9	9
CO2	3	9	3	9	9	1	9
CO3	3	9	9	9	3	1	9
CO4	9	9	9	9	3	3	9
CO5	9	9	9	9	3	3	9

Weightage of the course	33	39	39	45	27	17	45
Weighted % of the course	04.01	04.05	03.39	04.02	04.13	01.53	09.02