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

2022-2024

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 2021-2022 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)

i. The Answer scripts are evaluated by both internal and external examiners (Double Valuation).

ii. If there is 10% difference between two examiners, a third valuation is conducted, which will be the final.

iii. 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-Appear 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 VI: 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-Appear 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
Total	**52**	**47**	**35**	**134**

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-Appear (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:

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

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

Where C_i is the Credit earned for the course is 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.,

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

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.,

$$\text{CGPA} = \sum(C_i \times S_i) / \sum C_i$$

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 X 8 = 24
Course 2	4	B+	7	4 X 7 = 28
Course 3	3	B	6	3 X 6 = 18
Course 4	3	O	10	3 X 10 = 30
Course 5	3	C	5	3 X 5 = 15
Course 6	4	B	6	4 X 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.

BACHELOR OF PHYSICAL EDUCATION (B.P.Ed.)
2021-2023
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 thing 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**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**
			Wt.	**Wt.**	**Wt.**	**Wt.**	**Wt.**	**Wt.**	**Wt.**
SEMESTER - I	BCC 101	Principles of Physical Education, Physiology & Sociology	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
	BDE 104	Educational Technology And 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
	BDE 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, Drills 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 And Carrom	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, Camping, Guidance & Counseling	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 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)	16	25	39	27	6	24	5
			01.94	02.60	03.39	02.41	00.92	02.15	01.00
	BGE 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

	BGE 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 And 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 Throw ball	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
SEMESTER – III	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	27	39	45	27	21	39	21
			03.28	04.05	03.91	02.41	03.21	03.50	04.21
	BSE 304	Sports Management	21	30	39	24	21	39	15
			02.55	03.12	03.39	02.14	03.21	03.50	03.01
	BSE 305	Fitness, Wellness &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 And Core Board Training And Tennikoits	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 And Netball	21	21	45	39	15	31	7
			02.55	02.18	03.91	03.48	02.29	02.78	01.40
	BPC 308	Field Events(Throws)	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	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	Tests 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	Kinesiology And	21	33	25	45	2	33	5

	402	Biomechanics	02.55	03.43	02.17	04.02	00.31	02.96	01.00
	BCC 403	Principles And Techniques Of Officiating And Coaching	16	25	39	27	6	24	5
			01.94	02.60	03.39	02.41	00.92	02.15	01.00
	BAE 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
	BAE 405	Gender Studies	17	24	19	37	19	39	27
			02.07	02.49	01.65	03.30	02.91	03.50	05.41
	BPC 406	Malkhamb And Pyramid, Theraband Ladder Training 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& 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	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 Wieghtage 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
TOTAL	**1600**	**1100**	**700**	**3400**

SEMESTER - I

Sl. No.	Course Code	Course Title	Period per week			CREDITS	Internal	External	Total
			L	T	P				
THEROY									
1	BCC101	Principles of Physical Education, Physiology & Sociology	4	0	0	4	25	75	100
2	BCC102	Anatomy and Physiology	4	0	0	4	25	75	100
3	BCC103	Yoga Education	4	0	0	4	25	75	100
ELECTIVE									
4	BDE104	Educational Technology and Sports Journalism and Tourism	1	0	0	1	25	75	100
5	BDE105	Disabilities and Inclusive Education							
PRACTICAL									
6	BPC106	Calisthenics, Minor Games, Drills and Aerobics	0	2	4	4			100
7	BPC107	Badminton, Ball Badminton, Softball, Table Tennis, Chess and Carrom	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, Guidance & Counseling	4	0	0	4	25	75	100
2	BCC202	Organization, Administration, and Methods in Physical Education	4	0	0	4	25	75	100
3	BCC203	Principles and Techniques of Officiating and Coaching (T&F)	4	0	0	4	25	75	100
ELECTIVE									
4	BGE204	Computer Application in Physical Education	1	0	0	1	25	75	100
5	BGE205	Elementary Statistics							
PRACTICAL									
6	BPC206	Dhands and Baithaks Light Apparatus Yoga and Silambam	0	2	4	4			100
7	BPC207	Basketball, Volleyball, Football and Throwball	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

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 and Environmental Studies	4	0	0	4	25	75	100
3	BCC303	Principles and Techniques of Officiating & Coaching	4	0	0	4	25	75	100
ELECTIVE									
4	BSE304	Sports management	1	0	0	1	25	75	100
5	BSE305	Fitness, Wellness & Sports Nutrition							
PRACTICAL									
6	BPC306	Lezium, Kung Fu, Swissball and Core Board Training and Tennikoits	0	2	4	4			100
7	BPC307	Cricket, Archery, Hockey and Netball	0	2	4	4			100
8	BPC308	Field Events (Throws)	0	2	6	5			100
9	BTP309	Coaching Lesson and Officiating	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	4	0	0	4	25	75	100
3	BCC403	Principles and Techniques of Officiating and Coaching	4	0	0	4	25	75	100
ELECTIVE									
4	BAE404	Sports Medicine, Physiotherapy and Rehabilitation	1	0	0	1	25	75	100
5	BAE405	Gender Studies							
PRACTICAL									
6	BPC406	Malkhamb and Pyramid, 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	0	2	6	5			100
TOTAL			13	6	14	**26**			**800**

BCC101	PRINCIPLES OF PHYSICAL EDUCATION, PHYSIOLOGY & SOCIOLOGY	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 Foundation of Physical Education

- Meaning- Definition Scope of Physical Education
- 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 - Growth and development- Age and gender characteristics - Body Types - Anthropometric differences
- Psychological, Attitude, interest, cognition, emotions and sentiments
- Sociological - 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
- Meaning & nature of motivation & aggression
- Motivation & its impact on sports performance
- Meaning & nature of anxiety & stress
- Types of anxiety & stress
- Effect of anxiety & stress on sports performance

Unit IV: Sports Psychology

- Meaning and Importance and scope of Sports psychology
- General Characteristics & Various stages of growth and development
- Types and nature of individual differences in Sports
- Factors affecting the sports performance
- Heredity and environment
- Psycho - Sociological aspects

- Human behavior in relation to physical education and sports.

Unit V: Sociology
- Orthodoxy, Customs, tradition & Physical education
- Socialization through Physical education
- Importance of Culture and effect of culture on life style

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 Pahysical 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**

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

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 relaxtive, 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: Kaixydahmoe. ' J
3. Rajjan, S. M. (1985). Yoga strenthening ofrelexation 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

BDE104	**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

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	27	18	39	22	33	39	15

of the course							
Weighted % of the course	03.28	01.87	03.39	01.96	05.05	03.50	03.01

BDE105 **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. PracticalApproach 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 AND 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 - haulting - 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 AND CARROM	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, 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 Shit, 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.

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, CAMPING, 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 growth and development of Physical in India
- To know about the growth and development of Physical 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 Modem Olympics
Physical education in Greece, Ancient Rome and Germany

Unit IV: Recreation & Camping

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
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.

Unit V: Guidance and Counselling

Meaning, Definition of Guidance and Counselling
Educational and Vocational Guidance
Guidance for gifted, slow learners, the disadvantaged, under achievers, exceptional, juvenile developments, differentially abled
Types of counselling-crisis, school, individual, peer and small group
Role of counselor and the teacher in counseling

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 F ebiger, Philadelphia.
5. Kamalesh ML (1991). Principles and History of Physical Education, Prakash Bros., Patiala
6. Nixon EJ and Lyrm 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,.
10. Englewood Cliffs, Prentice Hall Inc., New Jersey.
11. 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 progammes, types of guidance and role of teacher as a counselor

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
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

BCC202	**ORGANIZATION, ADMINISTRATION, AND METHODS IN PHYSICAL EDUCATION**	**L**	**T**	**P**	**C**
		4	**0**	**0**	**4**

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. Lolis: The C.V. Hosby co;
3. Kozman, H.C. Cassidly, R. and Jackson, C. (1960).Methods in Physical Education. London: W.B. Saunders Co.

4. Pandy, L.K. (1977). Methods in Physical Education.Delhe: Metropolitan Book Depo.
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. Jullandhar: 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

BCC203	**PRINCIPLES AND TECHNIQUES OF OFFICIATING AND COACHING (TRACK &FIELD)**	**L**	**T**	**P**	**C**
		4	**0**	**0**	**4**

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, 2nd edition, Lea and Febigeer, 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. Glady Kirubakar. S, (2009).Tennis Skills-ATeacher's Guide, SS Publication, Chennai
8. Glady 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 % of the course	01.94	02.60	03.39	02.41	00.92	02.15	01.00

BGE204 COMPUTER APPLICATION IN PHYSICAL EDUCATION

L	T	P	C
1	0	0	1

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 appt. 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

BGE205 **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. NewYork: 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(l973). Measurement in Physical Education, London W.B. Sounders co.
7. Wilks, SS (1984). Elementary StatisticalAnalysis, 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

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

BPC206	**DHANDS AND BAITHAKS LIGHT APPARATUS YOGA AND SILAMBAM**	**L**	**T**	**P**	**C**
		0	**2**	**4**	**4**

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

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

BPC207 BASKETBALL, VOLLEYBALL, FOOTBALL AND THROWBALL

L	**T**	**P**	**C**
0	**2**	**6**	**4**

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.

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

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

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

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 SportsTraining
- 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 Deve1opment - 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. (l980).Sports training principles. London: Lepus Books.
2. Harre, D. (l982) Principles of sports training. Berlin: Sporulated.
3. Jensen, R. C and Fisher,A.G. (1979). Scientific basis of athletic conditioning.
4. Matvyew. L.P. (198l) Fundamental of sports training. Moscow: Progress Publishers.
5. Singh, H. (l 984) 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

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

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. NewYork: 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

BCC303	PRINCIPLES AND TECHNIQUES OF OFFICIATING & COACHING	L	T	P	C
		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-during and post-Duties of official
- Mechanism of officiating
- Official signals and powers
- System of officiating
- Position of officiating

Unit II: Layout of Track / Jumping, event 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 NCYI. New Delhi
2. Jenson G. and Fisher AG, (1972). Scientific Basis of Athletic Conditioning, 2nd edition, Lea and Febigeer, 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

BSE304 **SPORTS MANAGEMENT**

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

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. (l968).Administration of physical education for women. NewYork: The Ronal 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. Sounders 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

BSE305 **FITNESS, WELLNESS & SPORTS NUTRITION** **L T P C**
1 0 0 1

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 .(l998). Complete guide to postnatal fitness. London: A and C Black Publishers Ltd.
2. Giam, C.K andThe, 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.

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

BPC306	**LEZIUM, KUNG FU, SWISSBALL AND CORE BOARD TRAINING AND TENNIKOITS**	**L**	**T**	**P**	**C**
		0	**2**	**4**	**4**

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, fiont1eaning, 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

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

BPC307 **CRICKET, ARCHERY, HOCKEY AND NETBALL** **L T P C**
0 2 4 4

Cricket: Fundamental Skills
Batting - Forward and backward defensive stroke
Bowling - Simp1e 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

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

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	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

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

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

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	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
Principles of Test and Measurement

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 Mchee,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. Sounders Company.
6. Pheasant,S.(1996). Bodyspace: anthropometry, ergonomics and design of Work. Taylor and Francis, NewYork.
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

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

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

2. Hay, J. G. and Reid, J. G.(1988).Anatomy, mechanics and human motion. Englewood Cliffs, N.J.: prentice Hall Inc.
3. 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**	**L**	**T**	**P**	**C**
		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 - Throw events, 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“ edition, Lea and Febigeer, 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,
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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	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

BAE404	**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 injures 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.

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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

BAE405 **GENDER STUDIES**

L	T	P	C
3	0	0	3

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

Sex – Gender – Biological Determinism – Patriarchy – Feminism – Gender Discrimination – Gender Division of labour – Gender Stereotyping – Gender Sensitivity – Gender Equity – Equality – Gender Mainstreaming - Empowerment.

Unit II: Social Construction of Gender

Socialization in the family and at school, occupation and identity (identities largely unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature; 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 III: Areas of Gender Discrimination

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.

Unit IV: Women Development and Gender Empowerment

Initiatives – International Women's Decade – International Women's Year – National Policy for Empowerment of Women – Women Empowerment Year 2001 – Mainstreaming Global Policies.

Unit V: 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 Prevention Act – Self Help Groups – 73rd and 74th Amendment for PRIS.

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

CO1:
CO2:
CO3:
CO4:
CO5:

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

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, Soydoro, 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 slip 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

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

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

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

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

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	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**

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

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